



FINAL PROJECT

ENHANCING STUDENTS' SPEAKING SKILL THROUGH PODCAST: A
QUASI- EXPERIMENTAL STUDY OF THE X GRADE STUDENTS'
CONVERSATION AT SMA N 1 COMAL

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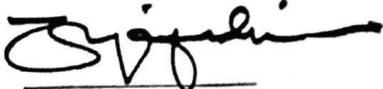
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APPROVAL

A final project entitled "Enhancing Students' Speaking Skill through Podcast: a Quasi- Experimental Study of the X Grade Students' Conversation at SMA N 1 Comal" has been approved by the Board of Examiners of the Faculty of Languages and Arts of Universitas Negeri Semarang on 31th August, 2020 and declared to have fulfilled the requirements to acquire a *Sarjana Pendidikan* Degree in English Education.

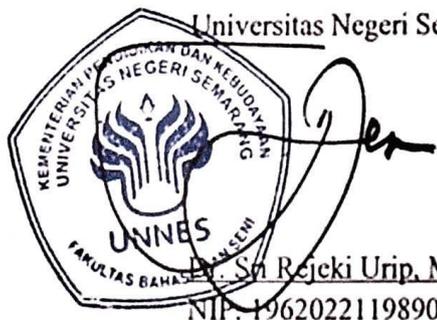
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DECLARATION

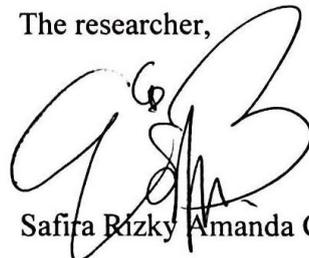
I hereby declare that,

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The researcher stated that this final project is the result of my own work that has gone through the process of guidance, discussion, research and examination. The writing of this thesis has also been adapted to the norms of writing which are prevalent in writing scientific papers, both direct and indirect quotations that obtained from electronic media, literature sources, or other sources. If it is proven that my statement is not true, it is entirely my responsibility.

Semarang, 31th August 2020

The researcher,



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MOTTOS

“Be patient with a beautiful patience” – (Qur’an, 70:5)

“Bekerja keras dan bersikap baiklah. Hal luar biasa akan terjadi.” – (Conan O’
Brien)

“If you focus on what you left behind, you will never be able to see what lies
ahead” – (Gusteau (Ratatoulie))

“Tetaplah merasa bodoh agar kita belajar. Tetaplah merasa lapar agar kita
berusaha.” – (Steve Job)

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ABSTRACT

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Keywords: Podcast, Speaking Skill, Tenth Grade of Senior High School, a Quasi Experimental Study.

This final project was a study examining the use of podcast to enhance Students' Speaking Skill of the X Grade Students' Conversation at SMA N 1 Comal. The objective of this study was to determine whether there was any significant difference in learning achievement of speaking skill between the students who were taught by using podcast and those who were taught by using textbook. Besides, the tenth grade of SMA N 1 Comal in the academic year 2019/2020 was the population of this study. There were 72 students as the total numbers of the population which were divided into two classes with 36 students for each class. Pre-test and post-test were applied in this study. The researcher did not choose the sample by using random sampling. As a sample the researcher decided that the X MIPA 2 was an experimental group while the X MIPA 3 was a control group. The other hand, podcast was given to the experimental class while text book for the control class. Furthermore, try-out test was run by the researcher to get the validity and reliability. The research design in this study was a quasi-experimental study with the pre-test and post-test design. The research instrument used was test. At last, the result of the test was analyzed using t-test formula. The result of the hypothesis test showed that there was a significant difference effect on the students' speaking skill between those who were taught by using podcast and those who were not taught by using podcast. It could be proven from the result of t (3.782) which is higher than t table (1.993). Another result of analysis showed that the mean score of the students who were taught by using podcast (74.02) was higher than those who were taught by textbook (72.33). Hence, the students who were taught by podcast have better speaking skills than those who were not thought by using podcast. Therefore, active participation from the teacher and students were needed to maximize the use of podcast in learning activities in order to enhance the students' speaking skill.

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CHAPTER 1 INTRODUCTION

1.1 Background of the Study

In various countries such as Indonesia, China, and Hong Kong, most students may have trouble to speak English well. Speaking is a way for someone to convey a variety of thoughts, ideas, and intentions to others using lingo in an oral form. Based on Shiamaa (2006, p. 30), “speaking itself represents an interactive process involving the production and receiving process to serve both interactional and transactional conversations.”

Brown (2001, p. 232) reveals that “there are four language skills that have to be mastered by students: listening, speaking, reading and writing”. Speaking is one of the basic abilities that exist in our daily life to master. In addition, improving the speaking skills in English is one of the things that indispensable in various fields in this highly advanced era. The other hand, the language skills of the students can increase the competitiveness of their nation in a global society. The English language teaching and learning process are also brought the students to learn the relationship between cultures through language.

To reach the goal, the students especially students of senior high school have to master the four skills of English as mentioned above. Even so, it is not easy to teach the students to reach the primary goal.

Media for example podcast is an alternative way which possibly can help the students to deliver a good speaking. As stated in Jordan (2007) the term Podcast is a combination between the words pod (from the brand name iPod) and broadcast. The explanation of podcast is a video/ audio which is uploaded to the

website and several platforms like spotify and youtube where the people can download the podcast through the internet freely. Podcast itself can be listened on some mobile devices that support MP3/MP4 files such as on a computer, smartphone, and also MP3 Player. By reason of that, podcast gives a chance to teachers to support the students improve their speaking skill.

1.2 Identification of the Problem

Some of factors such as the teachers, the students, the learning material, the learning process, and the technique frequently are influencing teaching and learning process of speaking in the classroom . Based on the preliminary observation at SMA N 1 Comal, there were some problems related to the teaching learning process of speaking .

The first problem that the researcher found was coming from the students. The teacher gave them an example of conversation texts and explained about expressing compliments . When the teacher asked students to perform their conversation text, they did not know what to be spoken . Some students were confused with the pronunciation of each word at the conversation text . During performing the conversation, there were many errors in their text such as pronunciation, fluency, grammar, vocabulary, and comprehension .

The second problem was related to the learning materials. The teacher only used a course book as a reference. The teacher explained the material in that course book well but it did not attract the students to contribute in the learning process .

The third problem was related to the techniques and the media . There are various techniques and the media that can be applied in the classrooms, such as

games, podcast, or song . Teachers have to observe classroom condition to make sure what techniques or media will be used for the class . Besides, the teacher just used one technique . The technique was presentation that made students looked bored .

1.2 Limitation of the Problem

In this modern era, being able to speak English is extremely important for people to communicate with global community (Samad and Fitriani, 2016) . Technology is one of the media to help the non- native speakers improve their speaking skill . Technology is a central part in our everyday lives now . Marshall (2002, p. 18) states that new opportunities can be gained through technology . The technology offers users to connect each other around the world and gives a lot of distinctive perspectives and experiences .

There were reams technologies invented, and Podcast is one of those that provide an interesting content for language learning. Podcast is digital media files, sometimes video but mostly audio files that people can stream or download to listen to on the computer, mobile phone or tablet. The Podcast help students be more confident and active in speaking.

Knowing the effect of podcast on speaking that can help the teacher to present the materials and help the students developed their speaking skill . The reason why the researcher chose podcast as the media was podcast can make the students more interested in the topic of the lesson . Another reason of choosing podcast as media in this study was podcast can help the students dealing their self-confidence to speak English . According to Samad (2006) self-confidence may be

risen as a result of students' ability to understand the eloquence of a particular topic due to listening reiteration and oral performance .

In this study, the subjects were the tenth grade students of SMA N 1 Comal . The researcher found that some students still had difficulties dealing with speaking. It is difficult subject to learn for them because the media that the teacher used did not give the motivation to the students to improve their speaking skill, and did not attract the students to contribute in the learning process .

1.3 Formulation of the problem

After the researcher had identified the problem, the researcher wanted to formulate the discussion of this study by presenting this problem :

Does Podcast improve students' speaking skill at X grade students of SMA N 1 Comal effectively?

1.4 The Objective of the study

The writer stated the objective of the study as follow :

To find out whether the Podcast improve effective the students' speaking skill at the X grade of SMA N 1 Comal.

1.5 Significance of the Studies

a. Theoretical Significance

Hopefully podcast can be a positive way to improve the students' speaking skill. The researcher assumes that using podcast in learning English is an innovative media to improve the students' speaking skill.

b. Practical Significance

- (1) To the English teachers, this research can give an additional knowledge and experience on how to improve the students' speaking skill.
- (2) For the students, the study will be effective to enhance their speaking skill.
- (3) To other researchers, the result of this research study can be one of the references for conducting other research related to this research study.
- (4) To the English Language Education Department, the result of this research study can encourage other students of the English Language Education to conduct similar research.

1.6 Definition of Key Terms

To clarify the key terms used in this study, some definitions put forward:

a. Podcast

As stated in Jordan (2007) the term podcast is a combination between the words pod (from the brand name *iPod*) and broadcast. The explanation of podcast is a video/ audio which is uploaded to the website and several platforms like spotify and youtube where the people can download the Podcast through the internet freely.

b. Speaking Skill

“Speaking is a skill that derives attention every bit as much as literary skill in both first and second language”, (Bygate (1987), p. vii) . Based on the terms of speaking above, speaking is one of the

skills that used to deliver our ideas, opinion, thoughts also showing the author's feeling to the public in a particular language.

1.7 Outline of the Study

Chapter I shows the background of the study, limitation of the study, formulation of the problems, the objective of the study, the significance of the study, definition of key terms , and also outline of the study.

Chapter II consists of reviews of previous study which has similarities with this study. Moreover there are theoretical review and also theoretical framework.

Chapter III represents methodology of the study that consists of research design, population and sample, instrument of the study, data analysis, the role of the researcher, procedure of conducting this research, along with validity and reliability.

Chapter IV investigates findings and discussions that consists of the data analysis' result based on the formulation of the problem.

Chapter V presents the conclusions of the whole findings and discussions in the previous chapter. Furthermore, this chapter also shows suggestions delivered to the following parties: the teachers, the students of English Language Education Department, and the other researchers .

CHAPTER II

REVIEW OF RELATED STUDIES

This chapter consisted of review of previous studies which have similar topic or related topic with this study, review related theories, and theoretical framework .

2.1 Review of Previous Study

There are five previous studies that have similarities with this study. The first is a research article written by Bustari (2017) entitled The Use of Podcasts in improving students' speaking skill.

This research article focused at finding out if there is a significant improvement on student's speaking skills by using Podcast . The sample of the study was XI IS3 with the total 30 students . Pre-test and post were used in this pre-experimental studies and provided in the form of oral tests . The result of the test shows that participants achieve score 64 in the pre-test and 84 in the post test . Therefore, the researcher concluded that the student's post-test score were higher than the student's pre-test score . The researcher also assumed that there were significant improvements of the students' speaking skill after get some treatments by using Podcast . By reason of that, Podcast could be used as an alternative media to improve the students' speaking skill especially in EFL class .

The second research is final project written by Fitria (2014) entitled Using Podcast to Improve Students' Listening and Speaking Achievements . This study focused on the significant differences in English listening and English speaking achievement between the twelfth grade students of MAN 3 Palembang were

taught by using Podcasts and those who were not . The goal of this study was to get the students' feedback about the use of Podcasts to enhance the students' English listening and speaking achievements . The sample of this study was 60 twelfth grade students of MAN 3 Palembang in the academic year 2014/2015.

They were divided into experimental (N= 30) and control groups (N= 30) and both groups were given pre- and post-test . On the other hand, only the experimental group was given the treatment . To collect the data, listening and speaking tests were organized to students in both groups, and a questionnaire was organized to the students in the experimental group . The paired and independent sample t-tests were used to analyze the data . The results showed that there were significant differences in both listening (mean difference= 23, $p= 0.000$) and speaking (mean difference= 17, $p= 0.000$) achievements between the experimental and control groups . The other results were from a questionnaire that indicated the podcasts served appropriate, meaningful, interesting tasks and authentic materials which could gain the students' attention, increase their motivation, and improve their comprehension . Therefore, based on the results of this study, the researcher stated that podcast was an effective and innovative technology-based learning tool in English classroom, especially in integrating listening and speaking.

The third research is final project written by Sulastris (2018) entitled the effectiveness of Using VOA Learning English in Teaching Speaking . The aim of this study was finding out whether there was significant differences in the speaking performance of the tenth grade students of SMK Batur Jaya 2 Ceper who were taught by VOA video and those who were taught by text book . The researcher chose some topics about recount text for example: disaster and an

accident as the material in teaching experimental group . Alternately, the control group was taught by the text book about unforgettable moment and holiday as their topic . This study employed a quasi-experimental study where the post-test and the pre-test as a group design . The population of this study was the tenth grade students of SMK Batur Jaya 2 Ceper from different majors . It was divided into two groups sample research where the tenth grade students X AK (23) as the experimental group and the tenth grade students X AP (33) as a control group . To conduct this study, the researcher used the VOA video and the text books in teaching speaking for four meetings . Otherwise, The data analysis in this research used an independent T-test where the result is higher than T-table ($4.226 > 1.6736$) and the mean scores showed that the experimental group who was taught by using VOA video was higher than the control group who was taught by using text books ($76,08 > 72,36$) . As the result of it, the researcher concluded that VOA video is an effective media to teach speaking into the modern level at tenth grade students of SMK Batur Jaya 2 Ceper.

The forth is a research journal written by Somdee & Suppasetserree (2012) entitled Developing English Speaking Skills of Thai Undergraduate Students by Digital Storytelling through Websites . This research's aim was to investigate the implementation of Digital Storytelling Websites (DSW) in developing English Speaking Skills and the satisfactions of using DSW at Thai Undergraduate Students . The sample of this research was 50 Thai Undergraduate students at Suaranaree University of Technology trimester 2/2012 . There were pre-test and post-test to conduct this research . The students had to perform their speaking presentations in front of the class as a pre- test. On the other hand, the post-test was done by presenting a storytelling in DSW . This research used the two kinds

of data analysis which is quantitative and qualitative . The quantitative data analysis was taken from the oral presentation test and also the video performance of using DSW . Therefore, the qualitative data analysis was conducted using the interview in order to know the students' reaction and their comments after using DWS as media in learning speaking . The researcher recorded the interview and later the data was classified into positive and negative comments . The result showed that the post-test's mean score was significantly higher than the pre-test's mean score ($2.43 > 2.11$) Hence, the researcher concluded that Digital Storytelling Website was an appropriate tool for the students of Suaranaree University of Technology to improve their speaking skills and also gained the self-confidence to speak English.

The last is research journal written by Ramli (2018) entitled The Use of Podcast to Improve Students' Listening and Speaking Skills for EFL Learners . This research focused on investigating the use of the Podcast to improve the students' listening and speaking skills . The research used a quantitative data analysis where pre-test and post-test were applied in . The researcher provided several materials from the podcast which would be listened by the students . The pre-test conducted with the text book and the post conducted with the Podcast . In the pre-test students read the conversations through the text book and in the post-test students had to listen the podcast and retold what they had heard from the podcast . The result of this experiment was significant where the post-test score was higher than the pre-test . The researcher concluded that Podcast is an audio which could make them more attractive and very effective to this global era as a media for improving English skill especially speaking skill.

