

**USING ENGLISH ISLAMIC POETRY IN TEACHING  
SPEAKING SKILL AT THE SECOND GRADE OF SMPIT  
AL-HAFIZH PALOPO**

*Thesis*

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



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
TARBIYAH AND TEACHERS TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO  
2022**

# USING ENGLISH ISLAMIC POETRY IN TEACHING SPEAKING SKILL AT THE SECOND GRADE OF SMPIT AL-HAFIZH PALOPO

*Thesis*

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



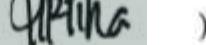
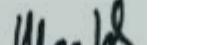
**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
TARBIYAH AND TEACHERS TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO  
2022**

## THESIS APPROVAL

This thesis entitles "**Using English Islamic Poetry in Teaching Speaking Skill at the Second Grade of SMPIT Al-Hafizh Palopo**", which is written by **Nur Jihadilla**, Reg. Nim 18 0202 0126, English Language Education Study Program of Palopo and has been examined and defended in **Munaqasyah** session which is carried out on, July 04<sup>th</sup> 2022. Coincided with Zulhijjah 04<sup>th</sup> 1443 H, it is authorized and acceptable as fulfillment for undergraduate degree in English Language Education Study Program.

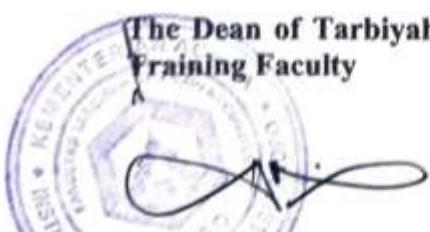
Palopo, July 19<sup>th</sup> 2022

### COMMITTEE OF EXAMINATION

1. Amalia Yahya, S.E., M.Hum.	Chairman	( 
2. Amalia Yahya, S.E., M.Hum.	Examiner I	( 
3. St. Hartina, S.Pd., M.Pd.	Examiner II	( 
4. Dr. Magfirah Thayyib, S.S., M.Hum.	Consultant I	( 
5. Rusdiansyah, S.Pd., M.Hum.	Consultant II	( 

Approved by

The Dean of Tarbiyah and Teacher Training Faculty



**Dr. Nurdin Kaso, M.Pd.**  
NIP. 19681231 199903 1 014

The Head of English Education Study of IAIN Palopo



**Amalia Yahya, S.E., M.Hum.**  
NIP. 19771013 200501 2 006

## STATEMENT OF AUTHENTICITY

I, who undersigned below:

Name : Nur Jihadilla  
Registration Number : 18 0202 0126  
Faculty : English Language Education Study Program  
Study Program : Tarbiyah and Teacher Training

Stating exactly that:

1. This thesis is originally my own work, not the result of plagiarism or duplication of the work of the others that I acknowledge as my own work or thought.
2. All parts of this thesis are my own works except the citations whose original sources have been reported. All mistakes or errors in it are my responsibility.

If later this statement is not true, I am willing to accept administrative sanctions for the act, then the academic degree that I have achieved can be revoked.

In the end, this statement is made truthfully and to be used in accordance with its purpose.

Palopo, 19<sup>th</sup> July 2022  
Regards,



## HALAMAN PERSETUJUAN TIM PENGUJI

Skripsi berjudul *Using English Islamic Poetry in Teaching Speaking Skill at the Second Grade of SMPIT Al-Hafizh Palopo* yang ditulis oleh Nur Jihadilla, Nomor Induk Mahasiswa (NIM) 18 0202 0126, mahasiswa Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palopo, yang telah diujikan dalam sebuah seminar hasil penelitian pada hari Selasa, 14 Juni 2022 telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan dinyatakan layak untuk diajukan pada sidang ujian *munaqasyah*.

TIM PENGUJI	
1. Dr. Magfirah Thayyib, S.S., M.Hum.	( <i>Magfirah</i> 22/6/22 )
Ketua Sidang	
2. Amalia Yahya, S.E., M.Hum.	( <i>Amalia</i> 21/6/22 )
Penguji I	
3. St. Hartina, S.Pd., M.Pd.	( <i>Hartina</i> 22/6/22 )
Penguji II	
4. Dr. Magfirah Thayyib, S.S., M.Hum.	( <i>Magfirah</i> 22/6/22 )
Pembimbing I/Penguji	
5. Rusdiansyah, S.Pd., M.Hum.	( <i>Rusdiansyah</i> 23/6/22 )
Pembimbing II/Penguji	

## EXAMINER APPROVAL

Thesis Entitled : **Using English Islamic Poetry in Teaching Speaking Skill at the Second Grade of SMPIT Al-Hafizh Palopo**

Written By

Name : Nur Jihadilla

Reg. Number : 18 0202 0126

Faculty : Tarbiyah and Teachers Training

Study Program : English Education Study Program

Has been corrected and approved to be examined Munaqasyah thesis.

Palopo, June 20<sup>th</sup> 2022

Examiner I

  
Amalia Yahya, S.E., M.Hum.  
NIP. 19771013 200501 2 006

## EXAMINER APPROVAL

Thesis Entitled : **Using English Islamic Poetry in Teaching Speaking Skill at the Second Grade of SMPIT Al-Hafizh Palopo**

Written By

Name : Nur Jihadilla

Reg. Number : 18 0202 0126

Faculty : Tarbiyah and Teachers Training

Study Program : English Education Study Program

Has been corrected and approved to be examined Munaqasyah thesis.

