

**THE APPLICATION OF PATTERN PRACTICE METHOD  
TO IMPROVE STUDENTS' SPEAKING SKILL  
AT MAN PALOPO**

*A THESIS*

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



**By**

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
STATE ISLAMIC INSTITUTE OF PALOPO  
2023**

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FACULTY OF TARBIYAH AND TEACHER TRAINING  
STATE ISLAMIC INSTITUTE OF PALOPO  
2023**

## THESIS APPROVAL

This thesis entitled *The Application of Pattern Practice Method to Improve Students' Speaking Skill at MAN Palopo*, which is written by Basruddin, Registration Number 1702020025, the student of English Language Education Study Program of Education and Teacher Training Faculty at State Islamic Institute of Palopo has been examined in Thesis Examination/*Munaqasyah* which was carried out on Monday, 09<sup>th</sup> October 2023/Rabiul Awal 23<sup>rd</sup> 1445 H. It has been approved by the examiners as requirement to pursue the title of *Sarjana Pendidikan (S.Pd)*.

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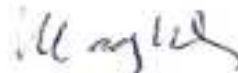
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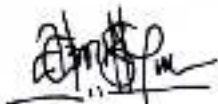
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## STATEMENT OF AUTHENTICITY

I, who undersigned below:

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Study Program : English Education Study Program

Stating exactly that:

1. This thesis is originally my own work, not the result of plagiarism or duplication of the work of others that I acknowledge as my own work or thought.
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Regards,

A handwritten signature in black ink is written over a rectangular stamp. The stamp contains the text 'MELUKAI' and '1702020025'.

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17 0202 0025

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Palopo, September 18<sup>th</sup> 2023

The Researcher,

**Basruddin**

## ABSTRACT

**Basruddin, 2023. “*The Application of Pattern Practice Method to Improve Students’ Speaking Skill at MAN Palopo.*” A Thesis, English Language Education Study Program, Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo, supervised by Madehang and Magfirah Thayyib**

This research has two variables, namely the students’ speaking skill as independent variable and pattern practice method as dependent variable. The aim of the research is to find out the effectiveness of pattern practice method in improving students’ speaking skill at MAN Palopo. The research applied pre-experimental method, where the students were given both pre-test and post-test. The population in this research were the eleventh grade students of MAN Palopo. The sample was taken by using purposive sampling technique. It was chosen the grade of XI MIPA 1 with the total number was 15 students. The result of this research showed the probability was  $0.000 < 0.05$ . Based on this fact can be concluded that  $H_0$  was rejected. Therefore there was different mean score of pre-test (48,4) and post-test (69,8) in this class. By looking at this result, it means that pattern practice method was effective in improving students’ speaking skill.

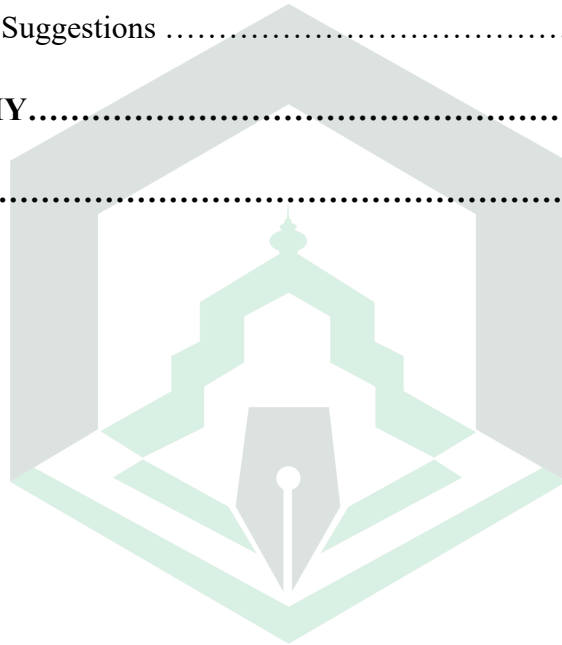
**Key Words:** Pattern Practice Method, Speaking Skill

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# CHAPTER I

## INTRODUCTION

### A. Background

In this modern science and technology, learning English is important as well as the languages spoken in the world besides Chinese, Mandarin and Arabic. The position of English as an international language makes it very important to know because it is used all over the world as education, social and economics. Therefore, English is used for communication in this world. In Indonesia, English is studied as a foreign language. It is towards the mastery of the four language skills namely listening, speaking, reading, and writing. Speaking is a productive skill.<sup>1</sup>

Trainers and teachers who are involved in developing students' speaking skills often feel frustrated because some students do not try to speak at all.<sup>2</sup> When teachers want their students to be active they prefer to be passive.<sup>3</sup> This is a universal problem.<sup>4</sup> Teachers are faced with a serious problem of passivity among students looking for solutions to make them active participants but not always successful. That

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<sup>1</sup>Brown, Douglas. 2016. *Principle of Language Learning and Teaching*. Englewood CLIFFS. New Jersey. Particehall Inc.

<sup>2</sup>Amirah, *Analisis psikologi guru bahasa inggris dalam pembelajaran, jurnal psikologi, universitas Jakarta*, no 1 vol 3, 2019

<sup>3</sup>Harmita, dan Radji, M., 2017, *Buku Ajar Analisis Hayati*, Edisi 3, pp. 125-9, Penerbit Buku Kedokteran EGC, Jakarta

<sup>4</sup>Andini, Niar. 2014. *The Effectiveness of using Presentation, Practice, Production (PPP) Technique to Improve the Students' Speaking Skill*. Unpublished Thesis. Makassar: Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar.



is happen because students are sometimes afraid of the teacher when students make mistakes and students do not have enough confidence to speak because students are embarrassed.

According to researcher observation that the researcher found a similar case at grade eight of MAN Palopo where the students faced many problems in speaking. One of the crucial issues is their ability and participation in speaking. After the teacher has given the material, the students look bored to practice. They are still confused about what to say and how to say it. That is because their pronunciation is still not good, lack of vocabulary and self-confidence. They also seem confuse to express the ideas that are in their mind even though they are not active enough in their speaking class and it can be seen as the students' initial test scores that barely reach the minimum criteria.<sup>5</sup>

Facing the problems above, the researcher would apply the pattern practice which a method by training students in practice to pronounce sentence patterns that have been properly arranged or to do as intended by the sentence pattern.<sup>6</sup> So sentence patterns that contain meaning have been prepared or arranged in a harmonious way from easy, gradually to difficult; and vocabulary material from simple to complex. Students really have to actively say, do it until it becomes a habit, so that they live up to these sentence patterns until they become entrenched. Good sentence

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<sup>5</sup> Observation in 24 january 2022

<sup>6</sup> Brown, Douglas. 2016. *Principle of Language Learning and Teaching*. Englewood CLIFFS. New Jersey. Particehall Inc.

patterns, and continue to add vocabulary, so that it brightens up something or a story. Practice repeatedly and until each student has had a turn. The students pronounce sentence patterns so that they really understand and appreciate the meaning/meaning and memorize them fluently without thinking about composing their own sentences.