Based on the five previous studies, the writer found the similarities and differences in this research study with the previous studies . The similarities between my research study and the first previous study are in the English skill that the researchers focused on and also the target of the study which is to improve the students' speaking skill through Podcast . Besides, the similarity between my research study and the second along with the fifth previous study is on the media that carried out (Podcast) in the research study in order to improve the students' speaking skill. On the other hand, the similarity between my research and the third as well as the fourth previous study is on the object study in order to enhance the student's speaking skill through the digital media . However, the third previous study also used the same method (quasi-experimental) in order to conduct the research . Otherwise, the difference between my research and the previous studies is in the sample of the study that used to conduct the experiment . In the first and fifth previous study both of the researchers conducted the experiment used the XI grade as the sample . However, the sample of the fourth previous study is the undergraduate students at Suaranaree University of Technology . Besides, the other differences between my previous study and the previous studies are in the research methodology, the object of the experimental research, and the media to conduct the experimental research . In the second previous study, the researcher employed a true experimental research as the research design to conduct the experiment and also focuses on the two object studies which are listening skill along with speaking skill . Meanwhile, in the next previous study, the researcher used two data analysis that are quantitative and qualitative . The fourth researcher also uses Digital Website Storytelling (DSW) as the media in the experimental research . As well as the fourth researcher, the third researcher also used a

different media that is VOA to improve the students' speaking skill . In this research, the researcher took the data from the experimental activity in senior high school where the students of X MIPA 2 became the samples of this research study . The method conducted in this research study is a quasi-experimental research where the control group and the experimental group is given a treatment, pre-test and post-test as well . Besides, some researchers in the previous studies used several medium like VOA and Digital Story telling Websites to reach the target, but in this research the researcher used Podcast as a medium to help the students improved their speaking skill.

2.2 Theoretical Review

This part was consisted of independent and dependent variables. Independent variable came first followed by dependent variable. Independent variable related to podcast, etc., while dependent variable is about speaking skill.

a. Foreign Language Learning

Nowadays, learning a foreign language becomes an important thing since people need to communicate and cooperate with other people from other countries for some different purposes, such as in politics, business, tourism, science, technology and educational development. Furthermore, in this new millennium, the world has no limits and the communication technology develops very fast. According to Harmer (2001, p. 39) the teenagers are engaged, they have a great capacity to learn, a great potential for creativity, and passionate commitment to things which interest them. So the teacher needs to give various activities to engage and involve students in the activities . Besides, the teacher should play his

or her role well in teaching and learning processes so that both teaching and learning goals can be achieved.

b. Teaching Media

Sadiman (2002, p. 6) states that “Generally, teaching media involves all components around the students which are able to encourage them to think”. Based on Hamdani (2005), teaching media are components, tools or technique used in teaching learning process so that the interaction between students and teacher can go effectively.

From the two opinions above, it can be concluded that teaching media are everything used in teaching learning process to encourage students to think so that the interaction between students and teacher can run well.

c. Podcast

a. The Definition

As stated in Jordan (2007) the term podcast is a combination between the words pod (from the brand name *iPod*) and broadcast. The explanation of podcast is a video or audio which is uploaded to the website and several platforms like spotify and youtube where the people can download the podcast through the internet freely.

b. The Benefits

Constantine in her journal (2007) covers the subject of podcasts on several levels and deals with the questions of the advantages of podcast,

selection of the most beneficial ones, and discusses how to maximize learning from them. The advantages of podcasts are:

- (1) Learners can benefit from global listening, even if they only listen from three to five minutes a day;
- (2) Students will be exposed to the new language;
- (3) The intermediate learner has a need for authentic texts and to be exposed to a variety of voices.

d. Speaking Skill

1) The Definition

Speaking is an important way to communicate with each other. Cameroon (2001, p. 40) states that “speaking is the active use of language to express meaning so that speaking is much more demanding than listening language on learners’ language resource and skills”. It is because speaking activities needed more practice to speak easily and automatically.

“Speaking is a skill that derives attention every bit as much as literary skill in both first and second language”, (Bygate (1987), p. vii) . Based on the terms of speaking above, speaking is one of the skills that used to deliver our ideas, opinion, thoughts also showing the author’s feeling to the public in a particular language.

2) Macro Skills of Speaking

According to Brown (2001) macro skills of speaking, as follows:

- a. Appropriately accomplish communicative functions according to situations, participants, and goals .

- b. Use appropriate style, registers, implication, redundancies, pragmatic conventions, conversation rules, floor keeping and – yielding, interrupting, and other sociolinguistic features in face to face conversations .
- c. Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification .
- d. Convey facial features, kinesics, body language, and other non-verbal cues along with verbal language .
- e. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

2.3 Theoretical Framework

One of the purposes of language teaching is to help students develop communication skills . Speaking is one of the four language skills which contained activities to transform the ideas into a good language and present it to the listener .

The Students are expected to get practice as good as theory of speaking and podcast . Teacher has to be facilitator who can support and develop the speaking ability of the students . Podcast is one of the innovative learning media. The students are invited to be active by sharing their ideas about the podcast video .

They will also be easier get and share the ideas creatively. The use of podcast is intended to enhance students' speaking skills.

CHAPTER III

RESEARCH METHODOLOGY

This part consisted of Research Design, Population and Sample, Instrument of the Study, Data Analysis, the Role of the Researcher, Procedure, Validity and Reliability.

3.1 Research Design

According to Best (1981, p. 59), “in a simple conventional experiment reference is usually made to an experimental group and to a control group”. In other words a particular experiment should involve the comparison of the effects of a particular treatment with the effects of a different treatment . Key (1997) defines experimental research as an attempt by the researcher to maintain control over all factors that may affect the result of an experiment . From definitions above, it can be summarized that the aim of experimental research is to observe the cause-and-effect relation of research by comparing one or more control groups who get particular or common treatment with one or more experimental groups who get a different treatment .

This researcher used Quasi Experimental design in the form of Pretest-Posttest that used two groups, experimental and control . The experimental group was taught by using podcast video and the control one was taught by using textbook. Both of them were given the pre-test and post-test . Cook and Wong (2008) argue that the design of experiment research can be seen as follow:

| | | | |
|---------------|-----------------|------------------|------------------|
| Group: | Pre-test | Treatment | Post-test |
|---------------|-----------------|------------------|------------------|

| | | | |
|------------|----|----|----|
| Experiment | O1 | X1 | O2 |
| Control | O3 | X2 | O4 |

Figure 1. Design of Experimental Research

Note:

O1= Pre-test for experimental group

O2= Post-test for experimental group

O3= Pre-test for control group

O4= Post-test for control group

X1 = Treatment for experimental group

X2= Treatment for control group

(Cook and Wong, 2008), cited in (Alasuutari, Bickman., & Brannen,)

The researcher used the Podcast as a media of the students' speaking performance . This helped the researcher analyzed the students' speaking performance . In addition, the researcher focused on enhancing students' speaking skill . The topic of the pre-test and post-test was about "The Positive Habit". Besides, the talk of the podcast was not quite long; it was just about three to five minutes. In conducting this research, five meetings were organized, including a pre-test, four treatments and a post-test as well.

The researcher collected the data by using a set of an oral test for pre-test and post-test . The pre-test was given to measure the students' speaking ability prior the podcast media treatment . Besides, the post-test was given to measure the students' speaking skills improvement after receiving treatments.

3.2 Population and Sample

Population and sample are important element in a research study. Arikunto (2006, p. 130) states that , “population is a total member of research respondent”. Meanwhile, Johnson (1998, p. 110) defines “population as the entire group of entitles or person to whom the result of the study is intended to apply”.

The population in this research was the X grade students of SMA N 1 Comal, Pematang in the academic year of 2019/2020. According to Arikunto (1993, p. 104) , “a sample is a part of population investigated. Sample is taken as basis of recapitulating shall deputize or representative for those population”. This research study was pre-test and post-test. The researcher did not choose the sample by using random sampling. As a sample the researcher decided that the X MIPA 2 was an experimental group while the X MIPA 3 was a control group. A conversation part in the text book was applied for control class, while Podcast was applied for experimental class .

3.3 Instrument of the Study

An instrument plays an important role in a research in the sense that reliability of the instrument influence the reliability of the data obtained. According to Arikunto (2006, p. 160) , “research instrument is a device used by the researcher while collecting the data to make his work become easier and to get better result, complete and systematic in order”.

In this research the researcher used pre-test and post-test as a research instrument. According to Brown (2004, p. 3) , “a test is a method of measuring a person’s ability, knowledge, or performance in a given domain”. Arikunto (2006, p. 150) also explains that “test is a series of questions or exercises used to measure

skills, knowledge, intelligences, abilities or talents possessed by individual or group”.

To calculate the data, the researcher used scale to measure the students’ speaking skills. In this experiment, the researcher used five level rating scales that are proposed by David P. Harris (1969). The rating scale is as follows :

Table 1: The Rating Scale

| Score | Pronunciation | Grammar | Vocabulary | Fluency | Comprehension |
|---------------|---|---|---|---|--|
| 5 (95-100) | Has few traces of foreign accent | Makes few (if any) noticeable errors of grammar or word order | Use of vocabulary and idioms is virtually that of a native speaker | Speech as fluent and effortless as that of a native speaker | Appears to understand everything without difficulty |
| 4 (85-94) | Always intelligible, though one is conscious of a definite accent | Occasionally makes grammatical and word-order errors which do not, however, obscure meaning . | Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies | Speed of speech seems to be slightly affected by language problems | Understands nearly everything at normal speed, although occasional repetition may be necessary |
| 3 (75-84) | Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding | Makes frequent errors of grammar and word order which occasionally obscure meaning | Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary | Speed and fluency are rather strongly affected by language problems | Understands most of what is said at slower-than-normal speed with repetitions |
| 2 (65-74) | Very hard to understand because of pronunciation problems. Must frequently be | Grammar and word-order errors make comprehension difficult. Must often | Misuse of words and very limited vocabulary make comprehension quite | Usually hesitant often forced into silence by language | Has great difficulty following what is said. Can comprehend only “social |

| | | | | | |
|------------|---|---|--|---|---|
| | asked to repeat | rephrase sentences and/or restrict to basic patterns | difficult | limitations | conversation” spoken slowly and frequent repetitions |
| 1 below 65 | Pronunciation problems so severe as to make speech virtually unintelligible | Errors in grammar and word order so severe as to make speech virtually unintelligible | Vocabulary limitations so extreme as to make conversation virtually impossible | Speech is very halting and fragmentary as to make conversation virtually impossible | Cannot be said to understand even simple conversational English |

3.4 Data Analysis

1) Data Description

Based on McMillan and Schumacher (2001), data descriptions consisted of mean, median, standard deviation and categorization .

The formula of mean, median, mode, and standard deviation are as follows :

a. Mean

$$\text{Individual data : } \bar{x} = \frac{\sum fx}{n}$$

Where :

$$\sum fx \quad = \text{the sum of student score}$$

$$n \quad = \text{the sum of students}$$

$$\text{Data distribution: } x = \frac{\sum f1x1}{n}$$

Where:

$$\sum f1 \quad = \text{frequency of students score}$$

$$\bar{x} \quad = \text{mid point of students score}$$

b. Mode

$$L + i \frac{f_1}{f_1 + f_2}$$

Where :

L = the lower limit of the interval within which the median lies

i = interval

f_1 = the frequency of the interval containing more recorded by that of the previous interval

f_2 = the frequency of the interval containing more recorded by that of the following interval

c. Median

$$\text{Data in frequency distribution Me: } L + I \frac{\frac{n}{2}cfb}{fw}$$

Where :

L = the lower limit of the interval within which the median lies

I = interval

cfb = the cumulative frequency in all interval containing the median

n = the sum of group

fw = the frequency of cases within the interval containing the median

d. Standard Deviation

$$\text{Data in frequency distribution } s = \frac{\frac{\sum f_1(x_1)^2}{n} - \left(\frac{\sum f_1 x_1}{n}\right)^2}{n-1}$$

Where :

e. Categorization

Data categorization was based on the ideal mean as an ideal benchmark and standard deviation, which are then grouped into six categories. To calculate the ideal average (Mi) used the formula:

$$Mi = \frac{1}{2} (\text{the highest ideals} + \text{the lowest ideals})$$

The five categories of the grouping as proposed by Azwar (2010, p. 108) can be defined as follows:

Table 2: Guidelines for Providing Interpretation of Research Variables

| Category | Interval Scores |
|-----------|-----------------|
| Excellent | 89.0-100 |
| Very Good | 77.9-88.9 |
| Good | 66.8-77.8 |
| Fair | 55.7-66.7 |
| Poor | 44.6-55.6 |
| Very Poor | 33.5-44.5 |

2) Pre-Requisite Test

a. Normality test

Normality test was used to test the sample from the population that will be analyzed whether both groups have normal distribution or not. To calculate the normality test, the researcher used *Kolmogorov Smirnov* formula .

The interpretation of the normality test can be concluded as follows:

- a) If the value of Asymp. Sig. (2-tailed) is greater the rate of 5% Alpha (Asymp. Sig. (2-tailed) > 0.05) it can be concluded that the data derived from populations that are normally distributed .
- b) If the value of Asymp. Sig. (2-tailed) is smaller the rate of 5% Alpha (Asymp. Sig. (2-tailed) < 0.05) it can be concluded that the data derived from the populations distribution is not normal .

b. Data Homogeneity

Homogeneity test was used to know whether two group experimental and control class have homogeneity or not. Interpretation of the results of the homogeneity test is by looking at the value of Sig . (2-tailed). The interpretation can be concluded as follows:

- 1) If the significance is less than 0.05 (Sig. (2-tailed) < 0.05), the variants differ significantly (not homogenous) .
- 2) If the significance is greater than 0.05 (Sig. (2-tailed) > 0.05), the variants are significantly similar (homogenous) .

3) Hypothesis Testing

To analyze the data of pre-test and data of post-test scores, the researcher applied regression analysis test. This test aims to determine whether a free variable or an independent variable affects against a bound variable or a dependent variable. In this study the researcher conducted this regression analysis test to know whether podcast as independent variable affected against students' score as dependent variable. Interpretation of the results of the hypothesis test is by looking at the value of Sig. (2-tailed) and the comparison between the value of t and t table . The interpretations can be concluded as follows:

- 1) If the significance is less than 0.05 (Sig.) < 0.05 , then there is an influence between a free variable against bonded variables or hypothesis is accepted .
- 2) If the significance is greater than 0.05 (Sig.) > 0.05 , then there is no an influence between a free variable against bonded variables or hypothesis is rejected .
- 3) If H_0 rejected $t > t$ table it means that there are a difference .
- 4) If H_0 accepted, $t < t$ table it means that there are no a difference .

The formula of t table shall be as follows:

Seeking t table: T table (df)= (a; n_1+n_2-k)

Where:

- t = the value of the test using podcast
- df = degrees of freedom
- a = constant number
- n_1 = the total number of students in experimental class
- n_2 = the total number of students in control class

k = the number of variable
 Ho = h null (there is no significant difference between the experimental class and control class)

3.5 The Role of the Researcher

In this experimental research the researcher had two main roles. They were as follows:

1. The data collector

In order to complete this final project the writer collected the data about the effectiveness of Podcast in learning English especially speaking through an experimental research and also some articles in the internet .