Palopo, June 20<sup>th</sup> 2022

Examiner II

  
St. Hartina, S.Pd., M.Pd.  
NIP. 19910909 201903 2 021

## CONSULTAN APPROVAL

Thesis Entitled:

### USING ENGLISH ISLAMIC POETRY IN TEACHING SPEAKING SKILL AT THE SECOND GRADE OF SMPIT AL-HAFIZH PALOPO

Written By

Name	:	Nur Jihadilla
Reg. Number	:	18 0202 0126
Faculty	:	Tarbiyah and Teacher Training
Study Program	:	English Education

Has been corrected and approved to be examined

Palopo, 03<sup>rd</sup> June 2022

**Consultan I**

  
Dr. Magfirah Thayyib, S.S., M.Hum.  
NIP. 19850719 201801 2 001

**Consultan II**

  
Rusdiansyah, S.Pd., M.Hum.  
NIP. 19890518 2019031 002

## NOTA DINAS PEMBIMBING

Lamp : -

Palopo, 03 Juni 2022

Hal : Skripsi

Kepada Yth.

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di-

Tempat

***Assalamu'alaikum Wr. Wb***

Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut dibawah ini:

Nama : Nur Jihadilla

NIM : 18 0202 0126

Prodi : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Judul : Using English Islamic Poetry In Teaching Speaking Skill At the Second Grade of SMPIT Al-Hafizh Palopo

Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan.

Demikian untuk proses selanjutnya.

***Wassalamu'alaikum Wr. Wb***

**Pembimbing I**



**Dr. Magfirah Thayyib, S.S., M.Hum.**  
**NIP. 19850719 201801 2 001**

## NOTA DINAS PEMBIMBING

Lamp : -

Palopo, 03 Juni 2022

Hal : Skripsi

Kepada Yth.

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di-

Tempat

***Assalamu'alaikum Wr. Wb***

Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut dibawah ini:

Nama : Nur Jihadilla

NIM : 18 0202 0126

Prodi : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Judul : Using English Islamic Poetry In Teaching Speaking Skill At the Second Grade of SMPIT Al-Hafizh Palopo

Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan.

Demikian untuk proses selanjutnya.

***Wassalamu'alaikum Wr. Wb***

**Pembimbing II**

  
Rusdiansyah, S.Pd., M.Hum.  
NIP. 19890518 2019031 002

## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ  
وَعَلَى أَلِهِ وَصَحْبِهِ أَجْمَعِينَ أَمَّا بَعْدُ.

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

Praise and gratitude are given to Allah Swt for the grace and blessing so that the researcher can complete this thesis in good condition. In intending to fulfill the undergraduate degree in English Language Education Study Program at State Islamic Institute of Palopo, entitled “Using English Islamic poetry In Teaching Speaking Skill at the Second Grade of SMPIT Al-Hafizh Palopo.” Salawat and salam are for the prophet Muhammad Saw, who has always been the best role model and inspiration for humans.

The researcher has received much help, support, motivation, direction, and suggestions from various parties to complete this thesis properly. For this reason, the researcher would like to express her deepest gratitude to those who contributed to the completion of this thesis, namely:

1. Prof. Dr. Abdul Pirol, M.Ag as the Rector of IAIN Palopo, who has helped, directed, taught, and motivated researcher while studying on campus at IAIN Palopo.
2. Dr. Nurdin Kaso, M.Pd as the Head of Tarbiyah and Teacher Training Faculty of the State Islamic Institute of Palopo who provided many suggestions regarding writing this thesis.
3. Amalia Yahya, SE, M.Hum as the Head of English Study Program who has given a lot of help and motivation to researcher to become good students.
4. Dr. Magfirah Thayyib, SS, M.Hum as the first consultant who has given the researcher a lot of suggestion, direction, and improvement regarding the thesis

for months with great care so that the researcher could improve the content of this thesis to be better.

5. Rusdiansyah, S.Pd., M.Hum as the second consultant who provided many suggestions and improvements regarding the contents of the thesis and the proper way to write a thesis in accordance with the Guidebook of writing of scientific papers on the IAIN Palopo.
6. Amalia Yahya, S.E.,M.Hum as the first examiner who gave a lot suggestion and correction for its improvement in this thesis.
7. St. Hartina, S.Pd.,M.Pd as the second as the second examiner who had read this thesis patiently and offered many valuable correction.
8. Devi Ismayanti, SS, M. Hum as validator of this thesis who provides suggestion, and assistance regarding the research instrument used in the research process.
9. Mustika, S.Pd., M.Pd as an English lecturer at IAIN Palopo who always gave the researcher a lot of suggestions and motivation to improve her skills in English.
10. All the lectures of IAIN Palopo. Thank you so much for your guidance, attention, knowledge, and motivation in the learning process. And also for all staffs of IAIN Palopo thank you so much for helping and kindness.
11. Her beloved family the researcher's father (Nasruddin), her mother (Risdawati), her sisters (Nur Linda and Nur Syafahira), and her brother (Muh. Alif) who always pray for researcher success, and give a million motivation while the researcher down, support system especially financial support, and strength to finish this thesis.
12. All the 8<sup>th</sup> grade students at SPMIT Al-Hafizh Palopo as the respondents of this thesis. Thank you for joining the class patiently without them this thesis would not be completed.
13. All the members of BIG D/18 who have given support and togetherness so far until they finish their lectures at IAIN Palopo. Especially for Suriani and Amelia, who help the researcher a lot with her thesis.