Application of Pattern practice is proven to be useful at a lower level and is still use today. Pattern Practice involves, as the name suggests, presenting language points.<sup>7</sup> This can also be achieved through explanations and demonstrations. Practice refers to controlled practice. It involves students using the target language in a controlled manner. This may involve practice, controlled writing, speaking activities, and repetition.

According of reason above, the researcher will conduct research entitled: “The Application of Pattern Practice Method to Improve Students’ Speaking Skill at MAN Palopo”

## **B. Research Question**

Based on the background that has been stated above, the researcher formulated the research question:

1. Does the use of the pattern practice method effective in improving students’ speaking at MAN Palopo?

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<sup>7</sup>Andi. 2019. *The Effectiveness of using Pattern Practice Technique to Improve the Students’ Speaking Skill. Unpublished Thesis*. Makassar: Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar.

### **C. Objective of the Research**

The objective of this research was to find out the effectiveness of pattern practice method in improving students' speaking skill at MAN Palopo.

### **D. Significances of the Research**

The significances of this research were classified into two parts, for students and teachers theoretically and practically.

1. Theoretically, for School: By using the pattern practice method, they will be able and skilled in speaking, especially speaking and fluency.
2. Practical, for teachers: By using the pattern practice method in teaching English, they will find it easy to teach speaking English, especially speaking accuracy and fluency. Therefore, the researcher hopes that this method can provide the best contribution for both students and teachers, especially in assisting teachers in teaching students to speak, especially speaking accuracy and fluency.

### **E. Scope of the Research**

In this study, the researcher focused on the use of pattern practice method in improving students' speaking skill at MAN Palopo. The assessments that are considered including speaking accuracy, fluency, and comprehensibility.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Studies

There are several studies that have been carried out related to this research. Some research findings are briefly cited below:

The first related previous study's result by Yaya (2018). "Application of exercise patterns Methods to Improve Writing Skills". The research used pre experimental method. Based on the data, this study says that the pattern practice method is one of the most effective suitable techniques in learning writing to improve students' writing skills especially in making simple sentences. As a result, researchers significantly increased student writing appearance. He found that the preliminary study what can be proven from the level of writing skills is the cognitive score students' writing skills. Minimum score standard (KKM) in English subject class is 75 while the average score of students is only 65 the score does not reach the minimum score standard.<sup>8</sup>

The second related study found by Lia (2017). "The application of pattern practice methods to improve students' speaking skills". This research used quasi

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<sup>8</sup>Yaya, Alfiatul. 2018. *The Use of PPP (Presentation, Practice, Production) Technique to Improve Writing Skill, (Online)*, (<http://www.fkipunisma.ac.id/Jurnal/JP-3-volume-1-no-12-agustus2013>), Retrieved on September 02, 2021).

experimental method. This research aims to improve speaking skills in using the pattern practice method. She found that the application of presentations, practices, production methods can be improved students' speaking ability with the influence of presentation, practice, and production method from pre-test to post-test is 7.35.<sup>9</sup>

The third related study found by Tatminingsih, S. (2020). "Teaching Practice Patterns in ECE Teacher Program in Distance Education in Indonesia". This study applies Paradigm research with survey methods and using structured interviews and questionnaires. The experience of teaching practice for students in teacher education programs is important. In the teaching practice course, students are required to carry out teaching practices as a whole or in micro teaching. Teaching practices should be a cycle planning, implementation, evaluation and reflection on their own teaching practices.<sup>10</sup> Based on the result shows that there is significant improvement for the students' English skill.

The fourth related study found by Hidayah N (2021) "Home learning pattern for Indonesian elementary students during covid-19 pandemic". This study used qualitative research methods. The approach employed a case study. Using the case study method was to gather information about learning patterns. Researchers found the results of data analysis on it can be interpreted that patterns that teachers and parents

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<sup>9</sup>Lia Anggraeni M.S. 2017. *The Application of Presentation, Practice and Production (PPP) Method to Increase Students' Speaking Ability*, (Online), (<http://eprintsung.ac.id/5497/>), Retrieved on September 02, 2021)

<sup>10</sup>Tatminingsih, S. (2020). Teaching Practice Patterns in ECE Teacher Program in Distance Education in Indonesia. *JurnalObsesi: JurnalPendidikanAnakUsiaDini*, 5(1), 857-868.

need to use when giving learning to elementary school students at home is based on the comfort of the place, parental assistance, activities, effective learning, and anticipation of problems.<sup>11</sup>

The previous findings above have similarity with this research that researcher use pattern practice method to improve students' speaking skill. Beside that the previous findings above also have differences like in the location, sample and method of the research.

## **B. Some Pertinent Ideas**

### **1. Speaking**

Speaking is the ability to produce words in language practice. Speaking is an important skill that students have to master. It is because in speaking we can know the students' ability to produce the target language or English. Speaking is to express thought a loud using the voice or talk. It means that when someone interacts with other by using a language as a mean, certainly, they want to convey something important. For example, they want to utter their feeling and thought. It is strongly impossible for someone to make a communication with other without having any purpose.<sup>12</sup>

As people communicate, there must be speaker and interlocutor. Therefore, communication involves at least two people; sender and receiver. They need

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<sup>11</sup>Hidayah, N., &Mahmudah, F. N. (2021). Home learning pattern for indonesian elementary students during covid-19 pandemic. *Al-Bidayah: jurnalpendidikandasar Islam*, 13(1), 91-106.

<sup>12</sup>Fauziati, Endang. *Method of Teaching English as a Foreign Language*. Surakarta: Era Pustaka Utama. 2014

communication to exchange information, ideas, opinion, view or feeling. Keith and marrow say “Speaking is an activity to produce utterance to oral communication”<sup>13</sup>. It means that this activity involves two or more people in whom the participants are both hearers and speakers having to react to whatever they hear and make their contribution a high speed, so each participant has intention or a set of intention that he wants. So, the English teacher should active the students speaking Skill by providing communicative language activities in the classroom and then giving them the opportunities to practice their speaking skill as much as possible.<sup>14</sup>

Speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information. From those theories, the researcher concludes that speaking is important to communicate with other people and it is use as media to show ideas, opinions, thoughts and feeling to other.<sup>15</sup>

a. Teaching Speaking

The goal of teaching and learning English in Indonesia is to develop communicative skills that include the skill of listening, speaking, reading and writing proportionately. Therefore, the teacher should provide the students with speaking task and give them opportunities to use the target language to

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<sup>13</sup>Keith. And Morrow. 1981. *Communicative In classroom application and. Method for communication Aproach*. Hongkong: longman.

<sup>14</sup>Harmer, Jeremy. 2005.*How to Teach English: An Introduction to the Practice of English Language Teaching* . Essex: Longman.