2. Data analysis

After getting the data, the writer then analyzed them .

3.6 Procedure

In collecting the data, the researcher followed the following steps:

a. Determining the subject

There were two classes at X grades of SMA N 1 Comal which consisted of 36 students for each class. The sample of this research was chosen by using probability sampling technique as the control and experimental class. The sample of experimental class was X MIPA 2, and the sample of experimental class was X MIPA 3 .

b. Selecting the Materials

The researcher chose the materials from the students' book based on the syllabus for the control group and podcast video from youtube about "The Positive Habits" for the experimental group. The researcher

conducted six meetings to enhance students' speaking skill through podcast .

c. Try Out Test

The researcher conducted try out test to another subject of sample used in this research. The purpose of conducting try out test is to achieve validity and reliability of the instrument. Try out test implemented to one class at SMA N 1 Comal. The researcher chose this subject based on characteristics of students ability that near same with the sample used in this research. Try out sample was the students in different class namely X MIPA 1 with the total population was 36 students .

d. Pre-test

The pre-test was given to the students before the treatment of teaching speaking through Podcast in order to know the students' basic speaking skill. Meanwhile, before administer pre-test, the researcher explained the topic that tested. The tests were a subjective test and focused in oral test. The researcher explained generally the test and asked the students to make a group that consist two persons. For the control group, the researcher gave the students situational dialogue about compliment. Otherwise, for the experimental group, the researcher showed the podcast video about a positive habit. Then both of group performed the conversation in front of class. In performing the test, the students asked to speak up clearly. Meanwhile, the researcher took the video recorded to support the data collection process. The result of the pretest was analyzed

by the researcher to know the students' prior achievement on speaking and to manage the following treatments .

e. Treatments

In this research, the treatments were held in four meetings. At the first treatment the researcher delivered the indicators and objectives of treatment. The researcher also explained the material about expressing compliment and Podcast. After getting the material, the researcher asked the students to make a conversation dialogue with their pair group .

In the second treatments, the students in experimental group were taught by using podcast while the students in control group were taught by using text book. In this section, the students were introduced the method started its added-value and its influence for their English speaking skill. During the learning process, the students were helped to perform correct pronunciation, appropriate vocabulary, and composed correct grammatical sentences .

In the third and the forth treatments, the students composed the conversational dialogue about the different podcast. Furthermore, the students asked to perform their dialogue in front of class .

f. Post-test

Post-test was conducted after the treatments. Post-test was used in order to know the progress of the students' speaking ability after using Podcast. The researcher used a subjective test and oral test. The researcher gave a text of situational dialogue for the students in a control group and the podcast video for the students in an experimental group. After that,

they had to compose the dialogue and had to perform the dialogue in front of the class. In performing the dialogue, the students were asked to speak up clearly since the students' voice will be recorded. Then, the data was collected and analyzed by the researcher .

g. Analyzing Data

After conducting the final test, the researcher analyzed the data. After collecting the data, the students' worksheets were analyzed by the researcher. Then, the researcher analyzed the mean of every test by compared the score based on the test. The mean of pre-test and post-test were used to know the improvement of students' speaking ability through Podcast .

3.7 Validity and Reliability

a. Validity

“The test can be said valid if the test measures the objective to be measured and suitable with the criteria”, (Hatch and Farhady, 1982, p. 250). In this study, the instrument used is speaking test. To measure whether the test in this research had a good quality, the types of validity were used in this research were content validity and construct validity. To know the validity of the test, in this research, the researcher compares the r value and r table: If r value $>$ r table, the item is valid but if r value $<$ r table, it will be not valid. The validity that was applied in the speaking test was content and construct validity .

a) Content Validity

Content validity is a test to measure a representative sample of the subject matter content. “The focus of content validity is adequacy of the sample and

simply on the appearance of the test”, (Hatch and Farhady, 1982, p. 251) . The statement is correlated the test with the educational goal sated on 2013 English curriculum and the syllabus for the X grades students. In content validity, the test is a good reflection of what has been taught and the knowledge which the teacher wants his students to know .

b) Construct Validity

“Construct validity is concerned with whether the test is actually in line with the theory in order to know the language”, (Shohamy, 1985, p. 74). It means that the test measures certain aspects of speaking: pronunciation, grammar, vocabulary, fluency, and comprehension .

b. Reliability of the Test

Reliability refers to extend to which the test is consistent in its score and gives us an indication of how accurate the test score are (Hatch and Farhady, 1982: 244). Inter-rater reliability was applied in this research in order to ensure the reliability of the score and to avoid the subjectively of the researcher. To obtain inter-rater reliability, the researcher used correlation coefficient among two raters (Interclass Correlation Coefficient). Inter-rater reliability is the degree of agreement between two or more raters or scores, (Johnson and Christensen, 2008, p. 150)

Table 3: Value of the Reliability Coefficient (Slameto, (1998))

| Reliability Coefficient | Reliability Category |
|-------------------------|----------------------|
| 0.800-1.000 | Very high |
| 0.600-0.799 | High |
| 0.400-0.599 | Fair |
| 0.200-0.399 | Low |

| | |
|------------|----------|
| 0.000-0199 | Very low |
|------------|----------|

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter discusses about research findings that consist of research findings and discussion .

4.1 Findings

The research was conducted in two classes; those were X MIPA 2 as an experimental class and X MIPA 3 as a control class. The researcher used Podcast to teach experimental class and used the textbook to teach control class .

1. Pre-test

After conducting the try out test on 2nd March 2020 at X MIPA 1, the researcher conducted pre- test to experimental class on 3th March 2020 and it was started at 7 a.m. Before administering pre-test, the researcher explained the topic about compliment and podcast. Then, the researcher showed the podcast about “How to become successful by improvement Pill”. After that, the researcher asked the students to make conversation text about the podcast. The tests were subjective test and focused in oral test. The researcher explained generally the test and asked the students to make a group consisted of two persons. The pre-test was done at 8.25 a.m .

For the control group, pre-test was held on 4th March 2020 and it was started at 10.15 a.m. The researcher gave the students situational dialogue about compliment. After that, the researcher asked the students to make a conversation about “Your friend buys a new T-shirt from Singapore. As his best-friend, you give a compliment for his/her new T-shirt.” The pre-test was done at 11.43 .

Both of groups (the experimental class and the control class) performed the conversation in front of class. In performing the test, the students were asked to speak up clearly. Meanwhile, the researcher took the video to support the data collection process. The result of the pretest was analyzed by the researcher to know the students' prior achievement on speaking and to manage the following treatments .

2. Treatments

The treatments for experiment class and control class were conducted after the pre- test. Both classes consisted of 36 students. The researcher conducted the treatments for experimental class and control class in forth meetings. The treatments of the experimental class were held on 6th, 10th, 13th, and 17th March 2020. Meanwhile, the treatments for control class were held on 5th, 11th, 12th, and 18th March 2020 .

a. The procedure of the treatment for experimental class as follows:

At the first treatment the researcher delivered the indicators and objectives of treatment. The researcher also explained the material about expressing compliment and podcast. After getting the material, the researcher asked the students to make a conversation dialogue with their pair group. After that the students had to perform their conversation dialogue in front of the class .

In the second treatments, the students in experimental group were taught by using different podcast. During the learning process, the students were helped to perform correct pronunciation, appropriate vocabulary, and composed correct grammatical sentences .

In the third and the fourth treatments, the students composed the conversational dialogue about the different podcast. Furthermore, the students asked to perform their dialogue in front of class .

b. The procedure of the treatment for control class as follows

At the first treatment the researcher delivered the indicators and objectives of treatment. The researcher also explained the material about expressing compliment. After getting the material, the researcher asked the students to make a conversation dialogue based on the situation given in a textbook with their pair group. After that the students had to perform their conversation dialogue in front of the class .

In the second treatments, the students in experimental group were taught by using different situation given in a textbook. During the learning process, the students were helped to perform correct pronunciation, used appropriate vocabulary, and composed correct grammatical sentences .

In the third and the fourth treatments, the students composed the conversational dialogue about the different situation given in a textbook. Furthermore, the students were asked to perform their dialogue in front of class .

3. Post-test

Post-test was conducted after the treatments. Post-test was used in order to know the progress of the students' speaking ability after using Podcast. The post-test for the experimental class was held on 20th March 2020, while the control class was held on 19th March 2020. The researcher used a subjective test and oral test. The researcher gave a text of situational dialogue for the students in a control group and the podcast video for the students in an experimental group.

After that, they had to compose the dialogue and perform the dialogue in front of the class. In performing the dialogue, the students were asked to speak up clearly since the students' voice was recorded. Then, the data was collected and analyzed .

4. Data Analysis

1) Experimental Class

a. Pre-Test

The descriptive analysis of the data of pre-test experimental class showed that the score was 52 to 66. By using the calculation, it is known that the mean achieved by students in experimental class was 58.67; the standard deviation was 4.97; the median was 58.86; and the mode was 58.62 . The frequency distribution of the data pre-test experimental class is as follow:

Table 4: Frequency Distribution of Pre-Test Experimental Class

| Score | Fi | Xi | FiXi |
|--------|----|-----|------|
| 52-54 | 7 | 53 | 371 |
| 55-57 | 6 | 56 | 336 |
| 58-60 | 11 | 59 | 649 |
| 61-63 | 8 | 62 | 496 |
| n64-66 | 4 | 65 | 260 |
| Sum | 36 | 295 | 2112 |

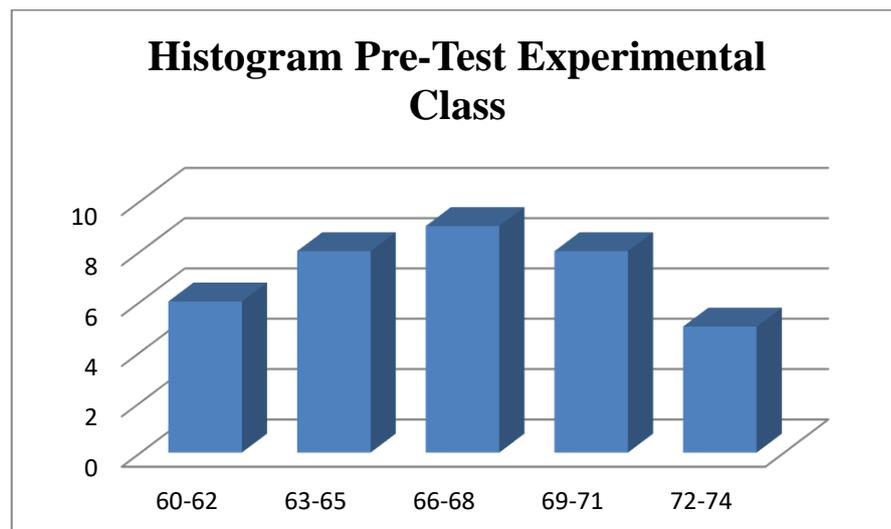
From the frequency distribution of the data pre-test experimental class above, the lowest score of the students are 53, and the highest score are 65. It is also known that there are 7 students who have score 53, 6 students who have score 56, 11 students who have score 59, 8 students who have score 62, and 4 students who have score 65 .

From the statistical data, the category of a pre-test scores of experimental class are divided into four categories, namely excellent, good, poor, and very poor .

Table 5: the Category of a Pre-Test Score of Experimental Class

| No | Interval | Category | F | % |
|----|---------------------|-----------|----|-------|
| 1. | $X \leq 50.5$ | Very poor | 0 | 0 |
| 2. | $50.5 \leq X < 65$ | Poor | 32 | 88.89 |
| 3. | $65 \leq X \leq 80$ | Good | 4 | 11.11 |
| 4. | $X \geq 81$ | Excellent | 0 | 0 |

The table showed that there was no student (0%) classified into a very poor and an excellent category. The table showed that there were 4 students (11.11%) in a good category, and 32 students (88.89%) in a poor category. It can be concluded that the majority of the students belonged to a poor category in the pre-test .



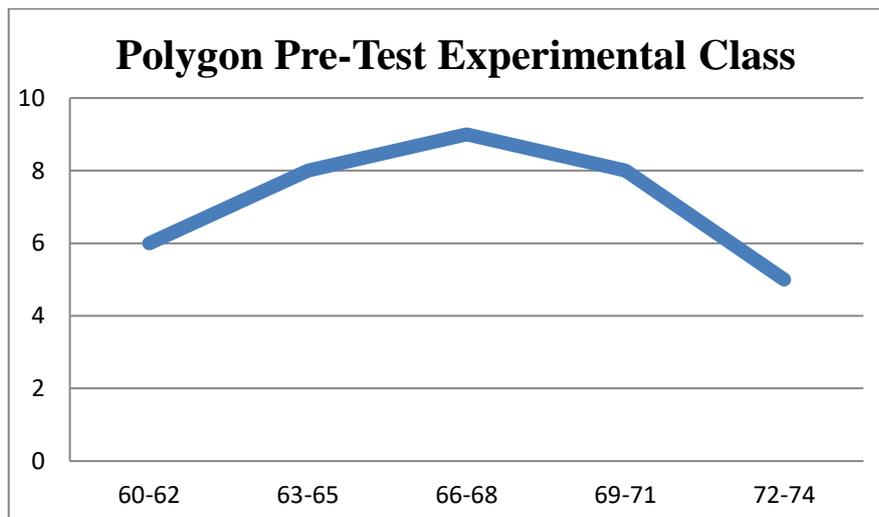


Figure 2: Histogram and Polygon of Pre-Test Experimental Class

b. Post-Test

The data of the post-test was taught by using podcast. The descriptive analysis of the data of the post-test experimental class showed that the score was 69 to 80. By using the calculation, it is known that the mean achieved by students in experimental class was 74.02; the standard deviation was 3.35; the median was 73.35; the mode was 75.5. The frequency distribution of the data pre-test experimental class is in table 6 .

Table 6: Frequency Distribution of Post-Test Experimental Class

| Score | Fi | Xi | FiXi |
|-------|----|-----|------|
| 69-71 | 9 | 70 | 630 |
| 72-74 | 9 | 73 | 657 |
| 75-77 | 11 | 76 | 836 |
| 78-80 | 7 | 79 | 553 |
| Sum | 36 | 298 | 2676 |

From the frequency distribution of the data post-test experimental class above, the lowest score of the students are 70, and the highest score are 79. It is

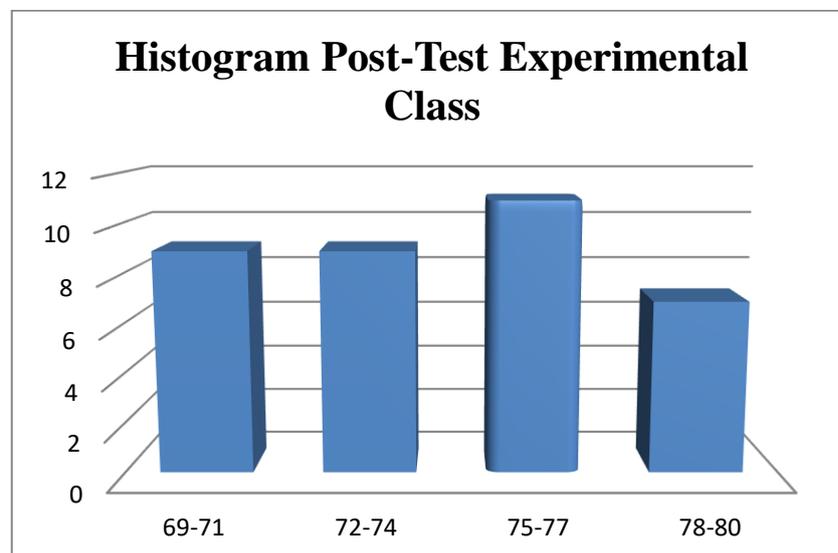
also known that there are 9 students who have score 70, 9 students who have score 73, 11 students who have score 76, and 7 students who have score 79 .