14. Friends from the KKN Tiromanda village, Karang Taruna's Tiromanda, and Tiromanda's family who have given a lot of suggestion about this thesis.
15. Kiki Setia Dewi, S.Pd as my best friend, who encouraged me while the researcher was not in the mood to do her thesis.
16. Those who cannot be mentioned who always gave encouragement, assistance, and support to complete this thesis.
17. Herself who have played an important role in completing this thesis. Thank you for the strength, for rising from laziness and procrastination, for not getting sick during the making of this thesis, and for holding on so far. You did it very well. Let's go to eat ice cream after this.

The researcher realizes that this thesis is still far from perfect. Therefore the researcher appreciates suggestions from readers to improve this thesis. Finally, may Allah Swt bless us all health and the ease in various affairs of each. Aamiin!

وَالسَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ :

Palopo, 20 May 2022  
Researcher



Nur Jihadilla  
18 0202 0126

## TABLE OF CONTENTS

<b>ACKNOWLEDGMENT.....</b>	<b>xi</b>
<b>TABLE OF CONTENTS.....</b>	<b>xiv</b>
<b>LIST OF TABLES .....</b>	<b>xvi</b>
<b>LIST OF CHARTS .....</b>	<b>xvii</b>
<b>LIST OF PICTURES .....</b>	<b>xviii</b>
<b>LIST OF APPENDICES.....</b>	<b>xix</b>
<b>ABSTRACT .....</b>	<b>xx</b>
<b>CHAPTER I INTRODUCTION .....</b>	<b>1</b>
A. Background of Study .....	1
B. Research Question .....	5
C. Objectives of the Research.....	5
D. The Significance of the Research .....	5
E. Scope of the Research .....	6
F. Operational Definition .....	7
<b>CHAPTER II LITERATURE REVIEW .....</b>	<b>8</b>
A. Previous Research .....	8
B. Literature Review.....	13
C. Conceptual Framework .....	29
D. Hypothesis .....	30
<b>CHAPTER III METHOD OF THE RESEARCH.....</b>	<b>31</b>
A. Research Design .....	31
B. Research Variables.....	32
C. Place and Time of the Research.....	32
D. Population and Sample.....	32
E. Research Instrument.....	32
F. Validity of Instrument .....	33
G. Procedure of Collecting Data .....	33
H. Technique of Analyzing Data.....	36
<b>CHAPTER IV FINDINGS AND DISCUSSION.....</b>	<b>40</b>
A. Findings.....	40
B. Discussion.....	58

<b>CHAPTER V CONCLUSIONS AND SUGGESTIONS.....</b>	<b>66</b>
A. Conclusions .....	66
B. Suggestions .....	67
<b>BIBLIOGRAPHY.....</b>	<b>69</b>
<b>APPENDICES.....</b>	<b>73</b>



## LIST OF TABLES

Table 3.1 The Design of One-Group Pre-Test and Post-Test.....	31
Table 3.2 Assessment Criteria of Speaking Skill .....	37
Table 3.3 The Classification Score for Test.....	38
Table 3.4 The Likert Scale .....	39
Table 3.5 The Score Criteria .....	39
Table 4.1 Speaking Test Score in Pre-Test .....	40
Table 4.2 Students' Speaking Test Mean Score in Pre-Test .....	41
Table 4.3 Students' Speaking Test Rating Percentage in Pre-Test .....	41
Table 4.4 Speaking Test Score in Post-Test.....	42
Table 4.5 Students' Speaking Test Mean Score in Post-Test .....	43
Table 4.6 Students' Speaking Test Rating Percentage in Post-Test.....	43
Table 4.7 The Mean Score and Standard Deviation in Pre-Test and Post-Test .....	44
Table 4.8 The Paired Samples Statistic of Pre-Test and Post-Test .....	45
Table 4.9 The Paired Samples Correlations of Pre-Test and Post-Test.....	45
Table 4.10 The Paired Samples Test of Pre-Test and Post-Test .....	46
Table 4.11 The Questionnaire Percentage of Statement 1 .....	47
Table 4.12 The Questionnaire Percentage of Statement 2 .....	48
Table 4.13 The Questionnaire Percentage of Statement 3 .....	48
Table 4.14 The Questionnaire Percentage of Statement 4 .....	49
Table 4.15 The Questionnaire Percentage of Statement 5 .....	49
Table 4.16 The Questionnaire Percentage of Statement 6 .....	50
Table 4.17 The Questionnaire Percentage of Statement 7 .....	50
Table 4.18 The Questionnaire Percentage of Statement 8 .....	51
Table 4.19 The Questionnaire Percentage of Statement 9 .....	51
Table 4.20 The Questionnaire Percentage of Statement 10 .....	52
Table 4.21 The Questionnaire Percentage of Statement 11 .....	52
Table 4.22 The Questionnaire Percentage of Statement 12 .....	53
Table 4.23 The Questionnaire Percentage of Statement 13 .....	53
Table 4.24 The Questionnaire Percentage of Statement 14 .....	53
Table 4.25 The Questionnaire Percentage of Statement 15 .....	54
Table 4.26 The Questionnaire Percentage of Statement 16 .....	54
Table 4.27 The Questionnaire Percentage of Statement 17 .....	55
Table 4.28 The Questionnaire Percentage of Statement 18 .....	55
Table 4.29 The Questionnaire Percentage of Statement 19 .....	56
Table 4.30 The Questionnaire Percentage of Statement 20 .....	56
Table 4.31 The Result of Students' Response.....	57