<sup>15</sup>Bailey, Carol A. (2007). *A Guide to Qualitative Field Research*. London: Sage. Publication. Beardsmore, Hugo Baetens.

communicate with others.<sup>16</sup> there are three basic reasons why it is a good idea to give students speaking task with provoke them to use all and any language at their comment. Those are<sup>17</sup>:

- 1) Rehearsal means getting student to have a free discussions, gives them a chance to rehearse having discussions outside the classroom. Teacher asks students to rehearse outside classroom in order to know how their speaking ability can improve. From those, students can improve their speaking ability except in the class.<sup>18</sup>
- 2) Feedback means peaking tasks where students are trying to use all and any language that they know to provide feedback for both teacher and students. Teacher can see how well their class is doing and what language problems they have. Students can also see how easy they find a particular kind of speaking and what they need to do to improve. Students activities can give them enormous confidence and satisfaction, and with sensitive teacher guidance a can encourage them into further study.<sup>19</sup>
- 3) Engagement means good speaking activities can be highly motivating. If all students are participating fully and if the teacher has set up the activity

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<sup>16</sup> Brown, H. Douglas. 2004. *Language Assessment: Principle and Classroom Practices*. New York: Pearson Education.

<sup>17</sup>Harmer, Jeremy. 2005.*How to Teach English: An Introduction to the Practice of English Language Teaching* . Essex: Longman.

<sup>18</sup> Harmer, Jeremy. 2005.*How to Teach English: An Introduction to the Practice of English Language Teaching* . Essex: Longman.

<sup>19</sup> Harmer, Jeremy. 2005. *How to Teach English: An Introduction to the Practice of English Language Teaching* . Essex: Longman.



properly and can give sympathetic and feedback, they was get tremendous satisfaction from it. Many speaking tasks (role-play, discussion, problem solving etc) are intrinsically enjoyable in themselves. In this thesis, the researcher was explain about expression of asking for and giving opinion that it is one of the material English at the eighth grade.<sup>20</sup>

Based on the explanation above, speaking has many formal and nonformal functions in every situation and all aspects of human life, so it is beneficial for society, especially for students as second language learners or foreign language learners.

#### b. Principles of Teaching Speaking

There are five principles of teaching speaking stated such as<sup>21</sup>:

- 1) Consider about second and foreign language learning context. It is to clarify about the target language of second language context is language of communications in the society since they use the target language almost every day. Where as in the foreign language context, the target language is not in the language of communication in the society. So that learning speaking in this context is very challenging.
- 2) Give the opportunities for the students to develop both fluency and accuracy.

Fluency is the extent to which speaker use the language quickly and

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<sup>20</sup> Harmer, Jeremy. 2005. *How to Teach English: An Introduction to the Practice of English Language Teaching* . Essex: Longman.

<sup>21</sup>Ness, K Molly. 2009. *Reading Comprehension Strategies in Secondary Content Area Classroom: Teacher Use of and Attitudes Towards Instruction. Speaking Horizon* . 49, 59-85.

confidently with few hesitation or unnatural pause. Accuracy is the extent to which Students' speech matches what people actually say when they use the target language.

3) Consider about the negotiating for meaning. It is to clarify and confirm whether the student have understood each other or not. It can be done by asking for clarification, repetition, or explanation during conversation to get the understanding.

4) Design the classroom activities involve guidance and practice in both transactional and interactional speaking. Transactional speaking involves communication to get something done, including the exchange of goods and services. Interactional speaking is communication with someone for special purpose. It includes both establishing and meaning social relationship.

#### c. Measurement of Speaking Skill

To know the improvement of students' speaking skills has been made by the students after being treated by some problem sticks, their speaking ability was be measured by speaking measurement adapted There are five components have ratted range from 1-6 with different weighting point from the lowest to the highest. The speaking measurement contains of some component elaborated from students' skill including their pronunciation, grammar, vocabulary, fluency and comprehension. The speaking measurement contains of some component elaborated from students' skill including their pronunciation, grammar, vocabulary, fluency and comprehension.

Based on the explanation above, teaching speaking is an activity to make students second language or foreign language learners.

## 2. Concept of Pattern Practice

In foreign language learning a technique for practicing linguistic structures in which students repeat sentences or other structures, each time replacing a new element, such as a new verb, as directed by the teacher, or changing the original structure, as in turning a statement into a question. Pattern practice involves the learner's manipulation of syntactic structures to facilitate memorization and second language habit formation. The use of drills and pattern practice is a distinctive feature of the Audio Lingual Method.<sup>22</sup>

So sentence patterns that contain meaning have been prepared or arranged in a harmonious way from easy, gradually to difficult; and vocabulary material from simple to complex. Students really have to actively say, do it until it becomes a habit, so that they live up to these sentence patterns until they become entrenched.<sup>23</sup>

Arrange good sentence patterns, and continue to add vocabulary, so that it brightens up a situation or story. Practice repeatedly and until each student has had a turn. The students were trained to pronounce sentence patterns until they really understood and lived the meaning/meaning and memorized them fluently without thinking about composing their own sentences.<sup>24</sup>

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<sup>22</sup>Vidhiyasi and Lengari, "The implementation of audio lingual metode in teaching grammar."

<sup>23</sup>Klippel, Friederike. 1987. *Keep Talking- Communicative Fluency Activities for Language Teaching*. New York: Cambridge University Press.

<sup>24</sup> Marcel. 1978. *Literal and Accurate*. Source: Books. New York: Paulist Press.

After that, students need to be trained in listening to achieve hearing sensitivity (Listening, etc.). Then there are speaking exercises (speaking drills) for fluency in speaking, reading drills to achieve correct readings, and Writing Drills, namely writing exercises correctly, avoiding mistakes in writing spelling or letters. These listening, speaking, reading and writing exercises are very necessary to accompany almost all kinds of foreign language teaching methods, especially English and Arabic. This method is as practiced in English textbooks such as English 900, English 901 and so on and is considered the most suitable for the nature of foreign language teaching.<sup>25</sup>

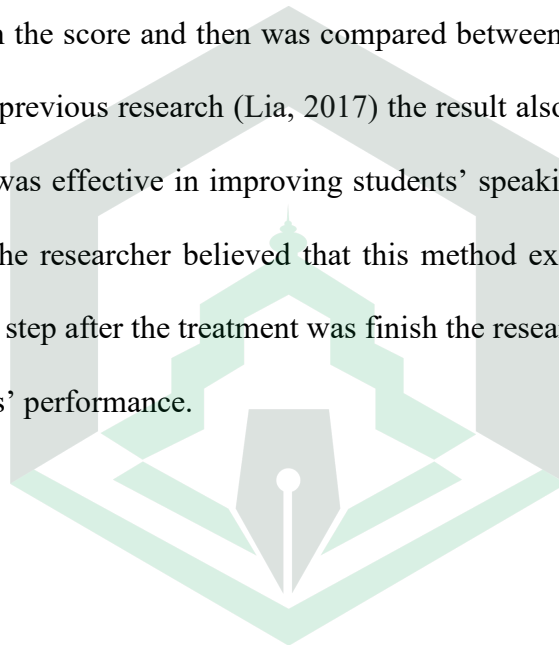
Effective communication involves the development of several skills. The preceding discussion has centered about the teacher's contribution to the development of these skills. There is, however, one skill to which the teacher has little to contribute. This is the skill of producing speech quickly and smoothly. If the student cannot do this, his audience will find it tiring to listen to him.