From the statistical data, the category of a pre-test scores of experimental class are divided into four categories, namely excellent, good, poor, and very poor .

Table 7: the Category of a Post-Test Score of Experimental Class

| No | Interval | Category | F | % |
|----|---------------------|-----------|----|-----|
| 1. | $X \leq 50.5$ | Very poor | 0 | 0 |
| 2. | $50.5 \leq X < 65$ | Poor | 0 | 0 |
| 3. | $65 \leq X \leq 80$ | Good | 36 | 100 |
| 4. | $X \geq 81$ | Excellent | 0 | 0 |

The table showed that there was no student (0%) classified into a very poor, poor and an excellent category. The table showed that all the students of the experimental class post-test (100%) in a good category. It can be concluded that there was an improvement of the scoring categorization from poor to good category. It means that the students' speaking skill of the experimental class improved significantly after being treated using podcast .



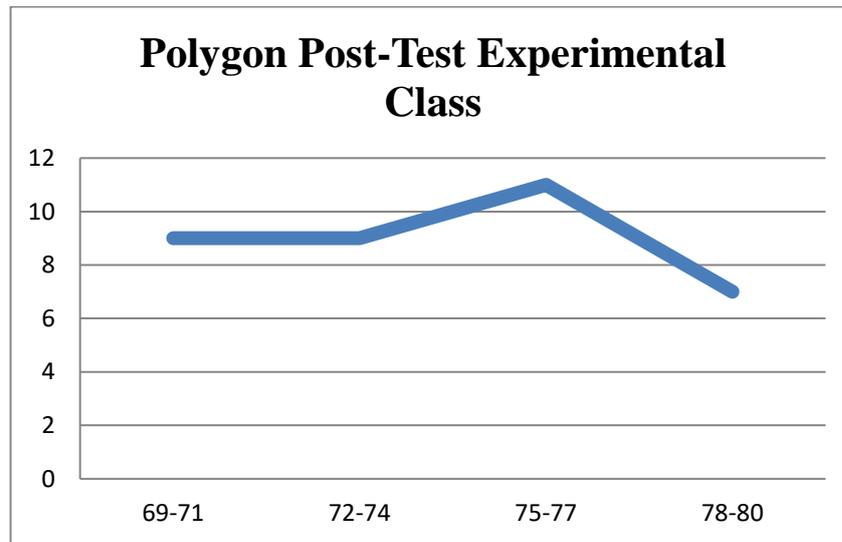


Figure 3: Histogram and Polygon of Post-Test Experimental Class

2) Control Class

a. Pre-Test

The data of pre-test was taught by using text book. The descriptive analysis of the data of pre-test control showed that the score was 50 up to 64. By using the calculation, it is known that the mean achieved by students in control class was 56.69; the standard deviation was 4.28; the median was 56.50; and the mode was 67. The frequency distribution of the data of pre-test control class is in table 8 .

Table 8: Frequency Distribution of Pre-test Control Class

| Score | Fi | Xi | FiXi |
|-------|----|-----|------|
| 50-52 | 7 | 51 | 357 |
| 53-55 | 8 | 54 | 432 |
| 56-58 | 9 | 57 | 513 |
| 59-61 | 6 | 60 | 360 |
| 62-64 | 6 | 63 | 378 |
| Sum | 36 | 285 | 2040 |

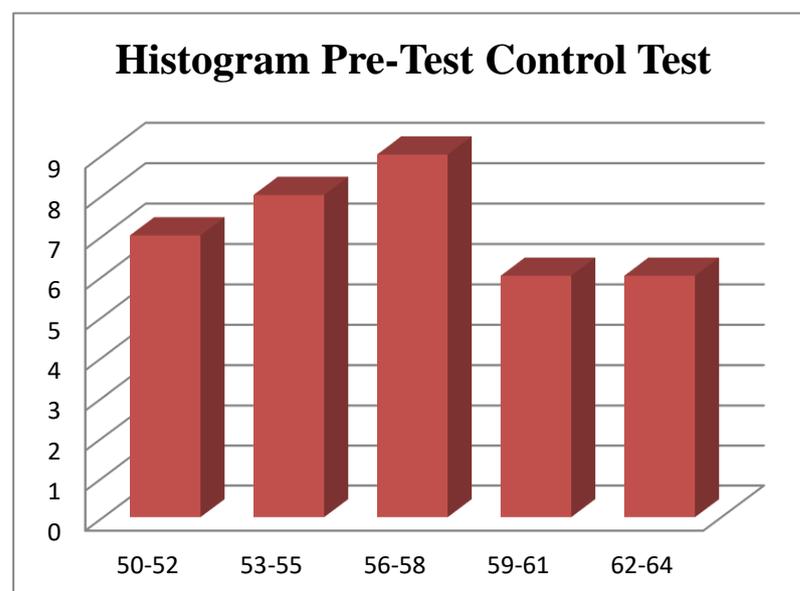
From the frequency distribution of the data pre-test control class above, the lowest score of the students are 51, and the highest score are 63. It is also known that there are 7 students who have score 51, 8 students who have score 54, 9 students who have score 57, 6 students who have score 60, and 6 students who have score 63 .

From the statistical data, the category of a pre-test scores of control class are divided into four categories, namely excellent, good, poor, and very poor .

Table 9: the Category of a Pre-Test Score of Control Class

| No | Interval | Category | F | % |
|----|---------------------|-----------|----|-----|
| 1. | $X \leq 50.5$ | Very poor | 0 | 0 |
| 2. | $50.5 \leq X < 65$ | Poor | 36 | 100 |
| 3. | $65 \leq X \leq 80$ | Good | 0 | 0 |
| 4. | $X \geq 81$ | Excellent | 0 | 0 |

The table showed that there was no student (0%) classified into a very poor, a good and an excellent category. The table showed that all the students (100%) in a poor category. It can be concluded that the majority of the students belonged to a poor category in the pre-test .



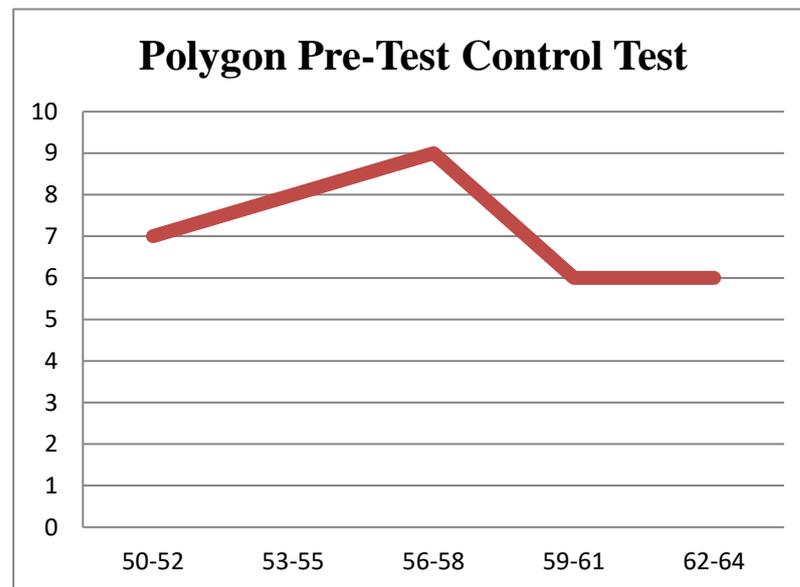


Figure 4: Histogram and Polygon of Pre-Test Control Class

b. Post-Test

The data of post-test for the control class was taught by using text book. The Descriptive analysis of the data of post-test control showed that the score was 63 up to 74. By using the calculation, it is known that the mean achieved by students in control class was 72.33; the standard deviation was 3.35; the median was 73.35; the mode was 75. The frequency distribution of the data pre-test control class is in table 10 .

Table 10: Frequency Distribution of Post-test Control Class

| Score | Fi | Xi | FiXi |
|-------|----|-----|------|
| 63-65 | 7 | 64 | 448 |
| 66-68 | 8 | 67 | 536 |
| 69-71 | 11 | 70 | 770 |
| 72-74 | 10 | 73 | 730 |
| Sum | 36 | 274 | 2484 |

From the frequency distribution of the data post-test control class above, the lowest score of the students are 64, and the highest score are 73. It is also known that there are 7 students who have score 64, 8 students who have score 67, 11 students who have score 70, and 10 students who have score 73 .

From the statistical data, the category of a pre-test scores of control class are divided into four categories, namely excellent, good, poor, and very poor .

Table 11: the Category of a Post-Test Score of Control Class

| No | Interval | Category | F | % |
|----|---------------------|-----------|----|--------|
| 1. | $X \leq 50.5$ | Very poor | 0 | 0 |
| 2. | $50.5 \leq X < 65$ | Poor | 15 | 41.66% |
| 3. | $65 \leq X \leq 80$ | Good | 21 | 58.33% |
| 4. | $X \geq 81$ | Excellent | 0 | 0 |

The table showed that there was no student (0%) classified into a very poor, and an excellent category. The table showed that there were 15 students (41.66%) in a poor category, and 21 students (58.33%) in a good category. It can be concluded that there was an improvement of the scoring categorization from poor to good category. It means that the students' speaking skill of the control class improved after being treated using textbook .

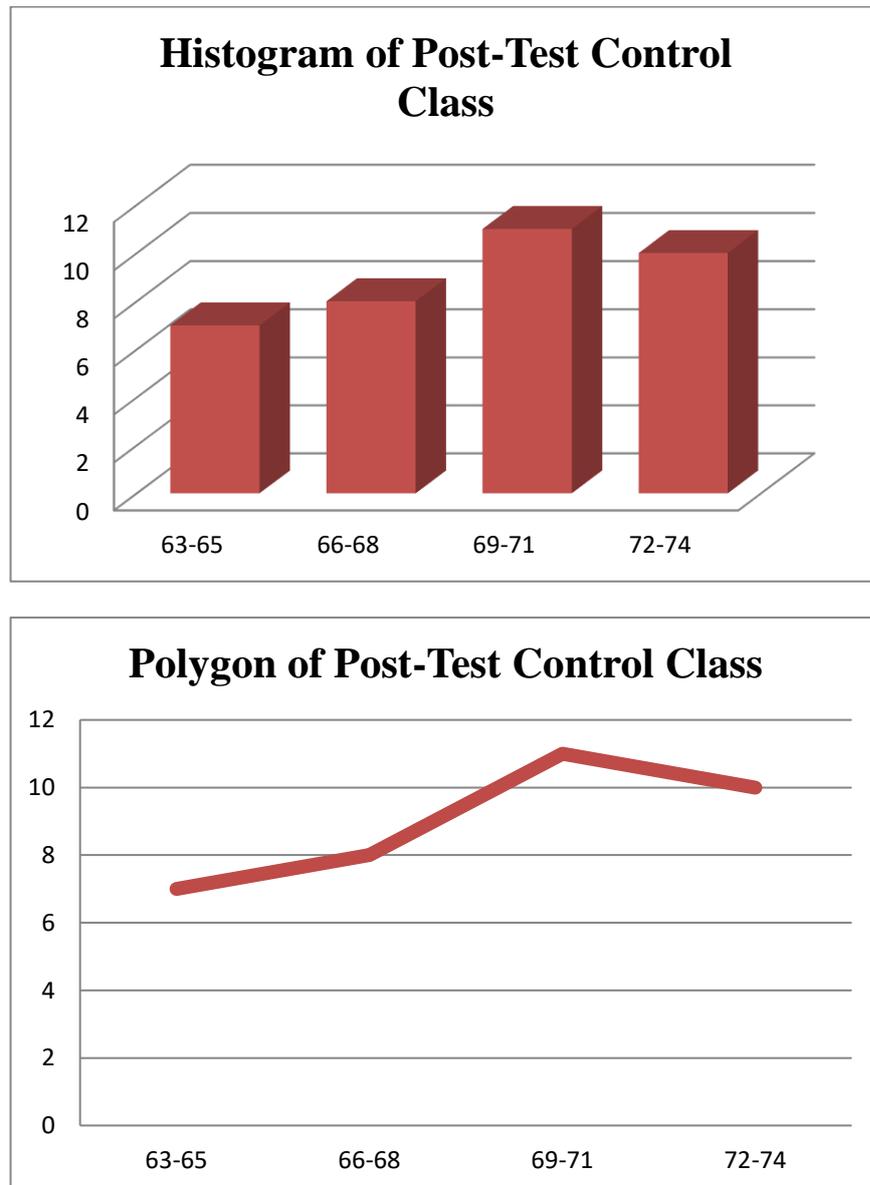


Figure 5: Histogram and Polygon of Post-Test Control Class

3) Normality and Homogeneity Test

Before analyzing the data using inferential analysis, normality and homogeneity test must be done. The normality test is to know that the sample is in normal distribution and the homogeneity test is to know that the data are homogeneous. Each test is presented in the following section .

a) Normality Test

In analyzing the data from the test, SPSS (Statistical Packages for the Social Sciences) was used. The data is presented in table 12 as follows :

Table 12: Test of Normality Pre-Test and Post-Test

| Class | | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|-------|-----------------|---------------------------------|----|------|--------------|----|------|
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| Score | pre-test exp. | .123 | 36 | .189 | .956 | 36 | .164 |
| | post-test exp. | .144 | 36 | .057 | .944 | 36 | .069 |
| | pre-test cont. | .141 | 36 | .068 | .944 | 36 | .065 |
| | post-test cont. | .135 | 36 | .097 | .934 | 36 | .034 |

a. Lilliefors Significance Correction

The table above explained that the significance of the pre-test experiment class is 0.189, and the post-test experiment class is 0.057. Besides, the significance of control class showed that the pre-test is 0.068, and the post-test is 0.097. Data is in normal distribution if the significance > 0.05 . From the data in the table above both the sample of the experiment class and control is normal because the significance is > 0.05 .

b) Homogeneity

The researcher used Independent sample T-test to know that the data are homogenous. The data are presented in two tables that are table for the post test of both classes and table for the pretest of both classes (experimental and control) .

