IMPROVING STUDENTS' SPEAKING SKILL THROUGH ROULETTE AT THE SECOND GRADE MAN PALOPO



A THESIS

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

By

RAHMADANI HARDIN REG.NUM: 15.0202.0003

ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2019

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THESIS APPROVAL

This thesis, entitled "Improving Students' Speaking Skill through Roulette at the Second Grade of MAN Palopo" written by Rahmadani Hardin, Reg. Number 15 0202 0040, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in MUNAQASYAH session which is carried out on Monday, 17th of September 2019, coincided with Muharram 17th 1441 H. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language

Palopo, on September 17th 2019 M Muharram 17th 1441 H

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Palopo, 29 August 2019

The researcher

Rahmadani Hardin

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ABSTRACT

RAHMADANI HARDIN, 2019 "Improving Students' Speaking Skill through Roulette word at the Second Grade MAN Palopo". A Thesis of English Study Program, Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo. Under Supervisor Dr. Masruddin, S.S., M.Hum. as the first consultant and Amalia Yahya, S.E., M.Hum. as the second consultant.

Key Words: Improving, Speaking Skill, Roulette word

This research is about Improving Students' Speaking Skill through Roulette at the Second grade of MAN Palopo. It aims to find out whether the roulette effective to teach speaking at the second grade of MAN Palopo. The objective of this research is to find out whether or not the roulette effective in improving speaking skill of students MAN Palopo.

The researcher applied Pre-experimental method and conducted in six meetings. The population of this research was the second-grade students of MAN Palopo. The researcher used purposive sampling technique from ten class, the researcher chooses 22 students from class IBB. The instrument used to collect data was speaking test. The data of this research was analyzed by using SPSS program version 20.

The result of this research showed that using roulette word is effective in teaching speaking skill. It is proven by the significant difference between the students' mean score at the pre-test and the post-test, the mean score of the students in pre-test is 30,2 and the mean score of post-test is 46,8. Moreover, the statistical test by using SPSS shows that $t_o(t_{count}) = 9,085$ bigger than $t_t(t_{table}) = 2,080$, it means that the alternative hypothesis (H_1) is accepted $(t_o > t_t)$.

CHAPTER I

INTRODUCTION

A. Background

Homby states that speaking is the ability of people to make use the language in ordinary one. Speaking is the action of conveying information or expressing one's thoughts and feelings in spoken language. It is the crucial skill that should be mastered by the students in learning English. In fact, students at MAN Palopo are out of the line. They more focus on knowing vocabularies than practicing the language through speaking. Thus they still lack of speaking skill although they have the vocabularies. In addition, lack of using media in teaching, is also the problem in teaching process. By using media in teaching, perhaps is able to help the students to understand the lesson which is being taught.

Using media in learning process is one of the way to help the students to understand the lesson easily. Hamalik (1986) argues that the use of teaching media in teaching and learning can generate new desires and interests, generate motivation and stimulation of learning activities, and even bring psychological influences on students. Based on opinion from Hamalik, it can conclude that media is the things that can encourage the students to learn easily.

Roulette words is one of media in learning that can encourage the students to learn and speak. Based on problem faced in MAN Palopo, the researcher conducts a

research by the title: Improving students' speaking skill through Roulette Words at the second grade of MAN Palopo.

B. Problem Statement

Related to the background previously, the researcher identified the problem: Is Roulette word effective to teach speaking at the second grade of MAN Palopo?

C. Objective of the Research

- To find out whether or not the roulette word effective in improving speaking skill of students MAN Palopo.

D. Significance of the Research

The result of this research is expected to give contribution both theoretical and practical benefits as follows:

1. Theoretically

The result of this study is expected to find out method to improve students' speaking skill through roulette word.

2. Practically

a. Teacher

Teacher can give material easily and s/he will have media to teach speaking by using roulette word.

b. Students

- 1) The students will be more excited to learn speaking through roulette word.
- 2) It will improve the students' skill in speaking

c. Researcher

- 1) Can use the result of this study as reference
- 2) Can search the same variable

E. Scope of the Research

The researcher focuses on teaching Speaking skill especially in describing people.

F. Definition of Terms

Based on the title "Improving Students Speaking Skill through Roulette Word at the second grade of MAN Palopo". The researcher gives definition as follow:

- 1. Speaking is the ability to speak words in the framework conveyed by their intention, ideas, directs, thoughts, and feelings that are compiled and developed in accordance with needs of listeners so that what is conveyed can be accessed by listeners.
- 2. Roulette word is a media that comes from casino games that are converted into media in learning that is a circular media which is divide into several parts in which there are some picture that should be explained by students.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

There are few researchers who conducted previous research aimed at teaching students' speaking.

- 1. Siti Susanthy (2015), in her research entitled "Teaching Speaking Skill through Project Based Learning Model at the first year student of SMPN 8 PALOPO". The objective of this research was to find out whether the use to Project Based Learning Model effective in teaching English the students' speaking skill or not. This research applied Pre Experimental research method. The result of this research received because Project Based Learning Model is an effective in teaching speaking at the first year students of SMPN 8 Palopo. It is proved by calculating the difference of both test (pre-test and post-test). Analysis was the result of t-test (13.299) and t-table (2.093). It means that there is significant difference between students' ability before and after giving treatment. It could conclude that Project Based Learning can improve students to speak.¹
- 2. Samsinar (2015), in her research entitled "Improving Students' Speaking Ability at the Second Year of Madrasah Aliyah Negeri(MAN) Palopo by Using Talking Stick Technique". The objective of this research was to find out whether talking Stick Technique is able to improve students' speaking ability at the second year

¹ Siti Susanthy"teaching speaking skill through project based learning model at the first year student of SMPN 8 PALOPO"(thesis of IAIN Palopo 2015)

of MAN Palopo. This research applied Pre-Experimental method. The result of this research is Talking Stick Technique was effective in improving students' speaking ability at the second year of MAN Palopo. It is proved by calculating the difference of both test (pre-test and post-test). Analysis was the result of t-test (5.295) and t-table (2.101). It means that there is significant difference between students' ability before and after giving treatment.²

- 3. Surahman (2011) in his research entitled "Improving Students' Speaking skill by Using Stimulating Questions at the Second Year Students of SMAN 4 PALOPO". The Objective of this research was to find out wheter the students' speaking skill at the second year students of SMAN 4 Palopo. This research applied a Pre-Experimental method. The result of this research is Stimulating question in improving students' speaking skill at the second year of SMAN 4 Palopo was effective, based on the "t" test analysis. It is shown that the testing "t" table show that ,t-test (6.210) is bigger than t-table (2.074). It means the students' speaking skill is improved.³
- 4. Winda Raras Sakti (2017) in her research entitled "Pengembangan Media Pembelajaran *Games Roulette* Fisika untuk meningkatkan motivasi dan hasil belajar peserta didik SMA Negeri 1 Prambanan Klaten". The objective of the research was to know the increase in motivation to learn physics in class X

² Samsinar"improving students' speaking ability at the second year of MAN PALOPO by using talking stick technique"(thesis of IAIN Palopo 2015)

³ Surahman"improving students' speaking skill by using stimulating question at the second year students of SMAN 4 Palopo"(thesis of IAIN Palopo 2011)

and Development method. The result of this research is motivation to learn physics after being given the media ge-roul in Mathematics and Natural Sciences class X students increased by category while the two normalized gains are in the range 0.3 to 0.7.⁴

Based on the previous research, the researcher concluded that there are many ways or media that can be used by the teachers to improve the students' speaking skill in English. Each media can be applied in many ways as long as it is suitable for the students. In this research, the researcher conducted a research by using different learning media for the effectiveness of students' speaking skill namely roulette s.

B. Speaking Skill

1. Definition of Speaking

Speaking is how to express opinions, s we want to express. That is the meaning of speaking simply and the origin of the from speaking. But in the broadest sense speaking has a considerable scope in our lives. Supposedly many people in this world issue their opinions so that we can listen, conclude and also take a stand from what they say.