Manipulative skills such as the rapid production of acceptable speech are developed through repetition. The pattern-practice drill is suitable for this sort of practice, since it is a way of eliciting large amounts of controlled vocalization with immediate confirmation and evaluation of correctness. Within the total language course, pattern practice drills find their proper place in the student's practice outside the classroom.

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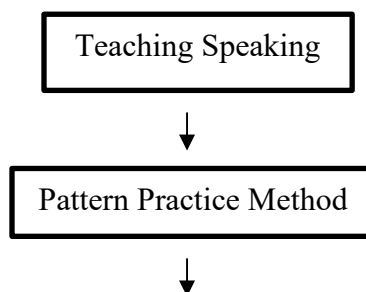
<sup>25</sup> Klippel, Friederike. 1987. *Keep Talking- Communicative Fluency Activities for Language Teaching*. New York: Cambridge University Press.

Based on the explanation above the researcher concluded that the application of pattern practice for the students, the researcher brought the general picture and then based on the picture there are many vocabularies, patterns and the examples of the sentences. All of those were written by the researcher on the white board. After that the students applied and practiced by using it. This activity can be called pattern practice. While the students practiced by pattern practice the researcher observed and in the last session was taken the score and then was compared between pre test and post test. It supported by the previous research (Lia, 2017) the result also showed that the pattern practice method was effective in improving students' speaking skill. By looking this result as theory the researcher believed that this method exactly is effective for the students. The last step after the treatment was finish the researcher gave the correction about the students' performance.



### **C. Conceptual framework**

The researcher formulates the diagram underlying the conceptual framework as follows:



## The Students' Speaking Skill

The conceptual framework above showed that researcher applied pattern practice method in improving students' speaking skill. Students followed the steps to do speaking activity. As a result, this effect the aspect of the assessment contained in speaking such accuracy, fluency, and comprehensibility.

In this research, the researcher use a pre-experimental design in teaching speaking activities to determine whether are difference in the effects of using pattern practice method before and after treatment. The output is the result of treatment applied namely the students' speaking improvement ability.

### **D. Hypothesis**

The hypothesis of the research is formulated as follows:

1. H0: The application of pattern practice method is not effective in improving students' speaking skill.
2. H1: The application of pattern practice method is effective in improving students' speaking skill.

## **CHAPTER III**

## METHOD OF THE RESEARCH

### A. Type of the Research

This research applied pre experimental design with kinds of pre test and post test in one group design. This research was conducted at MAN Palopo. This research was given just on one group without comparison group. It aims to know the effectiveness of pattern practice method in improving students' speaking skill.

This is the rule of Pre Experiment One Group Pre test and Post test design<sup>26</sup>



O1 X O2

The diagram shows a rectangular box containing the text 'O1 X O2'. This box is centered within a larger, light green, stylized architectural frame that resembles a building or a gateway. The frame has a central archway and is flanked by two vertical pillars. The overall design is symmetrical and serves as a visual representation of the experimental design.

The first thing that was conducted by the researcher by giving the test before applying the treatment or method. This test can be called pre test. The aim of the test here to know the students' prior knowledge. After finding the problem the researcher gave the treatment or method. This method here was pattern practice method. After applying the method the researcher gave the test again. The test is post test. Both of the tests can be known the result of their skill. After that the researcher compared based on the result between pre test and post test.

### B. Population and Sample

#### 1. Population

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<sup>26</sup> J.B. Heaton (1990). *Longman Handbooks for Language Teachers*. London and New York.

This research was conducted at MAN Palopo which is located in Jalan Dr. Ratulangi Palopo Town, South Sulawesi. The population in this research was the eleventh grade with the total number of the students was 120 of MAN Palopo in 2022/2023 academic year. At this school there were 4 classes in the eleventh grade.

## 2. Sample

In this research, the sample was taken by using purposive sampling technique, where the researcher determined by the own consideration. The selection of the sample was based on the belief and knowledge of the researcher that the sample had certain characteristics related to the research objectives. In this research, the researcher took 1 class as a sample in class XI MIPA 1, which amounted to 30 students. Based on the consideration like the statement above the sample of the researcher were 15 students.

## C. Instruments of the Research

The instrument used in this research was speaking test. The main instrument of this research is to measure their speaking skill in accuracy, fluency and comprehensibility.

## D. Procedures of Collecting Data

1. Pre test was given to students to determine their prior knowledge in speaking.

Pretest is a speaking test that was given before treatment.



2. Treatment was conducted after giving the pre test into. The students were taught about the using of pattern practice method. The treatment took place in 6 meetings and took 90 minutes for each meeting. Treatment was carried out in the following way:

a) The first meeting the students were given material about speaking skill like asking and giving information,

b) The second meeting the students were given explanation about pattern practice complete with the application,

c) The third meeting the researcher showed a set of general picture and how to get vocabularies based on the picture,

d) The fourth meeting the researcher read a sentence based on the description of the picture shown then the students follow it while wrote the vocabularies, patters and the sentences on the white board,

e) The fifth meeting the students practiced by using all of them.

f) The sixth meeting, the students practiced again and repeated until they can improve their speaking skill.

3. Post test is the last procedure in this research which is given to students after treatment. Post test is conducted by asking the students to tell explain about the picture that had been shown in the classroom.

#### **E. Technique of Data Analysis**

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

The formula of  $t_{test}$  will be expressed as follows:<sup>27</sup>

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

Where:

X: Sample

N: Sample Total

After collecting the data by conducting pre-test, treatment, and post-test, the researcher then focused on data analysis. There are several procedures that were carried out by researchers. The procedures wer explained as follows:

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<sup>27</sup> J.B. Heaton (1990). *Longman Handbooks for Language Teachers*. London and New York.

## 1. Scoring Students' speaking Test

In analyzing the data the researcher determined the scoring classification uses profile J.B Heaton which includes accuracy, fluency, and comprehensibility.

Table 3.1 The Accuracy Criteria

Rating	Accuracy
6	Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical and lexical errors.
5	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterances are correct.
4	Pronunciation is moderately influenced by the mother tongue but has no serious phonological error. A few grammatical and lexical errors but only confusing
3	Pronunciation is influenced by the mother tongue only a few serious phonological errors. Several grammatical and lexical errors, some of which confuse.
2	Pronunciation is seriously influenced by the mother tongue with an error causing a breakdown in communication. Many basic grammatical and lexical errors.
1	Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of the language skills and practiced in the course.