## LIST OF CHARTS

Chart 2.1 Conceptual Framework.....	29
-------------------------------------	----



## LIST OF PICTURES

Picture 1. The Researcher Explains How to Answer the Pre-Test .....	129
Picture 2. Students are Taking the Speaking Test of Pre-Test (1).....	129
Picture 3. Students are Taking the Speaking Test of Pre-Test (2).....	129
Picture 4. Students are Taking the Speaking Test of Pre-Test (3).....	130
Picture 5. The Researcher is Giving Students Material .....	130
Picture 6. Students Practice to Read Poetry in Front of Class .....	130
Picture 7. Students Discuss the Meaning of Islamic Poetry.....	130
Picture 8. Students are Giving Their Opinion about Islamic Poetry (1).....	131
Picture 9. Students are Giving Their Opinion about Islamic Poetry (2).....	131
Picture 10. The Researcher Helps the Students to Explain Their Opinion .....	131
Picture 11. The First Student is Taking Post-Test .....	131
Picture 12. The Second Student is Taking Post-Test.....	132
Picture 13. The Third Student is Taking Post-Test.....	132
Picture 14. Students are Answering the Questionnaire.....	132
Picture 15. The Researcher and Students is Taking a Picture .....	132



## **LIST OF APPENDICES**

- Appendix 1 Instrument Pre-Test and Post-test
- Appendix 2 Instrument of Questionnaire
- Appendix 3 Instrument Validation
- Appendix 4 Documentations
- Appendix 5 Pre-Test Transcriptions of Students Speaking Test
- Appendix 6 Post-Test Transcriptions of Students Speaking Test
- Appendix 7 RPP (Rencana Pelaksanaan Pembelajaran)
- Appendix 8 Documentations
- Appendix 9 Surat Izin Meneliti
- Appendix 10 Surat Keterangan Selesai Meneliti
- Appendix 11 Surat Keterangan Bebas Turnitin



## ABSTRACT

**Nur Jihadilla, 2022.** *“Using English Islamic poetry In Teaching Speaking Skill At the Second Grade of SMPIT Al-Hafizh Palopo.”* A Thesis of English Language Education Study Program of Tarbiyah and Teacher Training Faculty of State Islamic Institute of (IAIN) Palopo. Supervised by the consultant (I) Magfirah Thayyib and consultant (II) Rusdiansyah.

This thesis attempted to determine the effectiveness of using Islamic poetry to improve students' speaking skills in the second grade of SMPIT Al-Hafizh Palopo. The problem statement of this research are (1) does the use of poetry effectively improve students' speaking skills in the second grade of SMPIT Al-Hafizh Palopo?; and (2) what are the students' responses about using Islamic poetry media in improving students' speaking skill at the second-grade of SMPIT Al-Hafizh Palopo?. This research utilized the Experimental Design method with pre-test, five meetings treatment, and post-test. The population of this research is the second-grade students of SMPIT Al-Hafizh Palopo in academic 2022, consisting of 11 students in a single class as the sample used by the researcher. The data were collected through speaking tests (to find the students' improvement in speaking) and questionnaires (to get students' responses about using Islamic poetry). This research found the mean score of students speaking test in post-test was 78.73 (good), which is higher than pre-test was 41.45 (poor). Then, the value of  $t_c$  ( $t_{count}$ ) = 28.497 was higher than  $t_t$  ( $t_{table}$ ) = 2.228. It was prove that using English Islamic poetry effectively improves students speaking skills in the second grade of SMPIT Al-Hafizh Palopo. The result is reinforced by the students' responses that show students who respond strongly agree are 56%, agree 36%, neutral 7%, there were no students who answered disagree and strongly disagree. It can be concluded that dominant students agree with the statement in questionnaire that using Islamic poetry increases students' speaking skills.

**Key word:** English Teaching, Islamic poetry, Speaking Skill

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

English is a very important subject to be studied by students seeing the development of information technology increase rapidly and widespread. Mastering English makes students not miss information in various places. Unfortunately, the 2013 curriculum implemented in Indonesia has applied a new regulation to abolish English as the main subject in elementary school. The elimination of English subjects was carried out in stages from the 2013/2014 school year and peaked with the elimination of English subjects in all classes in the 2016/2017 school year.<sup>1</sup>

To the problem of eliminating English subjects at the elementary school, students do not have basic English skills to enter junior high school. As a result, speaking English becomes very unfamiliar for students to do. Lack of knowledge about English vocabulary makes students unable to speak English and causes them to lose motivation to learn it. In fact, speaking is a very important tool for exchanging information in the current era of globalization.<sup>2</sup>

---

<sup>1</sup> SDN Keputran 2 Yogyakarta, “Mata Pelajaran Bahasa Inggris, Penjaskes, Dan TIK Di SD Dihapus,” 2021, <https://www.sdnkeputran2.sch.id/news171-mata-pelajaran-bahasa-inggris-penjaskes-dan-tik-di-sd-dihapus-.html>. Accessed on 13<sup>th</sup> January 2022.

