THE APPLICATION OF TOPIC SELECTION TO IMPROVE STUDENTS SPEAKING SKILL AT THE TENTH YEAR OF SMAN 2 PALOPO

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A THESIS

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

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ABSTRACT

Nisba, 2016. The Application of Topic Selection Improve Students Speaking Skill At The Tenth Year of SMAN 2 Palopo. Thesis, English Study Program Tarbiyah and Teacher Training Faculty Of State Institute For Islamic Studies (IAIN) Palopo. Consultant I, Drs. Mardi Takwim, M.Hum and Consultan II, Madehang, S.Ag.,M.Pd.

Key Words: ***Speaking and Topic Selection***

This thesis attempts to discover students ability in speaking skill through application topic selectionat the tenth year of SMAN 2 Palopo. The problem statements of this thesis consist of two questions, they are; "Is Application a topic effectively in improving students speaking skill at the Tenth Year of SMAN 2 Palopo? and how is the student's interest in learning speaking skill by applying a topic selection?

Based on the description above, the researcher answers the objectives of the research, those are; To find out whether application topic effective to improve students ability at the tenth year of SMAN 2 Palopo. and to find out students interest in learning speaking by application a topic. In this research, the researcher specific about application of topic selection at the tenth year of SMAN 2 Palopo such as ; park, scenery, buildings and beach.

In this research the writer use pre-experimental method. The researcher got the three aspects in speaking skill; accuracy, fluency, and comprehensibility by using a test namely pre-test and post-test. Besides, the researcher use questionnaire to find the students interest in learning speaking through application a topic. The population of this researcher was the student at the tenth year of SMAN 2 Palopo. The sample was taken by using purposive sampling. The number of sample was 24 students from class X1.

The result of the data analysis shows that t_{count} (13.885) was higher than t_{table}(2,06866) 13.885>2, 06866. It indicates that the application topic selection is effective in teaching speaking at the thenth year of SMAN 2 Palopo. Besides, the result indicates that the students are interested in learning speaking through application topic selection.

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CHAPTER I

INTRODUCTION

A. Background

Language is a medium of communication for all of humanity, it means that the language used by all people to express, convey and deliver a signal or message to others with specific purposes. Language not only served as a means of communication but also has a function as the identity of a country. English is one language is very important to be studied and explored because English is the international language, and the most important language used today because modern society ranging from business, education, social, economic and political in the world uses English as a tool for communication and tools to exchange information.

There are four skills to carry someone in mastering the English language is: the skill of speaking, writing, listening, and reading. But it is very important and influential to be learned is the ability of speaking, because of the ability to speak can facilitate a person to communicate and give each other and can improving knowledge get both the information required in the interest of the country and even abroad.

In speaking skill of learning is very necessary to develop that ability to learn and immediately practice, because speaking without practice can make the ability of the students will not develop, if it is not based in practice as expected.

Language is a system for expression of meaning. The primary function of language is for interaction and communication. English as one of the international languages in the world should be mastered by people from many countries in the world to communicate each other. They may know and understand what they speak communicatively because of English. Because of the reason, English becomes the first foreign language that is taught in Indonesia from elementary school up to college. Speaking is one of the four basic language skills; Listening, writing, reading and speaking. Teaching English speaking is the process of giving the English lesson, from the teacher to the students based on the material from the syllabus of the certain school, in order that the students are able to absorb it and they will be able to communicate by using English orally.

According to observation I found some problems related to the subjects of English language primarily on students' speaking skills in SMAN 2 Palopo. Before I had talked with some teachers of English on the student's ability to use language in speaking to British or commonly called the speaking skill. According to the teacher mastered still low by students at SMAN 2 Palopo the ability to speak English in speaking skills. There are several factors that cause it, first said that the students difficult vocabulary that has been memorized or is difficult to assemble the vocabulary in a sentence when the students actually have to memorize a lot vocabulary passable English. After knowing that direct I ask it to students when I implement the PPL in SMAN 2 Palopo.

According to the students that are conveyed his teacher was right and the problems that the two are not the things that trigger the students to speak in

English as the lack of an interesting topic given to students who become the subject of students who triggers the students in speaking, while the usual election topics that were made by the students were not in accordance with the ability level of students egg student discourse given by teachers on the topic of politics in Indonesia, it is obviously very difficult to reach by the students who occupied the high school because the topic is in dire need of high vocabulary and still rarely heard by the students.

Therefore In teaching English I offered to make my title which is applied a topic in teaching speaking because I think the important thing of the problem of students that I've described earlier, namely regarding the selection of the wrong topic. In this study I will be completely focused on the selection of topics to suit the ability and quality of students' English language but simple. Because I think why choose a topic that discourse is very high but the quality is not within their students. To make it more comfortable, there some technique should be used by the teacher, so that English learning process can be successful.

One of the techniques to improve speaking application of topic Selection outdoor, because with the model of learning outdoor, the students are more enthusiastic about learning, more focus and concentration on the material, cognitive development more freely, and learn more enjoy the atmosphere. Students are also more willing to express their opinions, so that the more active learning. The students also can get many ideas for speaking. Outdoor class is used to deliver messages, stimulate, brain, feeling, and desire of the students also become a creative learning process, with the outdoor class, and the students see

many objects directly to describe their place. Objects in outdoor can make help students see many objects directly to describe in their place. Object in outdoor can make help students easy to start for writing descriptive paragraph, because all subject can be presented in an outdoor classroom. Outdoor classroom also provide alternatives for all to gain a better knowledge of what natural resources. [1]

Based on the assumption above, the writer believe that outdoor classroom is effective to be use teaching application a topic, the writer interest to conduct the title **"*The Application of Topic Selection to Improve Students Speaking Skill At The Tenth Year of SMAN 2 Palopo"***

B. Problem Statement

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

1. Is Application a topic effectively in improving students speaking skill at the Tenth Year of SMAN 2 Palopo***?***
2. How is the student's interest in learning speaking skill by applying a topic selection?

C. Objective of Research

The essence objective of the study is actually to answer research question stated in the problem statement above, but the researcher makes it clearer that objective of the research in researching as follows:

1. Application topic selection effective to improve students ability at the tenth year of SMAN 2 Palopo.

[1] Ilham Febrianti, *The Effectiveness Of Using Outdoor Class to Improve Students Ability in Writing Descriptive Paragraph at The Tenth Year of MAN Palopo, (* palopo; IAIN Palopo,2015)

2. The students interest in learning speaking by application a topic selection.

D. Significant of Research

1. Theoretically, the result of the research is expected to be useful information for all teachers to use application of topic selection to improve student's ability in using outdoor class.
2. Practically, the result of this research is expected to be useful to make students easy in application of Topic Selection of SMAN 2 Palopo.

E. Scope of Research

The scope of this research restricted to application of topic Selection at the tenth year of SMAN 2 Palopo. In this research, the researcher specific about application of topic selection of SMAN 2 Palopo such as: park, scenery, buildings, vocation and beach.

F. Operational Definition

To get the general understanding about the aim of this research, the researcher gives definition as follow;

1. Topic Selection

Topic selection is one way is learning done to how students more interested in learning and explain in detail the topics that have been chosen as the topic in the selection are very many things that are interesting.

2. Speaking Skill

Speaking is a subject that is taught in learning foreign language as a second language especially in learning English.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

In writing this thesis, the researcher found a research related to this research as follows:

1. Rahmat Margo Suwito (2010), in his research "Improving Students' Speaking Skill through English Meeting on The Third Semester at STAIN Palopo". He states that the students can get high spirit and responsibility that they must be master in English especially in speaking and one of solutions is improving they must join in English meeting and that the aim point of English meeting is to get an A knowledge and honor to talk and then the students can practice their English speaking.[2]
2. Ika Diani Oktarina (2013), in her research "Improving Students' Speaking Skill through Critical Thinking at The Third Semester Students of English Study Program Tarbiyah Department STAIN Palopo". The writer would like to research the effect of critical thinking to improve the student's to English speaking, she hoped that will be effective and make the students more interested in learning process.[3]

[2] Rahmat Margo Suwito*, Improving Students' Speaking Skill Through English Meeting on The Third Semester At STAIN Palopo.* (Palopo: unpublished thesis STAIN Palopo, 2010)

[3] Ika Diani Oktarina,I*mproving Students' Speaking Skill Through Critical Thinking at the third semester students of english study program tarbiyah departement STAIN palopo,* (palopo : unplubished thesis of STAIN palopo, 2013)

3. The writer, Bunga Sari (2013) Teaching Vocabulary by using Realai Outdoor at the Fifth Grade of SDN 45 Padang Alipan Palopo (A classroom action research). This research employed Classroom Action Research (CAR) with two cycles namely the first cycle and second cycle. Each cycle consist of four steps, namely planning, action, observation, and second reflection. In collecting the data, the researcher used observation, interview, and vocabulary test in evaluation and the result of this study revealed that the cycle 2 was better than the cycle 1 scores. The students showed a great enthusiasm during the lesson.[4]

Based on the previous researches above, it can be seen that there are some ways in improving students' speaking skill. Those ways can be various based on the media used. Application of topic selection is good strategy for teach speaking skill and teaching vocabulary, with see many objects directly. Outdoor learning proved can developed speaking skill and teaching vocabulary by using realia outdoor. So that outdoor class can help students in learning process. The research above focused in speaking skill, describe an object and teaching vocabulary using outdoor realia, but in this research the writer focused in using application of topic selection at the tenth year of SMAN 2 Palopo.

[4] Bunga Sari, Teaching Vocabulary by Using Realia Outdoor at the fifth grade of SDN 45 Padang Alipan Palopo, (palopo; STAIN Palopo, 2013) P.85

B. The Concept of Speaking

1. Theories of Speaking

Speaking is the productive skills in oral mode of English skills. It like one other skill is more complicated that it seems at first and involves than more that just pronouncing word.[5]

As we know that there is some of language function. Generally, one of language function is to express our experience to others. It relates how we can give description and explain to someone through speaking and tell to them the information that we fell. English speaking skill is the oral capacity, proficiency that measure based of competence features, performance features. There are consisting of fluency, accuracy, and comprehension. Speaking is fundamentally an instrumental act. Speaking skill is very nt to communicate with other. With speaking skill each of people look differences with other. Bowie defines speaking as a use language in an ordinary voice.[6]

2. Types of Spoken Language

According to Brown (2001:251), there are two types of spoken language, namely:

1. Monologue

In monologues when one speaker use spoken language for any length of time is an speeches, lectures, reading, news broadcast, and the like, hearer must process long stretches of speech without interruption the stream of speech will go

[5] Herbert H. Clark and Eve V. Clark, *psycology and language.* (New York: Harcourt Brace Jovanovich. Publisher, 1997), p. 233.

[6] A.P Cowei. *Oxford Learner's Pocket Dictionary*, (Oxford University Press: 1983), p.358.

on whether or not the hearer comprehends planned monologues (such us speechless and other prewritten natural) usually manifest little redundancy.

2. Dialogue

Dialogue involves two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which those purpose into to convey propositional for which those purpose is to convey propositional or factual information (transactional).[7]

3. Components of Speaking Skill

Theory that written by J.B. Heaton, rating scale to value the digress learners speaking ability the rating scale includes accuracy, fluency and comprehensibility[8]. "Based on the statement, the writer divides speaking skill into three main components, as follows:

a). Fluency

Fluency is the ability to produce one wish to say smoothly and undue hesitation. Speaking without too great and effort with fairly wide ranges of expression in the past researcher Tasyid and Nur found that in the student speaking skill they were fairly fluent in interaction with speak of 75-89 words for minute with no more than 3 false and repetition and not more 7 fillers words per 100 words.

b). Accuracy

Accuracy is the ability is use target language clearly intelligible pronunciation, particular grammatical and lexical and accuracy brown says that achieved to

[7]H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy.* (Ed II; San Francisco: Addison Wesley Longman, 2001), p. 251.
[8] J.B.Heaton, *Writing English Language Teks* (Longman Group, U.K. England, 1991),p.100

some. Brown says that accuracy achieved to some extent by allowing students to focus on the elements of phonology, grammar and discourse in their spoken output.

Extend by allowing students to focus on the element of phonology grammar and discourse in the spoken output.

c). Comprehensibility

Comprehensibility is the ability to understand quite well to the topic nomination with considerable repetition and readily. comprehension is exercise to improve one understanding.

4. The Role of Speaking in Communication

Speaking is meaning of a communication. Teach of pronunciation an important component of conventional competence. The techniques and procedure he discuss, although not in than selves communication, could usefully from a follow up too.

