

**IMPROVING STUDENTS' SPEAKING SKILL THROUGH
REVERSING CLASSES TECHNIQUE AT THE TENTH
GRADE STUDENTS OF SMAN 4 LUWU**

A Thesis

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



IAIN PALOPO

By:

A. ARMA DEANTY

16.0202.0014

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

2021

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

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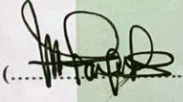
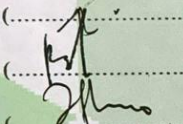
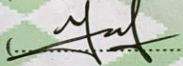
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This thesis entitled "Improving Students' Speaking Skill Through Reversing Classes Technique at the Tenth Grade Students of SMAN 4 Luwu" Which is Written by **A. Arma Deanty**, Reg. Number. **16.0202.0014**, S1 English Language Study Program of Tarbiyah and Teacher Training Faculty of Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in Munaqasyah session which is carried out on **Friday, 7th of May 2021 M**, coincided with **19th Syawal 1442 H**, it is authorized and acceptable as partial fulfillment for S.Pd. degree in English language teaching.

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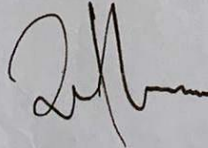
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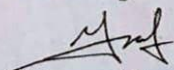
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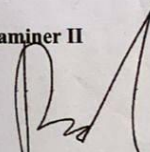
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Stating exactly that:

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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This thesis is presented to the English Language Education study program of Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo as partial fulfillment of the requirements for the undergraduate, entitled “Improving Students’ Speaking Skill through Reversing Classes Technique at the Tenth Grade Students of SMAN 4 Luwu”

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Finally, the researcher dedicates this thesis may Allah SWT., bless us. Aamiin.

Palopo, 18th December 2020



The researcher

A. Arma Deanty

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ABSTRACT

A. Arma Deanty, 2020. “Improving Students’ Speaking Skill through Reversing Classes Technique at the Tenth Grade Students of SMAN 4 Luwu”. A thesis of English Education Study Program Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo. Supervised by: (1) **Dr. Masruddin, S.S., M.Hum,** and (2) **Muhammad Iksan, S.Pd., M.Pd.**

The purpose of this research was to find out whether the reversing classes technique is effective to improve students’ speaking skill at the tenth-grade students of SMAN 4 Luwu. In this research, the researcher applied the pre-experimental design method in one group pre-test and post-test design. There were two variables in this research namely the independent variable (reversing classes technique) and dependent variable (students’ achievement in the speaking skill). The researcher collected data by giving pre-test and post-test which are formulated in the speaking test contained an oral test in which speaking about describing a person. The data collected through pre-test and post-test were firstly tabulated and analyzed in percentage. The sample of the research was the tenth-grade students of SMAN 4 Luwu, which consisted of 15 students. The instrument of this research is a speaking test used in pre-test and post-test. Then, the test was calculated and analyzed by using SPSS 22. Based on the findings and discussions of the study, this research shows that the use of reversing classes technique is effective to improve students’ speaking skill. It proved by the result of the data indicated that there was a significant difference between the pre-test and post-test. The mean score in the pre-test was 26,00 and the mean score in the post-test was 56,80. The value of t_0 (t_{count}) = 16,746, the value of t_t (t_{table}) = 2,145 at the level of significance is 5% (0,05) with degree of freedom (df) = 14. Based on the result namely $16,746 > 2,145$ or t_0 (t_{count}) was higher than t_t (t_{table}), $t_0 > t_t$, it means that the reversing classes technique is effective to improve students’ speaking skill at the tenth-grade students of SMAN 4 Luwu.

Key Words: *Speaking Skill, Reversing Classes Technique*

CHAPTER I

INTRODUCTION

A. Background

English is being introduced as an international language in Indonesia. It needs a program for schooling under which any school works. It is a local secondary school, a compulsory subject in junior and senior secondary schools, and an extra subject in institutions of higher education. This is because of the current situation: the complex age of globalization. To learn English, students need to improve four language abilities. Those are listening, speaking, writing, and reading. Listening and reading skills are regarded as receptive skills while speaking and writing skills are considered to be productive skills.¹ The four skills are important. However, of all the four skills, speaking seems intuitively the most important.²

Speaking is a mode of communication that someone does to communicate ideas or knowledge to others. By speaking, people may exchange thoughts, state and express an impression or feeling and encourage the mastery of vocabulary. People must communicate information to others with the right, simple, and smooth articulation in order for the information to be obtained. People can communicate with the larger world community by speaking, and they can also interact with or convince others by speaking. They

¹Jeremy Harmer, *"The Practice of English Language Teaching"*, 4th edn (Harlow: Pearson Education Limited, 2007), 343.

²Penny Ur, *"Course in Language Teaching"*, (Cambridge: Cambridge University Press, 1996), 120.

can also exchange useful information, good knowledge, and ideas with others by speaking. This helps a lot in our relationships, social situations, and other situations.

Based on the observation conducted at SMAN 4 Luwu, most of the tenth-grade students at the school still have some difficulties in practicing their speaking. In learning English, students felt difficult to understand the material that has been given, students are sometimes bored and lazy to learn, and students lack confidence and quieter when the learning process takes place. It is caused by some factors, those are: their teacher makes the students passive when learning, the absence of media given, the students are not enthusiastic and not courage enough to involve in the speaking learning process.

Those cases are quite problematic and the researcher considers that it is necessary to investigate the teacher's technique in teaching speaking to the tenth-grade students of SMAN 4 Luwu. For the need of the research, the researcher chooses the tenth grade at the school because the students in this class love speaking English but the teacher makes them passive to speak.

Therefore, they need an attractive teaching technique to stimulate them in speaking English actively. To solve the students' problem in speaking, the researcher gave a solution by applying a technique called reversing classes technique in improving the students' speaking skill at the school observed because it allowed the students to practice communicating in English actively. It is a new buzz word for improving instruction that has gained attention

through major reports and multiple examples showing. It can improve student learning as well as increase student engagement. It also intentionally shifts instruction to a learner-centered model in which time in the classroom is used to explore topics in greater depth and create meaningful learning opportunities while students are initially introduced to new topics outside of the classroom.

In a reversing classes technique, content delivery may take a variety of forms. Also, it will be able to help the students to improve their vocabulary. Hence, related to the explanation above the researcher composed research that refers to the title, **“Improving Students’ Speaking Skill through Reversing Classes Technique at the Tenth Grade Students of SMAN 4 Luwu”**.

B. Problem Statement

Based on the result of the observation above, the researcher formulated a problem statement as follows:

Is reversing class technique effective to improve students’ speaking skill at the tenth-grade students of SMAN 4 Luwu?

C. The Objective of the Research

Based on the problem statement, the objective of this research is:

To find out whether the reversing class technique is effective or not to improve students’ speaking skill at the tenth-grade students of SMAN 4 Luwu.

D. The Significances of the Research

1. Theoretically

The researcher expected this research can give contributions to the theories of English teaching and learn especially in speaking.

2. Practically

a. For the students

The students can know and understand the reversing class techniques that were given. They can add their knowledge about speaking by using the reversing classes technique as a good method in learning English because the reversing classes technique can make students more active and enjoy the teaching and learning process.

b. For the teachers

The results of this research expected to be useful information for teachers about reversing classes technique to improve their speaking skills. So, they can solve the problems in teaching English, and the learning-teaching process can be enjoyable. The teacher will know if the reversing classes technique not only good for teaching speaking but also good for students' behavior.

c. For researchers

The result of this research can give additional information for another researcher who wants to conduct further research on the related field.

E. Scope of the Research

By discipline, this research is included in English Language Teaching. By activity, this research used the reversing class technique in teaching speaking skills for the tenth-grade students of SMAN 4 Luwu. By content, this research focused on speaking skill that consists of fluency, accuracy, and comprehensibility. Based on the material this research used descriptive text (describing person, place and thing).

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is divided into four main sections, namely previous research findings, some pertinent ideas, conceptual framework, and hypothesis.

A. Previous Research Findings

In this research, the researcher found some researches related to this research as follows:

1. Shuangjiang Li and Jitpanat Suwanthep (2017) investigated integration of flipped classroom model for EFL speaking. This study examines the effects of integrating the flipped classroom model to teach English speaking in an EFL context. A quasi-experiment was conducted with two groups of first-year non-English major students at a university in Thailand. Speaking pretests and post-tests, student questionnaires, and student interviews were employed to collect data. The findings of this study may provide useful knowledge for other researchers who are interested in EFL teaching innovation or teachers who seek effective speaking teaching methods. The result of speaking tests showed that the students in the experimental group who received flipped instruction and constructive role-plays achieved higher and had more improvement in speaking skills than those of the control group. It indicated that the FC model combined with constructive role-plays was a more effective EFL speaking teaching

method than the traditional teaching method. The study concludes that the FC model combined with constructive role plays is an effective model for teaching speaking skills in an EFL context.³

2. Farina Nozakiah Tazijan, Sakina Sofia Baharom, & Azianura Hani Shaari (2018) investigated building communication skills through flipped classroom. This research states that flipped or inverted classroom has become a trend and a popular method of teaching and learning in educational practice. However, not many studies have been done in the practice of teaching English as a Second Language (ESL) in Malaysia. This paper discusses the use of flipped learning as a method to teach communication skills among a group of ESL learners in one higher learning institution. The study generally aims to analyze the effectiveness of the flipped classroom method in enhancing students' communication skills and abilities. Findings indicate a positive relationship between flipped teaching and active learning, thus improved learners' verbal communication skills in certain ways.⁴
3. Charanjit Kaur Swaran Singh and friends (2018) investigated flipped classroom approach for improving speaking skills of TVET trainees. This research aims at investigating the use of the flipped classroom approach for enhancing the Food and Beverage TVET trainees' speaking skills because of the need to have a good command of the English Language in

³Shuangjiang Li and Jitpanat Suwanthep, '*Integration of Flipped Classroom Model for EFL Speaking*', (International Journal of Learning and Teaching, 2017), 3.

⁴Sakina Sofia Baharom and Azianura Hani Shaari Farina Nozakiah Tazijan, '*Building Communication Skills through Flipped Classroom*', (Malaysia: Universitas Teknologi Mara Pulau Pinang, 2018), 3.

the workplace. A qualitative research approach specifically a case study research design was used in this study. Classroom observation, semi-structured interviews (for ESL trainees), and document analysis were used to collect data. Thematic analysis was used to analyze classroom observation and interviews. A pre-test and post-test were administered to ascertain the TVET trainees' performance in speaking skills. The findings of this study revealed that the flipped classroom approach was effective for IKBN (Institut Kemahiran Belia Negara) Food and Beverage trainees because it enhanced their speaking skills based on industry needs.⁵

4. Mella Sarasyifa (2018) investigated applying the flipped classroom model to enhance students' speaking skill. This research aims to get empirical evidence on whether the Flipped Classroom Model enhances students' speaking skills or not. This research used Mixed Method Research which focused on an Exploratory Sequential Design. This design had two phases; a qualitative phase as preliminary research to conduct the next quantitative phase research. This model also contributed well to their vocabulary, pronunciation, fluency, and background knowledge about the topic. It is supported by the result of the test which showed the significance of the post-test in the experimental class ($p=0.031$) was lower than 0.05 or $0.031 < 0.05$. It meant there was a significant post-test score between the controlled class and the experimental class. The calculation of

⁵Charanjit Kaur Swaran Singh and Friends, "*Flipped Classroom Approach for Improving Speaking Skills of TVET Trainees*", (International Journal of Applied Linguistics & English Literature, 2018), 3.

enhancement size also proved that applying the flipped classroom model gave moderate enhancement at 0.51 level on students' speaking skills.⁶

Based on the result of four previous studies, the researcher states that all of them have the same discussion about reversing class technique in improving speaking. However, overall, this research is different from the four previous studies above. The difference between those previous studies is about the students' ages or educational levels, all of the previous studies refer to the adult learner while this research refers to Senior High School learners. It means this research will be simpler than all of them. However, this research has the same objective i.e. focus on improving students' speaking skills and making the students more active than the teachers in a class by searching and learning the lessons by themselves through reversing class technique. Thus, the researcher is interested in getting more common data from the technique that will be utilized to improve the tenth-grade students' speaking skills of SMAN 4 Luwu.

B. Some Pertinent Ideas

1. Reversing Classes Technique

a. Definition of reversing classes technique

Reversing classes is a teacher technique by minimizing the number of direct instructions in the learning process. This technique utilizes the teaching materials that the teacher has provided to students to study at

⁶Mella Sarasyifa, 'Fliffed Model for Improving Students' English Speaking Performance' (Syarif Hidayatullah of UIN Jakarta, 2018), 6.

home before participating in class learning on the next material.⁷ According to Bergmann and Sams (in Basal 2015: 28) "reversed class can be described where" what is traditionally done in class is now done at home and which is traditionally done as homework is now done in class ". According to Walsh (2016: 348) flipped classroom is a form of learning a mixture in which students learn new material at home and what was once homework is now done in the classroom with teacher guidance and interaction with students, rather than teaching. The results of student work are discussed and presented.