<sup>2</sup> Paropalli Srinivas Rao, “The Importance of Speaking Skills in English Classrooms,” *Alford Council of International English & Literature Journal(ACIELJ)* 2, no. 2 (2019): 6–18, [https://www.researchgate.net/publication/334283040\\_The\\_Importance\\_Of\\_Speaking\\_Skills\\_In\\_English\\_Classroom](https://www.researchgate.net/publication/334283040_The_Importance_Of_Speaking_Skills_In_English_Classroom).

Speaking is one of the important skills in English to share opinions, news, information, and ideas in human life. Since people were born, speaking has been a tool to communicate and understand each other. Mastering the fundamentals of English skills can help students speak fluently. In another way, speaking is not only a skill in English but also about how people can express themselves about the meaning while speaking.<sup>3</sup> Speaking is done by interacting with two or more people who discuss something they think is important to talk about to express human life. Speaking interactions can be exchanging stories or ideas, entertaining each other, or doing other valuable things. The essence of speaking interaction is doing something together.<sup>4</sup> Speaking is defined operationally in this study as the secondary stage student's ability to express themselves orally, coherently, fluently, and appropriately in a given meaningful because to speak a foreign language such as English requires more than knowing grammar but also the use of English in an authentic context.<sup>5</sup>

However, the researcher found several problems based on the pre-survey in SMPIT Al-Hafizh Palopo.<sup>6</sup> Students are not confident speaking in front of their friends because of a lack of vocabulary and error pronunciation. Moreover, students always learn common English in school, which makes students not have

<sup>3</sup> Dody Firmansyah and Else Elvisca Valatansa vegian, "Improving the Students' Speaking Skill through Debate Technique," *PROJECT (Professional Journal of English Education)* 2, no. 6 (2019): 891, doi:10.22460/project.v2i6.p891-895.

<sup>4</sup> Sari Louma, *Assessing Speaking*, ed. J. Charles Alderson and Lyle F. Bachman, *Handbook of Second Language Assessment*, 1st ed. (United Kingdom: The Cambridge Language Assessment Series, 2016), doi:10.1017/s0267190500003548.

<sup>5</sup> Shaimaa Abd EL Fattah Torky, "The Effectiveness of a Task-Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students.," *Online Submission*, 2006, 1–254, <https://files.eric.ed.gov/fulltext/ED523922.pdf>.

<sup>6</sup> Lestari Yanti, "Implementation of Teaching and Learning English Subject at the Second Grade of SMPIT Al-Hafizh Palopo". Personal Interview: 03<sup>rd</sup> June 2021, Teacher's Office at SMPIT Al-Hafizh Palopo.

the motivation to learn. Commonly students feel embarrassed when starting to speak. This way definitely makes students do not want to learn English. Furthermore, when teaching English the teacher often explains everything in front of the class, which makes students not get much opportunity to express their ideas.

Therefore, using poetry can express students' ideas in the classroom and convey the meaning of the poetry they read. Basically, improving speaking skills in the target language cannot be separated from several other language skills such as reading, listening, and writing which is called integrated skill.<sup>7</sup> Improving speaking by reading and listening to poetry is included in integrated skills to produce speaking skills when describing the poetry's meaning after reading or listening to it.

Besides that, students can also increase their confidence in speaking English in front of the class. With this method, students not only learn to mention every vocabulary but also understand the meaning of the poetry. Teaching and learning poetry can make students and teachers enjoy the class.<sup>8</sup> Additionally, poetry has a beautiful rhythm and meaning of words that students rarely learn in school. By using poetry, students will indirectly get new vocabulary without telling them to memorize a lot of new vocabulary. While learning to speak, students can also enjoy the beauty of poetry in the learning process in the

<sup>7</sup> Paisal Manurung and Harry Sambayu, "Meningkatkan Kemampuan Bahasa Inggris Mahasiswa/I Program Studi Pendidikan Bahasa Inggris Fkip-Una Dengan Literature Approach," *Prosiding Seminar Nasional Multidisiplin Ilmu UNA* (2017): 6, doi:10.31227/osf.io/a29r4.

<sup>8</sup> Shaukat Ali, "Poetry Guided Speaking and Motivation in English as a Second Language Classroom" *Pakistan Journal of Social Sciences (PJSS)* 39, no. 3 (2019): P.2, <http://pjss.bzu.edu.pk/website/journal/article/5ed15e492df19/page>.

classroom. That is why learning to communicate using poetry can increase students' interest in learning English.

Based on the background of the problem described above, using Islamic poetry provides students with opportunities to learn Islamic religion while learning English in a fun way. That is why Islamic poetry is an option to solve students' speaking problems depending on students' needs in which they study in an Islamic school. In this way, this research concerns the title "using English Islamic poetry in teaching speaking skill at the second grade of SMPIT Al-Hafizh Palopo." In the speaking class, students need a suitable learning process to attract their interest and self-confidence to speak. This method can be used to learn how to spell the sound of words.