-

⁴ Winda Raras Sakti "Pengembangan Media Pembelajaran Games Roulette Fisika untuk Meningkatkan Motivasi dan Hasil belajar Peserta Didik SMA N 1 Prambanan Klaten" (thesis of Universitas Yogyakarta 2017)

CHAPTER III

RESEARCH METHOD

A. Method and Design

1. Method

The researcher applied the pre-experimental research method to find out the effectiveness of using roulette to improve the students Speaking skill at the second grade of MAN Palopo.

2. Design

This research employed pre-experimental method which applied one group pre-test, post-test. This design present as follow.

Pre-test	Treatment	Post-test
Y	X	Y

Where pattern experiment

 Y_1 = pre-test

X = treatment

 $Y_2 = post-test^5$

⁵ Surahman" improving students' speaking skill by using stimulating question at the second-year students of SMAN 4 Palopo"(thesis of IAIN Palopo 2011)

B. Procedure of Research

1. Pretest

Before started the class, the researcher introduced the material and what was achieved after the learning process ends. Then the researcher gave the motivation to make the students interesting in the learning. Furthermore, the researcher gave a pretest in speaking to measure students' ability before giving treatment.

2. Treatment

The researcher conducted treatment for six meetings. The steps are as follows:

- a. In the first meeting, the researcher explained describing people and gave some vocabulary or expressions and gave them an example of how to describe people. And then the researcher explained the procedure of using Roulette. The steps as below:
 - The researcher divided students into some groups
 - The researcher gave students a topic to describe people especially describe singers.
 - Each group representative asked to advance to play roulette until it stops.
 - After roulette stopped, the students described the topic exactly where the roulette stopped.
 - When the students described people, the researcher gave a language pattern to help students speak.

- After all, students have described the topic, researcher gave advice or motivation to all students.

b. The second meeting

- Researcher divided students into some groups
- Researcher gave students a topic to describe people especially describe Hero.
- Each group representative asked to advance to play roulette until it stops.
- After roulette stopped, the students described the topic exactly where the roulette stopped.
- When the students described people, the researcher gave a language pattern to help students speak.
- After all, students described the topic, researcher gave advice or motivation to all students.

c. The third meeting

- Researcher still used the same groups of students
- Researcher gave a topic to describe people especially describing the artist.
- Each group representative asked to advance to play roulette until it stop.
- After roulette stopped, the students described the topic exactly where the roulette stopped.

- When the students described people, the researcher gave a language pattern to help students speak.
- After all, students described the topic, researcher gave advice or motivation to all students.

d. The fourth meeting

- At this meeting, researcher added punishment in roulette in the form of tongue twister or request from their classmates and also added reward in the form gave something to students. So if roulette stops at the punishment, students must do the punishment. As well as reward, if roulette stops at the reward, students entitle to get the reward according to what is find in roulette.
- Researcher still used the same groups of students
- Researcher gave topic to describing people especially describing their classmates.
- Each group representative asked to advance to play roulette until it stop.
- After roulette stopped, the students described the topic exactly where the roulette stopped.
- When the students described people, the researcher gave a language pattern to help students speak.
- After all, students have described the topic, researcher gave advice or motivation to all students.

e. The fifth meeting

- The researcher still used punishment and reward in roulette.
- Researcher still used the same groups of students
- Researcher gave a topic to describe people especially describing comedian.
- Each group representative asked to advance to play roulette until it stop.
- After roulette stopped, the students described the topic exactly where the roulette stopped.
- When the students described people, the researcher gave language pattern to help students speak.
- After all students described the topic, researcher gave advice or motivation to all students.

f. The sixth meeting

- The researcher still used punishment and reward in roulette.
- Researcher still use the same groups of students
- Researcher gave topic to describe people especially describing presidents.
- Each group representative would ask to advance to play roulette until it stop.
- After roulette stopped, the students described the topic exactly where the roulette stopped.

- When the students described people, the researcher gave language pattern to help students speak.
- After all, students described the topic, researcher gave advice or motivation to all students.

3. Post-test

After giving the treatment, the researcher gave post test especially describing the researcher to know the result of the students' speaking skills after teaching by using roulette s.

C. Population and Sample

1. Population

The population of research took from the second-grade students at MAN Palopo in 2018/2019 academic year. There are ten classes, the total number of 280 students.

2. Sample

In determining the sample, the researcher used purposive sampling technique from ten classes, the researcher choose IBB classes as a sample that consist 22 students.

D. Instrument of the Research

1. Speaking test

The researcher used speaking test to find out students' abilities in speaking before and after treatment in a way to ask students to describe their seatmate.

2. Audio/video recorder

The researcher used a tape recording to record the speaking results of the students both in the pretest, treatment, and post-test.

E. The technique of Data Analysis

To the analyze the students speaking, the researcher was a focus on assessing their accuracy, fluency, and comprehensibility in speaking.

1. Scoring the students in speaking

In analyzing the data, the researcher used the following marking scheme:

a. Accuracy

Table 1. Scoring of Accuracy⁶

No	Classification	Score	Criteria
1.	Excellent	6	Pronunciation is only very slightly influenced
			by the mother tongue. Two or three minor
			grammatical and lexical errors.

⁶ Heaton, J. B., *Writing English Language Test*, (New York: Longman inc New York Press, 1988), hlm 100.

- Very Good 5 Pronunciation is slightly influenced by mother tongue. A view of minor grammatical and lexical error but most utterance is correct.
- 3. Good 4 Pronunciation is moderately influenced by the mother tongue but no serious phonological errors. Grammatical and lexical errors but only are confusing.
- 4. Average 3 Pronunciation is influenced by the mother tongue only a view of serious phonological error.
- 5. Poor 2 Pronunciation seriously influenced by the mother tongue with errors causing a break in communication. Many basic grammatical and lexical errors.
- 6. Very Poor 1 Serious pronunciation errors as well as many "basic" grammatical and lexical errors. No of having mastered any of the language skills and areas practiced in the course.

b. Fluency

Table 2. Scoring of Fluency

No	Classification	Score	Criteria
1.	Excellent	6	Speak without too great effort with a fairly
			wide range of expressions. Searchers for s
			occasionally but only one or two on unnatural
			pause.
2.	Very Good	5	Has two make an effort at the time to research
			for s. Nevertheless, smooth delivery on the
			whole and only of view unnatural pauses.
3.	Good	4	Although he has to make efforts and research
			and s, there are not too many unnatural
			pauses. Fairly, smooth delivery mostly,
			occasionally fragmentary but succeeds in
			conveying the general meaning fair range of
			expression.
4.	Average	3	Has to make an efforts for much of time.
			Often to search for the desired meaning.
			Frequently fragmentary and halting delivery.

Almost give up making the efforts of at times. Limited range of expression.

- 5. Poor 2 Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the efforts of at times. Limited time of expression.
- 6. Very Poor 1 Full of long and unnatural pauses very halting fragmentary delivery. At times give up making the efforts. Very limited range of expression.

c. Comprehensibility

Table 3. Scoring of Comprehensibility

No	Classification	Score	Criteria
1.	Excellent	6	Easy for the listener to understand the
			speaker's intonation and general meaning,
			very few interruptions or clarification
			required.
2.	Very Good	5	The intonation of the speakers and general
			meaning are fairly clear. A few interruptions
			by the listener for the sake of clarification are
			necessary.
3.	Good	4	Most of what of the speakers say is easy to
			follow. His intonation always clear but several
			interruptions are necessary to help him convey
			message or seek clarification.
4.	Average	3	The listener can understand a lot of what is
			said, but he must constantly seek clarification.
			Cannot understand many of speakers more
			complex or longer sentences.