The researcher concluded that reversing classes technique or flipped classroom is a type of blended learning where students are introduced to content at home and practice working through it at school. This is the reverse of the more common practice of introducing new content at school, then assigning homework and projects to completed by the students independently at home. In this blended learning approach, face-to-face interaction is mixed with independent study—usually via technology. It can improve student learning as well as increase student engagement.

Besides, the reversing classes technique is an instructional technique and a type of learning that reverses the traditional learning environment by delivering instructional content and often online. It moves activities, including those that may have traditionally been

⁷ Johnson, 'Https://Www.Osnipa.Com/Flipped-Classroom-Pengertian-Kelebihan-Kekurangan-Sintaks/', 2013, 2.

considered homework into the classroom. In this technique, students at home (online learning) receive material online from the teacher, participate in an online discussion and review the material that has been given by teacher while the activities carried out at school are skill practice, face to face discussions, and presentation.

In the traditional model of classroom instruction, the teacher is typically the central focus of a lesson and the primary disseminator of information during the class period. The teacher responds to questions while students defer directly to the teacher for guidance and feedback. In a classroom with a traditional style of instruction, individual lessons may be focused on an explanation of content utilizing a lecture-style. Student engagement in the traditional model may be limited to activities in which students work independently or in small groups on an application designed by the teacher. Class discussions are typically centered on the teacher, who controls the flow of the conversation.⁸ Typically, this pattern of teaching also involves giving students the task of reading from a textbook or practicing a concept by working on a problem set, for example, outside of school.

Reversing Class Technique intentionally shifts instruction to a learner-centered model in which time in the classroom is used to explore topics in greater depth and create meaningful learning opportunities while students are initially introduced to new topics outside of the

⁸D. Ryback and J. Sanders, “*Humanistic Versus Traditional Teaching Styles and Student Satisfaction*”, (Journal of Humanistic Psychology, 2020), 87–90.

classroom. In a flipped classroom, content delivery may take a variety of forms. At its best, a flipped classroom offers students the benefit of greater control over their learning.

b. The advantages and the downside of reversing classes technique

There are a number of advantages of this technique, including: more one-to-one time between teacher and student, more collaboration time for students, students learn at their own pace, and it encourages students to come to class prepared. The downside to flipped learning is that it relies heavily on technology, with students needing to access the internet for at-home learning. This can make the digital divide between wealthy students and their poorer peers very obvious, and students without access to technology will struggle.

2. Speaking

a. Definition of speaking

Speaking, in essence, is an instrumental act. Speakers speak of making a certain effect on their viewers. They are doing stuff to force persons to do stuff with them. They say something that alters their state of consciousness. To get them to provide information, they ask them questions.⁹ In the oral style of English proficiency, language is a constructive ability. Language is used for a variety of different purposes, because each function requires different skills. As for most gifts, it is more nuanced than it seems at first and involves more than

⁹Herbert H. Clark and Eve V. Clark, *“Psychology and Language”* (New York: Harcourt Brace Jovanovich Publisher, 1997), 233.

just vocabulary to be pronounced.¹⁰ When we engage in a conversation, when we use voice communication to do so, the aim might be to gain or share opinions or convince others or explain facts. Maybe in some situations.¹¹ Speaking is an interactive medium. Speaking is one of the key elements of touch, according to Richards and Willy A. Renandya. Because much of our daily interaction is virtual, spoken language activities are interactive and transactional.¹²

Rivers notes that, in speaking, we are not conveying to the receiver a meaning clad in language. Still, by our words, we are instilling in the receiver associations and aspirations that will allow the receiver to understand the intent of our message. Nida insists that the recipients of the communication frequently encode concurrent signals as they listen. They pick from alternatives the message they believe the emitter is seeking to express. In this situation, Nida and Rivers suggest that the listeners always offer what they feel to be acceptable phrases when the speaker stops.¹³

b. Speaking objective

As an essential position in English, speaking skills have several aims for students, some are; students will expand their ability to speak

¹⁰ Mohammed Iqram Hossain, *Teaching Productive Skills to the Students: A Secondary Level Scenario*, (BRAC University, 2015), 100.

¹¹ Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching*, (USA: Cambridge University Press, 2002), 201.

¹² Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching*, (USA: Cambridge University Press, 2002), 203.

¹³ Wilga M. Rivers, *Teaching Foreign Language Skills*, 2nd edn (London: The University of Chicago Press, 1981), 222.

fluently in a variety of situations for a variety of purposes and audiences, students will expand their ability to practice the behavior of effective speakers and students will expand their ability to assess the strengths of speech and set future goals.

c. Aspects of assessing speaking skill

The main objective of teaching spoken language is the development of the ability to interact successfully in that language and this involves comprehension as well as production.¹⁴ Testing students' spoken language command is one of the most important aspects of an overall evaluation of the students' language performance. Rasyid and Hapsah J. Nur divide speaking skills into two features first are competency features that consist of fluency and accuracy, and the second is performance features that consist of content and interaction. Appropriacy is the ability to use language generally appropriate to the function.¹⁵ Syah says that appropriacy is used lexical, phonology, and intonation properly and fairly based on situation and condition. In this case, performance features are the appropriateness in using language.¹⁶ Based on the statement above, the speaking skill is divided into three main components, as follows:

¹⁴M.Basri Wello and Hafsah Amin J. Nur, *"An Introduction to ESP"* (Ujung Pandang: CV. Sunu Baraya, 1999), 71.

¹⁵Muhammad Rasyid and Hafsah J. Nur, *"Teaching English and Foreign Language"*, (Gowa: UIN Alauddin ,1997), 201.

¹⁶Anita Hatta, *"Enhancing Students' Speaking Skill Through Team Game Tournament of Cooperative Learning Technique at the Second Year Students of SMAN 4 Palopo"*, (IAIN Palopo, 2016), 35.

1) Accuracy

It is the capacity, particularly grammatical and lexical consistency, to use the target language for intelligible pronunciation. Brown It claims that consistency is accomplished to some degree by allowing students to reflect on in their spoken output on the elements of phonological grammar and debate.¹⁷

2) Fluency

It is the opportunity to deliver what one would tell smoothly and without unnecessary pause and without undue delay. looking. Fluency in a language means speaking easily, relatively fast, without interrupting or delaying a lot.¹⁸

3) Comprehensibility

It is the capacity to grasp the subject of the appointment very well, with much repetition and preparation. Comprehension is an exercise to enhance one's comprehension.¹⁹

d. What makes speaking difficult?

The following features of spoken language will make the oral output as simple as in some cases complex.

1) *Clustering*, articulate speech in a sentence, Not word after word.

By such clustering, learners may cognitive and physical organisation of their performance (in-breathing).

¹⁷H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, (New York: Longman, 1994), 270.

¹⁸Sugiono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo, 2001), 327.

¹⁹Martin H. Manser, *Oxford Learner's Pocket Dictionary*, 2nd edn (Oxford University Press, 1995), 425.

- 2) *Redundancy*, the speaker can make sense simpler through the consistency of the expression. Learners can build on this spoken language feature.
- 3) *Reduced Form*, contractions, elisions, shorter vowels and so forth, all from particular difficulties of teaching spoken English. Students who do not practice colloquial contractions will often establish a stylized bookish quality of speaking, which in turn stigmatizes them.
- 4) *Performance Variables*, one of the benefits of language spoken is the output variables that the method of speaking. In contrast, you speak you to manifest a certain amount of performance vacillations, delays, backtracking and corrections. Learners will be tough on how to stop and delay.
- 5) *Colloquial Language*, make sure that the students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.
- 6) *Rate of Delivery*, another silent characteristic of fluency in the rate of delivery. One of the tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.
- 7) *Stress, Rhythm, and Intonation*, this is the most important characteristic of English pronunciation. The stress-time rhythm of

spoken English and its intonation patterns convey an important message.

8) *Interaction*, as noted in the previous section, learning to produce waves of language in a vacuum-without interlocutors-would rob the speaking skill of its richest component, the creativity of conversational negotiation.²⁰

e. Enhancing speaking performance

This oral speaking style varies considerably from that of interpersonal communication. Here, you need to speak about the topic specifically and concisely. The trick to becoming a skilled public speaker is to keep the attention of the listeners. It is really intimidating to communicate to all of us in front of a huge crowd. In front of a huge audience, it is all right to feel awkward. However, by providing regular presentations, you will conquer the fear of public speaking.

To communicate effectively, learners need to have a fair command of the target language's simple grammar and the working vocabulary. Still, knowledge of the language alone is not adequate. They will need to develop a variety of expertise in four main fields of speech competence. There are the following:

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

²⁰H. Douglas Brown, *Teaching by Principles*, (San Francisco: Pearson Education Inc., 2007), 236.

- 2) *Speech function skills*, use spoken perform a communicative function, such request, demand, decline, explain, complain, encourage, beg, direct, warn, and agree.
- 3) *Interaction management skills*, manage face-to-face interaction by initiating, maintain, and closing conversation, regulating turn talking, changing topics, and negotiating to mean.

Extend discourse organization skills, Establish coherence and cohesion in extended discourse by using established conventions to structure different types of spoken text.²¹ We need activities for learners to develop speech skills in order to teach speech, as well as to create their linguistic knowledge of the numerous spoken genres. And though they do not actually express their emotions clearly and directly to their audiences, fluency exercises can allow learners to feel confident when communicating in the target language. Teaching to speak involves attracting the attention of our students to their strategies, talents and outcomes. It often means motivating them when they speak, so that the demands of the project would not frustrate them. Instead, any time they participate in a speaking task, They should focus on the optimization of chosen facets of speech skills. The goals of a presentation by a guest speaker can vary from only forwarding on information to encouraging people to act, to just telling a story. To refine their craft, skilled public speakers often participate in

²¹ Willy A. Renandya and Jack C. Richard, "*Teaching Speaking in the Language Classroom*", (Singapore: Nanyang Technological University, 1925), 4.

on-going planning and education. This may involve seeking guidance to strengthen their speech abilities, such as exercising better narrative techniques, for instance, or studying how to use humor efficiently as a communication medium and continuing study in their field of focus.²² Speaking and oration are sometimes considered some of the most importantly valued skills that an individual can possess. The purpose of the teaching speaking research are to develop speaking skill and apply a new technique of teaching English in the classroom but find out the impact of a good relationship between the students and the teachers in a sense that is to employ direct observation and the teachers must help learners to develop various types of speaking skills to interact orally and gesture because the language teachers must describe a favorite speaking activity that the students need in the class.

The approach is not limited to methods like these. But to maximize our knowledge, we need to use different approaches. As long as the approach is consistent with the assumption and nature most appropriate to the philosophy and process, language teachers should improve their strategies. As a consequence of this repetition, if the inputs of learners to the learning phase and their efforts are necessary and proper, the language teacher acts as a model for the creation of correct expressions and judges. In the school, language learners may be most involved in learning to interact.

²²"*www.Publicspeaking*", accessed on 20th October 2019.

f. Communication strategies in speaking

The use of expressive techniques is closely connected to the growth of speech skills. Communication techniques are intentional approaches or plans to overcome communication issues or to improve one's message. The first form of technique is cognitive or physical linguistic. Learners use these techniques to resolve differences in their language skills as they speak.²³ The goal of these techniques is to incorporate diverse contexts in English teaching-learning and communication strategies as a result of which learners may establish a target language.

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

1) Oral communication

Oral communication skills hold great importance in properly interacting with people. The communication process conducted through spoken words is referred to as oral communication. In the 'University of Virginia, Oral Communication Competency Report', oral communication is defined as the effective interpretation, composition, and presentation of information, ideas, and values to a specific audience. In today's world, the emergence of different forms of media has led to the communication process to take place through different channels like telephones, teleconferences, video

²³ Willy A. Renandya and Jack C. Richard, *Teaching Speaking in the Language Classroom*, (Singapore: Nanyang Technological University, 1925), 6.

conferences, etc. Earlier, face-to-face meetings and speeches were the only forms of communication. Understanding and incorporating different workplace communication skills has become highly important to succeed in today's professional life. Effective listening in the workplace is as important as conveying your thoughts while speaking. So, let us find what are some skills you need to develop for the communication to be effective.

2) Oral communication skill in the workplace

Workplace communication is that of a formal nature and requires a person to present his thoughts in a precise and concise manner. The quality of speaking in a precise manner proves to be helpful in a telephonic conversation. An interviewer should be capable of retrieving necessary information from the interviewee. Remembering these points should help in the development of skills.