Speaking is one of the central elements of a communication. According to Richard and Willy A. Renandya that speaking is one the central elements of communication. The function of spoken language is interactional and transactional, because much of our daily communication remains interactional.[9]

Rivers stated that in speaking, we are not conveying to the receiver a meaning clothed in words but by our words we are arousing within the receiver

[9] Surahman, *ImprovingStudents' SpeakingSkill by UsingStimulating Questions at the Second Year Students of SMAN 4 PALOPO,*(Palopo: Sekolah Tinggi Agama Islam Negeri, 2011), p.18

associations and expectation which will enable that person to form an interpretation of the intention of our message.[10]

Spoken language abilities involve a certain amount of knowledge about the language (grammar, vocabulary, use of appropriate with faction) and skills for communicating the message (use of verbal formulas and speech adjustment: rephrasing, repetition, fillers, hesitation devices) in interactive situation, students have to learn among other things, how to negotiate meaning, how to introduce or change a topics, and how to open and close the conversations with different participants.[11]

4. Speaking Problem

a. Inhibition. Unlike reading, writing and listening activities. Speaking requires some degrees of real time exposure to an audients. Learners are often inhibited about trying to say things in a foreign language in the class room: worried about making mistakes, fearful of criticism or losing face or simply shy of the attention that attracts.
b. Nothing to say. Even if they are not inhibited. You often hear learners complain that they cannot think of anything to say, they are no motive to express them beyond the guilty feeling that they should be speaking.
c. Mother – tongue use. Incises where all, or a number of, the learners share the same mother tongue, they may tend to use it, because it is easier, because it fowls less 'exposed' if they are speaking their mother tongue. If they are

[10] Wilga M Rivers, *Teaching Foreigh Language Skill* (Ed II. London of University of Chicago Press 1981). P.222

[11] Remain Arnulfo G, *Greeting Context Language For Second Language:* Theory and method (New York: Longman Publisher USA. 1995), p. 233

talking in small groups it can be quite difficult to get some classes-particularly the less disciplined or motivated ones to keep getting the target language.[12]

C. The Factors of Speaking Skill

No language skill is so difficult to assess with precision as speaking ability, and for this reason it seemed wise to defer our consideration of oral production tests until last. Moreover, some of the problems involved in the evaluation of speaking skill occur in other forms of language testing. Like writing, speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates. Either five components are generally recognized in analyses of the speech process:

1. Pronunciation including the segmental features-vowels and consonants- and the stress and intonation patterns.
2. Grammar.
3. Vocabulary.
4. Fluency: the ease and speed of the flow of speech.
5. Comprehension. For oral communication certainly requires a subject to respond to speech as well as to initiate it.[13]

The five factors of speaking skill above have important role in speaking. By mastering all the factors, people can produce good speech.

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[12] Risky Mawir, *the influences of bilingual program toward improving students' speaking skill at the eight year students of SMPN 1 Palopo*. (Palopo: unpublished thesis STAIN Palopo, 2014)

[13] David P. Harris, Testing English as a Second Language, (Georgetown University: 1969), p.81-82

6. Ways to improve speaking skill

1. Learning Speaking by Speaking

Learning foreign language must be step by step. As learners they have to learn the language as they learn their native language when where chin as. River says:

" other teacher persuade themselves that if they speak at new language exclusive in the classroom, the students will, at some time begin speak it fluently too, this they justify but the argument that student now have the opportunity to learn a second or third language as they learned their native language as a

Teacher will need to give their student much opportunity to practice speaking. From these experiments with the language, students become aware and have potential for the creation of new meaning of language. They realize language is an available tool, which can be used in many ways. From these reasons, speaking the language should be nature from first lesson.

Speaking skill is the most important of English skill that must be learning to be able to communicate with each other or to communicate with native speakers.[15]

1. Dialog

In dialog students learn important features of conversation such as greeting, expression of impatience dismay, or sup rice, conventional expression of agreement and polite agreement, common form of question and noncommittal

[14] Wilga M. Rivers, Teaching Foreign Language skills. (London : The University of Chicago Press 1981), P. 222

[15] Miftah Aprilia, *Increasing Speaking Ability at The Eight Year Students of SMPN 4 Malngke Through Board Game. (*Palopo: unpublished thesis STAIN Palopo, 2014)

answer, expletive, and exclamations which give the speaker time to search to the correct form to express the meaning, appropriate level of language for specific situation and relationship.

The dialogue is next presented in the foreign language several times with the same visual aids, so the situation becomes quite clear to the students. Now become the task memorization of the dialogue sentence. Students memorize each of utterances by mimicking the teacher, until a point of accurate reproduction is attained. [16]

D. Concept of Topic

1. Definition of Topic

Topic is a subject of a conversation or something that will form the basis for writing an article. Topic or subject matter is. According Kridalaksana topics are the phrase preferred from some of the things that follow; framework is concerned with space, time, and matter. Keraf say, better writers write things that are interesting for the writer himself with issues that are really known and understood than writing the main points that are not interesting or unknown.

If someone would fabricate, he first must select and specify the essay topic. Characteristic of the problem lies in the topics of a general nature and is not biodegradable different topics, as for the title essay in general is the details and descriptions of the topic. When compared with the topic, the title is more specific and often has implied problems or variables to be discussed.

[16] Miftah Aprilia*, Increasing Speaking Ability at The Eight Year Students of SMPN 4 Malngke Through Board Game. (*Palopo: unpublished thesis STAIN Palopo, 2014)

Topic has a characteristic that lies in the problems of a general nature and is not biodegradable or shorter and more abstract. There are two types of topics, namely single topic or topics and multi topic double. No single topic when talking about only one issue only, while multi topic if initially discussed only one issue, then developed on other issues.

2. Terms of a Topic:

1. The topic chosen should attract attention,

2. It can be useful for writers and readers,

3. The topic chosen must have a clear reference source or estate, etc.

3. Limitation Issue a Topic

Topics limited. Because if a topic is too broad, the topics that will be superficial and not interesting to discuss. As for the cover in such restrictions include: concepts, variables, data, location data collection and time of data collection. Elements - these elements are interconnected to one another, if one of these elements is missing then there is an interesting topic and it will not be boring. Examples of when choosing a topic we do not ignore the concept of the topic itself, the topics we choose it will not attract the reader to read the article that we have made. So, in essence, all these elements support each other for a topic that may attract the attention of the reader to read the article that we make.

5. Considerations Choosing a Topic

To produce a good essay, the author must choose a topic that interested him. According Arifin, the following things are taken into consideration in choosing a topic.

1. The topic chosen should be at about writers, both around the author's experience and knowledge surrounding the author.

2. The topic chosen should be of interest to writers

3. The selected topic centered on an aspect narrow scope and limited.

4. The topic chosen has the objective data and facts, not subjective like wishful thinking.

5. The topic chosen must be known scientific principles although a little versatile. That is, the selected topics do not be too new for the author.

6. The topic chosen should have a baseline of the literature that will provide information about issues that are to be written.

5. .Source Topics

Not infrequently a writer confused when determining what was about to write, it was all interesting and much has been written about a lot of things that can actually be used as a writing topic. To help determine the topic, as stated Wayne N. Thompson in Rachmat (1999: 20), a writer data find the source of the topics in the following manner.

1. Personal Experience such as:

Travel, Places you've visited, your groups, Interviews with leaders, extraordinary event, Funny events, Hobbies and Skills.

2. Hobbies and Skills such as How to do something and how things work

3. Work Experience or Profession such as Additional work and Family profession.

4. Lessons / Lecture such as, the results of the study and Things that need to be further investigated.

5. Personal opinion such as, Criticism of books, films, poems, speeches, advertisements, radio / television and Personal observations.

6. Current event and public talk's such as, News front page of a newspaper, Topic editorial, Article, The latest findings,

7. Problems timeless such as, Religion, Education, Social and society

8. Overview Biography such as, Famous people, People meritorious,

9. Special Events such as, Celebration or commemoration, Events that close relation with celebration.

10. Interest Audience such as, work, hobby, household, Self-development, Health and appearance, Additional science, Special interest.

6. The concept of Outdoor Classroom

1. Definition of Outdoor Classroom

Outside the classroom education is defined as education that takes place outside of class involving experience that requires the participation of the students to follow the adventures that challenge the basis of activities outside the classroom such as; hiking, mountain, climbing, and others.[17].

The outdoor classroom can consist of a well-defined area of the school yard with seats or benches, a garden or a field, or they can take place in natural areas such as forests and fields. School yards can be Greene up with flower beds,

[17] http://www.academia.edu/6395830/Mengenal_Pembelajaran_Luar_Kelas online on February 2016

butterfly gardens planted with local wildflowers, vegetable gardens, and shady rest areas for reading and relaxing.[18]

Education outside the classroom describes school curriculum learning, other than with a class of students sitting in a room with a teacher and books. It composes biology field trips and searching for insects in the school garden, as well as indoor activities like observing stock control in a local shop, or visiting a museum. It is a concept currently enjoying a revival, because of the recognition of benefits from the more active style. Outdoor learning is more effective when adults focus on what children need to have.[19]

Outdoor education usually refers to organized learning that takes place in the outdoors. Outdoor education programs sometimes involve residential or journey wilderness-based experiences in which students participate in a variety of adventurous challenges is outdoor activities.

Outdoor education can be simply defined as experiential learning in, for, or about the outdoors. The term 'outdoor education', however, is used broadly to refer to range of organized activities that take place in a variety of ways in synonymous with adventure education, adventure programming, and outdoor learning, outdoor school, adventure therapy, adventure recreation, adventure tourism, expeditionary learning, challenge education, experiential education, environmental education, forest schools and wilderness education. Consensus about the meaning of these terms is also difficult to achieve. However, outdoor

[18] http:www.mbteach.org/library/Archives/SpecialSections/10_ENVIRO-ED/classrooms.html (online) 6 February 2016

[19] The internet available online at http//enwikipedia.org/wiki/outdoor_education. (online) 6 February 2016

education often uses or draws upon these related elements and/or informs these areas.[20]

1. The Correlation of Outdoor and Speaking Skill

Outdoor educators use speaking for different purposes and programs, but according to published literature, there are no uniform theories or practices for using speaking in outdoor experimental education.

This study indicates that speaking produced in a natural setting is impacted bi that setting and experience are important to composition and environmental education.

This study indicates speaking is live experience that takes place in time and across time. The speaking process, the speaking, and the speaking product are simultaneously impacted by programs and that there is a need to clarify which speaking activities work best for specific program out comes. This study indicates speaking is a lived experience that takes place in time and across time. Reflective speaking and thinking are influenced by the clear relationship between when a person speak about an experience happens. Therefore, time, experience, and reflection are important elements to the speaking process, storytelling, and making meaning. Additionally, this study indicates that speaking produced in a natural setting is impacted by that setting and experience.

2. The Important of Outdoor Learning

Outdoor learning is also in line with the opinion of Paulo Freire (2002) He said that "every place is a school, everyone is teacher (everyone is a teacher,

[20] Wikipedia, http://en.wikipedia.org/wiki/outdoor_education. Accessed On February 2015

the teacher could be anyone, anywhere, and be present at any time, without limits do space, time, conditions anything)". This confirms anyone can be a teacher and learning should not take place in the classroom, because every place can be a place to learn. Paulo Freire's concept is very precise when associated with the method of Outdoor learning. Outdoor Learning can be an alternative to the enrichment of learning resources. (Hapiningsih 2010) Outdoor Learning provides boost feelings of freedom for students. As reveled by Mary (2002: 1) that: "Thinking outside the box is sometimes difficult when students and teachers are working within the constraints of a traditional classroom. Students especially have their outlooks limited by classroom walls because they often do have done a wide perspective on the potential for their actions to have civic consequences".

Creative thinking is sometimes difficult when students and teacher learn to constraints in the traditional classroom. That is because the views of the students walled classroom so that they do not have a broad perspective on the potential that exists in their actions as a consequence in order to benefit the public interest. This is similar to the one proposed Eaton (2000) that "Outdoor Learning experiences were more effective for developing cognitive skills than classroom based learning" (Widowati, 2008: 8).

The stages of the learning process by using the method of Outdoor Learning to improve student learning outcomes can be reached at (Hamdan Ali, 2008: 20):

a. Teacher specify a location outside of class
b. The teacher divides the class into groups

c. The teacher makes learning guide students outside class
d. The teacher invites students outside the class to implement the learning process
e. The teacher invites students to gather suitable group
f. Giving greetings and roll student
g. Provides motivation to students about the importance of the environment as a learning resource
h. Teachers provide study guides for each group is accompanied by an explanation
i. Each group was split up at the site to make observations in accordance with the assigned teacher 10. Teachers guide students during observations
j. Once the students has finished the next observation regroup students are invited to discuss the observations
k. Teachers guide students in discussions and given the opportunity to respond
l. The teacher gives students the chance to reveal obstacles / difficulties experienced in the learning process
m. Teacher with students to make inferences.