- 5. Poor 2 Only small bit (usually short sentences and phrases) can be understood and the with considerable effort by someone who is to listening to the speaker.
- 6. Very Poor 1 Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said.

After getting the students speaking point, the researcher the score the students point by using the following formula:

$$Score = \frac{\text{the number of student's}}{\text{Total Point}} \times 100$$

2. Classifying student's score

Table4. Classifying the Student's Score into Some Classification.⁷

Classification	Score
Excellent	86-100
Very Good	71-85
Good	56-70
Average	41-55

⁷ Bhima Shakti "Improving Speaking Skill by Using Fingers puppet media at the Second Grade of SMP PMDS Putri Palopo" (thesis of IAIN Palopo 2018)

Poor	26-40
Very Poor	25

3. Calculating the mean score of speaking skill by using program SPSS version 20.



CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings of the research were showed to describe the result of the data that analyzed statistically and tabulating data in the experiment class with Roulette word. It comprised of the students' score in pre-test and post-test, classification percentages of students score in pre-test and post-test, the mean score and standard deviation of the students' pre-test and post-test.

1. The Analysis students' speaking score in the pre-test and post-test

a. Pre-test

In this section, the researcher shows the complete score of students in speaking ability (accuracy, fluency, and comprehensibility) in a pre-test, the mean score and standard deviation of students, and the rate percentage of students' speaking scores in a pre-test. The researcher presents them in the tables, and calculate the score by using SPSS 20. For more clearly, at first, the researcher shows the complete students' score speaking ability of accuracy, fluency, and comprehensibility in a pre-test. It is tabulated at the following table:

Table 5. The Scores of Students' Speaking Skill in the Pre-test

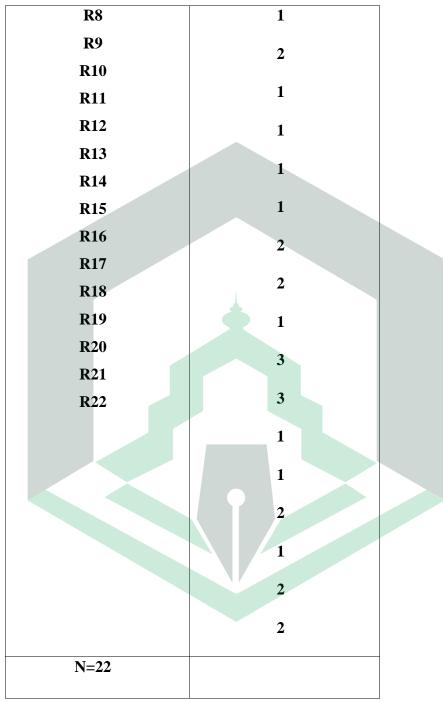
Classification	Rating	The Aspect of Speaking Skill		
		Accuracy	ncy	omprehensibility
Excellent	6	0	0	0
Very Good	5	0	0	0
Good	4	0	0	0
Average	3	2	4	4
Poor	2	7	13	12
Very Poor	1	13	5	6

Speaking skill consists of three aspects; 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 more clearly by the following tables:

1) Accuracy

Table 6. The score of Students' accuracy in the pre-test

Respondents	Accuracy
R1	1
R2	2
R3	
R4	1
R5	1
R6	4
R7	1



To calculate the mean score of students' accuracy in the pre-test, the researcher calculated it by using SPSS 20.

Table 7. Statistic of Accuracy in Pre-test

Statistics

Score

From

is found that the

the lowest score

N	Valid	22
IN	Missing	0
Mean		1.5000
Std. Deviation		.67259
Minimum		1.00
Maximum		3.00

the result of descriptive statistics, it highest score of students is 3 and is 1. Besides, it also indicates that

the mean score of students' accuracy in the pre-test is 1,5 and the standard deviation error is 0,672.

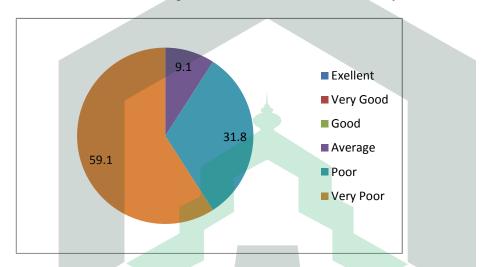
On the other side, the researcher also has written the students' score of accuracy before giving treatment by using Roulette word and it presents through the table percentage scores. The table is showed as follows:

Table 8. The Rate Percentages Score of Students' Accuracy in The Pre-Test

Classification	Score	Rating	Frequency	Percentage (%)
	0.5.100			
Excellent	86-100	6	0	0
Very Good	71-85	5	0	0
Good	56-70	4	0	0
Average	41-55	3	2	9,1
Poor	26-40	2	7	31,8
Very Poor	25	1	13	59,1

Table 8 indicates that students score in the comprehensibility of a pre-test. The table shows that there are no students (0%)who get Excellent, very good, and good. There are also 2 student (9,1%) get average, 7 students (31,8%) that get poor and 13 students (59,1%) who get very poor.

The Rate Percentages score of the student's Accuracy in the Pre-test



Based on the data, it can be seen that most of the students get very poor and poor. It can be concluded that the student's accuracy was still low. They are still influenced by their mother tongue when speaking. And a lot of the grammatical and lexical errors founded.

2). Fluency

Table 9. The score of students' fluency in the pre-test

Respondent	Fluency
R1	2

R2	1
R3	2
R4	2
R5	1
R6	2
R7	2
R8	2
R9	2
R10	1
R11	1
R12	2
R13	3
R14	3
R15	3
R16	2
R17	2
R18	2
R19	1
R20	3
R21	2

R22	2

To calculate the mean score of students' fluency in pre-test, the researcher calculates it by using SPSS 20.

Table 10. Statistic of Fluency in Pre-test

Statistics		
Score		
Valid	22	
N Missing	0	
Mean	1.9545	
Std. Deviation	.65300	
Minimum	1.00	
Maximum	3.00	

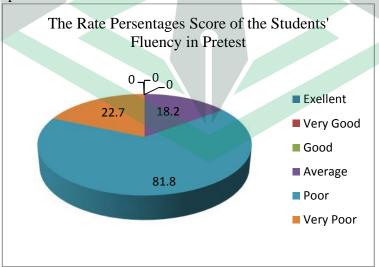
The data shows that the highest score of students is 3 and the lowest score is 1. Besides, it also indicates that the mean score of students' fluency in the pre-test is 1,9 and the standard deviation error is 0,65.

Besides, the researcher also writes a score of the students' fluency before giving treatment by Roulette word and it presents through the table rate percentage scores. The table was showed as follow:

Table 11. The Rate Percentages Score of Students Fluency in The Pre-test The Rate Percentages Score of Students Fluency in The Pre-test

Classification	Score	Rating	Frequency	Percentage (%)
Excellent	86-100	6	0	0
Very Good	71-85	5	0	0
Good	56-70	4	0	0
Average	41-55	3	4	18.2
Poor	26-40	2	13	81,8
Very Poor	≤ 25	1	5	22,7
	Total	•	22	100

The table 11 indicates that students score in the fluency of pre-test. It shows that there are no students got excellent (0%) and very good (0%). Besides, there is no student (0%) who get good and there are 4 students (18,2%) who get average. There are 13 students (81,8%) who get poor and the last there are 5 students (22,7%) who get very poor.



The total students get very poor and the poor are more than the students get a good score. It means that the students speaking skill especially in fluency are still

low. Most students take much time when they pause and almost give up making the efforts of at times.

2) Comprehensibility

Table 12. The Score of Students' Comprehensibility in the Pre-test

Respondent	Comprehensibility
R1	2
R2	2
R3	2
R4	1
R5	2
R6	1
R7	2
R8	1
R9	2
R10	2
R11	2
R12	3
R13	3
R14	2
R15	3
R16	3

R17	1
R18	1
R19	2
R20	1
R21	2
R22	2

The Calculate the mean score of students' comprehensibility in the pre-test, the researcher calculates it by using SPSS 20.