Moreover, the variety of words that contains in Islamic poetry can increase students' vocabulary and provide chance for students to improve their speaking abilities. Especially for the students who are not confident to speak in front of the class because of lack of vocabulary. Implementing Islamic poetry in this research helps the students practise the language and increase the students' confidence in communication. Mainly the use of poetry as teaching media is a fun way to make the students active in the class.<sup>9</sup>

---

<sup>9</sup> Siti Norliana Ghazali, "Learner Background and Their Attitudes Towards Studying Literature Siti Norliana," *Malaysian Journal of ELT Research* 4 (2008): 1–17, [https://melta.org.my/journals/Majer/downloads/majer04\\_01\\_01.pdf](https://melta.org.my/journals/Majer/downloads/majer04_01_01.pdf).

## **B. Research Question**

Based on the background above, the research questions are:

1. Does the use of poetry effectively improve students' speaking skill at the second grade of SMPIT Al-Hafizh Palopo?
2. What are the students' responses about using Islamic poetry media to improve students' speaking skill at the second-grade of SMPIT Al-Hafizh Palopo?

## **C. The objective of the Research**

The objectives of the research are:

1. To find out whether the use of poetry effectively improves students speaking skill at the second grade of SMPIT Al-Hafizh Palopo.
2. To find out the students' responses about using Islamic poetry media in improving students' speaking skill at the second-grade of SMPIT Al-Hafizh Palopo.

## **D. The Significance of the Research**

The significance of the research is as follows:

1. Theoretical Significance
  - a. In the future, the next researcher could use the results of this study as a guide according to their needs in research.
  - b. The research findings could provide references for teachers in the future to teach speaking based on Islam.

## 2. Practical Significance

### a. For the students

This research could help the students understand the meaning of English and speak confidently in front of the class.

### b. For the teacher

This research would help the teacher find a new teaching method to improve students speaking skills.

### c. For the next researcher

The result of this research will support the next researcher to utilize Islamic poetry to develop students' abilities in speaking skills.

## E. Scope of the Research

Related to the problems, the researcher focused on teaching speaking skills in asking and giving opinion. Islamic poetry uses to teach speaking skills that focus on four assessment criteria. They are pronunciation, intonation, fluency, and accuracy. Students express their ideas to tell the meaning of poetry by asking and giving opinion. The simplicity of the poetry can improve students speaking by learning how to give an opinion about the meaning of Islamic poetry. Then, the researcher also focuses on students' responses about using Islamic poetry in the learning process.

## **F. Operational Definition**

### 1. Speaking Skill

Speaking is one of the important skills in English to support the students to tell their idea and communicate with each other. Speaking is an important skill to produce clear and understandable sentences. Speaking skills in the school allow the students to active in discussion session. In discussion, students can share their opinion clearly to communicate effectively.

### 2. Islamic poetry

Islamic poetry is a literature work containing Islamic stories about life, Allah Swt. and Rasulullah Saw. Islamic poetry contains a lot of new vocabulary about Islam. That gives students opportunity to know about the history of Islam from the story that exist in poetry.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Research

There are some researches that relevant to this research, those are:

P. Deepa, M. Ilankumaran, “*Teaching Poetry Enhances Speaking Skills – an Analysis Based on Select Poems.*” This study aims to look at students' need to improve their speaking skills, focusing on how teaching poetry enhances the students' language skills. This is a qualitative analysis of a selected poem. The researcher uses two poems from different authors to demonstrate how the students' communication skills can be improved. To increase students' English ability, literature is one of the exciting areas such as poetry to be a model for teaching language skills. When the students read poetry, it expands their vocabularies and increases sentence formation, syntax, fluency, and creative skills. Of all those advantages, the students' speaking skill also improves by learning new vocabulary. Poetry can be used to develop communication skills through which the listeners learn more diction. Thus, using poetry in the language classroom makes the listeners think creatively. The result of this study is that the students can develop their speaking ability by communicating with others.<sup>10</sup> The

---

<sup>10</sup> P. Deepa and M. Ilankumaran, “Teaching Poetry Enhances Speaking Skills – an Analysis Based on Select Poems,” *International Journal of Engineering & Technology* 7, no. 4.36 (2018): 619, doi:10.14419/ijet.v7i4.36.24211.

difference in this study is that this research uses two pieces of poetry and does not contain Islamic poetry.

Margaritje Aliney Tamara, and Risal Maykel Merentek, “*Improving Poetry Reading Skills in Grade V Elementary School Students using the Emotive Approach.*” This study aimed to answer two main problems: how students can understand and appreciate the content or meaning of poetry and how the students improve their poetry reading skills. This research used Classroom Action Research (CAR) conducted at the fifth-grade students of elementary school GMIM XV Manado. The data collection techniques used in this research consist of observations and tests. The learning outcomes after learning poetry that uses an emotive approach can improve students' reading skills. This study proved that learning poetry increased the students' curiosity and made students easier to explore the material. Moreover, the result of this study has an impact and generates the emotive power of students by reading poetry.<sup>11</sup> The differences indicated in this study are this research focus on reading skill, the levels of this research target is elementary school, and the method in this study used Classroom Action Research (CAR). In contrast, the researcher uses the qualitative method.