Table 3.2 The Fluency Criteria

Rating	Fluency
6	Speak without too great an effort with a fairly wide range of expression. Searches for words occasionally but only two unnatural pauses.
5	Has to make an effort at the time to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
4	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly occasionally fragmentary but success in conveying the general meaning fair range expressions.
3	He has to make an effort for much of the time. Often has to research for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range of expressions.

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

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Table 3.3 The Comprehensibility Criteria

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Rating	Comprehensibility
6	Easy for the listener to understand the speaker's attention and general meaning. Very few interruptions or classifications require.
5	The speaker's attention and general meaning are fairly clear. A few interruptions by the listener for the sake of classification are necessary.
4	Most of what the speaker says is easy to follow. His attention is always clear but several interruptions are necessary to help him to convey a message or to seek clarification.

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- |   |                                                                                                                                                                         |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3 | 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. |
| 2 | Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone who is listening to the speaker.                   |
| 1 | Hardly anything of what is she/he can be understood. Even, when the listener a great effort or interrupts, the speaker is unable to clarify what he seems to have said. |
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## 2. Classifying of Students' Score

The rating classification was used to provide the grades obtained by the students. The following classification was used:

- a) Score 85 – 95 classified as excellent
- b) Score 75 – 84 classified as good
- c) Score 66 – 74 classified as fair good
- d) Score 56 – 65 classified as fair
- e) Score 36 – 55 classified as poor
- f) Score 0 – 35 classified as very poor

3. Computing frequency of the rate percentage, the researcher applied the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage

F = Frequency

N = The number of samples (total respondents)<sup>28</sup>

4. Calculating the average score and standard deviation of students speaking test result by using SPSS 2.2.



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<sup>28</sup> Ridwan.(2003). *Dasar-Dasar Statistika* (Bandung : Alfabeta)

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

These findings consist of result of data analysis especially in pre test, post test, classification of students' pretest and posttest, descriptive analysis of pretest and posttest, normality test, homogeneity and t test value.

##### 1. Analysis of Students' Score in Tests

###### a. Pre test

The researcher described the students' score in accuracy, fluency, and responsibility, mean score, and rate percentage of students' score were calculated using SPSS 22.

Table 4.1 Students' score in pre test

No	Respondents	Three Aspects of Speaking Assessment			Score
		Accuracy	Fluency	Comprehensibility	
1.	S1	3	3	2	61
2.	S2	2	3	3	44
3.	S3	3	2	3	44
4.	S4	3	3	3	50
5.	S5	3	2	2	39
6.	S6	3	3	4	56
7.	S7	3	3	3	50



8.	S8	2	3	4	50
9.	S9	3	3	3	50
10.	S10	4	2	2	44
11.	S11	3	2	3	44
12.	S12	3	3	3	50
13.	S13	3	3	2	44
14.	S14	2	4	3	50
15.	S15	3	4	2	50
Total		Mean Score			48,4

Table 4.1 above that indicated of pretest score in students' speaking skill. The scoring consists of accuracy, fluency, and comprehensibility. The table above also showed the mean score of students' pretest was 48,4.

The table showed the rate of percentage of students' pre test. The rate of percentage of students' pretest here consists of accuracy, fluency, and comprehensibility.

#### 1) Accuracy

Table 4.2 The rate percentage of students' pre test in accuracy

No	Classification	Rating	Pre Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Good	5	0	0%
3	Fair Good	4	1	5%
4	Fair	3	11	55%
5	Poor	2	3	40%
6	Very Poor	1	0	0%

Total	15	100%
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From the table 4.2, it can be understood that no students who got excellent and good (0%). There was just 1 student (5%) who got fair good. There were 11 students (55%) who got fair. There were 3 students (40%) who got poor and there were not students (0%) who got very poor. In other words possible all students performed incorrectly on pretest of speaking skill

## 2) Fluency

Table 4.3 The rate percentage of students' pre test in fluency

No	Classification	Rating	Pre Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Good	5	0	0%
3	Fair Good	4	2	20%
4	Fair	3	9	60%
5	Poor	2	4	20%
6	Very Poor	1	0	0%
	Total		15	100%

From the table 4.3, it can be understood that no students who get excellent and good (0%). There were 2 students (20%) who got fair good. There were 9 students (60%) who got fair. There were 4 students (20%) who got poor and there were no students (0%) who got very poor.

## 3) Comprehensibility

Table 4.4 The rate percentage of students' pre test in comprehensibility

No	Classification	Rating	Pre Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Good	5	0	0%
3	Fair Good	4	2	20%
4	Fair	3	8	50%
5	Poor	2	5	30%
6	Very Poor	1	0	0%
Total			15	100%

From the table 4.4, it can be understood that no students who get excellent and good. There were 2 students (20%) who got fair good. There were 8 students (50%) who got fair, there were 5 students (30%) who got poor. There were not students (0%) who got very poor.

b. Post test

In this section the researcher described the students' score in accuracy, fluency, and responsibility, mean score, and rate percentage of students' score.

The result was presented in this table:

Table 4.5 Students' score in post test

No	Respondents	Three Aspects of Speaking Assessment			Score
		Accuracy	Fluency	Comprehensibility	
1.	S1	3	4	4	61
2.	S2	4	4	4	67
3.	S3	3	4	5	67
4.	S4	3	5	4	67

5.	S5	4	4	4	67
6.	S6	4	3	5	67
7.	S7	4	4	5	72
8.	S8	3	5	4	67
9.	S9	5	4	3	67
10.	S10	5	5	5	83
11.	S11	4	4	4	67
12.	S12	4	5	5	78
13.	S13	4	5	5	78
14.	S14	4	5	4	73
15.	S15	4	4	4	67
Total		Mean Score			69,8

Table 4.5 previously showed that of posttest scoring in students' speaking skill. The scoring consists of accuracy, fluency, and comprehensibility. The table also showed the mean score of students' post test.

The table showed the rate of percentage of students' post test. The rate of percentage of students' posttest here consists of accuracy, fluency, and comprehensibility.