3) Skills required for oral presentation

For a good oral presentation, the quality of text and the way it is presented are equally important. An organized text presentation allows the orator to proceed smoothly from point-to-point. Presenting relevant information through a presentation is an important point to be kept in mind. Elaborating on this very core of the presentation is acceptable, however, you shouldn't wander away from the topic of importance. Your speech should be

interactive. The audience shouldn't feel that the presentation being made is just an activity of reading out a piece of dry, textual information. Understanding the nature of corporate communication should help working professionals in communicating with their colleagues in a better manner.²⁴

4) Different settings for oral communication

Interpersonal communication is one of the best ways to start with the process of developing your communication skill. You can speak freely and without getting tensed when you just have to speak to a single person at a time. Through interpersonal communication, a person learns how to phrase his/her ideas clearly and also listen to others carefully. Group discussion exercises play an important role in developing communication skills. People get to know each others' views and thoughts through such exercises. More exercises can be used both at the school/college level and professional level.

Importantly, discussing a particular topic compels the participants to listen to each other carefully. Group discussion is necessary to develop oral communication skills to survive in today's information-oriented world. Dissemination of information can be conducted properly only if you possess good communication skills. Individual and business relations can be developed and maintained with the use of these skills. The

²⁴ Anonym, accessed on 31st December 2019, <<https://www.buzzle.com/Articles/Oral-Communication-Skills.Html>>.

examples of oral communication skills interspersed throughout this article should be of help for business and other forms of communication. There is much that we can do to ensure that speaking lessons are not merely opportunities for using language orally but are a means for learners to develop speaking skills and acquire the language.

g. Teaching speaking

The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Jespersen states that the essence of language is human activity on the part of the individual to make himself understood by another. From the statement above, the writer can say that language is an essential part of human life to communicate with others. Therefore, it needs appropriate methods in teaching speaking. Teaching speaking is the way for the teacher to teach their emotions, communicative needs, and how to interact with other people in any condition or situation.

In teaching speaking, we cannot only teach the spoken language but also the situation should be considered. The teacher teaches speaking by carrying out the students to a certain situation. Teaching speaking is how to use language for communication, expressing the idea of transferring the meaning to other people. Teaching itself means transferring knowledge to a person while speaking means to make use of words in an ordinary voice, so teaching speaking is instructing a person to communicate. Harmer says that the aim of teaching speaking

is to train students for communication. The goal of teaching speaking skill is to communicate efficiently in certain situations, so learners should be able to make themselves understood, using their current proficiency to be fullest. Students can speak in the situation that they deal with.²⁵ The teacher teaches speaking by carrying out the students in certain situations when the topic is being talked about. The teacher can give a familiar topic for students so that students can improve their ideas and have an oral command of the language need to describe the topic.

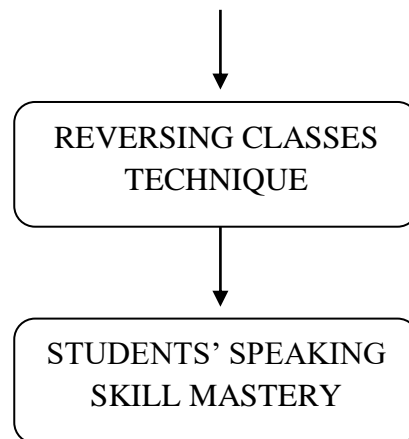
In brief, the researcher assumes that in teaching speaking, teachers should give the occasion to students to use their speaking skill in real situations without being ashamed or afraid of making mistakes in communicating their ideas, feeling, and experiences to the other. Thus in this research, the researcher will focus on improving the students' speaking skill by utilizing the reversing classes technique at the eighth-grade students of SMAN 4 Luwu to define how effective the reversing classes technique is.

C. Conceptual Framework

In this research, the researcher conducted a process that is expected to give development to the teacher's strategy in teaching speaking that increased the students' knowledge, especially for the speaking ability. By using experimental research, this research analyzed the mediation of flipped learning

²⁵ Jeremy Harmer, *"The Practice of English Language Teaching"*, 3rd edn (Harlow: England Pearson Education, 2001), 343.

among ESL learners in their English language lessons. Students are given some class instructional materials via Facebook and Twitter before the lesson starts. They are asked to speak and review the materials on their own. A theoretical framework based on Strayer is adopted. Strayer believes that the use of education technology outside the classroom can promote active learners in certain ways. Those steps were formulated as follow:



Picture 2.1 Conceptual Framework

The diagram above is classified into the following:

In conducting this research, the researcher focused on improving students' speaking skill by using revising classes technique as a tool. The scheme above shows the steps of the researcher in conducting this research. The step began with giving pre-tests for students to get students' ability in speaking. The next step was the implementation of revising class techniques to improve speaking skills. This step was also called giving treatment. In this step, the researcher conducted four meetings. In each meeting, the researcher

gave a test to implement the technique. In the last step, the researcher gave a post-test to get the result after implementing the technique.

D. Hypothesis

Based on the review of related literature above, the researcher presented the hypothesis as follows:

1. Null hypothesis (H_0): Reversing classes technique is not effective to improve students' speaking skill at the tenth-grade students of SMAN 4 Luwu.
2. The alternative hypothesis (H_1): Reversing classes technique is effective to improve students' speaking skill at the tenth-grade students of SMAN 4 Luwu.

CHAPTER III

RESEARCH METHOD

This chapter describes the method of the research, research design, variable, population, and sample, the instrument of the research, the procedure for collecting data, and the technique of collecting data.

A. Method of the Research

The method used an experimental research method. It aimed to find out the effectiveness of reversing classes technique to improve speaking skill.

B. Time and Location of the Research

This research was conducted on 14-18th January 2021, located in SMAN 4 Luwu, Kec. Ponrang, Kab. Luwu, Prov. Sulawesi Selatan.

C. Research Design

The research design applied a pre-experimental design, one group pre-test, and post-test design. The design was written as follows:

T1 X T2

Note:

T1: Pre-test

X: Treatment

T2: Post-test

D. Variable

1. Independent variable: Reversing classes technique
2. Dependent variable: students' achievement in speaking skill

E. Population and Sample

1. Population

The population of this research is 120 students of the tenth-grade students of SMAN 4 Luwu.

2. Sample

The researcher used purposive sampling to choose students as the samples in this research. The sample was chosen because the school is not opening yet to doing the teaching and learning process due to the pandemic of Covid-19. So, in this research, the researcher chose 15 students as a sample of the tenth grade of SMAN 4 Luwu to do this research.

F. The Instrument of the Research

In this research, the researcher used a speaking test in collecting data during the process of the research. The speaking test consisted of pre-test and post-test were using to measure the students' speaking before treatment and after giving treatment. The form of the speaking test was an oral test in which students has been given three minutes to speaking about describing friends and family in the video.

G. The Procedures for Collecting Data

The data collected using the following procedures:

1. Pre-test

The researcher gave a pre-test to students before giving treatment. The test was students describe their friend. In doing a pre-test, the students shared

their videos with the researcher. The researcher gave 3 minutes to each student to describe their friend. The pre-test was assessed based on the speaking rubric.

2. Treatment

In treatment, the researcher conducted four meetings. The steps were as followed:

a. First meeting

Firstly, before starting the class meeting, the researcher shared the material about descriptive text to the students through the WhatsApp class that has been made by the researcher. Then, the researcher informed the learning objective and material basis that has been learned. After that, the students in the WhatsApp class were given the task to make a summary and example of the material.

In the first meeting, the researcher divided students into three groups. Each student in their group discussed and shared the summary and example of descriptive text that has been made to other friends in their group. Next, the researcher gave some questions about the material to each group to evaluate the result of their summary. Next activity, the students practiced their speaking by describing things in the classroom to know the students' comprehension. In the last activity, the researcher reflected on the learning.

b. Second meeting

The researcher shared the material descriptive text about describing a person to the students through WhatsApp class. Then, the students made a

summary of the material to discuss in the class. In the class, the researcher divided students into three groups. Each student in their group discussed and shared the summary. Next, the researcher gave questions to every group to evaluate the result of their discussion. After that, the researcher chose one student from each group to speak in front of the class and present their result of the discussion. Next, the researcher also chose other students in each group to describe her/him family. Last activity, the researcher gave a reflection on the learning.

c. Third meeting

The researcher shared the material descriptive text about describing a place to the students through WhatsApp class. Then, the students made a summary of the material to discuss in the class. In the class, the researcher divided students into three groups. Each student in their group discussed and shared the summary. Next, the researcher gave questions to every group to evaluate the result of their discussion. After that, each group mentioned a place that will be described by other groups. For example, the first group mentioned the name of the place that has to describe by the second group. The researcher observed the students' activity. Last activity, the researcher gave a reflection on the material that has been learned.

d. Forth meeting

The researcher shared the material descriptive text about describing a thing to the students through WhatsApp class. Then, the students made a summary of the material to discuss in the class. In the class, the researcher

divided students into three groups. Each student in their group discussed and shared the summary. Next, the researcher gave questions to every group to evaluate the result of their discussion. After that, to know the students' comprehension after discussion, the researcher gave names of things to each student. Each student was given 3 minutes to describe the thing in the house that is given. The researcher observed the students and gives help if necessary. Last activity, the researcher gave a reflection on the material that has been learned.

3. Post-test

After giving treatment, finally, the researcher gave a post-test. The test is students describe their family. The researcher gave 3 minutes to each student to describe their family. The post-test was assessed based on the speaking rubric. Giving a post-test to find the result of implementing revising classes technique in the treatment.

H. The Technique of Data Analysis

1. Scoring Classification

In analyzing the data which been collected, the researcher has to determine the score classification which includes accuracy, fluency, and comprehensibility. Those assessment criteria were explained by J.B. Heaton.

a. Accuracy

Classification	Score	Criteria
Excellent	6	Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical and lexical errors.

Very good	5	Pronunciation is slightly by the mother tongue. A few grammatical and lexical errors but most utterances are correct.
Good	4	Pronunciation is moderately influenced by the mother tongue but no serious phonology error. A few grammatical and lexical errors but only confuse.
Average	3	Pronunciation is influenced by the mother tongue only a few serious phonological errors. Several grammatical and lexical errors, some of which confuse.
Poor	2	Pronunciation is seriously influenced by the mother tongue with an error causing a breakdown in communication. many basic grammatical and lexical errors.
Very poor	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.

b. Fluency

Classification	Score	Criteria
Excellent	6	Speak without great effort with an effort a fairly wide range of expression. Searches for words occasionally but only two unnatural pauses.
Very good	5	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	4	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. occasionally fragmentary but

		successful in conveying the general meaning of fair range expression.
Average	3	Has to make an effort for much time. Often has to research for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making effort at times. Limited range of expressions.
Poor	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 expressions.
Very poor	1	Full long unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range expression.

c. Comprehensibility²⁶

Classification	Score	Criteria
Excellent	6	Easy for the listener to understand the speaker's attention and general meaning. Very few interruptions or clarification requires.
Very good	5	The speaker's attention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
Good	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 messages or to seek clarification.

²⁶J.B. Heaton, *Writing English Language Test* (New York: Longman), 100.

Average	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.
Poor	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.
Very poor	1	Hardly anything of what is she can be understood. Even when the listener a great effort or interrupts, the speaker is unable to clarify what he seems to have said.

2. Classification of Students Score

The rating classifications were used to provide the grades obtained by students. The following classifications were used:

Classification	Scale	Rating
Excellent	6	86-100
Very good	5	71-85
Good	4	56-70
Average	3	41-55
Poor	2	26-40
Very poor	1	25-0

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)²⁷

4. Calculating the mean score and standard deviation of students, the paired sample statistic and the paired sample correlation of the pre-test and post-test, and the pairs sample test by using SPSS 22.

²⁷Ridwan, "*Dasar-Dasar Statistika*", (Bandung: Alfabeta, 2003), 41.

CHAPTER IV
FINDINGS AND DISCUSSIONS

A. Findings

The findings of the research showed the result of the data that have been analyzed statistically and the tabulating of data. It compared if the students' scores in pre-test and post-test, the classification of students' scores in pre-test and post-test, and the mean score of students' pre-test and post-test.

1. The analysis of students' speaking skills scores in pre-test and post-test

a. Pre-test

In this section, the researcher showed the complete score of students in the simple past tense (students' correct answer), the mean score and standard deviation of students, and the rate percentage of students' scores of speaking skills in the pre-test. The researcher presented the data in the tables and calculates the score by using SPSS 22. Then, the researcher showed the students' complete score of speaking skills in the pre-test. The tabulation of students' score in the pre-test can be seen in table 4.1:

Table 4.1

The Score of Students' speaking skill in Pre-Test

No	Respondent	The Aspect of Speaking			Score of Test
		Accuracy	Fluency	Comprehensibility	
1	R1	1	1	1	18

2	R2	1	1	1	18
3	R3	1	1	1	18
4	R4	1	1	2	24
5	R5	1	2	2	36
6	R6	1	1	1	18
7	R7	2	2	2	36
8	R8	2	1	1	24
9	R9	2	1	1	24
10	R10	1	2	2	36
11	R11	1	1	1	18
12	R12	2	2	1	36
13	R13	1	2	1	24
14	R14	1	2	1	24
15	R15	2	1	2	36
	$\Sigma 15$				

In this section, the researcher described the average score of students' speaking skill in accuracy, fluency, and finally comprehensibility.