Faisal Rahman, “*Teaching English through Poem.*” This study aims to explain the concept of teaching English through poetry. This research used quantitative research to prove some methods used to teach in the classroom. The method that the teacher can use to teach language are Grammar Translation

---

<sup>11</sup> Margaritje Aliney Tamara and Risal Maykel Merentek, “Improving Poetry Reading Skills in Grade V Elementary School Students Using the Emotive Approach,” *International Journal of Innovation, Creativity and Change* 5, no. 5 (2019): 147–58.

Method (GTM), Direct Method, Audio-Lingual Method (ALM), Silent Way, Desuggestopedia, and Community Language Learning (CLL), Total Physical Response (TPR), and Community Language Teaching (CLT). The way of using poetry as teaching media is divided into four steps: Warming up, reading the poem to understand the content, then the teacher gives students a clue to help them understand each word in the poem, and following up. The use of literature in English language teaching can be an authentic material that allows the students to directly know about the nation's culture of the target language and improve their English language skills and English vocabulary. As a result of this study, the use of the poem in English language teaching helps the students not only about the English language but also England culture and other knowledge about England.<sup>12</sup> The differences indicate in this study are that this study focuses on learning English by using poetry. In contrast, the researcher focuses on improving students speaking skills by using Islamic poetry.

Syed, Akbar Joseph A., and Yazid Meftah Ali Wahas, “*Challenges and Solutions in Teaching English through Poetry to EFL Students at Hajjah University: A Case Study of William Wordsworth’s Lucy and John Donne’s Death Poems*.” This research used experimental research to observe the advantages of teaching English language through poetry and its challenges at Hajjah University in Yemen. The study chooses poetries to teach English with particular reference to “Death, be not Proud” and “Lucy.” Based on the report's findings, the poetry “Death, be not Proud” is not suitable for the students at Hajjah University because

<sup>12</sup> Faisal Rahman, “Teaching English through Poem,” *Research Gate* 5, no. 2 (2018): 173–82, doi:10.24252/elite.v5i2a6.

of its difficulty and unfamiliar cultural background. In comparison, “Lucy” poetry is a more familiar cultural and simplistic language to students. Therefore, “Lucy” poetry is more suitable for students’ needs and increases their interest in learning English. This study found that teaching English through poetry has many advantages, such as being authentic in nature, being a medium to express emotions and feelings, being an excellent carrier of culture, and being able to help improve students’ linguistic knowledge and skills.<sup>13</sup> The differences indicate in this study are this research compares two different poetries to see what genres are effectively used in the class, and this research observe in university.

Shaukat Ali, Gul Zamin Khan, and Iqbal Amin, “*Poetry Guided Speaking and Motivation in English as a Second Language Classroom.*” This study attempts to determine the effect of traditional teaching materials and the poetry-guided speaking (PGS) model on the motivation level of English as a second language (ESL) learners and their subsequent performance on the speaking tests. This study used an experimental group (EG) and a control group (CG) conducted in biological science at the University of Malakand, Pakistan. The data collection used in this research were pre-test, post-test, and observation over four weeks to indicate the learners’ improvement in English using poetry. The results of this study significantly improved and motivated students to learn to speak because they were free to share their ideas about the meaning of the poetry in front of the

---

<sup>13</sup> Akbar Joseph A. Syed and Yazid Meftah Ali Wahas, “Challenges and Solutions in Teaching English through Poetry to Efl Students at Hajjah University: A Case Study of William Wordsworth’s Lucy and John Donne’s Death Poems,” *REFLections* 27, no. 2 (2020): 189–98.

class.<sup>14</sup> The differences indicated in this study are comparing two different classes to see how effective poetry motivates students to speak English. At the same time, the researcher uses one class as a sample.

Based on the previous studies above, the researcher indicates the similarity in using Poetry as a teaching media to learn English. In order to help the students get information through literacy, the researcher noticed that the focus of skills in the study is speaking and reading. The researcher in the studies mentions the advantages of applying poetry as the learning media that consist of helps students enrich their vocabulary and improve language skills. Moreover, the teaching media of this study is the same as the researcher's research that uses poetry to increase the students' speaking skills.

Compared with the previous research studies, the difference between the previous study and the researcher's thesis focuses on Islamic poetry to learn speaking skills. In contrast, the other studies focus on general poetry. So the researcher uses Islamic poetry to make it specific and depend on students' needs in an Islamic school.

---

<sup>14</sup> Ali and Zamin Khan, "Poetry Guided Speaking and Motivation in English as a Second Language Classroom." *Pakistan Journal of Social Sciences (PJSS)* 39, no. 3 (2019), pp. 1153-1161.

## B. Literature Review

### 1. Speaking

#### a. Definition of Speaking

Speaking means is when humans speak, they use over half their bodies, from the diaphragm, situated below the lungs, to the mouth and nose in their faces. Speak is modified from the air and combined with the lungs before it goes through the lips and goes out to make a sound called speak.<sup>15</sup> Speaking is the key to communication, producing, and processing some information. People can express their idea, thought, feelings, and opinions to others by speaking. Speaking is a productive skill, a purpose of many language learners learning a foreign language or learning a second language.