Table 13. Statistic of Comprehensibility in Pre-test

	Statistic	3
Score		
N	Valid	22
	Missing	0
Mean		1.9091
Std. D	eviation	.68376
Minim	um	1.00
Maxim	num	3.00

Statistics

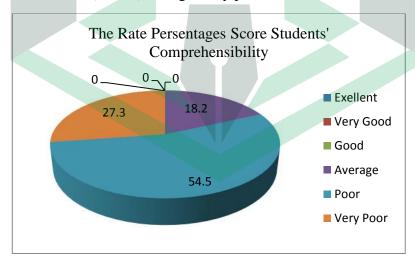
The result shows that the highest score of students is 3 and the lowest score is 1. Besides, it also indicates that the mean score of students' comprehensibility in the pre-test is 1.9 and the standard deviation errors are 0,68.

Besides, the researcher also has written a score of the students' comprehensibility before giving treatment by using Roulette word and it presents through the table rate percentage scores. The table was showed as follows:

Table 14. The Rate Percentage Score of Students' Comprehensibility in the Pretest

Classification	Score	Rating	Frequency	Percentage (%)
Excellent	86-100	6	0	0
Very Good	71-85	5	0	0
Good	56-70	4	0	0
Average	41-55	3	4	18,2
Poor	26-40	2	12	54,5
Very Poor	≤ 25	1	6	27,3
	Total	•	22	100

The table 14 indicates that students score in the comprehensibility of a pretest. The table shows that there are no students (0%) who get Excellent, very good, and good. There are also 4 students (18,2%) get average, 12 students (54,5%) that get poor and 6 students (27,3%) who get very poor.



The data shows that many students get poor and very poor in comprehensibility. It can be concluded that most of the students still had low speaking skills in comprehensibility. It is hard to understand all the stories they had re-tell. The students are unable to clarify anything they seem to have said.

b. Posttest

In this section, the researcher makes the rate percentage of students' score speaking ability in the post-test. The result of the students' score in post-test is presented in the table. The complete of the students' scores speaking ability of accuracy, fluency, and comprehensibility in post-test are tabulated as follow:

Table 15. The scores of students' Speaking skill in the posttest

Classification Rating		The Aspect of Speaking Skill			
			Accuracy	ncy	Comprehensibility
Exce	llent	6	0	0	0
Very	Good	5	0	0	0
Good	L	4	2	5	4
Aver	age	3	11	11	16
Poor		2	9	6	3
Very	Poor	1	0	0	0

Besides, 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 16. The score of Students' Accuracy in Post-test

Respondent	Accuracy
R1	3

R2	3
R3	3
R4	2
R5	2
R6	3
R7	2
R8	2
R9	1
R10	3
R11	2
R12	3
R13	3
R14	2
R15	3
R16	4
R17	2
R18	2
R19	1
R20	3
R21	3

R22	2

For calculating the mean score of students' accuracy in post-test, the researcher calculates by using SPSS 20.

Table 17. Statistic Accuracy in Posttest

	Score		
	N	Valid	22
	IN	Missing	0
	Mean	*	2.6818
	Std. D	eviation	.64633
	Minim	ım	2.00
1	Maxim	um	4.00

Statistics

The result 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 post-test is 2,68 and the standard deviation error is 0,64.

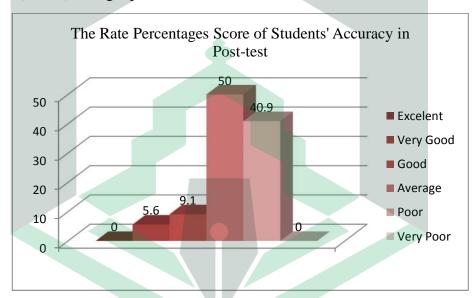
Besides, the researcher also has written a score of the students' accuracy who had been given treatment by using Roulette word and it presents though the table rate percentage scores. The table was showed as follows:

Table 18. The Rate Percentages Score of Students' Accuracy in Post-test

Classification	Score	Rating	Frequency	Percentage (%)
Excellent	86-100	6	0	0
Very Good	71-85	5	0	0
Good	56-70	4	2	9,1

Average	41-55	3	11	50,0	
Poor	26-40	2	9	40,9	
Very Poor	≤ 25	1	0	0	
	Total		22	100	

The table 18 indicates that students score in the accuracy of post-test. The table shows that there is no students (0%)who get Excellent, and very good. There are also 2 students (9,1%) get good, 11 students (50,0%) that get average and 9 students (40,9%) who get poor.



Based on the data above, it can be concluded that there is an improvement in students' accuracy after they were taught speaking by using a roulette word. Most of the student has only a view of serious phonological errors but they still influenced by mother tongue.

2) Fluency

Table 19. The Score of Students' Fluency in the Post-test

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

R18	3
R19	3
R20	2
R21	3
R22	3

To calculate the mean score of students' fluency in the post-test, the researcher calculates it by using SPSS 20

Statistics

Table 20. Statistic fluency in Post-test

	score			
N	Valid		22	
N	Missing		0	
Mean			3.0909	
Std. Deviation		.6	88376	
N	linimum		2.00	
М	aximum		4.00	

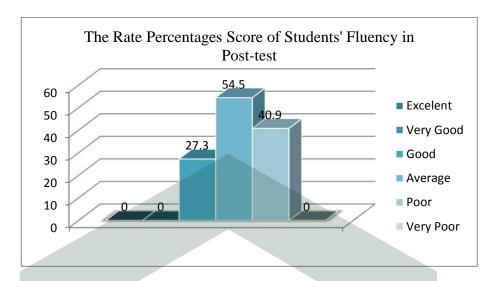
The result shows that the highest score of students is 4 and the lowest score is 2. Besides, it also that the mean score of students' fluency in post-test is 3,09 and the standard deviation error is 0,68

The researcher also has written a score of students' fluency who had been given treatment by using Roulette word and it presented through the table rate percentage scores. The table is showed as follows:

Table 21. The Rate Percentages Score of Students' Fluency in Post-test

Classification	Score	Rating	Frequency	Percentage (%)
Excellent	86-100	6	0	0
Very Good	71-85	5	0	0
Good	56-70	4	6	27,3
Average	41-55	3	12	54,5
Poor	26-40	2	4	18,2
Very Poor	≤ 25	1	0	0
	Total		22	100

Based on the table 21, the percentages of students' fluency score in post-test indicate that there is no students (0%) who get excellent, very good and very poor. 6 students who get good (27,3%), 12 students get average (54,5%) and 4 students who get poor (18,2%).



From the data above, it can be seen that there are no students get a very poor score anymore. It can be concluded that students' fluency increases after learn to speak by using a roulette word. The students did not pause too much as before but still often to search for the desired meaning.

3) Comprehensibility

Table 22. The score of Students' Comprehensibility in Post-test

Respondent	Comprehensibility
R1	4
R2	3
R3	3
R4	3
R5	3
R6	3
R 7	3
R8	3

R9	3
R10	4
R11	2
R12	3
R13	4
R14	3
R15	3
R16	3
R17	3
R18	3
R19	2
R20	2
R21	3
R22	3

For calculating the mean score of students' comprehensibility in the Post-test, the researcher calculates it by using SPSS 20.

Table 23. The Score of Students' Comprehensibility in the Post-test

Statistics

score

N	Valid	22
IN	Missing	0

Mean	3.0000
Std. Deviation	.53452
Minimum	2.00
Maximum	4.00

The result shows that the highest score of students is 4 and the lowest score is 2. Besides, it also indicates that the mean score of students' comprehensibility in a test is 3,00 and the standard deviation error is 0,53.