According to Hamzah and Nurdin (2011: 146) concept of learning by using the method of Outdoor Learning has several advantages, including the following:

a. Learners are brought directly into the concrete world of planting the concept of learning, so that students can not only fancies material;

b. The environment can be used at any time, whenever and wherever that is available any time, but depending on the type of material being taught;

c. The concept of learning by using the environment do not cost as all have been provided by the natural environment;

d. Easily digested by participant students as learners participant presented materials that are concrete not abstract;

e. Students will be more flexibility in thinking and tend to think of the material being taught because the material being taught was presented in front of the efe (concrete)

According to Hamah and Nursing (2011: 147) in its application, the concept of learning by using the Outdoor Learning pick some disadvantages, among others, are as follows:

a. More likely to be used in science subjects or science and the like;

b. Differences in environmental condition mental conditions in each area (lowland and highland);

c. The existence of the change of seasons which led to changes in environmental conditions at any time;

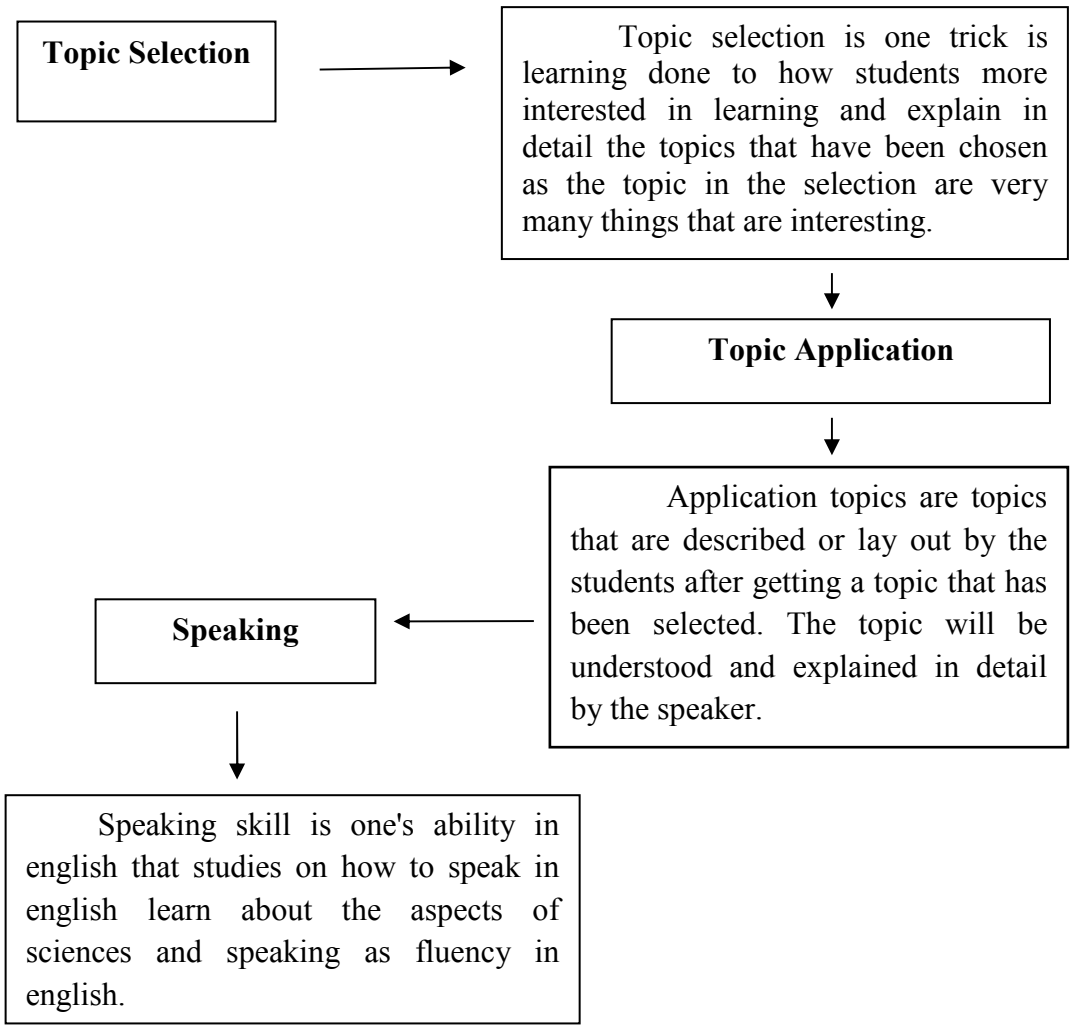
d. The emergence of natural disasters;[21]

E. Theoretical Framework

The focus in this research is developing speaking ability in application of topic selection at the tenth year of SMAN 2 Palopo

[21] Sobat Dalit, http://sobatdalit2425.blogspot.com.2013/04.outdoor-learning.html online February 6th 2015

Below is the theoretical framework to understanding the research through the following diagram.



The theme of this research is speaking ability in application of topic selection. In this research, the tenth year students of SMAN2 Palopo as an input that follow pre-test, treatment, and post-test.

After the student did the post test, they are give score according speaking assessment aspect so that the writer can see students speaking achievement as output.

F. Hypothesis

The hypothesis of this research is the effectiveness of using outdoor class to improve students speaking ability in application of topic selection at the tenth year of SMAN 2 Palopo"

Based on the problems above the researcher formulated the hypothesis as follows:

1. Ho (Null hypothesis): there is no significant different improvement before and after applying topic selection of student's ability by using outdoor class at the tenth year of SMAN 2 Palopo.
2. H_1 (Alternative hypothesis): there is significant different improvement before and after applying topic selection of student's ability by using outdoor class at the tenth year of SMAN 2 Paolo.

1 . Criteria of Hypothesis acceptability

H = t_{obs} > tt = Reject Ho

H = t_{obs} < t_t = Accept

CHAPTER III

RESEARCH METHOD

A. Research Design and Variable

1. Research Design

In this research the writer uses pre-experimental method with one group pre-test and post-test design. It aims at finding out whether or not the use of application topic developing the tenth year students' speaking skill. In analyzing the data, the writer applies quantitative method. Involve one group which is post-test and expose to the treatment and post-test. Like as:

O_1 X O_2

Where:

O_1 = Pre test

X = Treatment

O_2 = Post test

1. Variables of the research

a. The student's ability in speaking as dependent variable.

b. The using of application topic selection as independent variable.

2. Population and Sample

1. Population

The population of this research is at the tenth year of SMAN 2 Palopo, 2016/2017 Academic year that consists of 270 from 9 classes.

2. Sample

The sample of this research used purposive random sampling. There are 24 students take as sample as an ideal teaching learning process.

3. Instrument of Research

The instruments of this research are speaking test and questionnaire.

1. Speaking test

Speaking test is an instrument that used in this research. It is used in pre-test and post-test. Pre-test will be measure the students' speaking before treatment given by the teacher and post-test used to measure the students' speaking performance after treatments have been given. This research applied oral test and the researcher would record the students' oral test by recorder to measure the students' speaking skill.

2. Questionnaire

The questionnaire is meant to find out whether the students are interested in learning speaking by outdoor class in application of topic selection or not. The questionnaire consisted of 6 items. It contained four alternative choices namely; strongly agree, agree, disagree, strongly disagree.

4. *Procedure of Collecting Data*

In collecting data, the researcher needs six meetings or days with the students in the class. The procedure of collecting data is described as follows:

1. Pre-test

On the first day the researcher does the pre-test before treatment to get first data from students. To get first data (X1), the researcher will conduct oral test to

the students. The researcher asks the students to tell about the topic selection to uncover find out the students' speaking skill before treatment.

2. Treatment

The researcher conducted treatments after doing the pre-test and the treatments was done until five meetings. The steps are as follows:

a. At the first treatment, the researcher prepares a place and tools outside the classroom a comfortable and cool the researcher gives a situation about the each section of buildings as the topic, such as park, mosque, library etc. After that the researcher gives time to prepare their selves to perform a topic. After some minute later, the researcher invite the students one by one to come forward to perform a topic, every member application one topic of one student, they explain each section in a clear and detailed topics.

b. At the second treatment, the research gave different situation about the each section of park such as; flower, tree, grass etc

c. At the third treatment, the researcher gave different situation about the each section of beach such as; wave, diving, swimming, undertow etc.

d. At the fourth treatment, the researcher gave different situation about the each section of vocation such as; water fall, climbing, zoo, camping etc and recorded the students as the result of the treatments that is give and to know the improving of the students' speaking skills.

e. the researcher gave different situation about the each section of scenery such as; field, hill, lake, peak, mountain etc. and recorded the students as the result of

the treatments that is give and to know the improving of the students' speaking skills.

3. Post-test

After give treatment to the students for five meetings, the researcher gives post-test. In the post-test the researcher conduct oral test. The researcher asked the students to tell about the topic every student. The researcher recorded the students to uncover find out the improving students' speaking skill.

1. Questionnaire

The sheets of questionnaire contained ten questions. The questionnaire is an instrument to see the students' interest in speaking by using outdoor class in application a topic.

There are four choosing in the questionnaire namely strongly agree, agree, disagree, and strongly disagree. Every items have score where strongly agree = 4, agree = 3, disagree = 2, strongly disagree = 1.[22]

5. Technique of Data Analysis

The data is collected by the researcher, tabulated into scoring classification. And test significance that following:

a. Accuracy

Classification	Score	Criteria
Excellent	6	Pronunciation is only very slightly influence by the mother tongue. Two are three minor grammatical and

[22] Subana, DASAR-DASAR PENELITIAN ILMIAH, (Bandung: Pustaka Setia, 2005) ,p.136.

Very good	5	lexical errors.
Good	4	Pronunciation is slightly influence by the mother tongue. A few minor grammatical and lexical errors but most utterance is correct.
Average	3	Pronunciation is moderately influenced by the mother tongue but no serious phonological error. A few grammatical and lexical errors but only cause confusion
Poor	2	Pronunciation is influenced by the mother tongue only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.
Very poor	1	Pronunciation seriously influenced by mother tongue with error causing a breakdown in communication. Many basic grammatical and lexical errors. Serious pronunciation errors as well many basic grammatical and lexical errors. No evidence of having mastered any of the language skills

		and areas practiced in courses.

b. Fluency

Clarification	Score	Criteria
Excellent	6	Speak without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one two unnatural pauses.
Very good	5	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	4	Although he has to make an effort and search for words, there not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but success in conveying the general meaning fair range expression
Average	3	Has to make an effort for much of time. Often has to search for the desire
Poor	2	

Very poor	1	meaning. Frequently fragmentary and halting delivery. Almost give up making effort at times. Limited range of expression. Long pauses while he searches for the desire meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range expression. Full of long unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range expression

c. Comprehensibility

Clarification	Score	Criteria
Excellent	6	Easy for listener to understand the speaker's attention and general meaning. Very few interruption or classification required.
Very good	5	The speaker's attention and general meaning are fairly clear. A few interruptions by the listener for the
Good	4	

		sake of clarification are necessary.
Average	3	Most of what speaker says is easy to follow. His attention is always clear but several interruptions are necessary to help him to convey message or to seek clarification.
Poor	2	The listener can understand a lot of what he said, but he must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.
Very poor	1	Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone who is listening to the speaker. Hardly anything of what is said can be understood. Even when the listener a great effort or interrupts, the speaker is unable to clarify he seems to have said.

(Adopted From Heaton)[23]

[23]J.B.Heaton, Writing English Language Test, ed. 1: New York inc,1998, p.100.

Beside the technical or scoring through seven scales above, the writer also makes rating classification to measure the students' speaking ability.[24]

The following is rating scale classification:

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

To analyze the collectives' data from the objective test the writer uses formula:

1). Scoring the students' answer:

S = Accuracy + fluency + Comprehensibility

In which: S = Score

2). To analyze the objectives test from the students, the researcher used the formula for getting the mean score and standard deviation for post-test and pre-test by using SPSS 15(Statistic product serves solution). From Both mean score, the researcher searched t-test for correlated sample with the formula:

D = score difference of both samples

N = Total number of sample

[24] Daryanto , Evaluasi Pendidikan , Jakarta PT: Rineka Cipta , 2007, p. 211.

3). after finding t-test score it related with significance test. The researcher base on the degree of freedom (*df)*= N-1 and the critical table for two tailed test. (With significant degree: α = 0, 05 and α = 0, 01). The last was take conclusion with conduct between the t-test with and t-table based on: *If the* $- t_{table} \leq t_{test} \leq + t_{table}$ So, H_o is accepting and H_a is refused[25]

4.) To see the student's interest to learning application a topic, the writer used questionnaire. Each statement in the questionnaire offers four scales, the scales namely:

a. Strongly agree= 4

b. Agree = 3

c. Disagree =2

d. Strongly disagree = 1

For classifying the students' score in questionnaire, it will use percentages of the score classification as follows:

$P = FQ/N \times 100$

Where: P =Percentages

FQ = Frequency of items.