Table 13: Independent Sample Test of Post-Test

| Independent Samples Test | |
|---|------------------------------|
| Levene's Test for Equality of Variances | t-test for Equality of Means |

| | | | | | | | | | 95% Confidence Interval of the Difference | |
|-----------|-----------------------------|------|------|-------|--------|-----------------|-----------------|-----------------------|---|---------|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| Post-test | Equal variances assumed | .026 | .873 | 2.144 | 70 | .036 | 1.69444 | .79030 | .11823 | 3.27066 |
| | Equal variances not assumed | | | 2.144 | 70.000 | .036 | 1.69444 | .79030 | .11823 | 3.27066 |

**Table 14: Independent Sample Test of Pre-Test
Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | | | |
|----------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|--------|---------|---|--|
| | | | | | | | | | | | 95% Confidence Interval of the Difference | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper | | |
| Pre-test | Equal variances assumed | .302 | .585 | 2.131 | 70 | .037 | 2.08333 | .97747 | .13383 | 4.03283 | | |
| | Equal variances not assumed | | | 2.131 | 69.697 | .037 | 2.08333 | .97747 | .13368 | 4.03298 | | |

Based on the calculation above, the significance (sig.) p for the post-test is 0.873 and the significance p for the pre-test is 0.585. Data is homogenous if the significance $p > 0.05$. The significance of the pretest and post-test showed that sig. $p > 0.05$, and it implied the data is homogenous .

c) Hypothesis Test

Hypothesis test can be done after the result of normality and homogeneity test are fulfilled. The test is done by using t test regression analysis. If H_0 rejected, $t > t$ table it means that there are a difference . The procedure of t test shall be as follows:

Seeking t table: T table= $(a; n_1+n_2-k) = 36+36-2= 70 (1.993)$

Table 15: the Result of Hypothesis Test Coefficients^a

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|------------|-----------------------------|------------|---------------------------|--------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 59.625 | 1.689 | | 35.292 | .000 |
| | Exp-class | 2.333 | .617 | .303 | 3.782 | .000 |

a. Dependent Variable: Score

From the data above it can be seen that the score of t was 3.782 with significance score $0.000 < 0.05$. Cause $t > t$ table ($3.782 > 1.993$) for level significance 0.00, H_0 is rejected. It means there is difference in speaking skill between experiment and control class. The result showed that podcast is more effective than text book to increase students' speaking ability .

4.2 Discussion

Based on the computation result of testing hypothesis, it can be explained as follows:

It was considered that there is difference between students' speaking skill taught using textbook and those taught using podcast. The result of the computation of the post-test result, the mean score of experimental class was 74.02 while the control class was 72.33. It can be interpreted that the mean score

of the experimental class taught using podcast was higher than the mean score of the control class taught using textbook. Besides, the frequency distribution of the control class post-test showed that there were 21 students (58.33%) in a good category. Meanwhile, the frequency distribution of the experimental class post-test showed that all the students (36) of the experimental class post-test (100%) in a good category. The findings showed that the students' speaking skill scores taught using podcast was higher than the students taught using textbook .

On the other side, the result of the hypothesis test showed that there was a significant difference effect on the students' speaking skill between those who were taught by using podcast and those who were not taught by using podcast. It could be proven from the result of t (3.782) which is higher than t table (1.993). The result of analysis showed that the mean score of the students who were taught by using podcast (74.02) was higher than those who were taught by textbook (72.33). It meant that the students who were taught by podcast have better speaking skills than those who were not taught by using podcast. Thus, the use of podcast is effective in enhancing the students' speaking skill .

From those evidences above, it could be concluded that in designing activities with audio-visual materials, the teacher should integrate strategy instruction into interactive activities. Effective interactive activities should be manipulative, meaningful, and communicative, involving learners in using English for a variety of communication purposes. This finding was consistent with Busa (2010), statements that students can increase their communication skills during a course if oral communication is a regular feature in ELT enhanced by the use of multimodality/multimodal resources such as video .

English in Indonesia is a foreign language. Related to this, students learned the target language (English) in their own culture and the available practices or activities in the classroom. The key factor in the English learning development is the opportunity given to students to speak in the target language. Teachers must challenge the students to speak. Richards & Renandya (2002), states that a possible way of stimulating the students to talk might be to provide them with the extensive exposure to authentic language through audio-visual stimuli and with opportunities to use the language. Podcast gives opportunities for students to increase their speaking skill by imitating the speaker on the video. The students will acquire speaking English as a skill to attain speaking skill. After applying podcast as a teaching media to the tenth grade students of SMA N 1 COMAL, the researcher found some strength during the process . The strength was concluded that applying podcast in teaching speaking is able to support student vocabulary, fluency, pronunciation and grammar in speaking English.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the result of the research and the discussion that has been presented in the previous chapter, it could be concluded that there was significant difference in learning outcomes between the students who learned speaking through podcast and the students who learned speaking through textbook. Learning outcomes of podcast were shown by the result of independent t-test between experimental class and control class . It could be seen from the result of t (3.782) which was higher than t table (1.993). On other hand, the result of analysis showed that the mean score of the students who were taught by using podcast (74.02) was higher than those who were taught by textbook (72.33). It meant that the students who were taught by podcast have better speaking skills than those who were not thought by using podcast. Thus, the use of podcast is effective in enhancing the students' speaking skill .

According to the results above, the use of podcast as a technique in enhancing students' speaking skills can probably be one of the solutions to solve the students' difficulty in speaking. From that reason, podcast can help the students to enhance their speaking skills and develop their language skills. It can be seen from the results of podcast at the students in experimental class. Therefore, the use of podcast in the learning process requires active participation of the teacher and the students so that podcast can be maximized to enhance students' speaking skills .

5.2 Suggestion

Based on the conclusion of the research, the researcher presents the suggestion for the following parties: the teachers, the students of English Language Education Department, and the other researchers .

1. English Teachers

According to the finding of the research, podcast can help students to enhance their speaking skill, however, the English teachers need to improve their motivation and make them love learning English as well. Besides, the teachers are expected to be creative person in order to make the learning process more interesting and comfortable for the students. From that reason, the English teachers need to know the various methods such as podcast or another method to motivate the students and build their interest in learning English .

2. The students of English Language Education Department

The students of English Departments perhaps can develop the use of podcast as a media in enhancing students' speaking skill. The other side, podcast can be more effective and efficient technique to improve speaking .

3. Other Researchers

Future researchers are expected to develop learning materials for other grades or other skills. This study is mainly intended to describe how podcasts were implemented to improve the speaking skill at X grade students of SMA N 1 Comal. The other researchers may follow this study in different contexts in order to find more actions to improve the students' speaking skill. In addition, this study may be used as one of the resources

before the other researchers conduct an action research related to the improving students' speaking skill. Therefore, the researcher certainly realized that the research is not perfect. By reason of that, the researcher expects criticism and suggestion in writing research in the future .

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APPENDICES

APPENDIX 1

TRY OUT TEST

The researcher conducted try out test to another subject of sample used in this research. The purpose of conducting try out test is to achieve validity and reliability of the instrument. Try out test implemented to one class at SMA N 1 Comal. The researcher chose this subject based on characteristics of students ability that near same with the sample used in this research. Try out sample was the students in different class namely X MIPA 1 with the total population was 36 students. The try out test was held on 2nd March 2020 at X MIPA 1 .

a. Procedure

The pretest was started at 09.15 a.m. The researcher explained the topic about compliment and podcast. Then, the researcher showed the podcast about “A Glass of Water by improvement Pill”. After that, the researcher asked the students to make conversation text about the podcast. The tests were subjective test and focused in oral test. The researcher explained generally the test and asked the students to make a group consisted of two persons. The pre-test was done at 10.45 a.m .

Then, the post-test was conducted after the pre-test. Post-test was used in order to know the progress of the students’ speaking ability after using Podcast. The post-test for the try out class was also held on 2th March 2020. The test was started at 14.00. The researcher used a subjective test and oral test. The researcher gave a podcast video for the students in the try out class. After that, they had to compose the dialogue and perform the dialogue in front of the class. In performing the dialogue, the students were asked to

speak up clearly since the students' voice was recorded. Then, the data was collected and analyzed .

b. Data Analysis

In analyzing the data from the test, SPSS (Statistical Packages for the Social Sciences) was used. The data is presented in table 16 as follows :

**Table 16: Normality of the Try out Test
One-Sample Kolmogorov-Smirnov Test**

| | | Pre_test | Post_test |
|----------------------------------|----------------|----------|-----------|
| N | | 36 | 36 |
| Normal Parameters ^{a,b} | Mean | 59.3889 | 65.8333 |
| | Std. Deviation | 5.60753 | 4.44972 |
| Most Extreme Differences | Absolute | .144 | .132 |
| | Positive | .144 | .132 |
| | Negative | -.127 | -.095 |
| Kolmogorov-Smirnov Z | | .863 | .792 |
| Asymp. Sig. (2-tailed) | | .446 | .557 |

a. Test distribution is Normal.

b. Calculated from data.

The table above explained that the significance of the pre-test is 0.446, and the post-test experiment class is 0.557. Data is in normal distribution if the significance > 0.05 . From the data in the table above both the sample of the try out class is normal because the significance is > 0.05 . Based on the table, the mean of the post-test is higher than the pre-test ($65.83 > 59.38$). It means that the result of the post-test score is better than the pre-test .

c. Validity and Reliability

The result of the validity can be seen on the table 17 as follows:

**Table 17: Validity of the Pre-Test
Correlations**

| | Pronun- tion | Gram mar | Vocabul ary | Fluency | Compre hension | Pre_tes t |
|--|-----------------|-------------|----------------|---------|-------------------|--------------|
| | | | | | | |

| | | | | | | | |
|---------------|---------------------|--------|--------|--------|--------|--------|--------|
| Pronunciation | Pearson Correlation | 1 | .740** | .722** | .649** | .494** | .868** |
| | Sig. (2-tailed) | | .000 | .000 | .000 | .002 | .000 |
| | N | 36 | 36 | 36 | 36 | 36 | 36 |
| Grammar | Pearson Correlation | .740** | 1 | .698** | .703** | .545** | .878** |
| | Sig. (2-tailed) | .000 | | .000 | .000 | .001 | .000 |
| | N | 36 | 36 | 36 | 36 | 36 | 36 |
| Vocabulary | Pearson Correlation | .722** | .698** | 1 | .548** | .388* | .806** |
| | Sig. (2-tailed) | .000 | .000 | | .001 | .019 | .000 |
| | N | 36 | 36 | 36 | 36 | 36 | 36 |
| Fluency | Pearson Correlation | .649** | .703** | .548** | 1 | .555** | .838** |
| | Sig. (2-tailed) | .000 | .000 | .001 | | .000 | .000 |
| | N | 36 | 36 | 36 | 36 | 36 | 36 |
| Comprehension | Pearson Correlation | .494** | .545** | .388* | .555** | 1 | .734** |
| | Sig. (2-tailed) | .002 | .001 | .019 | .000 | | .000 |
| | N | 36 | 36 | 36 | 36 | 36 | 36 |
| Pre_test | Pearson Correlation | .868** | .878** | .806** | .838** | .734** | 1 |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | |
| | N | 36 | 36 | 36 | 36 | 36 | 36 |

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The data is valid if the value of Sig. (2 tailed) < 0,05. From the data above showed that the Sig. (2 tailed) for each items are $0,00 < 0,05$. It can be said that the data instruments of the pre-test is valid .

While the validity of the post test can be seen in the table 18 as follows:

**Table 18: Validity of the Pre-Test
Correlations**

| | Pronunciation | Grammar | Vocabulary | Fluency | Comprehension | Post_test |
|-----------------------------------|---------------|---------|------------|---------|---------------|-----------|
| Pronunciation Pearson Correlation | 1 | .599** | .724** | .795** | .786** | .890** |
| Sig. (2-tailed) | | .000 | .000 | .000 | .000 | .000 |
| N | 36 | 36 | 36 | 36 | 36 | 36 |
| Grammar Pearson Correlation | .599** | 1 | .836** | .836** | .665** | .861** |
| Sig. (2-tailed) | .000 | | .000 | .000 | .000 | .000 |
| N | 36 | 36 | 36 | 36 | 36 | 36 |
| Vocabulary Pearson Correlation | .724** | .836** | 1 | .849** | .732** | .911** |
| Sig. (2-tailed) | .000 | .000 | | .000 | .000 | .000 |
| N | 36 | 36 | 36 | 36 | 36 | 36 |
| Fluency Pearson Correlation | .795** | .836** | .849** | 1 | .632** | .911** |
| Sig. (2-tailed) | .000 | .000 | .000 | | .000 | .000 |
| N | 36 | 36 | 36 | 36 | 36 | 36 |
| Comprehension Pearson Correlation | .786** | .665** | .732** | .632** | 1 | .876** |
| Sig. (2-tailed) | .000 | .000 | .000 | .000 | | .000 |
| N | 36 | 36 | 36 | 36 | 36 | 36 |
| Post_test Pearson Correlation | .890** | .861** | .911** | .911** | .876** | 1 |
| Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | |
| N | 36 | 36 | 36 | 36 | 36 | 36 |

** . Correlation is significant at the 0.01 level (2-tailed).

From the data above showed that the Sig. (2 tailed) for each items are $0,00 < 0,05$. Hence, it can be said that the data instruments of the post-test is valid .

Besides, the result of the reliability of data is presented in table 19:

**Table 19: Reliability of the Try out Test
Reliability Statistics**

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .929 | 5 |

From the data above the value of Cronbach's Alpha is $0,929 > 0,06$.
The data is reliable if the value of Cronbach's Alpha $> 0,06$. Therefore, the data instruments of try out test are reliable .