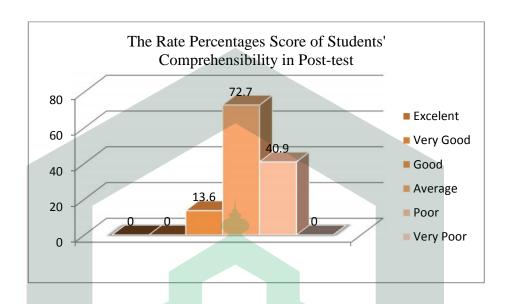
The researcher also has written score of students' comprehensibility who had been given by using Roulette word and is presented through the table rate percentage scores. The table showed as follows:

Table 24. The Rate Percentage Score of Students' Comprehensibility in the Post-test

Classification	Score	Rating	Frequency	Percentage (%)
Excellent	86-100	6	0	0
Very Good	71-85	5	0	0
Good	56-70	4	3	13,6
Average	41-55	3	16	72,7
Poor	26-40	2	3	13,6
Very Poor	≤ 25	1	0	0
	Total		22	100

The table 24 indicates the percentages of students' comprehensibility score in post-test. The table shows that there is no students (0%) who get excellent and very good. There are 3 students (13,6%) who get good. Besides, there are 16 students

(72,7%) who get average and 3 students (13,6) who get poor, and no students (0%) get very poor.



The data shows that there is no students get very poor. It means that there is an improvement in students' comprehensibility after they learned to speak by using roulette word. The listener can understand a lot of what the students said.

Table 25. Comparison of Students Score in Pretest and Post Test Scores

Respondent	Accuracy		Fluency	y	Comprehensibility	
	Pre	Post	Pre	Post	Pre	Post
R1	1	3	2	3	2	4
R2	2	3	1	4	2	3
R3			1		_	
R4	1	3	2	3	2	3
R5	1	2	2	3	1	3
R6	1	2	1	2	2	2
R7	1	2	1	3	2	3
R8						

R9	1	3	2	2	1	3
R10	2	2	2	2	2	3
R11						
R12	1	2	2	4	1	3
R13	1	1	2	2	2	3
R14	1	3	1	4	2	4
R15						
R16	1	2	1	3	2	2
R17	2	3	2	4	3	3
R18	2	3	3	4	3	4
R19						
R20	1	2	3	3	2	3
R21	3	3	3	4	3	3
R22	3	4	2	3	3	3
	1	2	2	3	1	3
	1	2	2	3	1	3
	2	1	1	3	2	2
	1	3	3	2	1	2
	2	3	2	3	2	3
	2	2	2	3	2	3
Total	33	54	43	68	42	66

Table 26. Comparison of Students Score in Pretest and Post Test Scores

Classification	Score Rating			Accuracy	Fluency
Classification	Score	Rating	Pre	Post	Pre
	86-			0	
Excellent	100	6	0		0
	71-				
Very Good	85	5	0	0	0
	56-				
Good	70	4	0	2	0
	41-				
Average	55	3	2	11	4
	26-				
Poor	40	2	7	9	13
Very Poor	≤ 25	1	13	2	5

2. The Mean Scores and Standard Deviation of The Students' Pre-test and Post-test

After calculating the result of the students' pretest by using SPSS 20, the mean score and standard deviation of both groups are presented in the following table:

Table 27. The Mean Score and Standard Deviation of the Students' in the Pre-test and Post-test

Report

	PRETEST	POSTTEST
Mean	30.2273	46.8636
N	22	22
Std. Deviation	7.93984	8.16086

From table 27, it indicated that the standard deviation in pre-test was 7,93 and in post-test were 8,16. Tt also shows that mean score of the students in pre-test were 30,2 and the mean score of the students in post-test was 46,8. The result of the table above showed that the mean score of students in post-test was higher than the mean score of students in pre-test. It concluded that using Roulette word as media was effective in teaching speaking.

To know whether the pre-test and post-test were significantly different, and also to know the acceptability of the hypothesis of the research, the researcher used test analysis and calculated it by SPSS 20. The result could be shown in the table of paired samples statistics, paired-samples correlations, and paired samples test. It was presented in the following tables:

Table 28. The Paired Samples Test of Pre-Test and Post-Test

Paired Samples Test

		Paired Differences					
	Mean	Std. Deviation	Std. Error Mean	9595% Confidence Interval of the Difference			
				Lower			
Pair 1 POSTEST - PRETEST	16.636	8.589	1.831	12.828			

Paired Samples Test

Paired Differences	t	df	Sig(2-tailed)
95% Confidence Interval of the Difference			
Upper			

Pair 1				
POPOSTEST - PRETEST	20.444	9.085	21	.000

From table 28, the researcher got the data that $t_o\left(t_{count}\right) = 9,085$ and df (degree of freedom) = 21. t_t = 2,080 , it was the standard of signification5% with degree of freedom (df) = 21. Based on the result the researcher concluded that $t_o(t_{count})$ was higher than t_t (t_{table}), t_o > t_t .

Related to the result that $(t_o>t_t)$ the t_{count} higher than t_{table} . It concluded that there was a significant difference in teaching speaking before and after using Roulette word. Because of that, the researcher assumes believed that the roulette word was effective in teaching speaking at the second grade MAN Palopo.

B. Discussion

In the pre-test, there were some weaknesses of the students' in this process such as in the point of accuracy, fluency and comprehensibility and also the confidant of students. At this point most of the students' have low scores, it was proven by looking them in score pre-test in three components.

In *accuracy*, they were confused to choose the right grammar when they speak, for example, the student said "he was handsome" as we know in the describe people structure used is present tense and also they still lack

vocabulary in describe people, for example, one of them ask to the researcher "apa bahasa Inggrisnya malas kak?".

In *fluency*, still full of long and unnatural pauses, very halting fragmentary delivery for example, a student said "mmm... he is lasy and mmmm" and another example "Fidrianti eee sss sss short short and mmm fat eee beautiful eee and diligent" it is prove that they are long pauses while they searches for the desired meaning.

In *comprehensibility* it is hard to understand what they said, for example, the students said "he is lasy and mm black" and another example "My name is Sitti Nurhayat I live in lorong SMA 4. Mmm apa pi lagi itu eee" "he is best friend no no and then he is he is".

This is one of the respondent transcripts when describing people in pretest.

"He is thin. Apa malas kak, mm he is lasy and mmm black."

After gave the pre-test, the researcher doing the treatment to students in six meetings. In treatment, the researcher introducing a roulette word, then the researcher give example how to use it and after that, the researcher distributes students to some group and then the researcher asks students to use a roulette word in front of another group. After that, the researcher concludes the material.

In Post-test, the student's weakness had been decreased. A lot of students describing people better so it increased their point in *accuracy*, the students used the right grammar for example the student said "She has eee chubby face. She is nice too". Another student said "She is sharp nose. She is good looking" students used the correct tense which is present tense.

In *fluency*, students' long pauses are reduced for example "She has e chubby face. She is nice too". Another student said "She has beautiful face and white skin and she mmm she is short", ". She is fat mmm and eee has round face and chubby face" from the student's transcript it can be seen that smooth delivery is mostly, occasionally fragmentary but succeeds in conveying the meaning.

In *comprehensibility* what students said can already be understood by the listener. For example "I want to describe about miss dany. First, she is sweet. She.. she is ee little fat. She short than me" The students also more confidence in speaking in front of the class. It can be seen by looking at their post-test score. This is one of the respondent transcripts when describing people.

Assalamualaikum warahmatullahi wabarakatuh.

My name is Muhammad Ibnu. Thanks for the time, I want to describe miss dany. First, she is sweet. She.. she is ee little fat. She short than me. She has flat nose. Her eyes is ... her eyes is sweet. She has e chubby face. She is nice too. I think that's all.