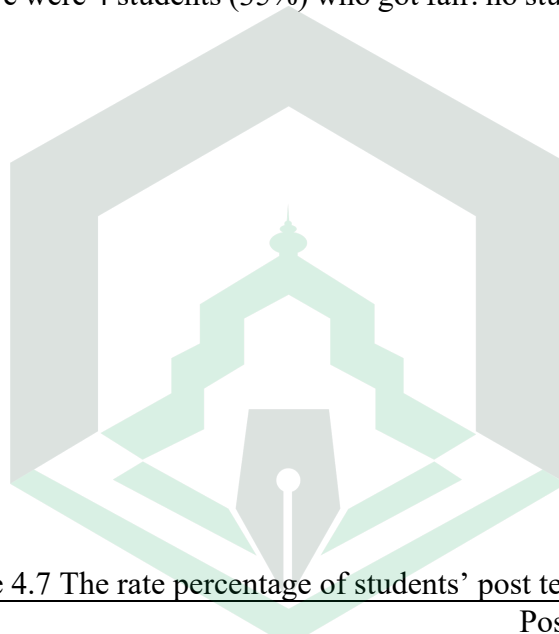
#### 1) Accuracy

Table 4.6 The rate percentage of students' post test in accuracy

No	Classification	Rating	Post Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Good	5	2	10%
3	Fair Good	4	9	55%

4	Fair	3	4	35%
5	Poor	2	0	0%
6	Very Poor	1	0	0%
	Total		15	100%

From the table 4.6, it can be understood that no students who got excellent. There were 2 students (10%) who got good. There were 9 students (55%) who got fair good. There were 4 students (35%) who got fair. no students (0%) who got poor and very poor.



## 2) Fluency

Table 4.7 The rate percentage of students' post test in fluency

No	Classification	Rating	Post Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Good	5	6	30%
3	Fair Good	4	8	60%
4	Fair	3	1	10%
5	Poor	2	0	0%
6	Very Poor	1	0	0%
	Total		15	100%

From the table 4.7, it can be understood that no students who got excellent (0%). There were 6 students (30%) who got good. There were 8 students (60%) who got fair good. There was just 1 student (10%) who got fair. No student who got poor and very poor (0%).

### 3) Comprehensibility

Table 4.8 The rate percentage of students' post test in comprehensibility

No	Classification	Rating	Post Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Good	5	6	30%
3	Fair Good	4	8	30%
4	Fair	3	1	70%
5	Poor	2	0	0%
6	Very Poor	1	0	0%
	Total		15	100%

From the table 4.8, it can be understood that no students who got excellent (0%). There were 6 students (30%) who got good. There were 8 students (60%) who got fair good. There was just 1 student (10%) who got fair. No student who got poor and very poor (0%).

#### c. The mean score of the students in pre test and post test

		Statistic	Std. Error
Pre Test	Mean	48,4	1.279

Post Test	95% Confidence Interval for Mean	Lower Bound	56.59	
		Upper Bound	62.08	
	5% Trimmed Mean		59.81	
	Median		60.00	
	Variance		24.524	
	Std. Deviation		4.952	
	Minimum		45	
	Maximum		65	
	Range		20	
	Interquartile Range		0	
	Skewness		-1.737	.580
	Kurtosis		4.637	1.121
	Mean		69,8	.591
	95% Confidence Interval for Mean	Lower Bound	75.07	
		Upper Bound	77.60	
	5% Trimmed Mean		76.20	
	Median		75.00	
	Variance		5.238	
	Std. Deviation		2.289	
	Minimum		75	
Maximum		80		
Range		5		
Interquartile Range		5		
Skewness		1.176	.580	
Kurtosis		-.734	1.121	

d. Analyzing of hypothesis acceptability

Table 4.10 The Paired Sample of Pre Test and Post Test

Paired Samples Test			
Paired Differences	t	df	Sig. (2-tailed)

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		Lower	Upper	
					Difference	Difference			
Pair 1	Pre Test – Post Test	-21.867	3.270	.844	-23.678	-20.056	-25.896	14	.000

From the table 4.10, it can be understood that the mean score from pre test and post test was -21.867, standard deviation from this research was 3.270, and standard error was .844. Based on the confidence interval of the difference the lower from this research was -23.678 while the upper was -20.056. The last from the probability sig.  $0.000 < 0.05$ . This thing showed that  $H_0$  was rejected.

#### Hypothesis

$H_0$  : There is no difference of the mean score of pre test and post test

$H_1$  : There is difference of the mean score of pre test and post test

#### The criteria of taking decision

- a. If probability (sig.)  $> 0.05$  it means that  $H_0$  is accepted
- b. If probability (sig.)  $< 0.05$ , it means that  $H_0$  is rejected

## B. Discussion



This study aimed to find out the effectiveness of pattern practice method in improving students' speaking skill at MAN Palopo. After the data collection and analysis, it can be seen clearly that pattern practice method is effective in improving students' speaking skill. This is one of the advantages of pattern practice method and also the applying of the treatment; there are many vocabularies, patterns and the example of sentence that can practice the students' speaking skill. Based on all of them the students practiced and repeated until it can be habitual for them so that it can improve their speaking skill. In other words pattern practice method was useful for them. It supported by the previous research (Lia, 2017) the result also showed that the pattern practice method was effective in improving students' speaking skill. The application of presentations, practices, production methods can improve students' speaking ability with the influence of presentation, practice, and production method from pre test (63) to post test (70,35).<sup>29</sup>

In this research the researcher used 15 students as sample. Before conducting the research the researcher gave the pretest to the students. The purpose of the pre test was to find out their prior knowledge and their condition before doing the treatment. This part is very important before doing the treatment. The result of the pretest can be seen on the table previously. After giving pre test the researcher gave the treatment to the students so that it can improve their speaking skill. After giving

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<sup>29</sup> Lia, Anggraeni M.S. 2017. *The Application of Presentation, Practice and Production (PPP) Method to Increase Students' Speaking Ability*, (Online), (<http://eprintsung.ac.id/5497/>), Retrieved on September 02, 2021)

treatment the researcher gave test again. The name of the test was post test. The purpose of this test is to find out the improvement of their speaking skill after doing the treatment.

The result of pre test was low because the students at MAN Palopo have low ability in English especially in speaking skill. By looking this condition the researcher was interested in applying pattern practice method. After applying this method the students' speaking skill was improved. It can be seen from the result of mean score and the probability score sig.  $0.000 < 0.05$ . It means that  $H_0$  was rejected. From the result can be understood that there is difference mean score between pre test (48,4) and post test (69,8). In other words pattern practice method was effective for the students.

In doing this research the researcher also found the difficulty. The researcher must look for the suitable time to go to the school because the schedule of this school was very crowded. It means that the researcher must make coordination with the English teacher before entering the classroom. Beside that there was also the disadvantage from this research. One of the disadvantage was still needed many suggestions and advice so that this research can be perfect again. The researcher was realize that this research still needs many corrections.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

#### **A. Conclusion**

From the findings and discussion previously the researcher concluded especially from paired sample test. The probability was  $0.000 < 0.05$ . Based on this fact can be understood that  $H_0$  was rejected. Therefore there was different mean score between pre test (48,4) and post test (69,8) in this class. By looking this result can be seen the mean score include in the classification fair good (66-74) and the researcher concluded that pattern practice method can be used for speaking skill and it was effective in improving students' speaking skill.