1) Accuracy

To calculate the average score of students' accuracy in the pre-test, the researcher used SPSS 22 to determine descriptive statistics and the rate of percentage of accuracy. The result can be presented in the table descriptive statistic it can be seen in table 4.2 and table 4.3:

Table 4.2

Descriptive Statistics of Accuracy in Pre-Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Accuracy	15	1.00	2.00	1.3333	.48795
Valid N (listwise)	15				

Table 4.3

The Rate of Percentage Score of Students' Accuracy in Pre-Test

Classification	Score	Rating	Pre – Test	
			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	0	0
Poor	26-40	2	5	33,3%
Very Poor	≤25	1	10	66,7%
Total			15	100%

2) Fluency

To calculate the average score of students' fluency in the pre-test, the researcher used SPSS 22 to determine descriptive statistics and the rate of

percentage of fluency. The result can be presented in the table descriptive statistic it can be seen in table 4.4 and table 4.5:

Table 4.4
Descriptive Statistics of Fluency in Pre-Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Fluency	15	1.00	2.00	1.4000	.50709
Valid N (listwise)	15				

Table 4.5
The Rate of Percentage Score of Teenagers' Fluency in Pre-Test

Classification	Score	Rating	Pre – Test	
			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	0	0
Poor	26-40	2	6	40%
Very Poor	≤25	1	9	60%
Total			15	100%

3) Comprehensibility

To calculate the average score of students' comprehensibility in the pre-test, the researcher used SPSS 22 to determine descriptive statistics and the rate of percentage of comprehensibility. The result can be presented in the table descriptive statistic it can be seen in table 4.6 and table 4.7:

Table 4.6

Descriptive Statistics of Comprehensibility in Pre-Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Comprehensibility	15	1.00	2.00	1.3333	.48795
Valid N (listwise)	15				

Table 4.7

The Rate of Percentage Score of Students' Comprehensibility in Pre-Test

Classification	Score	Rating	Pre – Test	
			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	0	0
Poor	26-40	2	6	40%
Very Poor	≤25	1	9	60%

Total	15	100%
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b. Post-test

The researcher showed the complete score of students in the speaking skill (students' correct answer), the mean score and standard deviation of students, and the rate percentage of students' scores of speaking skills in the post-test. The researcher presented the data in the tables and calculates the score by using SPSS 22. Then, the researcher showed the students' complete score of speaking skill in the post-test. The tabulation of students' score in the post-test can be seen in table 4.8:

Table 4.8

The Score of Students' speaking skill in Post-Test

No	Respondent	The Aspect of Speaking			Score of Test
		Accuracy	Fluency	Comprehensibility	
1	R1	2	2	3	42
2	R2	3	2	3	48
3	R3	2	3	3	48
4	R4	3	3	3	54
5	R5	3	4	2	54
6	R6	4	3	3	60
7	R7	4	3	4	66
8	R8	3	3	3	54
9	R9	3	4	2	54

10	R10	4	3	3	60
11	R11	3	3	4	60
12	R12	3	4	3	60
13	R13	4	4	3	66
14	R14	3	4	3	60
15	R15	3	4	4	66
	$\Sigma 15$				

In this section, the researcher described the average score of students' speaking skill in accuracy, fluency, and finally comprehensibility.

1) Accuracy

To calculate the average score of students' accuracy in the post-test, the researcher used SPSS 22 to determine descriptive statistics and the rate of percentage of accuracy. The result can be presented in the table descriptive statistic it can be seen in table 4.9 and table 4.10:

Table 4.9

Descriptive Statistics of Accuracy in Post-Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Accuracy	15	2.00	4.00	3.1333	.63994
Valid N (listwise)	15				

Table 4.10

The Rate of Percentage Score of Students' Accuracy in Post-Test

Classification	Score	Rating	Post – Test	
			Frequency	Percentage (%)
Excellent	86-100	6	0	0
Very Good	71-85	5	0	0
Good	56-70	4	4	26,7%
Average	41-55	3	9	60%
Poor	26-40	2	2	13,3%
Very Poor	≤25	1	0	0
Total			15	100%

2) Fluency

To calculate the average score of students' fluency in the post-test, the researcher used SPSS 22 to determine descriptive statistics and the rate of percentage of accuracy. The result can be presented in the table descriptive statistic it can be seen in table 4.11 and table 4.12:

Table 4.11

Descriptive Statistics of Fluency in Post-Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Fluency	15	2.00	4.00	3.2667	.70373
Valid N (listwise)	15				

Table 4.12

The Rate of Percentage Score of Students' Fluency in Post-Test

Classification	Score	Rating	Post – Test	
			Frequency	Percentage (%)
Excellent	86-100	6	0	0
Very Good	71-85	5	0	0
Good	56-70	4	6	40%
Average	41-55	3	7	46,7%
Poor	26-40	2	2	13,3%
Very Poor	≤25	1	0	0
Total			15	100%

3) Comprehensibility

To calculate the average score of students' comprehensibility in the post-test, the researcher used SPSS 22 to determine descriptive statistics and the rate of percentage of comprehensibility. The result can be presented in the table descriptive statistic it can be seen in table 4.13 and table 4.14:

Table 4.13

Descriptive Statistics of Comprehensibility in Post-Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Comprehensibility	15	2.00	4.00	3.0667	.59362
Valid N (listwise)	15				

Table 4.14

The Rate of Percentage Score of Students' Comprehensibility in Post-Test

Classification	Score	Rating	Pre – Test	
			Frequency	Percentage (%)
Excellent	86-100	6	0	0
Very Good	71-85	5	0	0
Good	56-70	4	3	20%
Average	41-55	3	10	66,7%
Poor	26-40	2	2	13,3%
Very Poor	≤ 25	1	0	0
Total			15	100%

2. The mean score and standard deviation of students' speaking skill in pre-test and post-test

After presenting the descriptive statistics table and the percentage of students' scores in the pre-test and post-test according to the assessment in speaking, the researcher also obtained the mean and standard deviation values using SPSS 22. The result was presented in the table descriptive statistic as follows:

Table 4.15

The Mean Score and Standard Deviation in Pre-Test (T₁) and Post-Test (T₂)

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	15	18.00	36.00	26.0000	7.74597
Posttest	15	42.00	66.00	56.8000	7.12340
Valid N (listwise)	15				

Table 4.15 samples statistics indicated that the standard deviation in the pre-test is 7,74597 and in the post-test is 7,12340. It also showed that the mean score of students in the pre-test is 26,00 and the mean score of the students in the post-test is 56,80. The result of the table above showed that the mean score of students in the post-test was higher than the mean score of students in the pre-test. It concluded that the reversing classes technique was effective in teaching speaking skill to students.

To know whether the pre-test and post-test were significantly different, and also to know the acceptability of the hypothesis of this research, the researcher used T_{test} analysis and calculated it by using SPSS 22. The result could be shown in the table of paired sample statistics, paired sample correlations, and paired sample test. It presented in the following tables:

Table 4.16

The Paired Sample Statistic of Pre-Test and Post-Test

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest	26.0000	15	7.74597	2.00000
Posttest	56.8000	15	7.12340	1.83925

Table 4.16 samples statistics of pre-test and post-test above indicated that the value of standard deviation in the pre-test is 7,74597 and 7,12340 in the post-test. Besides, the standard deviation error in the pre-test is 2,00000 and 1,83925 in the post-test. The table above also showed that the mean score in the pre-test is 26,00 and in the post-test is 56,80. It concluded that the students' scores improved from 26,00 to 56,80.

Table 4.17

The Paired Samples Correlation of Pre-Test and Post-Test

Paired Samples Correlations		N	Correlation	Sig.
Pair 1	Pretest & Posttest	15	.544	.036

Table 4.17 paired samples correlations of pre-test and post-test above presented that the correlation of the students' ability before and after treatment is 0,544. It means that there was a significant correlation between students' ability in speaking skills before and after treatment.

The hypothesis was tested by using inferential statistics. In this case, the researcher used a t-test (testing of significance) for a paired sample t-test that is a test to know the significant difference between the results of students' mean scores in the pre-test and post-test.

Assuming that the level of significance (α) = 5% (0,05), the only thing which is needed; the degree of freedom (df) = N - 1, where N = 15, then the t-test is presented in the following table:

Table 4.18

The Paired Sample Test 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			
Pair 1 Pretest - Posttest	30.80000	7.12340	1.83925	34.74481	26.85519	16.746	14	.000

In table 4.18, the researcher found that $t_o(t_{count})= 16,746$ and df (degree of freedom) = 14. While the $t_t(t_{table}) = 2,145$, the degree of freedom (df) = 14, with the standard of significant = 5%.

$$16,746 > 2,145$$

Based on the findings that the t_{count} higher than the t_{table} ($t_o > t_t$). It can be terminated that there is a significant deficiency between the students' speaking skill score before and after treatment using the reversing classes technique.

B. Discussions

In this research, there are three items analyzed by researcher according three aspects of speaking assessment namely; accuracy, fluency and comprehensibility. The researcher has 15 students as the respondent and the researcher gave four treatments for students but before doing the treatments,

the researcher gave a pre-test to know speaking skill from students and after doing treatments, the researcher gave a post-test to know students' speaking skill have improved or just the same before. The result data analysis showed that the prominent among three aspects of speaking (accuracy, fluency, and comprehensibility) better improved is fluency. In the pre-test, there are four students who got good classification and then increased in the post test, there were 6 people who got good qualification. The mean score of the students' pre-test is 26,00 and the mean score of the post-test is 56,80. The standard deviation of the pre-test is 7,47597 and the standard deviation of the post-test is 7,12340. It means that using the reversing classes technique could improve the students' ability in speaking skill.

After analyzing the data of students' in the speaking test, it showed that $t_{\text{count}} (t_0)$ with value (16,746) was higher than $t_{\text{table}} (t_i)$ with value (2,145) with a degree of freedom (df) = 14, and on the level significance 0.05, so the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. It means that there was a significant difference between the results of the pre-test and post-test.

There were also previous research results that found the use of reversing classes technique is effective in improving speaking, namely by Shuangjiang Li and Jitpanat Suwanthep found that the FC model or reversing classes technique combined with constructive role-played was more effective for English Foreign Language on speaking teaching method than the

traditional teaching method.²⁸ Tazijan, Baharom, and Shaari found that the research showed a positive relationship between flipped teaching or reversing classes technique and active learning, thus improved learners' verbal communication skills in certain ways.²⁹ Charanjit Kaur Swaran found that the research revealed that the flipped classroom approach or reversing classes technique was effective for IKBN food and beverage trainees because it enhanced their speaking skill based on industry needs.³⁰ Mella Sarasyifa found that the reversing class technique can enhance the students' speaking skill. It proved that applying the flipped classroom model or reversing classes technique gave moderate enhancement at 0.51 level on students' speaking skill.³¹

The results of the previous research above are similar and support this research that the reversing class technique is effective to improve speaking skill for students. As said by Bergmann and Sams in 2012, reversing classes technique is a new buzz word for improving instruction that has gained attention through major reports and multiple examples showing. It can improve student learning as well as increase student engagement. Besides, the reversing classes technique is an instructional technique and a type of learning that reverses the traditional learning environment by delivering instructional

²⁸ Shuangjiang Li and Jitpanat Suwanthep, '*Integration of Flipped Classroom Model for EFL Speaking*', (International Journal of Learning and Teaching, 2017), 3.

²⁹ Sakina Sofia Baharom and Azianura Hani Shaari Farina Nozakiah Tazijan, '*Building Communication Skills through Flipped Classroom*', (Malaysia: Universitas Teknologi Mara Pulau Pinang, 2018), 3.

³⁰ Charanjit Kaur Swaran Singh and Friends, '*Flipped Classroom Approach for Improving Speaking Skills of TVET Trainees*', (International Journal of Applied Linguistics & English Literature, 2018), 3.

³¹ Mella Sarasyifa, 'Flipped Model for Improving Students' English Speaking Performance' (Syarif Hidayatullah of UIN Jakarta, 2018), 6.

content, often online, outside of the classroom. It moves activities, including those that may have traditionally been considered homework into the classroom.³²

Besides, the unique of the reversing classes technique are types of active learning allow for highly differentiated instruction, more time can be spent in class on higher-order thinking skill such as problem-finding, collaboration, design, and problem-solving as students tackle difficult problems, work in groups, research, and construct knowledge with the help of their teacher and peers.³³ A teacher's interaction with students in a flipped classroom can be more personalized and less didactic, and students are actively involved in knowledge acquisition and construction as they participate in and evaluate their learning.³⁴

³² Bergmann & Sams, *"Flip Your Classroom: Reach Every Student in Every Class Everyday Daugene"*, (OR: International Society for Technology in Education, 2012), 122.