From the result of research, it shows that the mean score of the students' pretest was 30.2 and the mean score of post-test was 46.8. Standard deviation of pre-test was 7,93 and the standard deviati(on of post-test was 8,16. Based on the data, the researcher found out that using roulette word is effective in developing students' speaking skills at second grade MAN Palopo. The role of Roulette word in this research as media that can generate new desires and interest generates motivation and stimulation of learning activities (Hamalik 1986). It means that using roulette word

in speaking can enhance the student's achievement. Another researcher also proved the roulette word with the research title "Pengembangan media pembelajaran games Roulette fisika untuk meningkatkan motivasi dan hasil belajar pesera didik SMA N 1 Prambanan Klaten" that Roulette can improve students motivation and learning outcomes. Another researcher also prove in other subjects the research title "Pengembangan Media Pembelajaran Permainan Roda Pintar pada mata pelajaran Administrasi Kepegawaian kelas XI" with the result of research that the use of roulette or smart wheels in the subject of administration is declared very feasible as a learning media. 9

ng media.⁹

⁸ Winda Raras Sakti "Pengembangan Media Pembelajaran Games Roulette Fisika untuk meningkatkan motivasi dan hasil belajar peserta didik SMA N 1 Prambanan Klaten" (thesis of Universitas Negeri Yogyakarta 2017)

⁹ Yuli Wulansari dan Durinta Puspitasari "Pengembangan Media Pembelajaran Permainan Roda pintar pada mata pelajaran Administrasi Kepegawaian kelas XI" (thesis of Universitas Negeri Surabaya)

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher can conclude that the use of Roulette word is effective to improve students' speaking skill especially describing people at the second grade of MAN Palopo. That was Significant improvement. It was proven by the significant difference between the students' mean score at the pre-test and the post-test, the mean score of the students in the pre-test was 30,2 and the mean score of the post-test was 46,8. It indicates that data alternative enhances the students' speaking ability.

B. Suggestions

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

1. To the teachers

The teacher is better to use media in the learning process so that students more easily understand the material. Especially Roulette word can make students enjoy and can encourage students' confidence in speaking in front of the class.

2. To the students

To be able to speak well in describe people should usually practice and never feel a lack of confidence to be a good speaker.

3. To the researcher

Many problems are not yet solved. This study may be used as one of the reading sources before the researchers doing the research related to the development of the students' speaking skills. And also this research can be developed so that it becomes a more varied and innovative media.

A P PEND E S

Rencana Pelaksanaan Pembelajaran

(RPP)

Sekolah : MAN Palopo

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : X

Waktu : 2 X 40 menit

Skill : Speaking

I. Standar Kompetensi:

 Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk descriptive untuk berinteraksi dalam konteks kehidupan sehari-hari.

II. Kompetensi Dasar:

1.1 Menyusun teks deskriptif lisan, pendek dan sederhana, terkait orang, benda dan tempat wisata, dengan memperhatikan fungsi sosial,struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

III. Indikator Pembelajaran:

- Mendeskripsikan gambar yang telah tersedia.
- Mengidentifikasikan gambar yang telah disediakan.
- Mendeskripsikan ciri-ciri fisik sesuai dengan gambar.

IV. Tujuan Pembelajaran

> Siswa dapat mendeskripsikan gambar yang telah tersedia.

- > Siswa dapat mengidentifikasikan gambar yang telah disediakan.
- Siswa dapat mendeskripsikan ciri-ciri fisik sesuai dengan gambar.

V. Materi Pembelajaran

- Menjelaskan tentang descriptive text
- Memberikan contoh-contoh vocabulary dalam mendeskripsikan orang/people
 - Tall, short, fat, thin, smart, kind, diligent, long hair, handsome, beautiful, elegant, young, old, charming, round face, oval face, blonde hair, straight hair, curly hair, wavy hair, pale, dark skin, white skin, good looking, talented, gifted, calm, honest, stubborn, freckles, general height, etc.

VI. Karakter siswa yang di harapkan

Dapat dipercaya (Thrustworties), Rasa Hormat dan perhatian (respect), tekun (diligence), tanggung jawab (responsibility), Berani (courage), dan Ketulusan (honesty).

VII. Metode Pembelajaran

- Direct method
- Menggunakan media roulette word

VIII. Langkah pembelajran

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI
		WAKTU
Pertemuan pertama	1. Siswa di perkenalkan tentang describing people beserta contohnya. 2. Siswa dijelaskan cara menggunakan media Roulette Word. Langkah-langkah seperti berikut: - Siswa dibagi menjadi beberapa kelompok. - Siswa diberikan topik untuk dideskripsikan yaitu mendeskripsikan penyanyi. - Setiap perwakilan grup akan diminta untuk maju memainkan Roulette. - Setelah Roulette berhenti, siswa mendeskripsikan orang sesuai	2 X 40 menit

	topik dimana roulette berhenti.	
	-Setelah semua siswa	
	mendeskripsikan topik tadi, para	
	siswa diberi nasehat atau	
	motivasi.	
	-Siswa diminta untuk berkumpul	
Pertemuan kedua	dengan teman kelompok.	
	-Siswa diberikan topik untuk	
	dideskripsikan yaitu	2 X 40 menit
	mendeskripsikan Pahlawan.	
	-Setiap perwakilan grup akan	
	diminta untuk maju memainkan	
	Roulette sampai berhenti.	
	- Setelah Roulette berhenti, siswa	
	mendeskripsikan orang sesuai	
	topik dimana roulette berhenti.	
	-Setelah semua siswa	
	mendeskripsikan topik tadi, para	
	siswa diberi nasehat atau	
	motivasi.	

	-Siswa diminta untuk berkumpul
Pertemuan ketiga	dengan teman kelompok.
	-Siswa diberikan topik untuk
	dideskripsikan yaitu
	mendeskripsikan artis.
	-Setiap perwakilan grup akan
	diminta untuk maju memainkan
	Roulette sampai berhenti.
	- Setelah Roulette berhenti, siswa
	mendeskripsikan orang sesuai
	topik dimana roulette berhenti.
	- Setelah semua siswa
	mendeskripsikan topik tadi, para
	siswa diberi nasehat atau
	motivasi.
Pertemuan keempat	-Siswa diminta untuk berkumpul
	dengan teman kelompok.
	-Siswa diberikan topik untuk
	dideskripsikan yaitu
	mendeskripsikan teman kelas.

	-Setiap perwakilan grup akan
	diminta untuk maju memainkan
	Roulette sampai berhenti. 2 x 40 menit
	- Setelah Roulette berhenti, siswa
	mendeskripsikan orang sesuai
	topik dimana roulette berhenti.
	-Setelah semua siswa
	mendeskripsikan topik tadi, para
	siswa diberi nasehat atau
	motivasi.
D .	-Siswa diminta untuk berkumpul
Pertemuan	dengan teman kelompok.
kelima	-Siswa diberikan topik untuk
	dideskripsikan yaitu 2 x 40 menit
	mendeskripsikan Pelawak.
	-Setiap perwakilan grup akan
	diminta untuk maju memainkan
	Roulette.
	- Setelah Roulette berhenti, siswa
	mendeskripsikan orang sesuai

	topik dimana roulette berhenti.
	-Setelah semua siswa
	mendeskripsikan topik tadi, para
	siswa diberi nasehat atau
	motivasi.
	mouvasi.
	-Siswa dibagi menjadi beberapa
	kelompok.
Pertemuan keenam	-Siswa diberikan topik untuk
	dideskripsikan yaitu 2 x 40 menit
	mendeskripsikan President.
	-Setiap perwakilan grup akan
	diminta untuk maju memainkan
	Roulette.
	- Setelah Roulette berhenti, siswa
	mendeskripsikan orang sesuai
	topik dimana roulette berhenti.
	-Setelah semua siswa
	mendeskripsikan topik tadi, para
	siswa diberi nasehat atau
	motivasi.