APPENDIX 2

PRE-TEST AND POST-TEST

a. Students' score of Try out test

Table 20: The Students' Pre- Test Score of Try out Test

| NO | NAME | CRITERIA | | | | | SUM | TOTAL SCORE |
|-----|-------|---------------|---------|------------|---------|---------------|-----|-------------|
| | | Pronunciation | Grammar | Vocabulary | Fluency | Comprehension | | |
| 1. | A 001 | 70 | 60 | 65 | 65 | 60 | 320 | 64 |
| 2. | A 002 | 55 | 50 | 55 | 55 | 55 | 270 | 54 |
| 3. | A 003 | 45 | 45 | 55 | 55 | 60 | 270 | 54 |
| 4. | A 004 | 60 | 55 | 65 | 50 | 50 | 280 | 56 |
| 5. | A 005 | 60 | 60 | 65 | 65 | 60 | 310 | 62 |
| 6. | A 006 | 65 | 55 | 65 | 60 | 65 | 310 | 62 |
| 7. | A 007 | 70 | 65 | 65 | 65 | 65 | 330 | 66 |
| 8. | A 008 | 55 | 55 | 50 | 55 | 55 | 270 | 54 |
| 9. | A 009 | 60 | 60 | 60 | 60 | 60 | 300 | 60 |
| 10. | A 010 | 60 | 55 | 65 | 50 | 50 | 280 | 56 |
| 11. | A 011 | 45 | 45 | 50 | 50 | 60 | 250 | 50 |
| 12. | A 012 | 60 | 60 | 60 | 60 | 60 | 300 | 60 |
| 13. | A 013 | 65 | 55 | 65 | 60 | 65 | 310 | 62 |
| 14. | A 014 | 50 | 50 | 50 | 55 | 55 | 260 | 52 |
| 15. | A 015 | 60 | 70 | 65 | 65 | 60 | 320 | 64 |
| 16. | A 016 | 60 | 60 | 60 | 60 | 60 | 300 | 60 |
| 17. | A 017 | 60 | 60 | 60 | 60 | 60 | 300 | 60 |
| 18. | A 018 | 55 | 55 | 55 | 50 | 55 | 270 | 54 |
| 19. | A 019 | 65 | 65 | 70 | 60 | 70 | 330 | 66 |
| 20. | A 020 | 55 | 60 | 65 | 50 | 50 | 280 | 56 |
| 21. | A 021 | 75 | 70 | 60 | 60 | 65 | 330 | 66 |
| 22. | A 022 | 65 | 65 | 60 | 70 | 60 | 320 | 64 |
| 23. | A 023 | 55 | 65 | 65 | 60 | 65 | 310 | 62 |
| 24. | A 024 | 70 | 65 | 65 | 65 | 75 | 345 | 69 |
| 25. | A 025 | 50 | 50 | 50 | 40 | 60 | 250 | 50 |
| 26. | A 026 | 65 | 65 | 70 | 60 | 70 | 330 | 66 |
| 27. | A 027 | 55 | 50 | 55 | 55 | 55 | 270 | 54 |
| 28. | A 028 | 65 | 60 | 65 | 60 | 60 | 310 | 62 |
| 29. | A 029 | 70 | 60 | 65 | 65 | 60 | 320 | 64 |
| 30. | A 030 | 60 | 60 | 60 | 60 | 60 | 300 | 60 |
| 31. | A 031 | 50 | 50 | 50 | 55 | 55 | 260 | 52 |
| 32. | A 032 | 60 | 55 | 65 | 50 | 50 | 280 | 56 |
| 33. | A 033 | 65 | 65 | 70 | 60 | 70 | 330 | 66 |
| 34. | A 034 | 70 | 65 | 65 | 65 | 75 | 345 | 69 |
| 35. | A 035 | 50 | 50 | 45 | 45 | 60 | 250 | 50 |

| | | | | | | | | |
|-----|-------|----|----|----|----|----|-----|----|
| 36. | A 036 | 65 | 50 | 60 | 50 | 55 | 280 | 56 |
|-----|-------|----|----|----|----|----|-----|----|

Table 21: The Students' Post- Test Score of Try out Test

| NO | NAME | CRITERIA | | | | | SUM | TOTAL SCORE |
|-----|-------|---------------|---------|------------|---------|---------------|-----|-------------|
| | | Pronunciation | Grammar | Vocabulary | Fluency | Comprehension | | |
| 1. | A 001 | 75 | 70 | 75 | 75 | 75 | 370 | 74 |
| 2. | A 002 | 60 | 65 | 65 | 60 | 65 | 315 | 63 |
| 3. | A 003 | 60 | 60 | 60 | 60 | 60 | 300 | 60 |
| 4. | A 004 | 70 | 65 | 65 | 65 | 70 | 335 | 67 |
| 5. | A 005 | 70 | 65 | 65 | 65 | 70 | 335 | 67 |
| 6. | A 006 | 65 | 65 | 65 | 60 | 75 | 330 | 66 |
| 7. | A 007 | 70 | 65 | 65 | 65 | 70 | 335 | 67 |
| 8. | A 008 | 60 | 60 | 60 | 60 | 60 | 300 | 60 |
| 9. | A 009 | 70 | 65 | 65 | 65 | 70 | 335 | 67 |
| 10. | A 010 | 60 | 65 | 65 | 60 | 65 | 315 | 63 |
| 11. | A 011 | 60 | 60 | 60 | 60 | 60 | 300 | 60 |
| 12. | A 012 | 65 | 70 | 75 | 65 | 70 | 345 | 69 |
| 13. | A 013 | 65 | 60 | 65 | 60 | 70 | 320 | 64 |
| 14. | A 014 | 60 | 65 | 65 | 60 | 65 | 315 | 63 |
| 15. | A 015 | 65 | 65 | 65 | 60 | 75 | 330 | 66 |
| 16. | A 016 | 60 | 65 | 65 | 60 | 65 | 315 | 63 |
| 17. | A 017 | 65 | 65 | 65 | 60 | 75 | 330 | 66 |
| 18. | A 018 | 65 | 60 | 65 | 60 | 70 | 320 | 64 |
| 19. | A 019 | 70 | 70 | 70 | 70 | 70 | 350 | 70 |
| 20. | A 020 | 60 | 65 | 60 | 60 | 65 | 310 | 62 |
| 21. | A 021 | 75 | 70 | 75 | 75 | 75 | 370 | 74 |
| 22. | A 022 | 70 | 70 | 70 | 70 | 70 | 350 | 70 |
| 23. | A 023 | 70 | 65 | 65 | 65 | 75 | 345 | 69 |
| 24. | A 024 | 70 | 75 | 75 | 75 | 80 | 375 | 75 |
| 25. | A 025 | 60 | 60 | 60 | 60 | 60 | 300 | 60 |
| 26. | A 026 | 70 | 65 | 65 | 65 | 75 | 345 | 69 |
| 27. | A 027 | 60 | 65 | 60 | 60 | 65 | 310 | 62 |
| 28. | A 028 | 65 | 60 | 65 | 60 | 70 | 320 | 64 |
| 29. | A 029 | 70 | 65 | 65 | 60 | 70 | 330 | 66 |
| 30. | A 030 | 70 | 65 | 65 | 65 | 75 | 345 | 69 |
| 31. | A 031 | 60 | 60 | 60 | 60 | 60 | 300 | 60 |
| 32. | A 032 | 65 | 60 | 65 | 60 | 70 | 320 | 64 |
| 33. | A 033 | 70 | 70 | 70 | 70 | 70 | 350 | 70 |
| 34. | A 034 | 70 | 75 | 75 | 75 | 80 | 375 | 75 |
| 35. | A 035 | 60 | 60 | 60 | 60 | 60 | 300 | 60 |
| 36. | A 036 | 60 | 65 | 60 | 60 | 65 | 310 | 62 |

b. The Students' Score of Experimental Class

Table 22: The Students' Pre- Test Score of Experimental Class

| NO | NAMA | CRITERIA | | | | | SUM | TOTAL SCORE |
|-----|-------|---------------|---------|------------|---------|---------------|-----|-------------|
| | | Pronunciation | Grammar | Vocabulary | Fluency | Comprehension | | |
| 1. | B 001 | 60 | 55 | 55 | 60 | 60 | 290 | 58 |
| 2. | B 002 | 60 | 60 | 65 | 65 | 60 | 310 | 62 |
| 3. | B 003 | 65 | 55 | 65 | 60 | 65 | 310 | 62 |
| 4. | B 004 | 65 | 50 | 60 | 50 | 55 | 280 | 56 |
| 5. | B 005 | 60 | 60 | 60 | 60 | 60 | 300 | 60 |
| 6. | B 006 | 60 | 65 | 65 | 60 | 65 | 315 | 63 |
| 7. | B 007 | 55 | 55 | 55 | 60 | 65 | 290 | 58 |
| 8. | B 008 | 55 | 55 | 55 | 55 | 50 | 270 | 54 |
| 9. | B 009 | 60 | 60 | 65 | 65 | 60 | 310 | 62 |
| 10. | B 010 | 60 | 60 | 55 | 55 | 60 | 290 | 58 |
| 11. | B 011 | 60 | 55 | 55 | 60 | 60 | 290 | 58 |
| 12. | B 012 | 65 | 60 | 65 | 60 | 70 | 320 | 64 |
| 13. | B 013 | 60 | 60 | 65 | 65 | 60 | 310 | 62 |
| 14. | B 014 | 60 | 60 | 60 | 60 | 60 | 300 | 60 |
| 15. | B 015 | 50 | 50 | 55 | 55 | 60 | 270 | 54 |
| 16. | B 016 | 70 | 65 | 65 | 60 | 70 | 330 | 66 |
| 17. | B 017 | 60 | 65 | 65 | 60 | 65 | 315 | 63 |
| 18. | B 018 | 65 | 50 | 60 | 50 | 55 | 280 | 56 |
| 19. | B 019 | 55 | 50 | 55 | 55 | 55 | 270 | 54 |
| 20. | B 020 | 60 | 60 | 65 | 65 | 60 | 310 | 62 |
| 21. | B 021 | 60 | 60 | 60 | 60 | 60 | 300 | 60 |
| 22. | B 022 | 50 | 50 | 50 | 55 | 55 | 260 | 52 |
| 23. | B 023 | 55 | 50 | 50 | 55 | 50 | 260 | 52 |
| 24. | B 024 | 60 | 55 | 65 | 50 | 50 | 280 | 56 |
| 25. | B 025 | 60 | 55 | 65 | 50 | 50 | 280 | 56 |
| 26. | B 026 | 60 | 60 | 60 | 60 | 60 | 300 | 60 |
| 27. | B 027 | 65 | 60 | 65 | 60 | 70 | 320 | 64 |
| 28. | B 028 | 60 | 65 | 65 | 60 | 65 | 315 | 63 |
| 29. | B 029 | 60 | 55 | 55 | 60 | 60 | 290 | 58 |
| 30. | B 030 | 60 | 60 | 60 | 60 | 60 | 300 | 60 |
| 31. | B 031 | 70 | 65 | 65 | 60 | 70 | 330 | 66 |
| 32. | B 032 | 65 | 50 | 60 | 50 | 55 | 280 | 56 |
| 33. | B 033 | 60 | 55 | 55 | 55 | 55 | 280 | 56 |
| 34. | B 034 | 55 | 50 | 50 | 55 | 50 | 260 | 52 |
| 35. | B 035 | 60 | 60 | 60 | 60 | 60 | 300 | 60 |
| 36. | B 036 | 50 | 45 | 55 | 55 | 60 | 265 | 53 |

Table 23: The Students' Post- Test Score of Experimental Class

| NO | NAME | CRITERIA | | | | | SUM | TOTAL SCORE |
|-----|-------|---------------|---------|------------|---------|---------------|-----|-------------|
| | | Pronunciation | Grammar | Vocabulary | Fluency | Comprehension | | |
| 1. | B 001 | 80 | 80 | 80 | 80 | 80 | 400 | 80 |
| 2. | B 002 | 75 | 70 | 75 | 75 | 75 | 370 | 74 |
| 3. | B 003 | 70 | 75 | 70 | 70 | 75 | 360 | 72 |
| 4. | B 004 | 70 | 70 | 70 | 70 | 70 | 350 | 70 |
| 5. | B 005 | 75 | 80 | 80 | 75 | 80 | 390 | 78 |
| 6. | B 006 | 75 | 80 | 80 | 75 | 75 | 385 | 77 |
| 7. | B 007 | 70 | 75 | 70 | 70 | 75 | 360 | 72 |
| 8. | B 008 | 70 | 75 | 75 | 75 | 80 | 375 | 75 |
| 9. | B 009 | 75 | 80 | 80 | 75 | 80 | 390 | 78 |
| 10. | B 010 | 70 | 75 | 75 | 75 | 80 | 375 | 75 |
| 11. | B 011 | 80 | 80 | 80 | 80 | 80 | 400 | 80 |
| 12. | B 012 | 75 | 75 | 75 | 75 | 80 | 320 | 76 |
| 13. | B 013 | 65 | 70 | 75 | 65 | 70 | 345 | 69 |
| 14. | B 014 | 75 | 75 | 75 | 75 | 80 | 320 | 76 |
| 15. | B 015 | 75 | 70 | 75 | 75 | 75 | 370 | 74 |
| 16. | B 016 | 75 | 80 | 80 | 75 | 80 | 390 | 78 |
| 17. | B 017 | 65 | 70 | 75 | 65 | 70 | 345 | 69 |
| 18. | B 018 | 75 | 75 | 75 | 75 | 80 | 320 | 76 |
| 19. | B 019 | 75 | 80 | 80 | 75 | 80 | 390 | 78 |
| 20. | B 020 | 70 | 75 | 75 | 75 | 80 | 375 | 75 |
| 21. | B 021 | 70 | 75 | 65 | 70 | 75 | 355 | 71 |
| 22. | B 022 | 65 | 70 | 75 | 65 | 70 | 345 | 69 |
| 23. | B 023 | 75 | 75 | 75 | 75 | 80 | 320 | 76 |
| 24. | B 024 | 70 | 75 | 75 | 75 | 80 | 375 | 75 |
| 25. | B 025 | 70 | 75 | 70 | 70 | 75 | 360 | 72 |
| 26. | B 026 | 70 | 75 | 75 | 75 | 80 | 375 | 75 |
| 27. | B 027 | 70 | 75 | 70 | 70 | 75 | 360 | 72 |
| 28. | B 028 | 75 | 70 | 75 | 75 | 75 | 370 | 74 |
| 29. | B 029 | 65 | 70 | 75 | 65 | 70 | 345 | 69 |
| 30. | B 030 | 70 | 75 | 70 | 70 | 75 | 360 | 72 |
| 31. | B 031 | 80 | 80 | 80 | 80 | 80 | 400 | 80 |
| 32. | B 032 | 70 | 70 | 70 | 70 | 70 | 350 | 70 |
| 33. | B 033 | 70 | 70 | 70 | 70 | 75 | 355 | 71 |
| 34. | B 034 | 70 | 75 | 70 | 70 | 75 | 360 | 72 |
| 35. | B 035 | 70 | 75 | 75 | 75 | 80 | 375 | 75 |
| 36. | B 036 | 70 | 70 | 70 | 70 | 70 | 350 | 70 |

c. The Students' Score of Control Class

Table 24: The Students' Pre- Test Score of Control Class

| NO | NAME | CRITERIA | SUM | TOTAL |
|----|------|----------|-----|-------|
|----|------|----------|-----|-------|

| | | Pronun ciation | Gramm ar | Vocab ulary | Fluen cy | Compre hension | | SCORE |
|-----|-------|-------------------|-------------|----------------|-------------|-------------------|-----|-------|
| 1. | C 001 | 60 | 55 | 55 | 60 | 60 | 290 | 58 |
| 2. | C 002 | 45 | 45 | 50 | 50 | 60 | 250 | 50 |
| 3. | C 003 | 55 | 55 | 50 | 55 | 55 | 270 | 54 |
| 4. | C 004 | 60 | 60 | 60 | 60 | 60 | 300 | 60 |
| 5. | C 005 | 60 | 55 | 65 | 50 | 50 | 280 | 56 |
| 6. | C 006 | 60 | 65 | 65 | 60 | 65 | 315 | 63 |
| 7. | C 007 | 55 | 55 | 55 | 60 | 65 | 290 | 58 |
| 8. | C 008 | 55 | 55 | 55 | 55 | 50 | 270 | 54 |
| 9. | C 009 | 60 | 60 | 65 | 65 | 60 | 310 | 62 |
| 10. | C 010 | 60 | 60 | 55 | 55 | 60 | 290 | 58 |
| 11. | C 011 | 60 | 60 | 60 | 60 | 60 | 300 | 60 |
| 12. | C 012 | 50 | 50 | 50 | 55 | 55 | 260 | 52 |
| 13. | C 013 | 60 | 55 | 65 | 50 | 50 | 280 | 56 |
| 14. | C 014 | 50 | 50 | 50 | 55 | 60 | 265 | 53 |
| 15. | C 015 | 65 | 50 | 60 | 50 | 55 | 280 | 56 |
| 16. | C 016 | 50 | 50 | 45 | 45 | 60 | 250 | 50 |
| 17. | C 017 | 65 | 50 | 60 | 50 | 55 | 280 | 56 |
| 18. | C 018 | 65 | 50 | 60 | 50 | 55 | 280 | 56 |
| 19. | C 019 | 55 | 50 | 55 | 55 | 55 | 270 | 54 |
| 20. | C 020 | 60 | 60 | 65 | 65 | 60 | 310 | 62 |
| 21. | C 021 | 60 | 60 | 60 | 60 | 60 | 300 | 60 |
| 22. | C 022 | 50 | 50 | 50 | 55 | 55 | 260 | 52 |
| 23. | C 023 | 50 | 45 | 55 | 55 | 60 | 265 | 53 |
| 24. | C 024 | 60 | 60 | 60 | 60 | 60 | 300 | 60 |
| 25. | C 025 | 65 | 55 | 65 | 60 | 65 | 310 | 62 |
| 26. | C 026 | 50 | 50 | 50 | 55 | 55 | 260 | 52 |
| 27. | C 027 | 60 | 70 | 65 | 65 | 60 | 320 | 64 |
| 28. | C 028 | 60 | 60 | 60 | 60 | 60 | 300 | 60 |
| 29. | C 029 | 50 | 50 | 45 | 45 | 60 | 250 | 50 |
| 30. | C 030 | 55 | 55 | 55 | 50 | 55 | 270 | 54 |
| 31. | C 031 | 50 | 50 | 45 | 45 | 60 | 250 | 50 |
| 32. | C 032 | 55 | 60 | 65 | 50 | 50 | 280 | 56 |
| 33. | C 033 | 60 | 60 | 60 | 60 | 60 | 300 | 60 |
| 34. | C 034 | 65 | 65 | 60 | 70 | 60 | 320 | 64 |
| 35. | C 035 | 55 | 65 | 65 | 60 | 65 | 310 | 62 |
| 36. | C 036 | 55 | 50 | 55 | 55 | 55 | 270 | 54 |