³³ B. Bannett, D. Spencer, J. Bergmann, T. Cockrum, R. Musallam, A. Sams, K. Fisch, & J. Overmyer, *"The Flipped Classroom Manifest"*, (IAFOR Journal of Education, 2015), 6-7.

³⁴ B. Alvarez, *"Flipping the Classroom: Homework in Class, Lessons at Home"*, (Education Digest: Essential Readings Condensed for Quick Review, 2011), 18–21.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the findings and discussions in the previous chapter, the researcher concluded that using the reversing classes technique is effective to improve speaking skill at the tenth students of SMAN 4 Luwu. It can be seen after doing treatments. The result showed that there is a significant difference between the students' mean score in pre-test and post-test. In the pre-test, the students' mean score is 26,00 and the students' mean score in the post-test is 56,80. Also, the result can be seen from data that have been analyzed by using T-test in the level of significance (α) 5% (0,05) with a degree of freedom (df) = 14, obtained $t_t = 2,145$ and $t_0 = 16,746$. From this, the researcher gave an interpretation that t_0 (t_{count}) was higher than t_t (t_{table}), $16,746 > 2,145$. It means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted that the reversing classes technique is effective to improve students' speaking skill at the tenth-grade students of SMAN 4 Luwu.

B. Suggestions

The success in teaching did not depend on the lesson program only, but more important is how a teacher serves to learn and using a variety of methods, techniques, or strategies to manage the class to make it more active. A reversing class technique used in learning English provides many

opportunities for the student to be active in the process of teaching and learning.

The researcher would like to give some suggestion as follow:

1. For the teacher, they can apply reversing classes technique in teaching English, speacially in teaching speaking. This technique intentionally shifts instruction to a learner-centered model in which time in the classroom is used to explore topics in greater depth and create meaningful learning opportunities while students are initially introduced to new topics outside of the classroom.
2. For the students, it is suggested for the students to increase the ability mastery in English especially speaking.
3. For the further researcher, it expected to conduct a researcher to find another significant of reversing classes technique in other English language skills such as writing and vocabulary.

Finally, the researcher realizes that this thesis is far from being perfect, and because of that; constructive critics and advices are expected for the perfection of the thesis. The researcher hopes that the results of this research can be useful for the readers.

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'Www.Publicspeaking'

Pre-test

Task activity in Pre-test

- Describe orally in video based on the topic. [Describing a person (friend)]

Post-test

Task activity in Post-test

- Describe orally in video based on the topic. [Describing a person (family)]

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMAN 4 LUWU
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : X / 1
Materi : Descriptive text
Alokasi waktu : 2 x 45 minutes (Pertemuan 1)

A. Tujuan Pembelajaran

1. Selama proses pembelajaran, peserta didik terbiasa menggunakan bahasa Inggris dalam menyampaikan pendapat, bertanya, maupun menjawab pertanyaan.
2. Dalam mengekspresikan ide secara lisan atau tulis, peserta didik lebih memilih kata, istilah, atau ungkapan bahasa Inggris.
3. Peserta didik selalu tepat waktu dalam menyelesaikan tugas.
4. Peserta didik bersedia merespon pokok-pokok persoalan yang dipaparkan dalam teks descriptive.
5. Setelah membaca teks descriptive, peserta didik dapat mengidentifikasi perbedaan teks descriptive dan procedure dilihat dari struktur isi dan ciri bahasanya.
6. Berdasarkan tokoh yang telah dipilih, peserta didik dapat menulis teks descriptive sesuai dengan struktur isi dan ciri bahasa.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	<ul style="list-style-type: none">• Selalu tepat waktu dalam menyelesaikan tugas• Bersedia merespon pokok-pokok persoalan yang dipaparkan dalam teks descriptive• Mau mengajukan pertanyaan-pertanyaan kritis terhadap masalah-masalah yang dikemukakan dalam teks descriptive
3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat	<ul style="list-style-type: none">• Mengidentifikasi generic structure dan language feature dari teks descriptive• Mengidentifikasi perbedaan teks descriptive dengan procedure dilihat dari gneric structure

wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.	dan language featurenya
4.8 Menangkap makna dalam teks deskriptif lisan dan tulis sederhana	<ul style="list-style-type: none"> • Menentukan topik dan main idea dari teks descriptive • Menentukan tokoh yang akan dideskripsikan sesuai dengan generic structure dan language feature teks descriptive
4.9 Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.9.1 Membuat draft penulisan teks descriptive tentang teman sekelas
4.10 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	4.10.1 Menulis pengenalan subjek yang berisi pengenalan tentang seseorang yang akan dideskripsikan 4.10.2 Menulis ciri-ciri subjek yang berisi tampilan fisik, kualitas, perilaku umum, sifat-sifat seseorang yang akan dideskripsikan

C. Materi Pembelajaran

1. Descriptive Text

a. Definition and function of Descriptive text

Descriptive text adalah, “..... is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.” Or is a text used to describe something, someone, or place. (teks yang menjelaskan gambaran seseorang atau benda).

b. Function: *used to describe something, someone, or place.*

Tujuannya adalah menggambarkan atau mengungkapkan orang, tempat atau benda tertentu. Jadi, bisa dikatakan bahwa *descriptive text* ini adalah teks yang menjelaskan tentang seperti apakah orang atau suatu benda dideskripsikan, baik bentuknya, sifat-sifatnya, jumlahnya dan lain-lain. Tujuan (purpose) dari descriptive text pun jelas, yaitu untuk menjelaskan, menggambarkan atau mengungkapkan seseorang atau suatu benda.

c. Generic Structure dalam Descriptive Text

The descriptive text has two main parts:

1) Identification

This part identifies particular things to be described. What is the text about? (berisi tentang identifikasi hal / seorang yang akan dideskripsikan).

2) Description

This part describes the parts and characteristics. (Berisi tentang penjelasan/penggambaran tentang hal/seseorang dengan menyebutkan beberapa sifatnya). Ketika kita menulis descriptive text, hal yang wajib kita ketahui adalah cara kita menyampaikan deskripsi tulisan kita tersebut. Oleh karena itu pemahaman tentang adjective (kata sifat bahasa Inggris) wajib kita kuasai.

d. Example of Descriptive Text

My Favorite Star

I have a favorite star. My favorite star is Justin Bieber. He is 18 years old. He is a famous singer. He has a pointed nose. His skin is white and his hair is blonde. He is handsome. Besides that, he also has a beautiful voice.

D. Metode

1. Pendekatan : Saintifik
2. Metode : Curah pendapat, diskusi, dan penugasan

E. Media Pembelajaran

1. Aplikasi Whatsapp
2. Contoh teks decriptive

F. Sumber Belajar

1. Buku Pelajaran Bahasa Inggris Kelas X, K13
2. <http://www.youtube.com/watch?v=ZVE1Vr0Z4rM>
3. <http://www.youtube.com/watch?v=irI7FghaJa4>

G. Langkah-Langkah Pembelajaran

1. Pendahuluan (15 menit)

- a. Sebelum memulai pelajaran di kelas secara offline, terlebih dahulu Guru membagikan materi tentang descriptive text kepada siswa di WA grup (online).
- b. Guru memberikan tugas kepada siswa untuk membuat ringkasan dan contoh dari materi yang telah diberikan.
- c. Pada pembelajaran di kelas (offline), guru memulai kelas dengan mengucapkan salam
- d. Guru meminta salah satu siswa untuk memimpin doa bersama
- e. Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
- f. Menyampaikan garis besar cakupan materi dan tujuan pembelajaran tentang kegiatan yang akan dilakukan peserta didik.

2. Kegiatan Inti (60 menit)

- a. Siswa memperhatikan ringkasan dan contoh teks tentang penggambaran seseorang yang telah dibuat sebelumnya.
- b. Siswa dibagi kedalam tiga kelompok.
- c. Dalam kelompok, Siswa bersama-sama mendiskusikan ringkasan dari setiap siswa dalam kelompok dan saling memberikan pemahaman antara satu sama lain.
- d. Guru memberikan pertanyaan kepada masing-masing kelompok tentang materi yang telah di berikan dalam grup WA (online).
- e. Siswa melatih speaking melalui pertanyaan-pertanyaan yang diberikan oleh guru serta dari teks descriptive yang telah mereka buat.
- f. Guru mengevaluasi pemahaman siswa terhadap materi yang telah siswa ringkas.

3. Penutup (15 menit)

- a. Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran.

- b. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- c. Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. Rubrik Penilaian Speaking

1. Accuracy

Classification	Score	Criteria
Excellent	6	Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical and lexical errors.
Very good	5	Pronunciation is slightly by the mother tongue. A few grammatical and lexical errors but most utterances are correct.
Good	4	Pronunciation is moderately influenced by the mother tongue but no serious phonology error. A few grammatical and lexical errors but only confuse.
Average	3	Pronunciation is influenced by the mother tongue only a few serious phonological errors. Several grammatical and lexical errors, some of which confuse.
Poor	2	Pronunciation is seriously influenced by the mother tongue with an error causing a breakdown in communication. many basic grammatical and lexical errors.
Very poor	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.

2. Fluency

Classification	Score	Criteria
Excellent	6	Speak without great effort with an effort a fairly wide range of expression. Searches for words occasionally but only two unnatural pauses.

Very good	5	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	4	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but successful in conveying the general meaning fair range expression.
Average	3	Has to make an effort for much time. Often has to research for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making effort at times. Limited range of expressions.
Poor	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 expressions.
Very poor	1	Full long unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range expression.

3. Comprehensibility

Classification	Score	Criteria
Excellent	6	Easy for the listener to understand the speaker's attention and general meaning. Very few interruptions or clarification requires.
Very good	5	The speaker's attention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
Good	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 messages or to seek clarification.
Average	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.

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

4. Classification of Students Score

Classification	Scale	Rating
Excellent	6	86-100
Very good	5	71-85
Good	4	56-70
Average	3	41-55
Poor	2	26-40
Very poor	1	25-0

Palopo, 29 September 2020

Mahasiswa

A.Arma Deanty
NIM: 16.0202.0014

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMAN 4 LUWU
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : X / 1
Materi : Describing About Person
Alokasi waktu : 2 x 45 minutes (Pertemuan 2)

A. Tujuan Pembelajaran

1. Selama proses pembelajaran, peserta didik terbiasa menggunakan bahasa Inggris dalam menyampaikan pendapat, bertanya, maupun menjawab pertanyaan.
2. Dalam mengekspresikan ide secara lisan atau tulis, peserta didik lebih memilih kata, istilah, atau ungkapan bahasa Inggris.
3. Peserta didik selalu tepat waktu dalam menyelesaikan tugas.
4. Peserta didik bersedia merespon pokok-pokok persoalan yang dipaparkan dalam teks descriptive.
5. Setelah membaca teks descriptive, peserta didik dapat mengidentifikasi perbedaan teks descriptive dan procedure dilihat dari struktur isi dan ciri bahasanya.
6. Berdasarkan tokoh yang telah dipilih, peserta didik dapat menulis teks descriptive sesuai dengan struktur isi dan ciri bahasa.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	<ul style="list-style-type: none">• Selalu tepat waktu dalam menyelesaikan tugas• Bersedia merespon pokok-pokok persoalan yang dipaparkan dalam teks descriptive• Mau mengajukan pertanyaan-pertanyaan kritis terhadap masalah-masalah yang dikemukakan dalam teks descriptive
3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat	<ul style="list-style-type: none">• Mengidentifikasi generic structure dan language feature dari teks descriptive• Mengidentifikasi perbedaan teks descriptive dengan procedure dilihat dari gneric structure

wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.	dan language featurenya
4.8 Menangkap makna dalam teks deskriptif lisan dan tulis sederhana	<ul style="list-style-type: none"> • Menentukan topik dan main idea dari teks descriptive • Menentukan tokoh yang akan dideskripsikan sesuai dengan generic structure dan language feature teks descriptive
4.9 Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.9.1 Membuat draft penulisan teks descriptive tentang teman sekelas
4.10 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	4.10.1 Menulis pengenalan subjek yang berisi pengenalan tentang seseorang yang akan dideskripsikan 4.10.2 Menulis ciri-ciri subjek yang berisi tampilan fisik, kualitas, perilaku umum, sifat-sifat seseorang yang akan dideskripsikan

C. Materi Pembelajaran

1. Describing about Person

To describe a person, we have to include **appearance** and **personality**.
(What do they look like?)

a. Appearance

To talk about appearance we can mention General adjectives, Age, Height, Figure, Hair, Face, Eyes, Mouth, Nose, Other characteristics: earrings, tattoos, glasses, mustache, beard, etc.

b. Personality

To talk about a personality we can mention Funny, Nice, Good, Polite, Unfriendly, Rude, Naughty.