IX. Sumber belajar/ alat/ bahan

- Media Roulette word
- Kamus
- Spidol, whiteboard

X. Penilaian

- Teknik : pengamatan langsung

- Bentuk : ketepatan dalam merespon

Pre-Test

Material

Describing people adalah mendeskripsikan orang atau menggambarkan seseorang dengan jelas baik dari fisik maupun sifat.

For speaking test the researcher asked for students to describing people especially their seatmate.

Post-test

In post-test the researcher asked for students to describe about the researcher



LANGUAGE PATTERN (PEOPLE)

A. Opening

- 1. Assalamualaikum warahmatullahi wabarakatuh
- 2. Thanks for the time...
- 3. My name is...
- 4. From the ... group
- 5. Okay, well...
- 6. I will describe about....
- 7. I am going to describe about...
- 8. Let me tell you about...

B. Description

- 1. Mr. Bara is...
- 2. He/she is a...
- 3. He/she has... eyes and ... nose
- 4. He/she has ... skin
- 5. He/she has... hair
- 6. He/she has... face
- 7. He/she is very...

C. Conjunction

- 1. And
- 2. Then
- 3. But

4. Or

Appearance Vocabulary

Hair, face and skin (rambut, wajah, dan kulit)

- 1. Straight hair = rambut lurus
- 2. Wavy hair = rambut bergelombang
- 3. Curly hair = rambut keriting
- 4. Bald = botak
- 5. Blonde hair = rambut pirang
- 6. Dark hair = rambut hitam
- 7. Bangs = rambut poni
- 8. Pigtail = rambut kuncir
- 9. Sideburns = cambang
- 10. Thin face = wajah kurus
- 11. Round face = wajah bulat
- 12. Chubby face = wajah gemuk
- 13. Wrinkles = keriput
- 14. Dark skin = kulit gelap
- 15. Freckles = bintik-bintik di wajah
- 16. Beard and moustache = jenggot dan kumis
- 17. Pale = pucat

Height and Build (tinggi badan dan perawakan)

- 1. Rather plump = agak gendut
- 2. Slim = langsing
- 3. Obese = gemuk sekali
- 4. Fat (impolite) = gendut (tidak sopan)
- 5. Bit overweight = gemuk (lebih sopan)
- 6. Stocky = pendek gemuk
- 7. Well-built = tegap, berotot
- 8. Muscular = berotot
- 9. Thin = kurus
- 10. Anorexic = kurus kerempeng
- 11. Skinny = kurus

General Appearance (penampilan umum)

- 1. Smart = pintar
- 2. Elegant = elegan
- 3. Well-dressed = berpakaian rapi
- 4. Scruffy = semerawut
- 5. Untidy-looking = tidak rapi
- 6. Good-looking = menarik
- 7. Unattractive = tidak menarik
- 8. Beautiful cantik
- 9. Handsome= tampan

- 10. Tall = tinggi
- 11. Short = pendek
- 12. General height = tingginya sedang-sedang saja
- 13. Attractive = menarik
- 14. Charming = menarik
- 15. Ugly = jelek
- 16. Horrible = mengerikan
- 17. Old = tua
- 18. Young = muda

Transcription of students

Respondent 1

She is tall eeee she is round face mmmm apa le kak haha and mmm smart ... mmmm tin and diligent.

Respondent 2

He is tin. Apa malas kak, mm he is lazy and mmm dark skin.

Respondent 3

Di kasi bagaimana ini kak. I wan introduce myself. My name is Aqsa Ahmad Faudzan. You can kal me aqsa. I live in RSS. Eee he was my best friend. Eee he is tall and have beautiful face hahha handsome handsome eeee he have white skin.

Respondent 4

She is mmm sort and fat and and is is lazy haha apa le eee ran ee ran fos eee round face hehe ituji.

Respondent 5

I have apa bahasa inggrisnya saya punya teman, I have friend. Kalau pendek kak. Ooohh short.

Respondent 6

Eeee she is tall eeeee she is beautiful, eee black sweet eee and smart mmm diligent and apa le eemm ituji hehe

Respondent 7

My name is Dini, it's my best friend. is short haha is beautiful mmmm is diligent and smart.

Respondent 8

She is tal and the smart and hahah eee beauty and mmm diligent.

Respondent 9

My name is Sitti Nurhayat I live in lorong SMA 4. Mmm apa pi lagi itu eee Fidrianti eee sss sss short short and mmm fat eee beautiful eee and diligent.

Respondent 10

She is beautiful. She is tiii thin she is smart she is diligent and she is white skin

Respondent 11

My name is Ipa. I live in Jl. Agatis mmmm Dila is tall, fat, beautiful mmm smart mmmm diligent mmm dark skin

Respondent 12

Mmmm my name is Imam Taufik. I have eee breennn my best friend. Eeee he is tall eemmmmm, handsome. He is want to be eeeee dia ingin menjadi toh emmmm policeman. Emm just it itu ji.

Respondent 13

Assalamu Alaikum Warahmatullahi Wabarakatuh. I want to introduce my self. First, I wan to tell my name. My name is Muh. Ibnu Fajar and you can cal me Ibnu. I live in Dr. Ratulangi street. My old was sixteen. My favorite food is meatbal. My hobby was playing game hehheh. My ambition is firefighter. and just it. Her name is Aqsa and he is my best friend hahah he is have tal and emm he is smart too. He live in RSS and mmmmm he is have a sweet face haha and emmm just it.

Respondent 14

My name is Nurhaqnillah. My hobby is writing and reading. You are so beautiful and smart emmm sort, handsome hahah si is diligent ... thin hehe ituji

Respondent 15

My name is Nur hafsah adwiyah. I live in cengkeh street. Eemm My hobby is write a story and ee I want to be a writer. Sakina is tall. Eeee she is sweet. She is smart. Eeee heheh I don't know. Eee she is beautiful eeeee and then eemmm hehe I don't know. Just that.

Respondent 16

My name is Sakina Nurul Fatwa you can call me Sakina I live in Balandai my hobby drawing and mmm my favorite food is meatball and mmmm she is tall

she is beautiful, smart mmm apa bahasa inggrisnya anu kak ... oooh tidy and apa leee. Sudahmi kak hehe

Respondent 17

Mmmm she is beautiful eeee white skin, diligent, smart mmmm tal and hones ituji hones.

Respondent 18

Agustina Wardana is short eeemmm apa le lazi eemm dark skin mmm and thin mm itu ji haha iye

Respondent 19

Mmm she is beautiful, eee diligent eee white skin eeeeeee tall. mmmm Iye ituji

Respondent 20

He is tall and then mmmm handsome too and mmm he is best friend no no and then he is he is apa cita-cita apa bahasa inggrisnya cita-cita kak mmm ambition him is policeman too and he is not he is not fat eeee oooh he is smart.

Respondent 21

My name is Fidrianti my nick name is qetrin I live in Batu mancani. This is my friend forever sitti. She is too short, tin, beautiful, smart, diligent, roun face and white skin.

Respondent 22

She is tall eeee she is round face mmmm apa le kak haha and mmm smart ... mmmm thin and diligent.

Post-test

Respondent 1

Assalamualaikum warahmatullahi wabarakatuh

My name is Nabila Syahrianti. Mmmm thanks for time mmm I will describe about kak dany. Eee she is beautiful. She have eee salah she has chubby face and roun face. Mmm she is has eee black sweet skin haha eee kak dany eee have sharp nose and she mmm she good looking. Oke thank you kak

Respondent 2

Assalamualaikum warahmatullahi wabarakatuh

My name is silvia mmm I will describe about kak dany. Kak dany is student of IAIN Palopo. Kak dany she is beautiful eeemm smart, she is rater plump mmmm she is sharp nose ee she is good looking. Thank you.

Assalamualaikum warahmatullahi wabarakatuh

Respondent 3

Assalamualaikum warahmatullahi wabarakatuh

I will describe about kak dany. She has beautiful face and white skin and she mmm she is short mmm she is fat. She is sweet face and mmm she has beautiful eye and she is smart.