#### **B. Suggestions**

Based on the conclusion previously, the researcher gives some suggestions, such as:

1. In teaching speaking skill teachers should use suitable method so that students can understand easily,

2. Before applying the method in the classroom the teacher should make the test to find out the students' prior knowledge. Students' condition in the classroom also is very important because every student have different knowledge and character.

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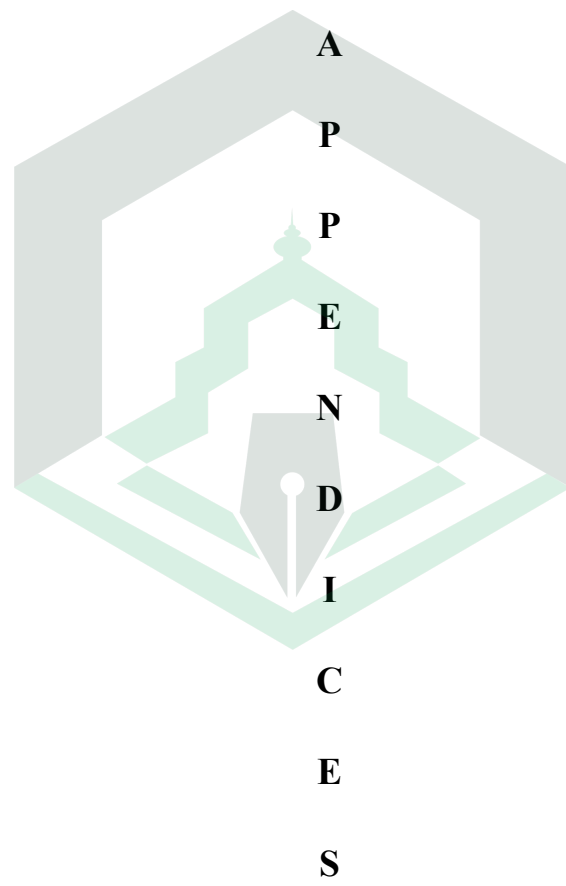
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### APPENDIX 3: RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : Madrasah Aliyah Negeri Palopo  
Mata Pelajaran : Bahasa Inggris  
Kelas : XI MIPA I  
Semester : Genap  
Tahun Ajaran : 2022/2023  
Alokasi Waktu : 2 x 45 Menit

#### **Kompetensi dasar :**

3.1. Mengungkapkan makna dalam ucapan kalimat berstruktur transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat.

#### **Tujuan pembelajaran:**

- Siswa mampu mengidentifikasi ungkapan pola kalimat meminta, memberi, dan menolak



- Siswa mampu bercakap Bahasa Inggris dengan menggunakan pola kalimat ungkapan meminta, memberi, dan menolak jasa.
- Siswa mampu mengidentifikasi pola kalimat ungkapan meminta, memberi, dan menolak barang.

### **Kegiatan pembelajaran**

#### **Pendahuluan (10 menit)**

1. Guru melakukan salam pembuka dan berdoa sebelum memulai pembelajaran, menanyakan kabar peserta didik dan membagikan absen.
2. Guru memberikan motivasi kepada siswa agar semangat dalam mengikuti proses pembelajaran.
3. Guru memberikan brainstorming dan menginformasikan materi yang akan di pelajari.

#### **Kegiatan inti (70 menit)**

1. Guru memperkenalkan pola kalimat ungkapan meminta, memberi, dan menolak jasa sambil memperlihatkan gambar
2. Guru meminta siswa untuk membuat ucapan kalimat berstruktur mengenai ungkapan meminta, memberi, dan menolak jasa, berdasarkan gambar yang diperlihatkan
3. Guru membantu siswa dalam menyusun pola kalimat ucapan kalimat berstruktur.
4. Guru meminta siswa mempraktikkan pola kalimat ungkapan meminta, memberi, dan menolak jasa didepan kelas secara berpasangan dan bergantian.
5. Guru mengoreksi dan memperbaiki pelafalan dan kosa kata siswa.

### **Penutup (10 menit)**

1. Guru membuat kesimpulan akhir mengenai materi yang telah diajarkan.
2. Siswa diminta untuk mengambil kesimpulan tentang pembelajaran yang telah dilakukan
3. Guru menutup proses pembelajaran dengan berdoa dan salam.

### **Penilaian :**

Pengetahuan : Tugas  
Keterampilan : Speaking  
Sikap : Keaktifan dan tingkah laku dikelas

### **RENCANA PELAKSANAAN PEMBELAJARAN**

Sekolah : Madrasah Aliyah Negeri Palopo  
Mata Pelajaran : Bahasa Inggris  
Kelas : XI MIPA I  
Semester : Genap  
TahunAjaran : 2022/2023  
AlokasiWaktu : 2 x 45 Menit

### **Kompetensi dasar:**

3.1. Mengungkapkan makna dalam ucapan kalimat berstruktur transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta,

memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat.

**Tujuan pembelajaran:**

- Siswa mampu mengidentifikasi ungkapan meminta, memberi, dan menolak jasa.
- Siswa mampu bercakap Bahasa Inggris dengan menggunakan ungkapan meminta, memberi, dan menolak jasa.
- Siswa mampu mengidentifikasi ungkapan meminta, memberi, dan menolak barang.

**Kegiatan Pembelajaran**

**Pendahuluan (10 menit)**

1. Guru melakukan salam pembuka dan berdoa sebelum memulai pembelajaran, menanyakan kabar peserta didik dan membagikan absen.
2. Guru memberikan motivasi kepada siswa agar semangat dalam mengikuti proses pembelajaran.
3. Guru memberikan brainstorming dan menginformasikan materi yang akan di pelajari.

**Kegiatan inti (70 menit)**

Guru memperkenalkan ungkapan meminta, memberi, dan menolak jasa sambil memperlihatkan gambar

1. Guru meminta siswa untuk membuat ucapan kalimat berstruktur mengenai ungkapan meminta, memberi, dan menolak jasa, berdasarkan gambar yang diperlihatkan
2. Guru membantu siswa dalam menyusun ucapan kalimat berstruktur.
3. Guru meminta siswa mempraktikkan ungkapan meminta, memberi, dan menolak jasa didepan kelas secara berpasangan dan bergantian.
4. Guru mengoreksi dan memperbaiki pelafalan dan kosa kata siswa.

### **Penutup (10 menit)**

1. Guru membuat kesimpulan akhir mengenai materi yang telah diajarkan.
2. Siswa diminta untuk mengambil kesimpulan tentang pembelajaran yang telah dilakukan
3. Guru menutup proses pembelajaran dengan berdoa dan salam.

### **Penilaian:**

Pengetahuan : Tugas  
Keterampilan : Speaking  
Sikap : Keaktifan dan tingkah laku dikelas

### **RENCANA PELAKSANAAN PEMBELAJARAN**

Sekolah : Madrasah Aliyah Negeri Palopo  
Mata Pelajaran : Bahasa Inggris  
Kelas : XI MIPA I  
Semester : Genap  
TahunAjaran : 2022/2023  
Alokasi Waktu : 2 x 45 Menit

### **Kompetensi dasar:**

3.1. Mengungkapkan makna dalam ucapan kalimat berstruktur transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta,

memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat.