2. Example

My Lovely Girlfriend Susan Smith

I want to tell you about my lovely girlfriend. My lovely girlfriend is Susan Smith. She is very beautiful and attractive. She is young, slim, sexy, and tall. She has long straight blonde hair and small blue eyes. Her nose is pointed and her mouth is big. She is funny, nice, and friendly.

D. Metode

1. Pendekatan : Saintifik
2. Metode : Curah pendapat, diskusi, dan penugasan

E. Media Pembelajaran

1. Aplikasi Whatsapp
2. Contoh teks decriptive

F. Sumber Belajar

1. Buku Pelajaran Bahasa Inggris Kelas X, K13
2. <http://www.youtube.com/watch?v=ZVE1Vr0Z4rM>
3. <http://www.youtube.com/watch?v=irI7FghaJa4>

G. Langkah-Langkah Pembelajaran

1. Pendahuluan (15 menit)

- a. Sebelum memulai pelajaran di kelas secara offline, terlebih dahulu Guru membagikan materi tentang describing a person kepada siswa di WA grup (online).
- b. Guru memberikan tugas kepada siswa untuk membuat ringkasan dan contoh dari materi yang telah diberikan.
- c. Pada pembelajaran di kelas (offline), guru memulai kelas dengan mengucapkan salam.
- d. Guru meminta salah satu siswa untuk memimpin doa bersama.
- e. Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.
- f. Menyampaikan garis besar cakupan materi dan tujuan pembelajaran tentang kegiatan yang akan dilakukan peserta didik.

2 Kegiatan Inti (60 menit)

- a. Siswa memperhatikan ringkasan dan contoh teks tentang penggambaran seseorang yang telah dibuat sebelumnya.
- b. Siswa dibagi kedalam tiga kelompok.
- c. Dalam kelompok, Siswa bersama-sama mendiskusikan ringkasan dari setiap siswa dalam kelompok dan saling memberikan pemahaman antara satu sama lain.
- d. Guru memberikan pertanyaan kepada masing-masing kelompok tentang materi yang telah di berikan dalam grup WA (online).
- e. Guru mengevaluasi pemahaman siswa terhadap materi yang telah siswa ringkas dan di diskusikan dengan teman kelompok.
- f. Guru menunjuk satu siswa dari masing-masing kelompok untuk mempresentasikan hasil diskusi kelompoknya.
- g. Guru menunjuk satu orang lainnya dari masing-masing kelompok untuk mendescripsikan salah satu anggota keluarganya.
- h. Guru melakukan kegiatan untuk mengevaluasi pemahaman siswa tentang materi dan kemampuan speaking siswa.
- i. Guru memberikan penghargaan pada siswa yang telah maju ke depan kelas untuk mendeskripsikan seseorang.

3. Penutup (15 menit)

- a. Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran.
- b. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- c. Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. Rubrik Penilaian Speaking

1. Accuracy

Classification	Score	Criteria
Excellent	6	Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical and lexical errors.

Very good	5	Pronunciation is slightly by the mother tongue. A few grammatical and lexical errors but most utterances are correct.
Good	4	Pronunciation is moderately influenced by the mother tongue but no serious phonology error. A few grammatical and lexical errors but only confuse.
Average	3	Pronunciation is influenced by the mother tongue only a few serious phonological errors. Several grammatical and lexical errors, some of which confuse.
Poor	2	Pronunciation is seriously influenced by the mother tongue with an error causing a breakdown in communication. many basic grammatical and lexical errors.
Very poor	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.

2. Fluency

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

Poor	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 expressions.
Very poor	1	Full long unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range expression.

3. Comprehensibility

Classification	Score	Criteria
Excellent	6	Easy for the listener to understand the speaker's attention and general meaning. Very few interruptions or clarification requires.
Very good	5	The speaker's attention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
Good	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 messages or to seek clarification.
Average	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.
Poor	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.
Very poor	1	Hardly anything of what is she can be understood. Even when the listener a great effort or interrupts, the speaker is unable to clarify what he seems to have said.

4. Classification of Students Score

Classification	Scale	Rating
Excellent	6	86-100
Very good	5	71-85
Good	4	56-70
Average	3	41-55
Poor	2	26-40
Very poor	1	25-0

Palopo, 29 September 2020

Mahasiswa

A.Arma Deanty
NIM: 16.0202.0014

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMAN 4 LUWU
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : X / 1
Materi : Describing a place
Alokasi waktu : 2 x 45 minutes (Pertemuan 3)

A. Tujuan Pembelajaran

1. Selama proses pembelajaran, peserta didik terbiasa menggunakan bahasa Inggris dalam menyampaikan pendapat, bertanya, maupun menjawab pertanyaan.
2. Dalam mengekspresikan ide secara lisan atau tulis, peserta didik lebih memilih kata, istilah, atau ungkapan bahasa Inggris.
3. Peserta didik selalu tepat waktu dalam menyelesaikan tugas.
4. Peserta didik bersedia merespon pokok-pokok persoalan yang dipaparkan dalam teks descriptive.
5. Setelah membaca teks descriptive, peserta didik dapat mengidentifikasi perbedaan teks descriptive dan procedure dilihat dari struktur isi dan ciri bahasanya.
6. Berdasarkan tokoh yang telah dipilih, peserta didik dapat menulis teks descriptive sesuai dengan struktur isi dan ciri bahasa.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	2) Selalu tepat waktu dalam menyelesaikan tugas 3) Bersedia merespon pokok-pokok persoalan yang dipaparkan dalam teks descriptive 4) Mau mengajukan pertanyaan-pertanyaan kritis terhadap masalah-masalah yang dikemukakan dalam teks descriptive
3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat	2) Mengidentifikasi generic structure dan language feature dari teks descriptive 3) Mengidentifikasi perbedaan teks descriptive dengan procedure dilihat dari

wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.	generic structure dan language featurenya
4.8 Menangkap makna dalam teks deskriptif lisan dan tulis sederhana	<ul style="list-style-type: none"> • Menentukan topik dan main idea dari teks descriptive • Menentukan tokoh yang akan dideskripsikan sesuai dengan generic structure dan language feature teks descriptive
4.9 Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.9.1 Membuat draft penulisan teks descriptive tentang teman sekelas
4.10 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	4.10.1 Menulis pengenalan subjek yang berisi pengenalan tentang seseorang yang akan dideskripsikan 4.10.2 Menulis ciri-ciri subjek yang berisi tampilan fisik, kualitas, perilaku umum, sifat-sifat seseorang yang akan dideskripsikan

C. Materi Pembelajaran

1. Describing a Place

a. Definition and function of Descriptive text

Descriptive text adalah, “..... *is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.*” Or is a text used to describe something, someone, or place. (teks yang menjelaskan gambaran seseorang atau benda).

b. Function: *used to describe something, someone, or place.*

Tujuannya adalah menggambarkan atau mengungkapkan orang, tempat atau benda tertentu. Jadi, bisa dikatakan bahwa *descriptive text* ini adalah teks yang menjelaskan tentang seperti apakah orang atau suatu benda dideskripsikan, baik bentuknya, sifat-sifatnya, jumlahnya dan lain-lain. Tujuan (purpose) dari descriptive text pun jelas, yaitu untuk menjelaskan, menggambarkan atau mengungkapkan seseorang atau suatu benda.

c. Generic Structure dalam Descriptive Text

The descriptive text has two main parts:

1) Identification

This part identifies particular things to be described. What is the text about? (berisi tentang identifikasi hal / seorang yang akan dideskripsikan).

2) Description

This part describes the parts and characteristics. (Berisi tentang penjelasan/penggambaran tentang hal/seseorang dengan menyebutkan beberapa sifatnya). Ketika kita menulis descriptive text, hal yang wajib kita ketahui adalah cara kita menyampaikan deskripsi tulisan kita tersebut. Oleh karena itu pemahaman tentang adjective (kata sifat bahasa Inggris) wajib kita kuasai.

2. Example

Kuta Beach

Kuta beach is one of the most famous and beautiful beaches in the world. It is a beach that has white sand beaches curve was crescent-shaped ramps. It is located in Bali, precisely in the south of Denpasar the capital city of Bali. The beach is famous because of the beautiful sunset. So many people would come here to enjoy the beautiful sunset.

Kuta beach is the best holiday destination in Bali. Because we can do anything that makes us fun and happy. The beach is very beautiful with big enough waves. It is suitable for surfing and swimming.

The sun on the Kuta beach is typical of the tropical sun. So it is suitable for sunbathing. Many tourists would like to have sunbathing here. From the edge of the beach, we can see the sunset. The sunset is very beautiful because we can see directly from the beach.

Kuta beach has white sand. It is smooth. In the morning, we can walk through the smooth white sand while seeing the beautiful sight around the beach.

Most of the tourists that visit Kuta beach are foreign. They come from all over the world. They would have a nice and beautiful holiday in Bali.

D. Metode

1. Pendekatan : Saintifik
2. Metode : Curah pendapat, diskusi, dan penugasan

E. Media Pembelajaran

1. Aplikasi Whatsapp
2. Contoh teks decriptive

F. Sumber Belajar

1. Buku Pelajaran Bahasa Inggris Kelas X, K13
2. <http://www.youtube.com/watch?v=ZVE1Vr0Z4rM>
3. <http://www.youtube.com/watch?v=irI7FghaJa4>

G. Langkah-Langkah Pembelajaran

1. Pendahuluan (15 menit)

- a. Sebelum memulai pelajaran di kelas secara offline, terlebih dahulu uru membagikan materi tentang describing a place kepada siswa di WA grup (online).
- b. Guru memberikan tugas kepada siswa untuk membuat ringkasan dan contoh dari materi yang telah diberikan.
- c. Pada pembelajaran di kelas (offline), guru memulai kelas dengan mengucapkan salam.
- d. Guru meminta salah satu siswa untuk memimpin doa bersama.
- e. Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.
- f. Menyampaikan garis besar cakupan materi dan tujuan pembelajaran tentang kegiatan yang akan dilakukan peserta didik.

2. Kegiatan Inti (60 menit)

- a. Siswa memperhatikan ringkasan dan contoh teks tentang penggambaran seseorang yang telah dibuat sebelumnya.
- b. Siswa dibagi kedalam tiga kelompok.
- c. Dalam kelompok, Siswa bersama-sama mendiskusikan ringkasan dari setiap siswa dalam kelompok dan saling memberikan pemahaman antara satu sama lain.
- d. Guru memberikan pertanyaan kepada masing-masing kelompok tentang materi yang telah di berikan dalam grup WA (online).
- e. Guru mengevaluasi pemahaman siswa terhadap materi yang telah siswa ringkas.
- f. Setiap kelompok menyebutkan nama tempat yang akan di deskripsikan oleh kelompok lain.
- g. Setiap kelompok membuat descriptive text tentang nama tempat yang telah di sebutkan oleh kelompok lain. Contohnya kelompok 1 membuat descriptive text tentang nama tempat yang telah disebutkan oleh kelompok 2.
- h. Guru mengobservasi kegiatan kelompok.
- i. Masing-masing kelompok menunjuk satu perwakilannya untuk mempresentasikan hasil dari descriptive text yang telah di buat.
- j. Guru mengobservasi speaking siswa.

3. Penutup (15 menit)

- a. Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran.
- b. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- c. Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. Rubrik Penilaian Speaking

1. Accuracy

Classification	Score	Criteria
Excellent	6	Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical and lexical errors.
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b. Fluency

Classification	Score	Criteria
Excellent	6	Speak without great effort with an effort a fairly wide range of expression. Searches for words occasionally but only two unnatural pauses.
Very good	5	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
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c. Comprehensibility

Classification	Score	Criteria
Excellent	6	Easy for the listener to understand the speaker's attention and general meaning. Very few interruptions or clarification requires.
Very good	5	The speaker's attention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
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4. Classification of Students Score

Classification	Scale	Rating
Excellent	6	86-100
Very good	5	71-85
Good	4	56-70
Average	3	41-55
Poor	2	26-40
Very poor	1	25-0

Palopo, 29 September 2020

Mahasiswa

A.Arma Deanty
NIM: 16.0202.0014

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMAN 4 LUWU
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : X / 1
Materi : Describing About Thing
Alokasi waktu : 2 x 45 minutes (Pertemuan 4)

A. Tujuan Pembelajaran

1. Selama proses pembelajaran, peserta didik terbiasa menggunakan bahasa Inggris dalam menyampaikan pendapat, bertanya, maupun menjawab pertanyaan.
2. Dalam mengekspresikan ide secara lisan atau tulis, peserta didik lebih memilih kata, istilah, atau ungkapan bahasa Inggris.
3. Peserta didik selalu tepat waktu dalam menyelesaikan tugas.
4. Peserta didik bersedia merespon pokok-pokok persoalan yang dipaparkan dalam teks descriptive.
5. Setelah membaca teks descriptive, peserta didik dapat mengidentifikasi perbedaan teks descriptive dan procedure dilihat dari struktur isi dan ciri bahasanya.
6. Berdasarkan tokoh yang telah dipilih, peserta didik dapat menulis teks descriptive sesuai dengan struktur isi dan ciri bahasa.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	<ol style="list-style-type: none">5. Selalu tepat waktu dalam menyelesaikan tugas6. Bersedia merespon pokok-pokok persoalan yang dipaparkan dalam teks descriptive7. Mau mengajukan pertanyaan-pertanyaan kritis terhadap masalah-masalah yang dikemukakan dalam teks descriptive
3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat	<ul style="list-style-type: none">• Mengidentifikasi generic structure dan language feature dari teks descriptive• Mengidentifikasi perbedaan teks descriptive dengan procedure dilihat dari generic structure dan language featurenya

wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.	
4.8 Menangkap makna dalam teks deskriptif lisan dan tulis sederhana	<ul style="list-style-type: none"> • Menentukan topik dan main idea dari teks descriptive • Menentukan tokoh yang akan dideskripsikan sesuai dengan generic structure dan language feature teks descriptive
4.9 Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.9.1 Membuat draft penulisan teks descriptive tentang teman sekelas
4.10 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	4.10.1 Menulis pengenalan subjek yang berisi pengenalan tentang seseorang yang akan dideskripsikan 4.10.2 Menulis ciri-ciri subjek yang berisi tampilan fisik, kualitas, perilaku umum, sifat-sifat seseorang yang akan dideskripsikan

C. Materi Pembelajaran

1. Describing A Thing

The descriptive text has two main parts:

a. Identification

This part identifies particular things to be described. What is the text about? (berisi tentang identifikasi hal / seorang yang akan dideskripsikan).

b. Description

This part describes the parts and characteristics. (Berisi tentang penjelasan/penggambaran tentang hal/seseorang dengan menyebutkan beberapa sifatnya). Ketika kita menulis descriptive text, hal yang wajib kita ketahui adalah cara kita menyampaikan deskripsi tulisan kita tersebut.