Assalamualaikum warahmatullahi wabarakatuh

Respondent 4

Assalamualaikum warahmatullahi wabarakatuh

My name is Apriliani. I will describe about kak dany. She is kind person. She has sarp nose and black eyes. She is beautiful and got looking. She is fat mmm and eee has roun face and cuby face. And then she mmmm she is short, oke I ting that's al.

Respondent 5

Assalamualaikum warahmatullahi wabarakatuh

My name Aslinda. Let me tell you about kak dany. Eeee She is student of IAIN Palopo. kak dany is rather plump and she is mmm she has cuby and round face. Eee

kak dany is beautiful and sweet eeee like me hahah eee and then kak dani is good looking mmmm okee I think enough.

Respondent 6

Assalamualaikum warahmatullahi wabarakatuh

My name is Dini. Mmm thank for the time. I will description about kak dany. Kak dani is mmmm student of eeee IAIN Palopo. eee she is eee young. Mmm she is skin skinny. Mmm she is beautiful she is she is eeee she has sharp nose. She has round face mmmmp she is kind and eeeee she is friendly. Oke thank you.

Wassalamualaikum warahmatullahi wabarakatuh

Respondent 7

Assalamualaikum warahmatullahi wabarakatuh

Good morning guys...

I wel describe abot kak dany. She is student in IAIN Palopo. mmmm kak dany is sweet and mmm beautiful. She has eee dark skin but she is eeee sweet. Mmmm kak dany is diligent and she is mmmm fat and have roun face. Mmm she has eee black eyes. And mmm she is well dress. Oke I think that's all.

Respondent 8

Assalamualaikum warahmatullahi wabarakatuh

My name is Fidrianti. I wel describe kak dany. Kak dany is student of IAIN Palopo. She is beautiful, sweet, and the smart and good looking. Kak dany is charming she is fat or rather plump and she have round face or cuby face. Kak dany is kind and friendly too. Okay I thinks all.

Wassalamualaikum warahmatullahi wabarakatuh

Respondent 9

Assalamualaikum warahmatullahi wabarakatuh

My name is Sitti Nurhayati. I wan to describ abot kak dany. Mmmm kak dany student in IAIN Palopo. mmmm kak dany eeee kak dany she is mmm she is beautiful eemmm

she is kin and frinly ramah le. Si has black eyes. Eeee she has roun face and mmmm pointed nose. Sudah mi kak.

Wassalamualaikum warahmatullahi wabarakatuh

Respondent 10

Assalamualaikum warahmatullahi wabarakatuh

And good morning...

My name is Reski. I live in RSS. Mmm my hobby is play game. Oke well. Let me tell about kak dany. She is student of IAIN Palopo. she is beautiful. She is friendly. Mmm she is kind and smart. Kak dany is rather plump hehe and she have chubby face. Mm she has sharp nose and slanting eye. Mmm I think that's all kak. Thank you. Wassalamualaikum warahmatullahi wabarakatuh.

Respondent 11

Assalamualaikum warahmatullahi wabarakatuh

My name is Ipa. I wel describe abot kak dany. Eee kak dany is students of IAIN Palopo. mmm she is beautiful. She has sharp nose and chubby face. Mmm kak dany is fat and mmmm sort haha sorry kak. Mm she is sweet and she is mmm she is mmm she anu nice and mm good looking.

Wassalamualaikum warahmatullahi wabarakatuh

Respondent 12

Assalamualaikum warahmatullahi wabarakatuh

Good morning guys...

My name is Imam taufik. You can call me taufik. Eeee I'm a handsome boy hahah okay I am going to eee describe about kak dany. Okay mmm kak dany is one of student in IAIN Palopo. she is fat and cuby eee chubby face. But she beautiful and sweet. Mmm she has black and eeee slanting eyes. Eee she has white skin. Eee Apa lagi mmmm kak dany is smart and mmm she is friendly to all. Okay I think that's all guys. Wassalamualaikum warahmatullahi wabarakatuh.

Respondent 13

Assalamualaikum warahmatullahi wabarakatuh.

My name is Muhammad Ibnu. Thanks for the time, I want to describe about miss dany. First, she is sweet. She.. she is ee little fat. She short than me. She has flat nose. Her eyes is mmm her eyes is sweet and slanting eyes. She has eee chubby face. She... she is nice too. Mmm that's all.

Respondent 14

Assalamualaikum warahmatullahi wabarakatuh

My name is nurhaqnillah. Thanks for the time. I will describe about kak dany. She is... kak dany is student of IAIN Palopo. She is beautifull. She is good looking. Mm she is sweet and she is she is round face and funny. Just it.

Respondent 15

Assalamualaikum warahmatullahi wabarakatuh

My name is Nurhafsah Adwiyah. Mmm I want describe about kak dany. Kak dany is student in IAIN Palopo. She is mm she is young. Mmm she has mmm she has round face and she is beautiful. Mm I think she is cute and mmm she is funny. I think that's all. Assalamualaikum warahmatullahi wabarakatuh

Respondent 16

Assalamualaikum warahmatullahi wabarakatuh

Hallo my name is Sakina Nurul Fatwa. You can call me sakina. I live in Balandai. Mmm I am going to describe about kak dany. She is one of students in IAIN Palopo. Eeee kak... kak dany is mmm rather plump. She has eee round... round face and so chubby haha. And then... mmm she is beautiful and sweet face. And she... mm her nose is sharp. Kak dany is mmm is kind and friendly and good looking. Mmm I think just that. Wassalamualaikum warahmatullahi wabarakatuh

Respondent 17

Assalamualaikum warahmatullahi wabarakatuh

Got morning... my name is Nuryakin. I wan to describe about kak dany. Eee she is student in IAIN Palopo. eee she is fat and she is short. Eee she.. she is beautiful. She is eee she is sharp nose. She has eee anu slanting... slanting eyes. And kak dany is eeee frienli. Eee I think just that.

Respondent 18

Assalamualaikum warahmatullahi wabarakatuh

I wan to describe kak dany. Mmm she is student of IAIN Palopo. mmm kak dany is beautiful. And mmm she is mm she is cu cute. And mmm and she is kind and she is... she is mmm she has body eeee fat and tal. Mmm and she have mm bri mm brait skin. Mmm wassalamualaikum warahmatullahi wabarakatuh.

Respondent 19

Assalamualaikum warahmatullahi wabarakatuh

My name is Sarah nurfatwa. You can kal me sarah. I live in jalan agatis. Mm I wan to describ abot mm kak dany. Mm kak dany is one of student IAIN Palopo. mm she was eeee she is cut girl haha and she... she is very mmm very kind and and friendly. Mmm and then she... she is tembem hehe and she... is ee has pointet nose. Mm sudahmi deh wassalamualaikum warahmatullahi wabarakatuh

Respondent 20

Assalamualaikum warahmatullahi wabarakatuh

My name is Abdul azis. I wanna describe about kak dany. Ee she is student in IAIN Palopo. She is beautiful and she is nice. Mmm she was diligent. And.. mm and she have anu... mmmm awwah. She have flat nose. Mmm kak dany is rather plum. Wassalamualaikum warahmatullahi wabarakatuh

Respondent 21

Assalamualaikum warahmatullahi wabarakatuh

My name is Sri Wulandari. You can call me sri. Okee I will describe about kak dany. Mmm she is beautiful and sweet. And then she mmm she is fat and tal. Mmm she have white skin. Mmm she hav black eye. Mmm and ... and she.. is is friendly.

Respondent 22

Assalamualaikum warahmatullahi wabarakatuh

I wantu describe kak dany. Mmm I think she is sweet. Mmm and she has fat and mmm tal. And kak dany is mmm is kind. And then .. she has roun face and chubby face. Mm kak dany is .. has black eyes and sharp nose. Oke I think just it. Wassalamualaikum warahmatullahi wabarakatuh

Dokumentasi