N = Total

[25] Suharsimi Arikunto , prosedur penelitian, op.cit., p.123.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

In writing this thesis, the researcher found a research related to this research as follows:

1. Rahmat Margo Suwito (2010), in his research "Improving Students' Speaking Skill through English Meeting on The Third Semester at STAIN Palopo". He states that the students can get high spirit and responsibility that they must be master in English especially in speaking and one of solutions is improving they must join in English meeting and that the aim point of English meeting is to get an A knowledge and honor to talk and then the students can practice their English speaking.[1]
2. Ika Diani Oktarina (2013), in her research "Improving Students' Speaking Skill through Critical Thinking at The Third Semester Students of English Study Program Tarbiyah Department STAIN Palopo". The writer would like to research the effect of critical thinking to improve the student's to English speaking, she hoped that will be effective and make the students more interested in learning process.[2]

[1] Rahmat Margo Suwito*, Improving Students' Speaking Skill Through English Meeting on The Third Semester At STAIN Palopo.* (Palopo: unpublished thesis STAIN Palopo, 2010)

[2] Ika Diani Oktarina,I*mproving Students' Speaking Skill Through Critical Thinking at the third semester students of english study program tarbiyah departement STAIN palopo,* (palopo : unplubished thesis of STAIN palopo, 2013)

3. The writer, Bunga Sari (2013) Teaching Vocabulary by using Realai Outdoor at the Fifth Grade of SDN 45 Padang Alipan Palopo (A classroom action research). This research employed Classroom Action Research (CAR) with two cycles namely the first cycle and second cycle. Each cycle consist of four steps, namely planning, action, observation, and second reflection. In collecting the data, the researcher used observation, interview, and vocabulary test in evaluation and the result of this study revealed that the cycle 2 was better than the cycle 1 scores. The students showed a great enthusiasm during the lesson.[3]

Based on the previous researches above, it can be seen that there are some ways in improving students' speaking skill. Those ways can be various based on the media used. Application of topic selection is good strategy for teach speaking skill and teaching vocabulary, with see many objects directly. Outdoor learning proved can developed speaking skill and teaching vocabulary by using realia outdoor. So that outdoor class can help students in learning process. The research above focused in speaking skill, describe an object and teaching vocabulary using outdoor realia, but in this research the writer focused in using application of topic selection at the tenth year of SMAN 2 Palopo.

[3] Bunga Sari, Teaching Vocabulary by Using Realia Outdoor at the fifth grade of SDN 45 Padang Alipan Palopo, (palopo; STAIN Palopo, 2013) P.85

B. The Concept of Speaking

1. Theories of Speaking

Speaking is the productive skills in oral mode of English skills. It like one other skill is more complicated that it seems at first and involves than more that just pronouncing word.[4]

As we know that there is some of language function. Generally, one of language function is to express our experience to others. It relates how we can give description and explain to someone through speaking and tell to them the information that we fell. English speaking skill is the oral capacity, proficiency that measure based of competence features, performance features. There are consisting of fluency, accuracy, and comprehension. Speaking is fundamentally an instrumental act. Speaking skill is very nt to communicate with other. With speaking skill each of people look differences with other. Bowie defines speaking as a use language in an ordinary voice.[5]

2. Types of Spoken Language

According to Brown (2001:251), there are two types of spoken language, namely:

1. Monologue

In monologues when one speaker use spoken language for any length of time is an speeches, lectures, reading, news broadcast, and the like, hearer must process long stretches of speech without interruption the stream of speech will go

[4] Herbert H. Clark and Eve V. Clark, *psycology and language.* (New York: Harcourt Brace Jovanovich. Publisher, 1997), p. 233.

[5] A.P Cowei. *Oxford Learner's Pocket Dictionary*, (Oxford University Press: 1983), p.358.

on whether or not the hearer comprehends planned monologues (such us speechless and other prewritten natural) usually manifest little redundancy.

2. Dialogue

Dialogue involves two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which those purpose into to convey propositional for which those purpose is to convey propositional or factual information (transactional).[6]

3. Components of Speaking Skill

Theory that written by J.B. Heaton, rating scale to value the digress learners speaking ability the rating scale includes accuracy, fluency and comprehensibility[7]. "Based on the statement, the writer divides speaking skill into three main components, as follows:

a). Fluency

Fluency is the ability to produce one wish to say smoothly and undue hesitation. Speaking without too great and effort with fairly wide ranges of expression in the past researcher Tasyid and Nur found that in the student speaking skill they were fairly fluent in interaction with speak of 75-89 words for minute with no more than 3 false and repetition and not more 7 fillers words per 100 words.

b). Accuracy

Accuracy is the ability is use target language clearly intelligible pronunciation, particular grammatical and lexical and accuracy brown says that achieved to

[6]H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy.* (Ed II; San Francisco: Addison Wesley Longman, 2001), p. 251.
[7] J.B.Heaton, *Writing English Language Teks* (Longman Group, U.K. England, 1991),p.100

some. Brown says that accuracy achieved to some extent by allowing students to focus on the elements of phonology, grammar and discourse in their spoken output.

Extend by allowing students to focus on the element of phonology grammar and discourse in the spoken output.

c). Comprehensibility

Comprehensibility is the ability to understand quite well to the topic nomination with considerable repetition and readily. comprehension is exercise to improve one understanding.

4. The Role of Speaking in Communication

Speaking is meaning of a communication. Teach of pronunciation an important component of conventional competence. The techniques and procedure he discuss, although not in than selves communication, could usefully from a follow up too.

Speaking is one of the central elements of a communication. According to Richard and Willy A. Renandya that speaking is one the central elements of communication. The function of spoken language is interactional and transactional, because much of our daily communication remains interactional.[8]

Rivers stated that in speaking, we are not conveying to the receiver a meaning clothed in words but by our words we are arousing within the receiver

[8] Surahman, *ImprovingStudents' SpeakingSkill by UsingStimulating Questions at the Second Year Students of SMAN 4 PALOPO,*(Palopo: Sekolah Tinggi Agama Islam Negeri, 2011), p.18

associations and expectation which will enable that person to form an interpretation of the intention of our message.[9]

Spoken language abilities involve a certain amount of knowledge about the language (grammar, vocabulary, use of appropriate with faction) and skills for communicating the message (use of verbal formulas and speech adjustment: rephrasing, repetition, fillers, hesitation devices) in interactive situation, students have to learn among other things, how to negotiate meaning, how to introduce or change a topics, and how to open and close the conversations with different participants.[10]

4. Speaking Problem

a. Inhibition. Unlike reading, writing and listening activities. Speaking requires some degrees of real time exposure to an audients. Learners are often inhibited about trying to say things in a foreign language in the class room: worried about making mistakes, fearful of criticism or losing face or simply shy of the attention that attracts.
b. Nothing to say. Even if they are not inhibited. You often hear learners complain that they cannot think of anything to say, they are no motive to express them beyond the guilty feeling that they should be speaking.
c. Mother – tongue use. Incises where all, or a number of, the learners share the same mother tongue, they may tend to use it, because it is easier, because it fowls less 'exposed' if they are speaking their mother tongue. If they are

[9] Wilga M Rivers, *Teaching Foreigh Language Skill* (Ed II. London of University of Chicago Press 1981). P.222

[10] Remain Arnulfo G, *Greeting Context Language For Second Language:* Theory and method (New York: Longman Publisher USA. 1995), p. 233

talking in small groups it can be quite difficult to get some classes-particularly the less disciplined or motivated ones to keep getting the target language.[11]

C. The Factors of Speaking Skill

No language skill is so difficult to assess with precision as speaking ability, and for this reason it seemed wise to defer our consideration of oral production tests until last. Moreover, some of the problems involved in the evaluation of speaking skill occur in other forms of language testing. Like writing, speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates. Either five components are generally recognized in analyses of the speech process:

1. Pronunciation including the segmental features-vowels and consonants- and the stress and intonation patterns.
2. Grammar.
3. Vocabulary.
4. Fluency: the ease and speed of the flow of speech.
5. Comprehension. For oral communication certainly requires a subject to respond to speech as well as to initiate it.[12]

The five factors of speaking skill above have important role in speaking. By mastering all the factors, people can produce good speech.

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[11] Risky Mawir, *the influences of bilingual program toward improving students' speaking skill at the eight year students of SMPN 1 Palopo*. (Palopo: unpublished thesis STAIN Palopo, 2014)

[12] David P. Harris, Testing English as a Second Language, (Georgetown University: 1969), p.81-82

6. Ways to improve speaking skill

1. Learning Speaking by Speaking

Learning foreign language must be step by step. As learners they have to learn the language as they learn their native language when where chin as. River says:

" other teacher persuade themselves that if they speak at new language exclusive in the classroom, the students will, at some time begin speak it fluently too, this they justify but the argument that student now have the opportunity to learn a second or third language as they learned their native language as a

Teacher will need to give their student much opportunity to practice speaking. From these experiments with the language, students become aware and have potential for the creation of new meaning of language. They realize language is an available tool, which can be used in many ways. From these reasons, speaking the language should be nature from first lesson.

Speaking skill is the most important of English skill that must be learning to be able to communicate with each other or to communicate with native speakers.[14]

1. Dialog

In dialog students learn important features of conversation such as greeting, expression of impatience dismay, or sup rice, conventional expression of agreement and polite agreement, common form of question and noncommittal

[13] Wilga M. Rivers, Teaching Foreign Language skills. (London : The University of Chicago Press 1981), P. 222

[14] Miftah Aprilia, *Increasing Speaking Ability at The Eight Year Students of SMPN 4 Malngke Through Board Game. (*Palopo: unpublished thesis STAIN Palopo, 2014)

answer, expletive, and exclamations which give the speaker time to search to the correct form to express the meaning, appropriate level of language for specific situation and relationship.

The dialogue is next presented in the foreign language several times with the same visual aids, so the situation becomes quite clear to the students. Now become the task memorization of the dialogue sentence. Students memorize each of utterances by mimicking the teacher, until a point of accurate reproduction is attained. [15]

D. Concept of Topic

1. Definition of Topic

Topic is a subject of a conversation or something that will form the basis for writing an article. Topic or subject matter is. According Kridalaksana topics are the phrase preferred from some of the things that follow; framework is concerned with space, time, and matter. Keraf say, better writers write things that are interesting for the writer himself with issues that are really known and understood than writing the main points that are not interesting or unknown.

If someone would fabricate, he first must select and specify the essay topic. Characteristic of the problem lies in the topics of a general nature and is not biodegradable different topics, as for the title essay in general is the details and descriptions of the topic. When compared with the topic, the title is more specific and often has implied problems or variables to be discussed.

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[15] Miftah Aprilia*, Increasing Speaking Ability at The Eight Year Students of SMPN 4 Malngke Through Board Game. (*Palopo: unpublished thesis STAIN Palopo, 2014)

Topic has a characteristic that lies in the problems of a general nature and is not biodegradable or shorter and more abstract. There are two types of topics, namely single topic or topics and multi topic double. No single topic when talking about only one issue only, while multi topic if initially discussed only one issue, then developed on other issues.

2. Terms of a Topic:

1. The topic chosen should attract attention,

2. It can be useful for writers and readers,

3. The topic chosen must have a clear reference source or estate, etc.

3. Limitation Issue a Topic

Topics limited. Because if a topic is too broad, the topics that will be superficial and not interesting to discuss. As for the cover in such restrictions include: concepts, variables, data, location data collection and time of data collection. Elements - these elements are interconnected to one another, if one of these elements is missing then there is an interesting topic and it will not be boring. Examples of when choosing a topic we do not ignore the concept of the topic itself, the topics we choose it will not attract the reader to read the article that we have made. So, in essence, all these elements support each other for a topic that may attract the attention of the reader to read the article that we make.

5. Considerations Choosing a Topic

To produce a good essay, the author must choose a topic that interested him. According Arifin, the following things are taken into consideration in choosing a topic.

1. The topic chosen should be at about writers, both around the author's experience and knowledge surrounding the author.

2. The topic chosen should be of interest to writers

3. The selected topic centered on an aspect narrow scope and limited.

4. The topic chosen has the objective data and facts, not subjective like wishful thinking.

5. The topic chosen must be known scientific principles although a little versatile. That is, the selected topics do not be too new for the author.

6. The topic chosen should have a baseline of the literature that will provide information about issues that are to be written.

5. .Source Topics

Not infrequently a writer confused when determining what was about to write, it was all interesting and much has been written about a lot of things that can actually be used as a writing topic. To help determine the topic, as stated Wayne N. Thompson in Rachmat (1999: 20), a writer data find the source of the topics in the following manner.

1. Personal Experience such as:

Travel, Places you've visited, your groups, Interviews with leaders, extraordinary event, Funny events, Hobbies and Skills.

2. Hobbies and Skills such as How to do something and how things work

3. Work Experience or Profession such as Additional work and Family profession.

4. Lessons / Lecture such as, the results of the study and Things that need to be further investigated.

5. Personal opinion such as, Criticism of books, films, poems, speeches, advertisements, radio / television and Personal observations.

6. Current event and public talk's such as, News front page of a newspaper, Topic editorial, Article, The latest findings,

7. Problems timeless such as, Religion, Education, Social and society

8. Overview Biography such as, Famous people, People meritorious,

9. Special Events such as, Celebration or commemoration, Events that close relation with celebration.

10. Interest Audience such as, work, hobby, household, Self-development, Health and appearance, Additional science, Special interest.

6. The concept of Outdoor Classroom

1. Definition of Outdoor Classroom

Outside the classroom education is defined as education that takes place outside of class involving experience that requires the participation of the students to follow the adventures that challenge the basis of activities outside the classroom such as; hiking, mountain, climbing, and others.[16].

The outdoor classroom can consist of a well-defined area of the school yard with seats or benches, a garden or a field, or they can take place in natural areas such as forests and fields. School yards can be Greene up with flower beds,

[16] http://www.academia.edu/6395830/Mengenal_Pembelajaran_Luar_Kelas online on February 2016

butterfly gardens planted with local wildflowers, vegetable gardens, and shady rest areas for reading and relaxing.[17]

Education outside the classroom describes school curriculum learning, other than with a class of students sitting in a room with a teacher and books. It composes biology field trips and searching for insects in the school garden, as well as indoor activities like observing stock control in a local shop, or visiting a museum. It is a concept currently enjoying a revival, because of the recognition of benefits from the more active style. Outdoor learning is more effective when adults focus on what children need to have.[18]

Outdoor education usually refers to organized learning that takes place in the outdoors. Outdoor education programs sometimes involve residential or journey wilderness-based experiences in which students participate in a variety of adventurous challenges is outdoor activities.