Table 25: The Students' Post- Test Score of Control Class

| NO | NAMA | CRITERIA | | | | | SUM | TOTAL SCORE |
|----|-------|-------------------|-------------|----------------|-------------|-------------------|-----|----------------|
| | | Pronun ciation | Gramm ar | Vocab ulary | Fluen cy | Compre hension | | |
| 1. | C 001 | 70 | 65 | 65 | 65 | 70 | 335 | 67 |

| | | | | | | | | |
|-----|-------|----|----|----|----|----|-----|----|
| 2. | C 002 | 60 | 65 | 65 | 60 | 65 | 315 | 63 |
| 3. | C 003 | 70 | 65 | 65 | 60 | 70 | 330 | 66 |
| 4. | C 004 | 70 | 70 | 70 | 70 | 70 | 350 | 70 |
| 5. | C 005 | 70 | 75 | 70 | 70 | 75 | 360 | 72 |
| 6. | C 006 | 60 | 65 | 65 | 60 | 65 | 315 | 63 |
| 7. | C 007 | 70 | 70 | 65 | 65 | 70 | 340 | 68 |
| 8. | C 008 | 70 | 65 | 65 | 60 | 70 | 330 | 66 |
| 9. | C 009 | 70 | 65 | 65 | 65 | 70 | 335 | 67 |
| 10. | C 010 | 70 | 75 | 70 | 70 | 75 | 360 | 72 |
| 11. | C 011 | 70 | 70 | 70 | 70 | 75 | 355 | 71 |
| 12. | C 012 | 65 | 70 | 75 | 65 | 70 | 345 | 69 |
| 13. | C 013 | 70 | 75 | 70 | 70 | 75 | 360 | 72 |
| 14. | C 014 | 60 | 65 | 65 | 60 | 65 | 315 | 63 |
| 15. | C 015 | 75 | 70 | 75 | 75 | 75 | 370 | 74 |
| 16. | C 016 | 60 | 65 | 65 | 60 | 65 | 315 | 63 |
| 17. | C 017 | 70 | 75 | 70 | 70 | 75 | 360 | 72 |
| 18. | C 018 | 65 | 60 | 65 | 60 | 70 | 320 | 64 |
| 19. | C 019 | 70 | 70 | 70 | 70 | 70 | 350 | 70 |
| 20. | C 020 | 65 | 60 | 65 | 60 | 70 | 320 | 64 |
| 21. | C 021 | 75 | 70 | 75 | 75 | 75 | 370 | 74 |
| 22. | C 022 | 70 | 70 | 70 | 70 | 70 | 350 | 70 |
| 23. | C 023 | 70 | 65 | 65 | 65 | 75 | 345 | 69 |
| 24. | C 024 | 70 | 65 | 65 | 60 | 70 | 330 | 66 |
| 25. | C 025 | 70 | 75 | 70 | 70 | 75 | 360 | 72 |
| 26. | C 026 | 70 | 65 | 65 | 65 | 75 | 345 | 69 |
| 27. | C 027 | 70 | 70 | 70 | 70 | 70 | 350 | 70 |
| 28. | C 028 | 70 | 65 | 65 | 65 | 70 | 335 | 67 |
| 29. | C 029 | 70 | 70 | 70 | 70 | 75 | 355 | 71 |
| 30. | C 030 | 65 | 65 | 65 | 65 | 70 | 320 | 64 |
| 31. | C 031 | 65 | 65 | 65 | 65 | 70 | 320 | 64 |
| 32. | C 032 | 70 | 75 | 70 | 70 | 75 | 360 | 72 |
| 33. | C 033 | 70 | 70 | 70 | 70 | 70 | 350 | 70 |
| 34. | C 034 | 70 | 75 | 70 | 70 | 75 | 360 | 72 |
| 35. | C 035 | 75 | 70 | 70 | 70 | 70 | 355 | 71 |
| 36. | C 036 | 70 | 70 | 65 | 65 | 70 | 340 | 68 |

APPENDIX 3**SYLLABUS****Safira Rizky Amanda GP****2201416089****SYLLABUS**

| | |
|----------------------------|---|
| Name of School | : SMA Negeri 1Comal |
| Subject | : English Language |
| Grade/Semester | : X/2 |
| Cycle/Skill | : Written/Spoken |
| Focused Learning Materials | : Expressions of Compliment |
| Time Allocation | : 2x45 Minutes (1 st - 6 th meetings) |

A. Core Competence**Pengetahuan**

3. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta

menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah .

Keterampilan

4. Mengolah, menalar, menyaji dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan .

B. Basic Competence

Pengetahuan

3.2. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), serta menanggapinya, sesuai dengan konteks penggunaannya

Keterampilan

4.2. Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

| INDICATORS | LEARNING MATERIALS | LEARNING ACTIVITIES | ASSESSMENT | | | LEARNING SOURCES |
|--|---|---|--|---------------------------------|--|-----------------------------|
| | | | Forms | Techniques | Sample/Instruction | |
| Knowledge: 1. Students are able to explain the | 1. The function of compliment is to express or give praise to | 1. Building the knowledge of the text. | Knowledge 3.2.1 Written test | Knowledge 3.2.1 Essay | Knowledge 3.1.1 Mention the function | 1. Widiati U., Rohmah Z., & |

| | | | | | | |
|--|---|---|--|--|--|--|
| <p>function of expression of compliment clearly.</p> <p>2. Students are able to identify written expressions of compliment properly.</p> <p>Skills:</p> <p>1. Students are able to utter expressions of compliment about the podcast with correct stress, pronunciation and intonation.</p> <p>2. Students are able to practice the dialogue of compliment about the podcast correctly.</p> | <p>someone or something. Compliments express approval and are aimed at showing that you like some aspect of the other person's appearance, belonging or work.</p> <p>2. The example of dialogue about compliment.</p> <p>Clara : Hi Dion Dion : Hi Clara</p> <p>Clara : Have you watched the podcast video about the motivation?</p> <p>Dion : Absolutely. I have just watched it before you came here.</p> <p>Clara : Well, what do you think about that</p> | <p>a. Students understand the use of compliment expression from the dialogue.</p> <p>b. Students identify the provided dialogue about expressions of compliment</p> <p>2. Modelling of the texts</p> <p>a. Students are given dialogues of compliment.</p> <p>b. Students mention the example expressions of compliment.</p> <p>3. Joint Construction of Text (JcoT)</p> <p>Students do the activity called Think</p> | <p>3.2.2</p> <p>Written test</p> <p>Skills</p> <p>4.2.1</p> <p>Spoken test</p> <p>4.2.2</p> <p>Spoken test</p> | <p>3.2.2</p> <p>Essay</p> <p>Skills.</p> <p>4.2.1</p> <p>Conversation</p> <p>4.2.2</p> <p>Presentation</p> | <p>of compliment expressions</p> <p>3.1.2</p> <p>List the compliment expressions from the provided dialogue.</p> <p>4.1.1</p> <p>Compose the dialogue about compliment text in pairs.</p> <p>4.1.2</p> <p>Practice the dialogue about compliment text that you have made front of the class correctly.</p> | <p>Furaidah. (2017). <i>Bahasa Inggris / Kementerian Pendidikan dan Kebudayaan an. Edisi Revisi Jakarta: Kementerian an Pendidikan dan Kebudayaan, 2017.</i></p> |
|--|---|---|--|--|--|--|

| | | | | | | |
|--|---|--|--|--|--|--|
| | <p>podcast?</p> <p>Dion : I personally think that the podcast is amazing, because there are many of information that can motivate us.</p> <p>Clara : Is the podcast good or bad for you? Why?</p> <p>Dion : The podcast is really good for me. After I have watched the podcast, I knew how to manage my time well.</p> <p>Clara : What does the video tell about?</p> <p>Dion : The podcast tells about tips and trick how to manage our life better than before. There are also</p> | <p>Pair Share. There are some steps:</p> <ul style="list-style-type: none"> • Teacher divides student into several groups consist of 2 persons. • Students discuss with their partner about the task • Students in groups compose the dialogue about complimenting the podcast video. • Students read the result of their work. <p>4. Independent Construction of Text (IcoT)</p> <ol style="list-style-type: none"> a. Students are able to compose the dialogue of compliment based on the podcast. b. Students are able to utter expressions of compliment | | | | |
|--|---|--|--|--|--|--|

| | | | | | | |
|--|--|--|--|--|--|--|
| | <p>motivation words in the podcast that can support us to be a better one. What do you think?</p> <p>Clara : What a wonderful podcast it is! I must watch it! Thank you for sharing me the information about the podcast.</p> <p>Dion :Yes, anytime.</p> | <p>about the podcast with correct stress, pronunciation and intonation</p> <p>c. Students are able to practice the dialogue of compliment about the podcast correctly.</p> | | | | |
|--|--|--|--|--|--|--|

Learning Objectives

By the end of the lesson:

- 1) Students are able to explain the function of expression of compliment clearly .

- 2) Students are able to identify written expressions of compliment properly .
- 3) Students are able to utter expressions of compliment about the podcast with correct stress, pronunciation and intonation
- 4) Students are able to practice the dialogue of compliment about the podcast correctly .

APPENDIX 4
LESSON PLAN

School : SMA Negeri 1 Comal
 Grade/Semester : X/2
 Subject : English
 Time Allocation : 2 JP (45 Minutes) X 6 meetings
 Cycle/Skill : Spoken/ Writing
 Learning Material : Giving and Asking Compliment of Video through Podcast

A. Core Competence

Pengetahuan

3. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah .

Keterampilan

4. Mengolah, menalar, menyaji dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan .

B. Basic Competence and Indicators

| Basic Competence | Indicators |
|------------------|------------|
|------------------|------------|

| | |
|---|---|
| <p>3.2. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), serta menanggapi, sesuai dengan konteks penggunaannya</p> | <p>Knowledge:</p> <ol style="list-style-type: none"> 1. Students are able to explain the function of expression of compliment clearly. 2. Students are able to identify written expressions of compliment properly. |
| <p>4.2. Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p> | <p>Skills:</p> <ol style="list-style-type: none"> 1. Students are able to utter expressions of compliment about the podcast with correct stress, pronunciation and intonation 2. Students are able to practice the dialogue of compliment about the podcast correctly. |

C. Learning Objectives

By the end of the lesson:

1. Students are able to explain the function of expression of compliment clearly .
2. Students are able to identify written expressions of compliment properly .
3. Students are able to utter expressions of compliment about the podcast with correct stress, pronunciation and intonation
4. Students are able to practice the dialogue of compliment about the podcast correctly .

D. Learning Materials

Main materials:

- a. What is podcast?
- b. The Function of Compliment Expressions,
- c. The Example of Compliment Expressions,
- d. The Example of dialogue about Compliment Expressions,
- e. The student worksheets

Materials:

PODCAST

Podcast is digital media files, sometimes video but mostly audio files that people can stream or download to listen to on the computer, mobile phone or tablet. The Podcast help students be more confident and active in speaking. They can pour the idea about the recorded materials in podcast or record their idea in Podcast and the upload it .

THE FUNCTION OF COMPLIMENT EXPRESSIONS

The function of compliment is to express or give praise to someone or something. Compliments express approval and are aimed at showing that you like some aspect of the other person's appearance, belonging or work.

THE EXAMPLE OF COMPLIMENT EXPRESSIONS

| The Expression of Compliment | The Responses |
|--|---|
| <ul style="list-style-type: none"> • What a wonderful performance! • I must express my admiration to you! • What a nice dress! You look so gorgeous! • Great job! / Good job! • What a beautiful skirt you are wearing! • You really did a good job! • I'm proud of you! • I think the books are very great! | <ul style="list-style-type: none"> • Thank you, Thanks, • I am glad you like it, • It is very kind of you to say that, • Thanks a lot, • Thanks a lot for your appreciation, • I am so grateful to you. |

| | |
|--|--|
| <ul style="list-style-type: none"> • It looks good on you. • You look beautiful today. • Amazing! | |
|--|--|

| The Expression of Asking Someone's Opinion | The Responses |
|--|---|
| <ul style="list-style-type: none"> • What do you think about this/ that....? • What's your opinion.....? | <ul style="list-style-type: none"> • I personally think • In my opinion, • Well, I think |

Example of Conversation about Compliment

Deni : That's wonderful, Alif.

Alif : Oh, thanks.

Santi : Good for you. Good luck.

Alif : Thank you very much.

Bejo : Well done.

Alif : Thank you for saying so.

Ivan : That was great. You must be very proud of your achievement.

Alif : Thanks. I'm glad you think so. But I still have to learn a lot.

Cited from: Indonesia. Widiati U., Rohmah Z., & Furaidah. (2017). *Bahasa Inggris / Kementerian Pendidikan dan Kebudayaan*. Edisi Revisi Jakarta: Kementerian Pendidikan dan Kebudayaan, 2017.

Activity 1 Study the following dialogue of introducing self's identity below and read it aloud. (*Building Knowledge of the Field (BKoF)*)

Grace : Lita I want to ask you something.

Lita : Oh sure, please.