### **Tujuan Pembelajaran:**

- Siswa mampu mengidentifikasi ungkapan meminta, memberi, dan menolak jasa.
- Siswa mampu bercakap Bahasa Inggris dengan menggunakan ungkapan meminta, memberi, dan menolak jasa.
- Siswa mampu mengidentifikasi ungkapan meminta, memberi, dan menolak barang.

### **Kegiatan Pembelajaran**

#### **Pendahuluan (10 menit)**

1. Guru melakukan salam pembuka dan berdoa sebelum memulai pembelajaran, menanyakan kabar peserta didik dan membagikan absen.
2. Guru memberikan motivasi kepada siswa agar semangat dalam mengikuti proses pembelajaran.
3. Guru memberikan brainstorming dan menginformasikan materi yang akan di pelajari.

#### **Kegiatan Inti (70 menit)**

1. Guru memperkenalkan ungkapan meminta, memberi, dan menolak jasa sambil memperlihatkan gambar
2. Guru meminta siswa untuk membuat ucapan kalimat berstruktur mengenai ungkapan meminta, memberi, dan menolak jasa, berdasarkan gambar yang diperlihatkan
3. Guru membantu siswa dalam menyusun ucapan kalimat berstruktur.
4. Guru meminta siswa mempraktikkan ungkapan meminta, memberi, dan menolak jasa didepan kelas secara berpasangan dan bergantian.

5. Guru mengoreks dan memperbaiki pelafalan dan kosa kata siswa.

**Penutup (10 menit)**

1. Guru membuat kesimpulan akhir mengenai materi yang telah diajarkan.
2. Siswa diminta untuk mengambil kesimpulan tentang pembelajaran yang telah dilakukan
3. Guru menutup proses pembelajaran dengan berdoa dan salam.

**Penilaian :**

Pengetahuan : Tugas  
Keterampilan : Speaking  
Sikap : Keaktifan dan tingkah laku dikelas

**RENCANA PELAKSANAAN PEMBELAJARAN**

Sekolah : Madrasah Aliyah Negeri Palopo

Mata Pelajaran : Bahasa Inggris

Kelas : XI MIPA III

Semester : Genap

TahunAjaran : 2022/2023

Alokasi Waktu : 2 x 45 Menit

**Kompetensi Dasar:**

3.1. Mengungkapkan makna dalam ucapan kalimat berstruktur transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat.

**Tujuan Pembelajaran:**

- Siswa mampu mengidentifikasi ungkapan meminta, memberi, dan menolak jasa.
- Siswa mampu bercakap Bahasa Inggris dengan menggunakan ungkapan meminta, memberi, dan menolak jasa.
- Siswa mampu mengidentifikasi ungkapan meminta, memberi, dan menolak barang.

**Kegiatan Pembelajaran**

**Pendahuluan (10 menit)**

1. Guru melakukan salam pembuka dan berdoa sebelum memulai pembelajaran, menanyakan kabar peserta didik dan membagikan absen.
2. Guru memberikan motivasi kepada siswa agar semangat dalam mengikuti proses pembelajaran.
3. Guru memberikan brainstorming dan menginformasikan materi yang akan di pelajari.

**Kegiatan Inti (70 menit)**

1. Guru memperkenalkan ungkapan meminta, memberi, dan menolak jasa sambil memperlihatkan gambar

2. Guru meminta siswa untuk membuat ucapan kalimat berstruktur mengenai ungkapan meminta, memberi, dan menolak jasa, berdasarkan gambar yang diperlihatkan
3. Guru membantu siswa dalam menyusun ucapan kalimat berstruktur.
4. Guru meminta siswa mempraktikkan ungkapan meminta, memberi, dan menolak jasa didepan kelas secara berpasangan dan bergantian.
5. Guru mengoreksi dan memperbaiki pelafala ndan kosa kata siswa.

### **Penutup (10 menit)**

1. Guru membuat kesimpulan akhir mengenai materi yang telah diajarkan.
2. Siswa diminta untuk mengambil kesimpulan tentang pembelajaran yang telah dilakukan
3. Guru menutup proses pembelajaran dengan berdoa dan salam.

### **Penilaian :**

Pengetahuan	: Tugas
Keterampilan	: Speaking
Sikap	: Keaktifan dan tingkah laku dikelas



#### APPENDIX 4: DOCUMENTATION



Picture 1: Students' pre test



Picture 2: The researcher gave the explanation about the material while giving treatment



Picture 3: The researcher observed the students while giving explanation about the material



Picture 4: Students' post test

### SURAT IZIN PENELITIAN



## SURAT KETERANGAN TELAH SELESAI PENELITIAN

KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR WILAYAH KEMENTERIAN AGAMA KOTA PALOPO  
MADRASAH ALIYAH NEGERI (MAN) KOTA PALOPO  
Jalan Dr. R. Soelaiman, Kelurahan Kota Palopo 91914  
Telp/Fax : 0411 3311113 - ext. : 10000000 @gmail.com  
Palopo

SURAT KETERANGAN PENELITIAN  
Nomor : 400/Wa.21.14.01/TL.00/K/0202

Yang berkepentingan dengan dokumen ini

Nama : **Dra. Hj. Jumrah, M.Pd.I**  
NIP : **196612311994032009**  
Pangkat/Gol. : **Penghulu IIIb**  
Jabatan : **Ketua MAN Kota Palopo**

Dengan ini diperkenalkan kepada

Nama : **SABRUDIN**  
Kedudukan : **Peneliti**  
Alamat : **Jl. R. Soelaiman Kota Palopo**  
Pekerjaan : **Multimedia**  
NIM : **1712202002**

Bahwa yang bersangkutan telah benar-benar melakukan penelitian di instansi kami bekerjasama dengan dosen Seftas yang berjudul "The Application Of Pattern Practice Method To Improve Students' Speaking Skill At MAN Palopo".

Dokumen Keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Palopo, 03 Oktober 2022  
Kepala Madrasah,  
  
Dra. Hj. Jumrah, M.Pd.I  
NIP. 196612311994032009

## CURRICULUM VITAE



Basruddin, born on 28 August 1997 in Pompengan. He is the fourth of nine children of the couple Baharuddin and Muliati. In 2004 he studied at elementary school at SDN 379 Pompengan and graduated in 2010. Then he registered as a student at SMPN 3 Walendrang and graduated in 2013. After completing his education at In middle school, he enrolled at MA Lamasi and graduated in 2016. After that, he continued his studies at the Palopo State Islamic Institute in 2017 and took the English language education study program. He completed his studies at the Palopo State Islamic Institute in 2023.

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