Outdoor education can be simply defined as experiential learning in, for, or about the outdoors. The term 'outdoor education', however, is used broadly to refer to range of organized activities that take place in a variety of ways in synonymous with adventure education, adventure programming, and outdoor learning, outdoor school, adventure therapy, adventure recreation, adventure tourism, expeditionary learning, challenge education, experiential education, environmental education, forest schools and wilderness education. Consensus about the meaning of these terms is also difficult to achieve. However, outdoor

[17] http:www.mbteach.org/library/Archives/SpecialSections/10_ENVIRO-ED/classrooms.html (online) 6 February 2016

[18] The internet available online at http//enwikipedia.org/wiki/outdoor_education. (online) 6 February 2016

education often uses or draws upon these related elements and/or informs these areas.[19]

1. The Correlation of Outdoor and Speaking Skill

Outdoor educators use speaking for different purposes and programs, but according to published literature, there are no uniform theories or practices for using speaking in outdoor experimental education.

This study indicates that speaking produced in a natural setting is impacted bi that setting and experience are important to composition and environmental education.

This study indicates speaking is live experience that takes place in time and across time. The speaking process, the speaking, and the speaking product are simultaneously impacted by programs and that there is a need to clarify which speaking activities work best for specific program out comes. This study indicates speaking is a lived experience that takes place in time and across time. Reflective speaking and thinking are influenced by the clear relationship between when a person speak about an experience happens. Therefore, time, experience, and reflection are important elements to the speaking process, storytelling, and making meaning. Additionally, this study indicates that speaking produced in a natural setting is impacted by that setting and experience.

2. The Important of Outdoor Learning

Outdoor learning is also in line with the opinion of Paulo Freire (2002) He said that "every place is a school, everyone is teacher (everyone is a teacher,

[19] Wikipedia, http://en.wikipedia.org/wiki/outdoor_education. Accessed On February 2015

the teacher could be anyone, anywhere, and be present at any time, without limits do space, time, conditions anything)". This confirms anyone can be a teacher and learning should not take place in the classroom, because every place can be a place to learn. Paulo Freire's concept is very precise when associated with the method of Outdoor learning. Outdoor Learning can be an alternative to the enrichment of learning resources. (Hapiningsih 2010) Outdoor Learning provides boost feelings of freedom for students. As reveled by Mary (2002: 1) that: "Thinking outside the box is sometimes difficult when students and teachers are working within the constraints of a traditional classroom. Students especially have their outlooks limited by classroom walls because they often do have done a wide perspective on the potential for their actions to have civic consequences".

Creative thinking is sometimes difficult when students and teacher learn to constraints in the traditional classroom. That is because the views of the students walled classroom so that they do not have a broad perspective on the potential that exists in their actions as a consequence in order to benefit the public interest. This is similar to the one proposed Eaton (2000) that "Outdoor Learning experiences were more effective for developing cognitive skills than classroom based learning" (Widowati, 2008: 8).

The stages of the learning process by using the method of Outdoor Learning to improve student learning outcomes can be reached at (Hamdan Ali, 2008: 20):

a. Teacher specify a location outside of class
b. The teacher divides the class into groups

c. The teacher makes learning guide students outside class
d. The teacher invites students outside the class to implement the learning process
e. The teacher invites students to gather suitable group
f. Giving greetings and roll student
g. Provides motivation to students about the importance of the environment as a learning resource
h. Teachers provide study guides for each group is accompanied by an explanation
i. Each group was split up at the site to make observations in accordance with the assigned teacher 10. Teachers guide students during observations
j. Once the students has finished the next observation regroup students are invited to discuss the observations
k. Teachers guide students in discussions and given the opportunity to respond
l. The teacher gives students the chance to reveal obstacles / difficulties experienced in the learning process
m. Teacher with students to make inferences.

According to Hamzah and Nurdin (2011: 146) concept of learning by using the method of Outdoor Learning has several advantages, including the following:

a. Learners are brought directly into the concrete world of planting the concept of learning, so that students can not only fancies material;

b. The environment can be used at any time, whenever and wherever that is available any time, but depending on the type of material being taught;

c. The concept of learning by using the environment do not cost as all have been provided by the natural environment;

d. Easily digested by participant students as learners participant presented materials that are concrete not abstract;

e. Students will be more flexibility in thinking and tend to think of the material being taught because the material being taught was presented in front of the efe (concrete)

According to Hamah and Nursing (2011: 147) in its application, the concept of learning by using the Outdoor Learning pick some disadvantages, among others, are as follows:

a. More likely to be used in science subjects or science and the like;

b. Differences in environmental condition mental conditions in each area (lowland and highland);

c. The existence of the change of seasons which led to changes in environmental conditions at any time;

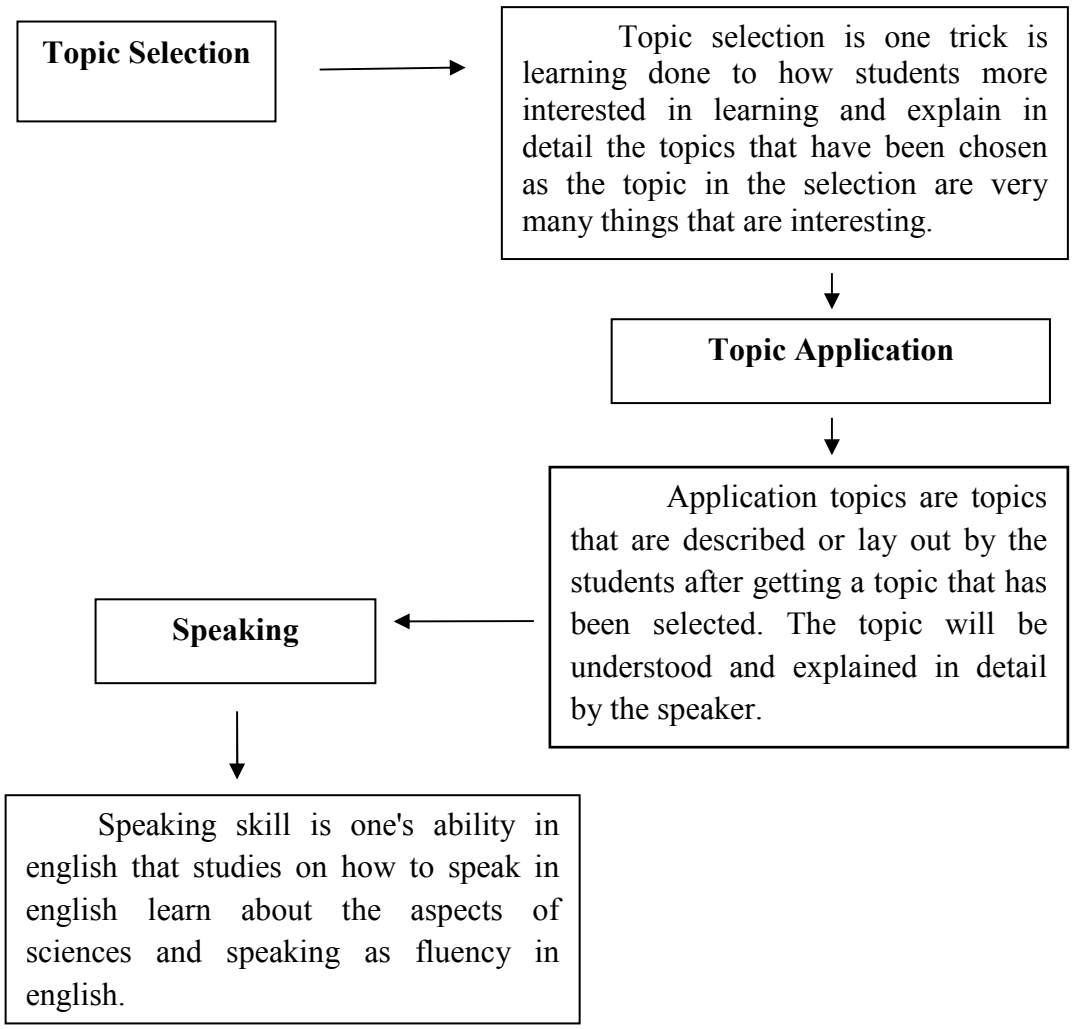
d. The emergence of natural disasters;[20]

E. Theoretical Framework

The focus in this research is developing speaking ability in application of topic selection at the tenth year of SMAN 2 Palopo

[20] Sobat Dalit, http://sobatdalit2425.blogspot.com.2013/04.outdoor-learning.html online February 6th 2015

Below is the theoretical framework to understanding the research through the following diagram.



The theme of this research is speaking ability in application of topic selection. In this research, the tenth year students of SMAN2 Palopo as an input that follow pre-test, treatment, and post-test.

After the student did the post test, they are give score according speaking assessment aspect so that the writer can see students speaking achievement as output.

F. Hypothesis

The hypothesis of this research is the effectiveness of using outdoor class to improve students speaking ability in application of topic selection at the tenth year of SMAN 2 Palopo"

Based on the problems above the researcher formulated the hypothesis as follows:

1. Ho (Null hypothesis): there is no significant different improvement before and after applying topic selection of student's ability by using outdoor class at the tenth year of SMAN 2 Palopo.
2. H_1 (Alternative hypothesis): there is significant different improvement before and after applying topic selection of student's ability by using outdoor class at the tenth year of SMAN 2 Paolo.

1 . Criteria of Hypothesis acceptability

H = t_{obs} > tt = Reject Ho

H = t_{obs} < t_t = Accept

CHAPTER III

RESEARCH METHOD

A. Research Design and Variable

1. Research Design

In this research the writer uses pre-experimental method with one group pre-test and post-test design. It aims at finding out whether or not the use of application topic developing the tenth year students' speaking skill. In analyzing the data, the writer applies quantitative method. Involve one group which is post-test and expose to the treatment and post-test. Like as:

O_1 X O_2

Where:

O_1 = Pre test

X = Treatment

O_2 = Post test

1. Variables of the research

a. The student's ability in speaking as dependent variable.

b. The using of application topic selection as independent variable.

2. Population and Sample

1. Population

The population of this research is at the tenth year of SMAN 2 Palopo, 2016/2017 Academic year that consists of 270 from 9 classes.

2. Sample

The sample of this research used purposive random sampling. There are 24 students take as sample as an ideal teaching learning process.

3. Instrument of Research

The instruments of this research are speaking test and questionnaire.

1. Speaking test

Speaking test is an instrument that used in this research. It is used in pre-test and post-test. Pre-test will be measure the students' speaking before treatment given by the teacher and post-test used to measure the students' speaking performance after treatments have been given. This research applied oral test and the researcher would record the students' oral test by recorder to measure the students' speaking skill.

2. Questionnaire

The questionnaire is meant to find out whether the students are interested in learning speaking by outdoor class in application of topic selection or not. The questionnaire consisted of 6 items. It contained four alternative choices namely; strongly agree, agree, disagree, strongly disagree.

4. *Procedure of Collecting Data*

In collecting data, the researcher needs six meetings or days with the students in the class. The procedure of collecting data is described as follows:

1. Pre-test

On the first day the researcher does the pre-test before treatment to get first data from students. To get first data (X1), the researcher will conduct oral test to

the students. The researcher asks the students to tell about the topic selection to uncover find out the students' speaking skill before treatment.

2. Treatment

The researcher conducted treatments after doing the pre-test and the treatments was done until five meetings. The steps are as follows:

a. At the first treatment, the researcher prepares a place and tools outside the classroom a comfortable and cool the researcher gives a situation about the each section of buildings as the topic, such as park, mosque, library etc. After that the researcher gives time to prepare their selves to perform a topic. After some minute later, the researcher invite the students one by one to come forward to perform a topic, every member application one topic of one student, they explain each section in a clear and detailed topics.

b. At the second treatment, the research gave different situation about the each section of park such as; flower, tree, grass etc

c. At the third treatment, the researcher gave different situation about the each section of beach such as; wave, diving, swimming, undertow etc.

d. At the fourth treatment, the researcher gave different situation about the each section of vocation such as; water fall, climbing, zoo, camping etc and recorded the students as the result of the treatments that is give and to know the improving of the students' speaking skills.

e. the researcher gave different situation about the each section of scenery such as; field, hill, lake, peak, mountain etc. and recorded the students as the result of

the treatments that is give and to know the improving of the students' speaking skills.

3. Post-test

After give treatment to the students for five meetings, the researcher gives post-test. In the post-test the researcher conduct oral test. The researcher asked the students to tell about the topic every student. The researcher recorded the students to uncover find out the improving students' speaking skill.

1. Questionnaire

The sheets of questionnaire contained ten questions. The questionnaire is an instrument to see the students' interest in speaking by using outdoor class in application a topic.