Grace : Have you finished writing the book we discussed two months ago?

Lita : Yes. Come to my room. Look at this. What do you think?

Grace : Terrific. I like the cover. Let me see the contents. Oh this book is excellent. You really did a great job.

Lita : Thanks a lot. You've inspired me to do this.

Grace : Your publisher should send it to all bookstores here.

Lita : Yes, you're right. The publisher will do it for me.

Grace : Well that's great. I am proud of you, Lita. By the way, I have to go now. Have a nice day!

Lita : You too.

Activity 2 List the expressions (compliment) from the provided dialogue.
(*Modelling of Text (MoT)*)

Clara : Hi Dion

Dion : Hi Clara

Clara : Have you watched the podcast video about the motivation?

Dion : Absolutely. I have just watched it before you came here.

Clara : Well, what do you think about that podcast?

Dion : I personally think that the podcast is amazing, because there are many of information that can motivate us.

Clara : Is the podcast good or bad for you? Why?

Dion : The podcast is really good for me. After I have watched the podcast, I knew how to manage my time well.

Clara : What does the video tell about?

Dion : The podcast tells about tips and trick how to manage our life better than before. There are also motivation words in the podcast that can support us to be a better one. What do you think?

Clara : What a wonderful podcast it is! I must watch it! Thank you for sharing me the information about the podcast.

Dion : Yes, anytime

Activity 3. Compose the dialogue about complimenting the video given with your partner through podcast appropriately. *Joint Construction of Text (JcoT)*

This activity uses CL technique called Think Pair Share to help the students make the dialogue about compliment text through podcast.

Activity 4. Practice the dialogue that you have made in front of the class. *(Independent Construction of Text (ICoT))*

E. Teaching Learning Strategies

- a. Approach : Text based approach
- b. Method : Cooperative Language Teaching
- c. Technique : Think Pair Share

F. Learning Media and Sources

1. Media : Podcast
 - a. A Glass of Water – Improvement Pill cited from <https://www.youtube.com/watch?v=-gOgmgqAEyQ> (the podcast video for try-out test)
 - b. How to become successful – improvement Pill cited from <https://www.youtube.com/watch?v=CAGx5XaPs3I> (the podcast video for pre-test)
 - c. The 7 Day Challenge - Lewis Howes cited from <https://www.youtube.com/watch?v=EjVexvICSVk> (the podcast video for the first and second treatments)
 - d. habits that will make you successful – Mitch Manly cited from <https://www.youtube.com/lyxJ1LMB9cA> (the podcast video for the third treatment)

- e. How to know yourself – The School of Life cited from <https://www.youtube.com/watch?v=4lTbWQ8zD3w> (the podcast video for forth treatments)
- f. The first thing you need to do – Improvement Pill cited from <https://www.youtube.com/watch?v=5jtyxsiXksc> (the podcast video for post-test)

- 2. Tools : Projector and speaker
- 3. Source : Widiati U., Rohmah Z., & Furaidah. (2017). *Bahasa Inggris / Kementerian Pendidikan dan Kebudayaan*. Edisi Revisi Jakarta: Kementerian Pendidikan dan Kebudayaan, 2017.

G. Learning Activities

A. Opening

| Teacher's activities | Student's Activities | Time (minute) |
|---|---|---------------|
| Teacher greets the students and checks the attendance list. | Students respond the teacher's greeting and checking attendance. | 10' |
| Teacher asks the question about the previous lesson. | Students respond the question about previous lesson | |
| The teacher mentions the learning objectives. | Students pay attention the learning objectives | |
| Teacher gives question related to the material. | Students respond the question given by teacher related to the material that will be given | |

B. Main Activities

| Teacher's activities | Student's Activities | Time (minute) |
|---|--|------------------|
| The teacher provides spoken models about the compliment text . | Building Knowledge of Field: Students read and study examples of compliment text. <i>The students do Activity 1</i> | |
| The teacher provides a dialogue about the compliment text | Modelling of the Text Students study and list the the expressions of compliment and the responses from the provided dialogue. <i>The students do Activity 2</i> | |
| The teacher gives the podcast video The teacher guides the students in doing the exercise and gives the instruction of Think Pair Share. The teacher gives the podcast video The teacher gives a feedback. | Joint Construction of Text Students do the activity called Think Pair Share. There are some steps: <ul style="list-style-type: none"> • Teacher divides student into several groups consist of 2 persons. • Students discuss with their partner about the task • Students in groups compose the dialogue about complimenting the podcast video. • Students present the result of their work. | 70' |

| | | |
|--|--|--|
| | <i>The students do Activity 3</i> | |
| The teacher provides an assessment form of the task. | <p>Independent Construction of text</p> <p>Students in pair practice the dialogue that they have made according to activity 3 in front of the class.</p> <p><i>The students do Activity 4</i></p> | |

C. Closing

| Teacher's | Students | Time Minutes |
|---|--|-----------------|
| Teacher gives chance to students if they have some problems and difficulties in the lesson. | Students are asked if they have some problems and difficulties in the lesson. | 10' |
| Teacher evaluates the competence or the ability of the materials. | Students are evaluated generally to know the students' competence or the students' ability of the materials. | |
| Teacher asks the students what they have learned and conclusion of the materials. | Students tell what they have learned and conclusion of the materials | |
| Teacher give assignment related to the materials. | Students are given assignment related to the | |

| | | |
|--|------------|--|
| | materials. | |
|--|------------|--|

H. Assessment

- Technique of assessment : Spoken test
- Form of assessment : Conversations and Presentations
- Instrument : Podcast

| Basic Competences | Competence Indicators | Test Items |
|--|---|---|
| 4.2. Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks | Skills: 1. Students are able to utter expressions of compliment about the podcast with correct stress, pronunciation and intonation. 2. Students are able to practice the dialogue of compliment about the podcast correctly. | Task 1. Compose the dialogue about compliment text in pairs. Answer key: Students need to compose the dialogue about introducing myself with considering the language features, vocabulary, expression, and the structures of the text. Task 2. Practice the |

| | | |
|--|--|--|
| | | <p>dialogue about compliment text that you have made according to task 1 in front of the class correctly.</p> <p>Answer key:</p> <p>Students need to practice the dialogue about compliment text with considering some aspects such as:</p> <p>pronunciation, fluency, intonation and how they deliver it in front of the class.</p> |
|--|--|--|

Scoring guides:

| Score | Pronunciation | Grammar | Vocabulary | Fluency | Comprehension |
|------------|----------------------------------|---|--|---|--|
| 5 (95-100) | Has few traces of foreign accent | Makes few (if any) noticeable errors of grammar or word order | Use of vocabulary and idioms is virtually that of a native speaker | Speech as fluent and effortless as that of a native speaker | Appears to understand everything without |

| | | | | | |
|------------------|---|--|---|---|--|
| | | | | | difficult ty |
| 4 (85- 94) | Always intelligible, though one is conscious of a definite accent | Occasionally makes grammatical and word-order errors which do not, however, obscure meaning | Sometimes uses inappropriate terms and/ or must rephrase ideas because of lexical inadequacies | Speed of speech seems to be slightly affected by language problems | Understands nearly everything at normal speed, although occasional repetition may be necessary |
| 3 (75- 84) | Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding | Makes frequent errors of grammar and word order which occasionally obscure meaning | Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary | Speed and fluency are rather strongly affected by language problems | Understands most of what is said at slower-than-normal speed with repetitions |
| 2 (65- 74) | Very hard to understand because of pronunciation problems. Must frequently be asked to repeat | Grammar and word-order errors make comprehension difficult. Must often rephrase sentences and/ or restrict to basic patterns | Misuse of words and very limited vocabulary make comprehension quite difficult | Usually hesitant often forced into silence by language limitations | Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and frequen |

| | | | | | |
|-----------------|---|---|--|---|---|
| | | | | | t repetiti ons |
| 1 (below 65) | Pronunciation problems so severe as to make speech virtually unintelligible | Errors in grammar and word order so severe as to make speech virtually unintelligible | Vocabulary limitations so extreme as to make conversation virtually impossible | Speech is very halting and fragmentary as to make conversation virtually impossible | Cannot be said to understand even simple conversational English |

$$\text{Total Score} = \frac{\text{Score obtained}}{\text{Maximum score}} \times 100$$

Semarang, March 2th 2020

Headmaster of SMA N 1 Comal



Drs. Murhono, M.Pd

NIP. 19650302 199512 1 004

English Teacher

Indah Aryani, S.Pd

NIP. 19750212 200604 2 015

WORKSHEET

Compliment Text

The function of compliment is to express or give praise to someone or something.

Compliments express approval and are aimed at showing that

you like some aspect of the other person's appearance, belonging or work.



THE EXAMPLE OF COMPLIMENT EXPRESSIONS

| The Expression of Compliment | The Responses |
|--|---|
| <ul style="list-style-type: none"> • What a wonderful performance! • I must express my admiration to you! • What a nice dress! You look so gorgeous! • Great job! / Good job! • What a beautiful skirt you are wearing! • You really did a good job! • I'm proud of you! • I think the books are very great! • It looks good on you. • You look beautiful today. • Amazing! | <ul style="list-style-type: none"> • Thank you, Thanks, • I am glad you like it, • It is very kind of you to say that, • Thanks a lot, • Thanks a lot for your appreciation, • I am so grateful to you. |

| The Expression of Asking Someone's Opinion | The Responses |
|--|---|
| <ul style="list-style-type: none"> • What do you think about this/ that....? • What's your opinion.....? | <ul style="list-style-type: none"> • I personally think • In my opinion, • Well, I think |

Example of Conversation about Compliment

Deni : That's wonderful, Alif.

Alif : Oh, thanks.

Santi : Good for you. Good luck.

Alif : Thank you very much.

Bejo : Well done.

Alif : Thank you for saying so.

Ivan : That was great. You must be very proud of your achievement.

Alif : Thanks. I'm glad you think so. But I still have to learn a lot.

Activity 1 Study the following dialogue of introducing self's identity below and read it aloud. (*Building Knowledge of the Field (BKoF)*)

Grace : Lita I want to ask you something.

Lita : Oh sure, please.

Grace : Have you finished writing the book we discussed two months ago?

Lita : Yes. Come to my room. Look at this. What do you think?

Grace : Terrific. I like the cover. Let me see the contents. Oh this book is excellent. You really did a great job.

Lita : Thanks a lot. You've inspired me to do this.

Grace : Your publisher should send it to all bookstores here.

Lita : Yes, you're right. The publisher will do it for me.

Grace : Well that's great. I am proud of you, Lita. By the way, I have to go now.
Have a nice day!

Lita : You too.

Activity 2 List the compliment expressions from the provided dialogue.
(*Modelling of Text (MoT)*)

Clara : Hi Dion

Dion : Hi Clara

Clara : I have bought a new bag from my holiday, what do you think?

Dion : Wow, it's amazing! The color is so real!

Clara : Thank you. Well, what do you think about the picture on my new bag? Is it too much?

Dion : I personally think that the picture on your bag is cute and that makes the bag more suitable for you.

Clara : I'm glad you like it. By the way let's come to my home I want to show you another things.

Dion : Okay, let's go!

Activity 3. Compose the dialogue about complimenting the situation given with your partner appropriately. (*Joint Construction of Text (JcoT)*)

The situation is : Your friend buys a new T-shirt from Singapore. As his/her best-friend, you give a compliment for his/her new T-shirt. (for control class)

Watched the podcast about "How to become successful – improvement Pill", then make the dialogue about it. (for experimental class)

Activity 4. Practice the dialogue that you have made in front of the class.
(*Independent Construction of Text (ICoT)*)

APPENDIX 5

PHOTOGRAPHS



Picture 1: The students of experimental class watched the podcast



Picture 2: The students of control class made the dialogue in pairs



Picture 3: The students of control class presented their dialogue



Picture 4: The students of experimental class presented their dialogue

APPENDIX 6

LETTER OF PERMISSION

1. Letter of Permission from SMA N 1 Comal



PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH ATAS NEGERI 1
COMAL

Jalan Jendral Ahmad Yani Nomor 77 Comal, Pemalang Kode Pos 52363 Telepon 0285-577190
Surat Elektronik smanegeri_lcomal@yahoo.co.id Website www.smanlcomal-pemalang.sch.id

SURAT KETERANGAN
Nomor : 072/215/2020

Kepala SMA Negeri 1 Comal Kabupaten Pemalang, menerangkan dengan sesungguhnya bahwa :

Nama : SAFIRA RIZKY AMANDA GP
NIM : 2201416089
Program Studi : Pendidikan Bahasa Inggris, SI
Universitas Negeri Semarang

Telah melaksanakan penelitian (riset) guna penyusunan skripsi pada tanggal 14 Januari 2020 di SMA Negeri 1 Comal dengan judul "**ENHANCING STUDENTS' SPEAKING SKILL THROUGH PODCAST: A QUASI EXPERIMENTAL STUDY OF THE X GRADE STUDENTS' CONVERSATION AT SMA N 1 COMAL**".

Demikian Surat Keterangan ini kami buat, untuk dapat digunakan sebagaimana mestinya.

Comal, 2 Juni 2020

Kepala Sekolah,



Drs. MURHONO, M.Pd.
Pembina Tk. I
NIP. 19650302 199512 1 004

2. Letter of Permission from Faculty of Languages and Arts
Universitas Negeri Semarang

| | |
|---|---|
|  UNNES <small>UNIVERSITAS NEGERI SEMARANG</small> | KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN UNIVERSITAS NEGERI SEMARANG FAKULTAS BAHASA DAN SENI Gedung B, Kampus Sekaran, Gunungpati, Semarang 50229 Telepon +6224-8508010, Faksimile +6224-8508010 Laman: http://fbs.unnes.ac.id , surel: fbs@mail.unnes.ac.id |
|---|---|

28 Februari 2020

Nomor : B/2368/UN37.1.2/LT/2020
Hal : Izin Penelitian

Yth. Kepala Sekolah
SMA NEGERI 1 COMAL

Dengan hormat, bersama ini kami sampaikan bahwa mahasiswa di bawah ini:

| | |
|----------------|---|
| Nama | : Safira Rizky Amanda Gp |
| NIM | : 2201416089 |
| Program Studi | : Pendidikan Bahasa Inggris, S1 |
| Semester | : Genap |
| Tahun akademik | : 2019/2020 |
| Judul | : ENHANCING STUDENTS' SPEAKING SKILL THROUGH PODCAST: A QUASI EXPERIMENTAL STUDY OF THE X GRADE STUDENTS' CONVERSATION AT SMA N I COMAL |

Kami mohon yang bersangkutan diberikan izin untuk melaksanakan penelitian skripsi di perusahaan atau instansi yang Saudara pimpin, dengan alokasi waktu 2 Maret - 18 April 2020.

Atas perhatian dan kerjasama Saudara, kami mengucapkan terima kasih.


 Dekan FBS
 Wakil Dekan Bid. Akademik,
 Dr. Herdi Pratama, S.Pd., M.A.
 NIP 198505282010121006

Tembusan:
Dekan FBS;
Universitas Negeri Semarang


 Nomor Agenda Surat : 312 173 647 5

Sistem Informasi Surat Dinas - UNNES (2020 02 28 10 19 10)