Oleh karena itu pemahaman tentang adjective (kata sifat bahasa Inggris) wajib kita kuasai.

2. Example

My Lovely Cat

I have a stray cat as my pet. He is playful, He loved to play with me and the new things he found. He has orange and white fur, his fur is so soft and I like to rub it for him. He has a long tail. He likes to play with it. He is also always trying to catch his tail sometimes. I also like to hold him in my hand, when I hold him like that he will fall asleep.

D. Metode

1. Pendekatan : Saintifik
2. Metode : Curah pendapat, diskusi, dan penugasan

E. Media Pembelajaran

1. Aplikasi Whatsapp
2. Contoh teks decriptive

F. Sumber Belajar

1. Buku Pelajaran Bahasa Inggris Kelas X, K13
2. <http://www.youtube.com/watch?v=ZVE1Vr0Z4rM>
3. <http://www.youtube.com/watch?v=irI7FghaJa4>

G. Langkah-Langkah Pembelajaran

1. **Pendahuluan (15 menit)**
 - a. Sebelum memulai pelajaran di kelas secara offline, terlebih dahulu guru membagikan materi tentang describing about thing kepada siswa di WA grup (online).
 - b. Guru memberikan tugas kepada siswa untuk membuat ringkasan dan contoh dari materi yang telah diberikan.

- c. Pada pembelajaran di kelas, guru memulai kelas dengan mengucapkan salam
- d. Guru meminta salah satu siswa untuk memimpin doa bersama
- e. Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
- f. Menyampaikan garis besar cakupan materi dan tujuan pembelajaran tentang kegiatan yang akan dilakukan peserta didik.

2. Kegiatan Inti (60 menit)

- a. Siswa memperhatikan ringkasan dan contoh teks tentang penggambaran seseorang yang telah dibuat sebelumnya.
- b. Siswa dibagi kedalam tiga kelompok.
- c. Dalam kelompok, Siswa bersama-sama mendiskusikan ringkasan dari setiap siswa dalam kelompok dan saling memberikan pemahaman antara satu sama lain.
- d. Guru memberikan pertanyaan kepada masing-masing kelompok tentang materi yang telah di berikan dalam grup WA (online).
- e. Guru mengevaluasi pemahaman siswa terhadap materi yang telah siswa ringkas dan di diskusikan dengan teman kelompok.
- f. Guru memberikan nama-nama benda kepada setiap siswa.
- g. Setiap siswa diberikan waktu 3 menit untuk mendeskripsikan benda yang telah diberikan.
- h. Guru mengobservasi dan menilai speaking setiap siswa dan memberikan bantuan kepada siswa apabila diperlukan.

3. Penutup (15 menit)

- a. Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran.
- b. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- c. Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. Rubrik Penilaian Speaking

1. Accuracy

Classification	Score	Criteria
Excellent	6	Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical and lexical errors.
Very good	5	Pronunciation is slightly by the mother tongue. A few grammatical and lexical errors but most utterances are correct.
Good	4	Pronunciation is moderately influenced by the mother tongue but no serious phonology error. A few grammatical and lexical errors but only confuse.
Average	3	Pronunciation is influenced by the mother tongue only a few serious phonological errors. Several grammatical and lexical errors, some of which confuse.
Poor	2	Pronunciation is seriously influenced by the mother tongue with an error causing a breakdown in communication. many basic grammatical and lexical errors.
Very poor	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.

2. Fluency

Classification	Score	Criteria
Excellent	6	Speak without great effort with an effort a fairly wide range of expression. Searches for words occasionally but only two unnatural pauses.
Very good	5	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.

Good	4	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but successful in conveying the general meaning fair range expression.
Average	3	Has to make an effort for much time. Often has to research for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making effort at times. Limited range of expressions.
Poor	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 expressions.
Very poor	1	Full long unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range expression.

3. Comprehensibility

Classification	Score	Criteria
Excellent	6	Easy for the listener to understand the speaker's attention and general meaning. Very few interruptions or classification requires.
Very good	5	The speaker's attention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
Good	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 messages or to seek clarification.
Average	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.
Poor	2	Only small bits (usually short sentences and phases) can be understood and then with considerable effort by someone who is listening to the speaker.

Very poor	1	Hardly anything of what is she 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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4. Classification of Students Score

Classification	Scale	Rating
Excellent	6	86-100
Very good	5	71-85
Good	4	56-70
Average	3	41-55
Poor	2	26-40
Very poor	1	25-0

Palopo, 29 September 2020

Mahasiswa

A.Arma Deanty
NIM: 16.0202.0014

TRANSCRIPTIONS OF SPEAKING TEST IN PRE-TEST

- R1 : I way to describe my very Egi. Egi high astalmus-cular bodi his height is about seratus delapan pulu lima CM. He as eing.. scuative face wis brown aies an... an as her forenose. Strait har an black an wites... he is andersome, andersome tes his yerow is, are a litil smile. Her has.... an louk. An red lip tenti aronice, thank is all an thank you.
- R2 : I would like to describe my friends name Trimurni wo is fifteen years old. Se is skin hearted about and hundred and eighty, and heigthy tal. Brown skin, tal brown skin, with slaity, sland eye, sland eyes and, kurly loses so mach for me, thank you.
- R3 : I will explain the, characteristic of my friend name it Aprlia Nurfadillah, he has a tal body. Oval feits, black eies, din eyebrows, thank you.
- R4 : I will till about my frend Amrita Pratiwi. His has a ten skin tone. Curly eyeless, has eyes sapnose. Has sor hair and eigh, high of one hundred fifty three, thank you.
- R5 : This day I will tell abat my friends Mawar. Se has on oval face haf, clean white skin, and also his around eye. Mawar has high of one hundred and fifty four. He has short, hair and has them, timless on his checks.
- R6 : I will descripsi the characteristic of my friend name Putri Sulaika Fatih. He is faifteen years old, she has with skin, se cut, cat her a thim body ship, nose a eyes and, a fat nose. Thank you.

- R7 : I will describe my friends her name is Triapsari. She's a girl who is slim and tall. She has a beautiful and sweet face. Her skin colour is slatly brownis. Her eyes are brown and there is a mole near her nose. She also has a pair of thick eyebrows. Her face is oval, and her nose is slatly flat. She has a long hair, black, and straight. She always likes to wear hijab ans syar'ih cloth.
- R8 : I well describe the characteristic of my friend, name Yerika Devianty Kamoda. Yerika Devianty Kamoda has fifwes such as e... beautiful face, has brown skin, has e... nice body poster and she has a very good character. Why? I say very good because she class about her friends when her friends as in trouble, e... eventough she's a bit fasih but she ever that is for all sack but it's ok. I like friend, like that. Thank you.
- R9 : I want to describe my friend name Andi Nurmala Yusuf. Nirmala the girl has alt very like body, rown eyes. But it is smals it to will be slanned. Smal lip, every look voice, white skin, and little nosbook and really like listening to music and waching Korean drama. That al and thank you.
- R10 : I will describe my friend, my name, ehh name is Hasanda Sari Safitri, eh... she's look small, good characteristic, good... very diligent doing on assignment, often,... often organization alt school eh, joins organization at school, and she's small, and... she is brown skin and brown eyes.
- R11 : I will describe the characterictic of my friend name Annisa Almagfirah. She is faiften years old. Se has bron skin se is cute and sweet. His e... his

high is about one hundred fifty centimeter. She has, she has a thin body shape, brown eyes, and or... and a proud nose, that all for, from me and thank you.

R12 : I am here to describe the post of my friend's body name Adam Sufri. Eh... Adam Supri has a fat body posture, he has thick eyebrows, and exactly sharp nose in high body is quite high, that all from me.

R13 : I will describe the characteristic of my friend name, Tantri Viola Andini. Tantri is now fifteen years old about one hundred and fifty centimeter tall and, weight forty five kilogram. She has brown black eyes, and skin, and white skin. That's all from me thank you very much.

R14 : I will try to describe my friend name Arini. Arini has a fairly tall body. Her skin, slantly slender, black eyes, thin eyebrows, a sharp nose, has a thin body, and oval, oval face shape, and curly hair. Approve from that she also has a simple appearance. That is all, thank you.

R15 : so, I will describe a... one of my friends, Asmaul Fausiyah is my classmate. He has a surf body, fat. He has an oval face. Sharp nose and brown skin, he is kind and friendly and helpful because, of that he has many friends as well, thank you.

TRANSCRIPTIONS OF SPEAKING TEST IN POST-TEST

- R1 : My father is Supri. Now he is about delapan puluh tiga years old. My father is a good looking person with his ideal appearance. His nose is pointed. He has thick eyebrows and oval face, hair is dark brown skin, his appearance looks like a worker. He has worn a hard hat. And I like him because he is very hardworking and diligent, thank you.
- R2 : I will describe someone who is strong, namely mother. She is thirty eight. She is a friendly woman with a slightly sharp nose, fair skin and brown eyes, that's all from me, thanks.
- R3 : I will describe the characteristic of my family members namely my brother named Adi. He has a tall body, black eyes, thick eyebrows, a sharp nose, thank you.
- R4 : Today I will tell you about the description of my father Muhammadtan MA. He has a very kind personality. He has thick eyebrows, brown eyes and black hair. He has a tan skin tone and he has dimples, thank you.
- R5 : Today, I will tell you about the description of my younger sister Nur Arika Arif. She has a very talkative and stubborn nature. She has thick eyebrows, brown eyes, and brown hair. She has a tan skin tone and thin cheeks. That is all, and thank you.

- R6 : I will description on of my family members, namely my father. My father is tall and thick and have brown skin. Slighty slanting eyes, oval faks, straight hair, and sharp nose, thank you.
- R7 : I will describe one member of my family his my mother. She was a beautiful woman with brown skin, brown eyes, and that worst slightly slanted and not too fat. She has a curly hair, slightly flat nose, thin eyebrows, small lips, and there is a mole near the right eyes. Thank you.
- R8 : Here, I will describe on of my family members. Namely my mother. My mother is a very good woman, care for his chill. She is very beautiful, she is a strong woman, and she is a wealing to sagely face for a beautiful chill. I love mama so much from me, thank you.
- R9 : I want describe one of my family, my father. My father is fortyish years old. He is a teacher. He have tall body, sarp nose, and curly hair. My father have brown skin, he is very good, and I love my father. Thank you.
- R10 : I well describe my mother. My mother name is Rahmawati. She has a beautifu; face, wearing a glasses and white skin. My mother is wife house. She has long hair and diligent to work. My mother hobby to plant the flower. That all, thank you.
- R11 : I will describe one of my family members, namely my mother. My mother is a bit chubby and brown skin. Slightly slanted eyes, long face with hair and a flat nose. That's all from me, and thank you.