There are four choosing in the questionnaire namely strongly agree, agree, disagree, and strongly disagree. Every items have score where strongly agree = 4, agree = 3, disagree = 2, strongly disagree = 1.[1]

5. Technique of Data Analysis

The data is collected by the researcher, tabulated into scoring classification. And test significance that following:

a. Accuracy

Classification	Score	Criteria
Excellent	6	Pronunciation is only very slightly influence by the mother tongue. Two are three minor grammatical and

[1] Subana, DASAR-DASAR PENELITIAN ILMIAH, (Bandung: Pustaka Setia, 2005) ,p.136.

Very good	5	lexical errors.
Good	4	Pronunciation is slightly influence by the mother tongue. A few minor grammatical and lexical errors but most utterance is correct.
Average	3	Pronunciation is moderately influenced by the mother tongue but no serious phonological error. A few grammatical and lexical errors but only cause confusion
Poor	2	Pronunciation is influenced by the mother tongue only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.
Very poor	1	Pronunciation seriously influenced by mother tongue with error causing a breakdown in communication. Many basic grammatical and lexical errors. Serious pronunciation errors as well many basic grammatical and lexical errors. No evidence of having mastered any of the language skills

		and areas practiced in courses.

b. Fluency

Clarification	Score	Criteria
Excellent	6	Speak without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one two unnatural pauses.
Very good	5	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	4	Although he has to make an effort and search for words, there not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but success in conveying the general meaning fair range expression
Average	3	Has to make an effort for much of time. Often has to search for the desire
Poor	2	

Very poor	1	meaning. Frequently fragmentary and halting delivery. Almost give up making effort at times. Limited range of expression. Long pauses while he searches for the desire meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range expression. Full of long unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range expression

c. Comprehensibility

Clarification	Score	Criteria
Excellent	6	Easy for listener to understand the speaker's attention and general meaning. Very few interruption or classification required.
Very good	5	The speaker's attention and general meaning are fairly clear. A few interruptions by the listener for the
Good	4	

		sake of clarification are necessary.
Average	3	Most of what speaker says is easy to follow. His attention is always clear but several interruptions are necessary to help him to convey message or to seek clarification.
Poor	2	The listener can understand a lot of what he said, but he must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.
Very poor	1	Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone who is listening to the speaker. Hardly anything of what is said can be understood. Even when the listener a great effort or interrupts, the speaker is unable to clarify he seems to have said.

(Adopted From Heaton)[2]

[2]J.B.Heaton, Writing English Language Test, ed. 1: New York inc,1998, p.100.

Beside the technical or scoring through seven scales above, the writer also makes rating classification to measure the students' speaking ability.[3]

The following is rating scale classification:

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

To analyze the collectives' data from the objective test the writer uses formula:

1). Scoring the students' answer:

S = Accuracy + fluency + Comprehensibility

In which: S = Score

2). To analyze the objectives test from the students, the researcher used the formula for getting the mean score and standard deviation for post-test and pre-test by using SPSS 15(Statistic product serves solution). From Both mean score, the researcher searched t-test for correlated sample with the formula:

D = score difference of both samples

N = Total number of sample

[3] Daryanto , Evaluasi Pendidikan , Jakarta PT: Rineka Cipta , 2007, p. 211.

3). after finding t-test score it related with significance test. The researcher base on the degree of freedom (*df)*= N-1 and the critical table for two tailed test. (With significant degree: α = 0, 05 and α = 0, 01). The last was take conclusion with conduct between the t-test with and t-table based on: *If the* $- t_{table} \leq t_{test} \leq + t_{table}$ So, H_o is accepting and H_a is refused[4]

4.) To see the student's interest to learning application a topic, the writer used questionnaire. Each statement in the questionnaire offers four scales, the scales namely:

a. Strongly agree= 4

b. Agree = 3

c. Disagree =2

d. Strongly disagree = 1

For classifying the students' score in questionnaire, it will use percentages of the score classification as follows:

$P = FQ/N \times 100$

Where: P =Percentages

FQ = Frequency of items.

N = Total

[4] Suharsimi Arikunto , prosedur penelitian, op.cit., p.123.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter includes two sections. The first is findings and the second is discussion.

A. Findings

The findings of the research were showed to describe the result of the data that analyzed statistically and tabulating of data. It comprised of the students score in pre-test and post-test, classification percentage of students score in pre-test and post-test, and analysis data of questionnaires.

1. The analysis students speaking score in pre-test and post-test.
   a. Pre-test

In this section, the researcher showed the complete score of students in speaking ability (accuracy, fluency, and comprehensibility) in pre-test, the mean score and standard deviation of students, and the rate percentage of students speaking score in pre-test. The researcher would present them in the tables and calculate the score by using SPSS 16. For more clearly, at first the researcher would show the complete students score speaking ability aft accuracy, fluency, and comprehensibility in pre-test. It was tabulated by the following table:

Table 4.1

The score of students speaking skill in the pre-test

Respondent	The Aspect of Speaking Skill			Total
	Accuracy	Fluency	Comprehensibility	
R1	2	1	2	5
R2	2	2	1	5
R3	2	3	3	8
R4	2	2	3	7
R5	1	2	1	4
R6	3	2	3	8
R7	2	2	2	6
R8	3	2	2	7
R9	3	3	3	9
R10	1	2	1	4
R11	3	3	3	9
R12	3	2	3	8
R13	3	3	3	9
R14	4	3	4	12
R15	2	3	3	8
R16	3	2	3	8
R17	4	4	4	12
R18	2	1	2	5
R19	3	2	2	7
R20	3	3	3	9
R21	4	3	3	10
R22	3	2	3	8
R23	2	1	2	5
R24	4	3	4	11
N=24				∑X=184

Speaking skill consists of three aspect; they are accuracy, fluency and comprehensibility. So in this section, the researcher present and tabulates the mean score of the students speaking ability one by one. All of those are explained for more clearly by following tables:

1.) Accuracy

Table 4.2

The score of students Accuracy in pre-test

Respondent	Accuracy
R1	2
R2	2
R3	2
R4	2
R5	1
R6	3
R7	2
R8	3
R9	3
R10	1
R11	3
R12	3
R13	3
R14	4
R15	2
R16	3
R17	4
R18	2
R19	3
R20	3
R21	4
R22	3
R23	2
R24	4
N=24	

To calculate the mean score of student's accuracy in pre-test, the researcher calculated it by using SPSS 16. The result can be presented into the table descriptive statistic as follows:

Table 4.3

The Mean Score of Students Accuracy in Pre-test

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
Accuracy	**24**	**3**	**1**	**4**	**64**	**2.67**	**.868**
Valid N (list wise)	**24**						

From data 4.3, it shows that the highest score of students is 4 and the lowest score is 1. Besides, it also indicates that the mean score of students accuracy in pre-test is 2.67 and the standard deviation error is 0.868.

In other side, the writer also has written the students score aft accuracy before giving treatment by using discussion method and it present through the table rate percentages score. The table is showed as follows:

Table 4.4

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

Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	-	
Very Good	71-85	5	-	
Good	56-70	4	4	16,6%
Average	41-55	3	10	41,6%
Poor	26-40	2	8	33,3%
Very Poor	<25	1	2	8,3%
	Total		24	100%

The table 4.4 indicates that students score in the frequency of pre-test. It shows that there was none of students got excellent (0%) and very god (0%). The

other showed that there were 4 students (16, 6%) who got good and there were 10 students (41, 6%) who got average. There were 8 students (33, 3%) who got poor and the last there were 2 students (8, 3%) who got very poor. Based on the data above, it can be seen that the students got very poor were more than the students got good score. It can be concluded that the students accuracy were still low.

2.) Fluency

Table 4.5
The score of students Fluency in pre-test

Respondent	Fluency
R1	1
R2	2
R3	3
R4	2
R5	2
R6	2
R7	2
R8	2
R9	3
R10	2
R11	3
R12	2
R13	3
R14	3
R15	3
R16	2
R17	4
R18	1
R19	2
R20	3
R21	3
R22	2
R23	1
R24	3
N=24	

To calculate the mean score of student's fluency in pre-test, the researcher calculated it by using SPSS 16. The result can be presented into the table descriptive statistic as follows:

Table 4.6

The Mean Score of Students Fluency in Pre-test

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
Fluency	24	3	1	4	56	2.33	.761
Valid N (list wise)	24						

The table 4.6 shows that the highest score of students is 4 and the lowest score is 1. Besides, it also indicates that the mean score of students fluency in pre-test is 2.33 and the standard deviation error is 0.761.

In addition, the writer also has written score of the student's fluency before giving treatment by using discussion method and it presents through the table rate percentage scores. The table was showed:

Table 4.7

The rate percentage score of student Fluency in Pre-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	-	
Very Good	71-85	5	-	
Good	56-70	4	1	4,16%
Average	41-55	3	9	37,5%
Poor	26-40	2	11	45,83%
Very Poor	<25	1	3	12,5%
	Total		24	100%

The table 4.7 indicates that students score in fluency of pre-test. It shows that there was none of students got excellent (0%) and very god (0%). Besides, there were 1 student (4, 16%) who got good and there were 9 students (37, 5%) who got average. There were 11 students (45, 83%) who got poor and the last there were 3 students (12, 5%) who got very poor. The total students got very poor and poor were more than the students got good score. It means that the students speaking skill especially in fluency were still low:

Table 4.8

The score of students Comprehensibility in pre-test

Respondent	Comprehensibility
R1	2
R2	1
R3	3
R4	3
R5	1
R6	3
R7	2
R8	2
R9	3
R10	1
R11	3
R12	3
R13	3
R14	4
R15	3
R16	3
R17	4
R18	2
R19	2
R20	3
R21	3
R22	3
R23	2
R24	4
N=24	

To calculate the mean score of student's comprehensibility in pre-test, the researcher calculated it by using SPSS 16. The result can be presented into the table descriptive statistic as follows:

Table 4.9

The Mean Score of Students in comprehensibility Pre-test

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
Comprehensibility	24	3	1	4	63	2.63	.875
Valid N (list wise)	24						

From the table 4.9 shows that the highest score of students is 4 and the lowest score is 1. Besides, it also indicates that the mean score of students comprehensibility in pre-test is 2.63 and the standard deviation error is 0.875.

Besides, the writer also has written score of the student's comprehensibility before giving treatment by using discussion method and it presents through the table rate percentage scores. The table was showed:

Table 4.10

The rate percentage score of student Comprehensibility in Pre-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	-	
Very Good	71-85	5	-	
Good	56-70	4	4	16,6%
Average	41-55	3	11	45,83%
Poor	26-40	2	6	25%
Very Poor	<25	1	3	12,5%

The table 4.10 indicates that students score in comprehensibility of pre-test. It shows that there was none of students got excellent (0%) and very god (0%). Besides, there were 4 students (16, 6%) who got good and there were 11 students (45, 83%) who got average. There were 6 students (25%) who got poor and the last there were 3 students (12, 5%) who got very poor. The data shows that many students got poor and very poor in comprehensibility. It can be concluded that most of students still had low speaking skill in comprehensibility.

b. Post-test

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

Table 4.11

The score of students speaking skill in the Post-test

Respondent	The Aspect of Speaking Skill			Total
	Accuracy	Fluency	Comprehensibility	
R1	2	3	2	8
R2	3	4	4	11
R3	3	4	4	11
R4	4	3	4	11
R5	3	3	4	10
R6	5	4	4	13
R7	4	3	3	10
R8	5	3	3	11
R9	5	5	4	14
R10	2	3	2	7
R11	5	4	4	13
R12	4	3	4	11
R13	4	4	4	12
R14	5	4	5	14
R15	3	5	4	12
R16	4	3	4	11
R17	5	5	5	15
R18	3	3	3	9
R19	4	3	3	10
R20	4	4	4	12
R21	5	5	5	15
R22	4	3	4	11
R23	4	2	3	9
R24	3	4	4	11

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

1.) Accuracy

Table 4.12
The Score of students Accuracy in Post-test

Respondent	Accuracy
R1	2
R2	3
R3	3
R4	4
R5	3
R6	5
R7	4
R8	5
R9	5
R10	2
R11	5
R12	4
R13	4
R14	5
R15	3
R16	4
R17	5
R18	3
R19	4
R20	4
R21	5
R22	4
R23	4
R24	5
N=24	

For calculating the mean score of student's accuracy in post-test, the researcher calculates it by using SPSS 16. The result can be presented into the table descriptive statistic as follows:

Table 4.13

The Mean Score of Students in accuracy post-test

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
Accuracy	24	3	2	5	93	3.88	.947
Valid N (list wise)	24						

From the table 4.13, it shows that the highest score of students is 5 and the lowest score is 2. Besides, it also indicates that the mean score of students accuracy in post-test is 3.88 and the standard deviation error is 0.947.

Besides, the writer also has written score of the student's accuracy who had been given treatment by using discussion method and it presents through the table rate percentages scores. The table was showed as follow:

Table 4.14

The rate percentage score of student Accuracy in Post-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	-	-
Very Good	71-85	5	8	33,3%
Good	56-70	4	9	37,5%
Average	41-55	3	5	20,83%
Poor	26-40	2	2	8,33%
Very Poor	<25	1	-	-

Base on the table 4.14, the percentages of the students accuracy score in post-test indicate that there was none of the students (0) who got excellent. Besides, it also showed that there were 8 students (33, 3%) who got very good and there were 9 students (37, 5%) who got good. Besides there were 5 students

(20,83%) who got average. there were 2 students (8,33%) who got poor. and the last there was none of students got very poor (0%). The data say shows that there was no students got very poor, besides there were many students got good in accuracy in post-test. Based on data above, it can be concluded that was improvement of student's accuracy after they were taught speaking by application topic.

2.) Fluency

Table 4.15
The Score of students Fluency in Post-test

Respondent	Fluency
R1	3
R2	4
R3	4
R4	3
R5	3
R6	4
R7	3
R8	3
R9	5
R10	3
R11	4
R12	3
R13	4
R14	4
R15	5
R16	3
R17	5
R18	3
R19	3
R20	4
R21	5
R22	3
R23	2
R24	4
N=24	

To calculate the mean score of student's accuracy in post-test, the researcher calculated it by using SPSS 16. The result can be presented into the table descriptive statistic as follows:

Table 4.16

The Mean Score of Students in fluency post-test

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
Comprehensibility	**24**	**3**	**2**	**5**	**90**	**3.75**	**.794**
Valid N (list wise)	**24**						

From the table 4.13, it shows that the highest score of students is 5 and the lowest score is 2. Besides, it also indicates that the mean score of students fluency in post-test is 3.75 and the standard deviation error is 0.794.

Besides, the writer also has written score of the student's fluency who had been given treatment by using discussion method and it presents through the table rate percentages scores. The table was showed as follow:

Table 4.17

The rate percentage score of student Fluency in Post-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	-	0%
Very Good	71-85	5	4	16,66%
Good	56-70	4	8	33,33%
Average	41-55	3	10	41,66%
Poor	26-40	2	1	4,16%
Very Poor	<25	1	-	0%

The table 4.7, the percentages of students score fluency score in post-test indicates that there was none of students got excellent (0%). But, there were 4 students (16, 66%) who got very good and there were 8 students (33, 33%) who got good. There were 10 students (41,66%) who got average. there were 1 students (4,16%) who got poor. and the last there was none of students got very poor (0%). The data say shows that there was no students got very poor, from the data above, it can be seen that there was no students got poor and very poor. It can be concluded that, the student's fluency increase after they learnt speaking by application topic.

3.) Comprehensibility

Table 4.18
The score of student's comprehensibility in post-test

Respondent	Comprehensibility
R1	2
R2	4
R3	4
R4	4
R5	4
R6	4
R7	3
R8	3
R9	4
R10	2
R11	4
R12	4
R13	4
R14	5
R15	4
R16	4
R17	5
R18	3
R19	3
R20	4
R21	5
R22	4
R23	3
R24	14
N=24	

For calculating the mean score of student's comprehensibility in post-test, the researcher calculated it by using SPSS 16. The result can be presented into the table descriptive statistic as follows:

Table 4.19

The Mean Score of Student in comprehensibility in post-test

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
Comprehensibility	24	3	2	5	90	3.75	.794
Valid N (list wise)	24						

From the table 4.13, it shows that the highest score of students is 5 and the lowest score is 2. Besides, it also indicates that the mean score of students comprehensibility in post-test is 3.75 and the standard deviation error is 0.794.

Besides, the writer also has written score of the student's comprehensibility who had been given treatment by using discussion method and it presents through the table rate percentages scores. The table was showed as follow:

Table 4.20

The rate percentage score of student Comprehensibility in Post-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	-	0%
Very Good	71-85	5	4	16,66%
Good	56-70	4	13	54,16%
Average	41-55	3	6	25%
Poor	26-40	2	1	4,16%
Very Poor	<25	1	-	0%

The table 4.20 indicates the percentages of student's comprehensibility score in post-test. The table shows that there was none of students got excellent (0%). But, there were 4 students (16, 66%) who got very good and there were 13

students (54, 16%) who got good. There were 6 students (25%) who got average and none of students who got poor and very poor. the data shows that there were was no students got poor and very poor, besides there were many students got good in comprehensibility in post-test. It means that there is improvement of student's comprehensibility after they learnt speaking by application a topic.

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

Table 4.21

The Mean Score and Standard Deviation of Pre-test and post test

Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	24	4	12	7.67	2.297
Posttest	24	7	15	11.29	2.032
Valid N (list wise)	24				

From the table 4.21, it indicates that the standard deviation in pre-test was 2.29 and in post-test were 2.03. it also shows than mean score of the students in pre-test was 7.67 and the mean score of the students in post-test were 11.29. the

result of the table above shows that the mean score of students in post-test was higher than the mean score of students in pre-test. It concludes that using discussion method is effective in teaching speaking.

To know whether the pre-test and post-test are significantly different, and also to know acceptability of the hypothesis of this research, the researcher used t_{test} analysis and calculated it by using SPSS16. The results can be shown in the table of paired samples statistics, paired sample correlations, and paired samples test. It is presented in the following tables:

The table 4.22

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

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest	11.2917	24	2.03190	.41476
	Pretest	7.6667	24	2.29682	.46884

The table paired samples statistics of pre-test above indicates that the value of standard deviation in pre-test was 2.29682 and 2.03190 in post-test.

Besides, the standard deviation error in pre-tet was 0.46884 and in post-test was 0.41476. the table 4.22 also shows that mean score in pre-test was 7.66 and in post-test was 11.29. It can be concluded that the students score improved from 7.66 to 11.29.

Table 4.23

The Paired Samples Correlations of Pre-test and Post-test

Paired samples Correlations

		N	Correlation	Sig.
Pair 1	Posttest & Pretest	24	.832	.000

The table 4.23 of paired samples correlations of pre-test and post-test presents the correlation of student's ability before and after treatment is 0.83. It means that there is a significant correlation of student's ability in teaching speaking by using application topic method before and after treatment.

Table 4.24

The paired Samples Test of Pre-test and Post-test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Posttest-pretest	3.62500	1.27901	.26108	3.08492	4.16508	13.885	23	.000

From the table 4.24 sample test, the researcher get the data that t_0 (t_{count}) = 13.885 and df (degree of freedom) =23. According to the Gay the value of t_t = 2,06866 it is the standard of signification 0, 05 with degree of freedom (df)=23.

Based on the result, the researcher concluded that t_0(t_{count}) is higher than t_t(t_{table}), $t_0 > t_t$.

13.885> 2,06866

Related to the result that ($t_0 > t_t$) the t_{count}, it means the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. It concludes that there was a significance difference in teaching speaking before and after using discussion method. Because of that, the researcher believes that the application a topic effective in teaching speaking at the tenth years of SMAN 2 Palopo.

2. Analysis of Questionnaires

To get data of student's interest in learning speaking by using discussion method, the researcher made questionnaire that consisted of 10 items. The researcher arranged the questionnaire related to the four indicators of interest. They were feeling happy, attention in studying, interest to the material, and the awareness of the benefit. The results of questionnaire included in tabulation, it can be seen in the following tables:

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

a. Feeling happy

Table 4.25

1.) I like studying English speaking trough application a topic.

Respondent's Answer	Frequency	Percentage
Strongly Agree	8	33,33%
Agree	12	50%
Disagree	4	16,66%
Strongly Disagree	-	0%

The table 4.25 indicates that there were 8 students (33, 33%) chose "Strongly Agree", 12 students (50%) "Chose agree", there were 4 students (16, 66%) who got "Disagree". But in fact, there was none of the students (0%) chose "Strongly Agree".

The result above shows that most of students (8) chose strongly agree, there were (12) who shoes agree than chose disagree and strongly disagree, so it can be clouded the students liked studying English speaking through application a topic. Because of that, the researcher assumes that the students felt happy in learning speaking by application a topic.

Table 4.26

6.) I am forced studying English speaking through application a topic

Respondent's Answer	Frequency	Percentage
Strongly Agree	1	4,16%
Agree	4	16,66%
Disagree	14	58,33%
Strongly Disagree	5	20,83%

The table 4.26 present that there were 1 of students (4, 16%) chose "Strongly Agree", there were 4 of students (16, 66) chose "Agree". But it presented that there were 14 students (58, 33%) and 5 students chose "Strongly

Agree", it means that the students were not forced studying English speaking through application a topic. Based on the data above, the researcher can say that application a topic made the students feel happy to studying speaking.

b. Attention is studying

Table 4.27
3) I always active during the learning process of English speaking through application a topic.

Respondent's Answer	Frequency	Percentage
Strongly Agree	6	25%
Agree	18	75%
Disagree	-	8,33%
Strongly Disagree	-	0%

The table 4.27 shows that there were 6 students (25%) chose "Strongly Agree" and there were 18 students (75%) chose "Agree". The table indicates that there was none of the students (0%) "Disagree" and "Strongly Agree". The statement above shows that the students gave positive respond to the application activity. It can be seen the students answer, where some of them chose strongly agree and the other chose agree.

Therefore, the researcher assumes that through application a topic the students became active during the learning process. And it can be concluded that the students had big attention in learning speaking when applying the topic selection.

Table 4.28
10) I cannot focus on researcher's explanation during the learning process of speaking class by applying application a topic activity.

Respondent's Answer	Frequency	Percentage
Strongly Agree	-	0%
Agree	2	8,33%
Disagree	18	75%
Strongly Disagree	4	20%

Table 4.28 present that there was none of the students chose (0%) chose "Strongly Agree", there was 2 students (8, 33%) chose "Agree". Besides, it shows that there were 18 students (75%) chose "Disagree" and there were 4 students (20%) chose "Strongly Disagree". The result indicated that most of the students more chose strongly disagree and disagree than chose strongly agree and agree.

Based on the result above, the researcher concludes that the students at the tent year of SMAN 2 Palopo could focus on the researcher's explanation during the learning process of speaking when it applied the topic selection activity. Besides, the result shows that the students had a big attention in learning speaking by application of topic selection. It means that the students interest in studying speaking by application of topic selection.

c. Interest to the material

Table 4.29
2). Studying speaking by application of topic selection was very boring.

Respondent's Answer	Frequency	Percentage
Strongly Agree	-	0%
Agree	-	0%
Disagree	16	80%
Strongly Disagree	8	40%

Based on the table 4.29 indicates that there was none of the students (0 %/) chose “Strongly Agree” and “Agree”. From the data above, it can be seen that there were 16 students (80%) chose “Disagree and 8 students (40%) chose “Strongly Agree”. It shows from the result of students choices which is most of them more choosing disagree and strongly disagree.

Table 4.30

7.) The topic in learning speaking through application a topic is very interesting.

Respondent’s Answer	Frequency	Percentage
Strongly Agree	13	54,16%
Agree	9	37,5%
Disagree	2	10%
Strongly Disagree	-	0%
Total	24	

The table 4.30 indicates that there were 13 students (54%) chose “Strongly Agree” and there were 9 students (37%) chose “Agree” and 2 students (10%) who chose “Disagree”. From table above, it includes that there was none of students (0%) chose “Strongly Agree”. The data shows that the students interested to the material of speaking by application a topic. It because of the topic in learning speaking by application a topic was very interesting. It shows from the result of students choices which are most of them more choosing strongly agree and very disagree.

Table 4.31

8.) Studying speaking subject by application make me sleepy during the learning process.

Respondent's Answer	Frequency	Percentage
Strongly Agree	-	0%
Agree	3	15%
Disagree	11	45,83%
Strongly Disagree	10	41,66%
Total	24	100%

Based on the table 4.31 indicates that there was none students (0%) chose "Strongly Agree" and 3 (15%) "Agree". But are shows that there were 11 students (55%) chose "Disagree", and 10 students (50%) chose "Strongly Disagree". In conclusion the researcher can say that most of the students paid attention on learning speaking through application a topic. Because of the students felt that studying speaking subject by application a topic did not make them sleepy during the process?

d. The awareness of the Benefit

Table 4.32

4.) Studying speaking by application a topic selection makes me difficult to practice speaking in English.

Respondent's Answer	Frequency	Percentage
Strongly Agree	-	0%
Agree	2	10%
Disagree	16	80%
Strongly Disagree	6	30%
Total	24	100%

Based on the table 4.32 indicates that there was none of the students (0%) chose Strongly Agree" and 2 students (10%) chose "Agree". Besides, it shows

that there were 16 students (80%) chose “Disagree” and there were 6 students (30%) chose “Strongly” Disagree”.

The reality indicates that most of the students chose “Disagree” and “Strongly Disagree”. It can be concluded that the students interested in learning speaking through application a topic. Because of the students realized that the application a topic was useful for them especially to improve their speaking skill. And they realized that studying speaking subject by application of topic selection did not make them difficult to practice speaking English or another words, it made them easier to practice speaking.

Table 4.33

5.) Studying speaking through application of topic selection can increase my vocabulary.

Respondent’s Answer	Frequency	Percentage
Strongly Agree	15	75%
Agree	7	35%
Disagree	2	10%
Strongly Disagree	-	-
Total	24	100%

Based on the table 4.33 indicates that there were 15 students(75%) chose “Strongly Agree” and 7 students(35%) chose “Agree”, there was 2 students(10%) chose “Disagree”. But there was none of the students (0%) chose “Strongly Agree”. it mean that the students who studying speaking subject through application a topic can improve their vocabulary. So, the researcher can conclude that the students interested in learning speaking by using application a topic.