- R12 : I will explain the body pose of family members. Namely my mother. My mother name's Lamasiah. Has fightly body posture. She also has skin that is white. As a slightly sharp nose. She also has quit long hair and my mother also has a slightly chubby body. That's all from me.
- R13 : I will describe of my family member namely my sister Milen. She has around face, white skin, norrows eyes, and the sharp nose. That's it's all from me.
- R14 : I will describe my younger sister, Adibah Azzarah Mansur. She is only two years old, but she already know many things because of here active speaking skills. She has beautiful brown eyes and thin lips. She has a hair style similar to my father. She has a very cute face and a sharp nose. She is a patty to woman and is very good at imitating. That is all, thank you.
- R15 : I will describe one of my family, namely my mother. My mother is forty five years old. She is beautiful and kind. She has white skin, short hair, sharp nose, and fat body. She has tall. My mother always give me money and she love her child. Thank you.

DOCUMENTATION

A. Pre-test

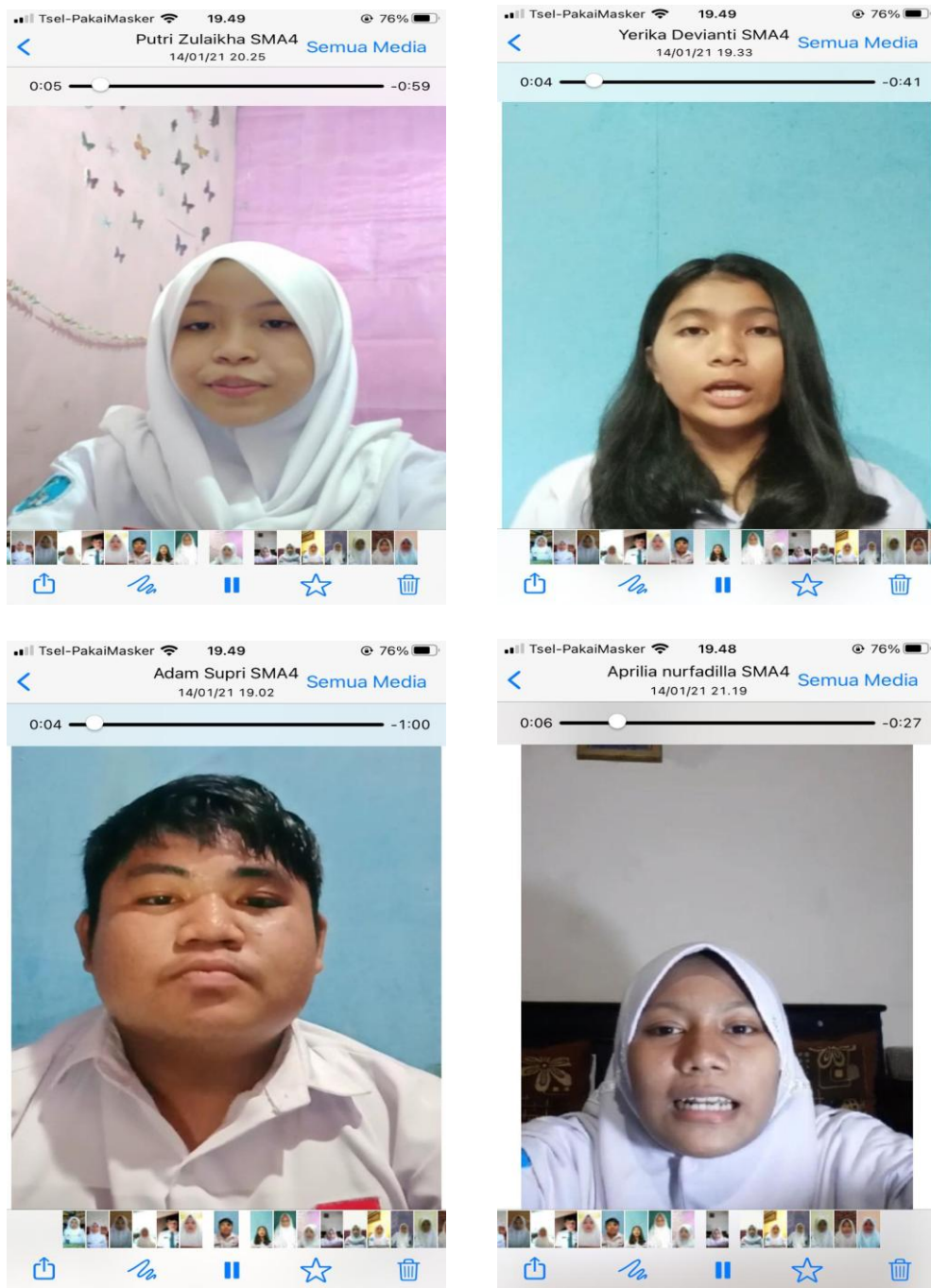


Figure 1, 2, 3, & 4, the students were doing a pre-test orally. They were describing a person (friend) in video.

B. Treatment 1



Figure 1, the researcher was sharing the material to the students in the group.

Figure 2, the researcher was introducing herself in the class and explaining the material that has been shared in the group before.



Figure 3 & 4, the students were discussing about the material and the researcher was observing the activity.



Figure 5, the students were presenting their result of discussing.

C. Treatment 2

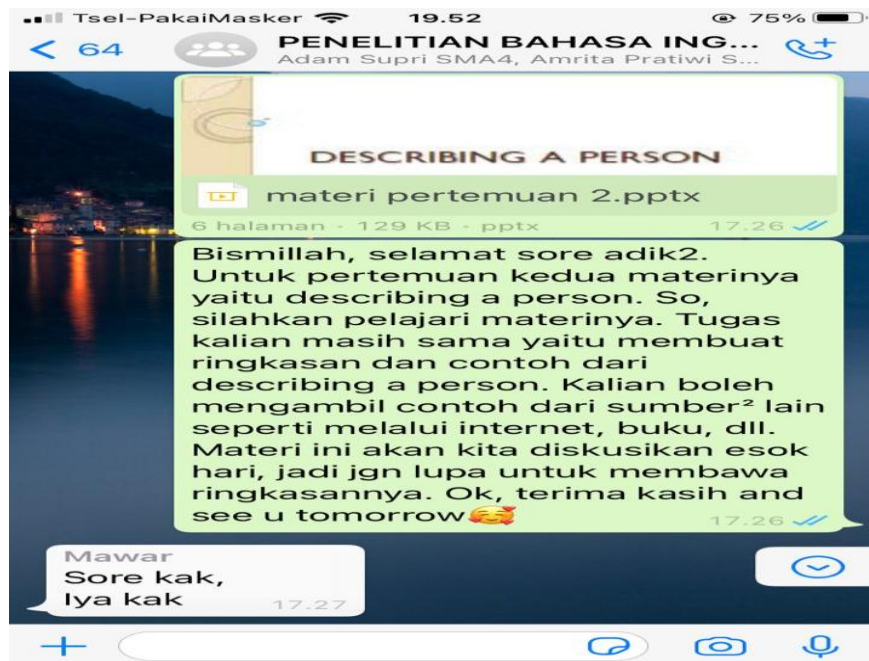


Figure 1, the researcher was sharing the material to the students in the group.



Figure 2 & 3, the researcher was distributing the question to the each group.



Figure 4 & 5, the student was presenting the result of discussing in the group about the question from the material.

D. Treatment 3

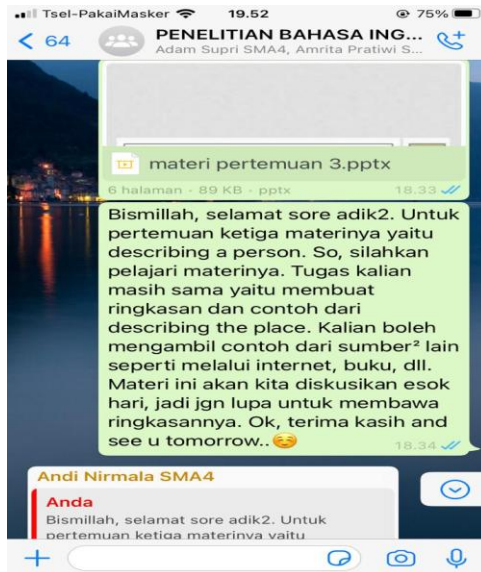


Figure 1, the researcher was sharing the material to the students in the group.

Figure 2, the students was showing the name of place to another group.



Figure 3 & 4, the researcher was observing the the activity of the each group to making the describing the place.



Figure 5, the student was presenting the result of discussing and describing the name of place.

E. Treatment 4

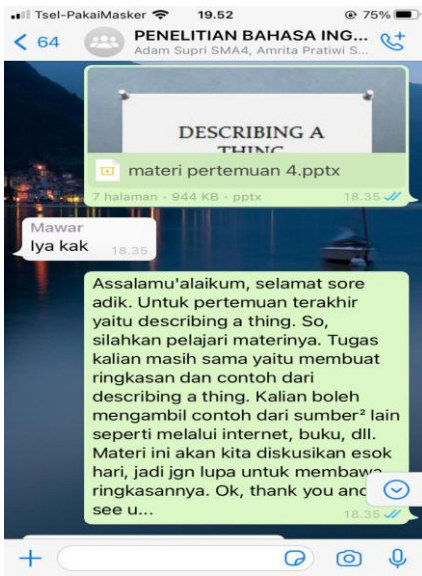


Figure 1, the researcher was sharing the material to the students in the group.

Figure 2, the researcher was distributing the name of thing in the paper to each student.



Figure 3 & 4, the students were describing the thing that has been distributing before, the researcher was giving score for the students.

F. Post-test

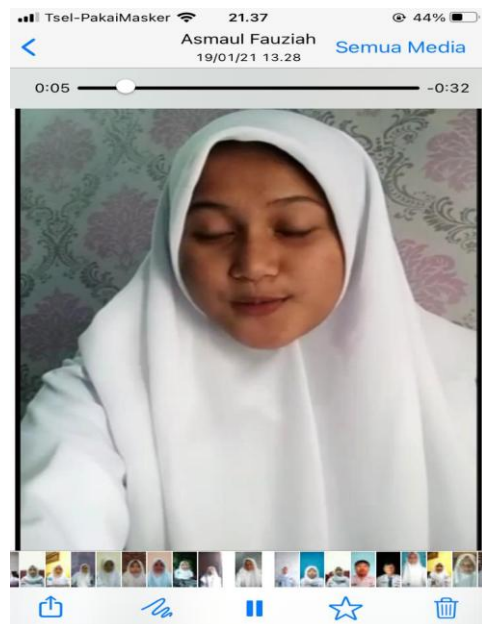
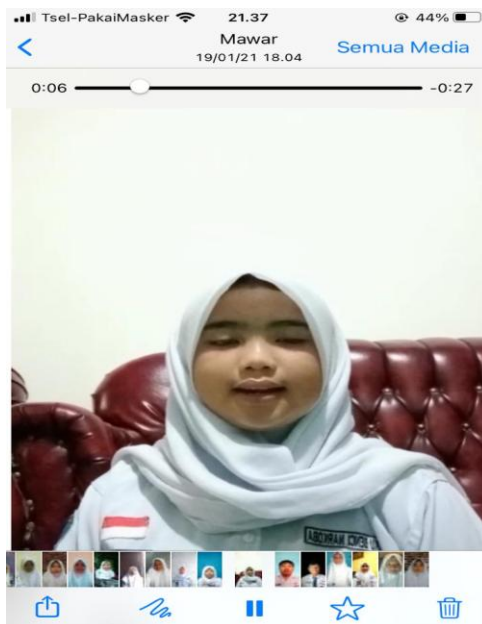




Figure 1, 2, 3, & 4, the students were doing a pre-test orally. They were describing a person (family) in video.



**PEMERINTAH PROVINSI SULAWESI SELATAN
CABANG DINAS PENDIDIKAN WILAYAH XI
UPT SMA NEGERI 4 LUWU**

Alamat : Jl. Pendidikan No. 24 Kel. Padang Sappa Kec. Ponrang Kab. Luwu (91999)

SURAT KETERANGAN PENELITIAN

Nomor : 420.3/161 /UPT-SMAN-4/LUWU/DISDIK

Yang bertandatangan dibawah ini :

Nama : **SARIRA ALLA MANURUN, SS.M.M.Pd**
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Menerangkan bahwa :

Nama : **A. ARMA DEANTY**
NIM : 16 0202 0014
Tempat/Tanggal Lahir : Malangke, 13 Juni 1996
Program studi : Pendidikan Bahasa Inggris
Alamat : Dsn. Kariako, Desa Buntu Karya Kec. Ponrang
Selatan Kabupaten Luwu

Telah melakukan penelitian di SMA Negeri 4 Luwu, mulai tanggal 07 s/d 18 Januari 2021,
dengan judul Skripsi **"IMRPOVING STUDENTS SPEAKING SKILLS THROUGH REVERSING
CLASSES TECHNIQUE AT THE TENTH GRADE STUDENTS OF SMAN 4 LUWU "**

Demikian Surat Keterangan ini dibuat untuk digunakan sebagaimana mestinya.



Luwu, 18 Januari 2021
Kepala UPT SMA Negeri 4 Luwu

SARIRA ALLA MANURUN, SS..M.M.Pd
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