Table 4.34
9.) Studying speaking through application a topic can motivate me to speak.

Respondent's Answer	Frequency	Percentage
Strongly Agree	12	60%
Agree	10	50%
Disagree	2	10%
Strongly Disagree	-	0%
Total	24	100%

The table 4.34 indicates that there was 12 students (60%) chose "Strongly Agree", there were 10 students (50%) chose "Agree" and 2 students (10%) chose "Disagree". But from the table above shows that there was none of the students (0%) chose "Disagree".

The fact that most of students chose "Agree" and "Strongly Agree" showed that the students interested in learning speaking through application a to use of topic. Because of the student realized that the application a topic was useful for them especially to improve their speaking skill. One of the benefits that they got from application a topic that was through application a topic, they could be motivated speak English.

Table 4.35
The Total of Students in Positive Items and Negative Items

Score			**Positive Items**		**Negative Items**	
(+)	**(-)**	**Items of Choice**	F	P	F	P
4	1	Strongly Agree	50	50%	-	0%
3	2	Agree	50	50%	-	0%
2	3	Disagree	-	0%	48	48%
1	4	Strongly Disagree	-	0%	52	52%

From the table 4.35 above, it can be known that all of the students (100%) chose "Strongly Agree" and "Agree" in items positive. Besides, in negative items all of the students (100%) also chose "Disagree" and "Strongly Disagree". Based on the result, the researcher concluded that the students were interest in learning speaking through application topic selection. It can be seen from the total of students which were more choice "Strongly Agree" and "Agree" in positive items, and also the students more choice "Disagree" and "Strongly Disagree" in negative items.

B. Discussion

1. Speaking Test

This section percents the result of data analysis in findings. It discussed about the using application a topic method in teaching speaking at the tenth year of SMAN 2 Palopo.

After analyzing the data of students test, it showed that $t_{count}(t_o)$ with the value **(**13.885) was higher than $t_{table}(t_t)$ with the value (2,07387) with degree of freedom (df)=23 and on the level significance 0.05, it means that there was a significant between the result of pre-test and the result of post-test.

Table 4.35

Table of the t-test of the students

Variable	T_{count}	T_{table}
X_1-X_2	13.885	2,06866

The table of t_{test} above shows that the value of t_0 was higher that t_t, it can be concluded that the researcher hypothesis is confirmed. Besides, the achievement of English speaking of the students at tent year of SMAN 2 Palopo who were taught by application topic is higher than the achievement prior.

According to the explanation above, it can be conducted that teaching speaking through application a topic selection effective in teaching speaking. In addition this result most of the students were very active in the participation and activities during the learning process in application a topic.

In pre-test, there were three topics that were given to the students to get the score of students in speaking skill (accuracy, fluency, and comprehensibility) in pre-test. Here are some of the data transcription and score that got by the students in pre test and post-test.

The students who got very poor score in pre-test, in post-test he got good score.

Pre -test

R4

Good morning every body, first I would like to introduce my self, ee.. my name is Ravly Jaya Sulkarnaen. And I live in Walenrang. And now ee..ee.. I would like to explain about my topic. My topic is library eee… library is the place for reading book, I came there every day ee.. with my friends. Very much book in there and I like reading Indonesian language book. Ee.. next in library there are

official as a duty for write our name if want borrow the book. Ee.. ee.. I think enough thank you.

Criteria of score of components:

Accuracy (1) = Pronounciation is seriously influenced by mother tongue with errors causing a breakdown in communication. Many basic grammatical and lexical errors. For example, the respondents pronounces duty as “duti” and enough as “inof”

Fluency (2) = full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expressions. For example, when the respondent applying a topic, he always say “eee” or “mmm” to remember another vocabulary and also she always silent when he lack ideas and finance vocabulary.

Comprehensibility (2) = Hardly anything af what is said can be understood. even when the listener make a great effort or interrups, the speaker is unable to clarify anything he seems to have said.

Post –test

Good morning every body, first I would like to introduce my self, my name is Ravly Jaya Sulkarnaen. And I live in Walenrang. . And now I would like to explain about my topic. My topic is library, the library is a place where people can read books.library science can give people a lot knowledge because there are a lot of books in the library. Every day me and my friends visited the library and I

always read books and novels Indonesian. in the library school there is an employee who organize all the books and the duty to register the names of students who wish to borrow books. Mm.. I love my library because each has the task I have always worked in the library. Ok I think enough, thank you.

Criteria of score of components:

Accuracy (3) = there were no improvement of this respondent, the way he pronounces the words was the same as in pre-test. Pronunciation in influenced by the mother tongue only a few serious phonological errors, some of which cause confusion.

Fluency (4) = Although he has to make an effort and search for words, occasionally fragmentary but succeeds in con conveying the general meaning, fair range of expression.

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

The data transcriptions above shows that there was an improvement of the students speaking skill after the students got the treatments. The students speaking skill was higher than before they got the treatments. It can be concluded that application of topic selection is effective in teaching speaking because of the application of topic selection can improve the students speaking skill. Through application topic the students can be simulated and motivated to speak. The students can be easier to practice speaking through application a topic.

2. Questionnaire

This research presents the result of data analysis from questionnaire, in relation to the findings of the percentage on the students interest in learning speaking through application topic method, it could be indicated that there were most of the students very interested in learning speaking through application topic method and the others were interested in learning speaking through application topic method. It can be seen from the list of students interest score in the questionnaire;

The table 4.25 indicates that there were 8 students (33, 33%) chose "Strongly Agree", 12 students (50%) "Chose agree", there were 4 students (16, 66%) who got "Disagree". But in fact, there was none of the students (0%) chose "Strongly Agree".

Based on the table 4.29 indicates that there was none of the students (0 %/) chose "Strongly Agree" and "Agree". From the data above, it can be seen that there were 16 students (80%) chose "Disagree and 8 students (40%) chose "Strongly Agree". It shows from the result of students choices which is most of them more choosing disagree and strongly disagree.

The table 4.27 shows that there were 6 students (25%) chose "Strongly Agree" and there were 18 students (75%) chose "Agree". The table indicates that there was none of the students (0%) "Disagree" and "Strongly Agree". The statement above shows that the students gave positive respond to the application

activity. It can be seen the students answer, where some of them chose strongly agree and the other chose agree.

Based on the table 4.32 indicates that there was none of the students (0%) chose Strongly Agree" and 2 students (10%) chose "Agree". Besides, it shows that there were 16 students (80%) chose "Disagree" and there were 6 students (30%) chose "Strongly" Disagree".

Based on the table 4.32 indicates that there was none of the students (0%) chose Strongly Agree" and 2 students (10%) chose "Agree". Besides, it shows that there were 16 students (80%) chose "Disagree" and there were 6 students (30%) chose "Strongly" Disagree".

Based on the table 4.33 indicates that there were 15 students(75%) chose "Strongly Agree" and 7 students(35%) chose "Agree", there was 2 students(10%) chose "Disagree". But there was none of the students (0%) chose "Strongly Agree". it mean that the students who studying speaking subject through application a topic can improve their vocabulary. So, the researcher can conclude that students interested in learning speaking by using application a topic.

The table 4.26 present that there were 1 of students (4, 16%) chose "Strongly Agree", there were 4 of students (16, 66) chose "Agree". But it presented that there were 14 students (58, 33%) and 5 students chose "Strongly Agree", it means that the students were not forced studying English speaking through application a topic. Based on the data above, the researcher can say that application a topic made the students feel happy to studying speaking.

Based on the table 4.31 indicates that there was none students (0%) chose “Strongly Agree” and 3 (15%) “Agree”. But are shows that there were 11 students (55%) chose “Disagree”, and 10 students (50%) chose “Strongly Disagree”. In conclusion the researcher can say that most of the students paid attention on learning speaking through application a topic. Because of the students felt that studying speaking subject by application a topic did not make them sleepy during the process?

The table 4.34 indicates that there was 12 students (60%) chose “Strongly Agree”, there were 10 students (50%) chose “Agree” and 2 students (10%) chose “Disagree”. But from the table above shows that there was none of the students (0%) chose “Disagree”.

Table 4.28 present that there was none of the students chose (0%) chose “Strongly Agree”, there was 2 students (8, 33%) chose “Agree”. Besides, it shows that there were 18 students (75%) chose “Disagree” and there were 4 students (20%) chose “Strongly Disagree”. The result indicated that most of the students more chose strongly disagree and disagree than chose strongly agree and agree.

The questionnaire consist of 10 items and it arranged related to the indicators of interest namely; feeling happy, attention in studying, interest to the material, and the awareness of the benefit. The student’s interest in learning speaking by applying application topic method can be seen through the total items found in the available questionnaire which represent all element or interest, namely;

a. The students feel happy in learning speaking through gossiping. Feeling happy is an expression to show the students interest. If they interest with this method, they will show their feeling happy. Besides, they will learn speaking through this method because their willing not because of forced. This item related to questionnaire number 1 and 6.

b. The students' attention in studying speaking by gossiping. The students that have a big interest in studying, of course will have a big attention during the learning process. Their attention can be identified from their focus and active in learning process. The items referred to the questionnaire number 3 and 10.

c. The student's interest to the material in learning speaking through application a topic. The student's interest to the students to the subject matter can be seen from their activity during the learning process. Whether they feel interested to the subject matter, they feel bored, and they sleepy during the learning process. The items related to the questionnaire number 2, 7, and 8.

d. The awareness of the benefit that can be got by the students after studying speaking through application topic. This item indicates to the number 4, 5, and 9.

Learning speaking through application topic is one of effective and interesting ways that can be applied in the classroom because application topic is more made the students to always practice their speaking. Besides, application topic can motivate the students to improve speaking skill. In addition, application topic gives new solution in increasing students speaking skill in English teaching process. In this method the students are expected to contribute ideas information,

opinion and feelings to others, so that is way the students can get new solution in speaking skill. This method can improve the student's vocabulary, make the students focus active during the learning process. By applying topic selection, we can learn enjoying. Based on the result above the researcher conclude that with topic selection the students can improve their effectiveness ,motivation, speaking skill, give new solution to increase speaking skill, creativity and enjoying in learning speaking.

Based on the result of the questionnaire, it was found that most of the students were very interested in learning speaking through applying topic. Related to the explanation above it can be said that interest also refers to the kind of things we are appreciating and enjoy. The selection of an accusation and the satisfaction we get from other works usually depend more interest that our abilities. Interest and abilities are closely related but our interest gives us more motivation to use are abilities.

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

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

CHAPTER V

CONCLUTIONS AND SUGGESSTIONS

The discussion in this chapter indicates conclusions and some of suggestions related to the finding and the application of the research.

A. Conclusions

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

1. Having implemented the treatments by using application topic method, it was found that the mean score of post-test After analyzing the data of students test, it showed that $t_{count}(t_o)$ with the value **(**13.885) was higher than $t_{table}(t_t)$ with the value (2,06866) with degree of freedom (df)=23 and on the level significance 0.05. From this result the researcher gave interpretation that t_0 (t_{count}) is higher that t_{table} (t_t), 13.885> 2, 06866. It means that there is a significant between student's ability before and after giving treatment by using application topic method. It can be concluded that applying topic is effective in teaching speaking at the tenth year of SMAN 2 Palopo.

2. Having analyzed the result of student's response toward the method applied by the researcher in this research, the data showed that there were 50 students (50%) chose strongly agree and 50 students (50%) chose agree in the positive statements. And then there were 52 students (25%) chose strongly disagree and 48 students

(75%) chose disagree in negative statements. Many students chose positive choices in positive statements and negative choices in negative statements showed that the students gave positive response to this activity. Based on the data, the researcher concluded the students at the tenth year of SMAN 2 Palopo were interested in learning speaking through application a topic.

B. Suggestions

The success in teaching does not depend on the lesson program only, but more important is how the teacher presents the lesson and uses various methods to manage the class more lively and enjoyable. The method also helps the teacher and lecturer, and gives much opportunity for the students to be active in teaching learning process. Regarding to the teaching speaking by applying topic, the writer gives some suggestion for the teacher and students as follow:

1. For the lecturer and teacher, it is better to use applying topic selection. The researcher suggest the teacher and lecturer to use applying topic in teaching speaking because it can be simulate and motivate the students to be active in speaking English.

2. For the lecturers, teachers and the next researcher that want to use applying topic in teaching learning has to limit the types of applying topic that will be used. They have to focus only in speaking English.

3. For the students, they should still be active and speak up in class having applied these activities. They should have braveness to express their opinions and

do not be shy or afraid to make grammatical error in speaking because to have a good speaking we have to always practice.

Finally, the researcher realizes that this thesis is far from being perfect and because of that; constructive critics and advice are really expected for the perfection of the thesis. The researcher hopes that the results of this research can be useful for the readers. It is hoped that the readers will have more information about interactive activities technique. This research can be one of the references for the next researcher in concluding other researchers with more detailed information about interactive activities to improve students speaking skill.