Speaking is one of the skills that students must master because it has a massive impact on them. For this reason, many well-known courses such as EFL/ESL institutions have been willing to seek and research new, varied and exciting methods to use in speaking classes. This is done because they realize that speaking skills must be taught effectively according to the student's circumstances to make it easier to apply in everyday life. Developing students' speaking is a top priority for teachers. Students will feel that they will improve their speaking skills with an effective learning model. The EFL/ESL course has widely developed oral skills to encourage learning that focuses on the debate methodology and student interaction in the classroom. The speaking class strategy has been structured in

---

<sup>15</sup> Howard Jackson, *Analyzing English. An Introduction to Descriptive Linguistics.*, 2 ed. (England: Permagon Press, 1982), P.3.

such a way as to improve students' oral skills such as topic management, group work questioning strategies, task work, and many other strategies.<sup>16</sup>

From several opinions and ideas from the experts, the researcher can conclude that speaking is an essential skill for students because it is very useful in communicating and exchanging ideas in the learning process and outside the classroom field. Therefore, the researcher tries to apply several theories to guide the exciting learning process in the speaking class.

### **b. Speaking Aspects**

In order for students to be able to achieve speaking skills, three aspects generally affect speaking activities.<sup>17</sup>

#### 1. Aspects of Knowledge

These aspects are aspects that assess students' knowledge of the material provided. This aspect aims to determine the extent of student understanding. In speaking activities, the aspects that students must achieve are:

##### a) Vocabulary

Vocabulary mastery in students is an aspect of assessment that becomes a benchmark for the extent to which students' English has improved. With a diverse vocabulary, students can speak English easily.

<sup>16</sup> Jack C Richards, *Teaching Listening and Speaking From Theory to Practice*, *Language Teaching*, 1st ed., vol. 35 (Cambridge University Press, 2002), P. 19, doi:10.1017/S0261444802211829.

<sup>17</sup> Riska Aulia Sartika, "Aspek-Aspek Dalam Keterampilan Berbicara (Speaking)," *Academia.Edu*, 2017, 9–10, [Https://Www.Academia.Edu/32403121/Aspek\\_Aspek\\_Dalam\\_Keterampilan\\_Berbicara\\_Speaking](Https://Www.Academia.Edu/32403121/Aspek_Aspek_Dalam_Keterampilan_Berbicara_Speaking). Accessed 02 February 2022.

**b) Fluency**

The assessment of fluency aspect is whether students are very fluent, fluent, not articulate, or not eloquent when speaking in English.

**c) Accuracy**

The accuracy of students when speaking is one aspect of the speaking assessment. From this aspect, it can be seen how students choose words and place words according to the English language rules. Students must be careful when speaking and convey their meaning properly and thoroughly.

**d) Intonation**

Intonation when speaking gives its own beauty when someone conveys something. This assessment is critical to control the intonation when speaking to be heard correctly and clearly.

**2. Attitude**

Attitude aspects are needed to be assessed on a student when learning to speak. What needs to be known in this aspect is the courage and confidence of students when communicating with others.

**3. Behavioural Aspects**

A behaviour aspect is when conducting speaking learning activities in the classroom. The assessment is in the form of student cooperation and how they communicate in class. Teachers should pay attention to this aspect of the evaluation.

In this study, the researcher uses knowledge aspects, including the ability to master vocabulary, fluency, accuracy, and intonation. This aspect follows the assessment criteria of speaking skills used at SMPIT Al-Hafizh Palopo. That is why it has become a guide for assessing students' learning abilities in speaking classes. The attitude and behaviour aspects are additional assessments used by researcher to evaluate the effectiveness of Islamic poetry media used in the classroom during the learning process. These two aspects follow the research objective to increase students' self-confidence and critical thinking.

### **c. Kind of Classroom Activities for Practicing Speaking Skills**

The variety of activities carried out in the classroom can develop students' speaking skills which are given as under:<sup>18</sup>

#### **1. Dialogue**

Dialogue is a class activity carried out to practice student conversations such as greeting, agreeing or disagreeing, apologizing, giving suggestions, or asking for information. This can increase students' confidence in talking with their classmates.

#### **2. Role Play**

Roleplay is a learning model that teachers in the classroom often use. Usually, this activity is very liked by students because they can play the role of a job or someone else. This activity is generally divided into three types: clues,

<sup>18</sup> Shafaat Hussain, "Teaching Speaking Skills in Communication Classroom," *International Journal of Media, Journalism and Mass Communications* 3, no. 3 (2017): 14–21, doi:10.20431/2454-9479.0303003.

totally guided, and free type. Students will practice the two positions directly to practice their speaking skills. Examples of activities such as students seem to be doctors and patients.

### 3. Opinion/Ideas

In this activity, students will be given a topic to discuss together. Students can be divided into groups or individually. Later, students will be allowed to discuss the case that has been given then they will provide opinions or ideas on the given topic. This activity can undoubtedly improve students' critical thinking and challenge them to speak in class. In addition to practising critical thinking, students can also practice their confidence in speaking in front of many people.

### 4. Problems (Group Work)

Giving the topic of problems to students is a very efficient way to get students to speak. When giving issues to students, they must use English to solve the problem. For example: "It has three eyes. It cannot see. It has food and water inside. The water is very sweet. It is very difficult to break it. What is it?"

### 5. Surveys and Interviews

This technique is also exciting where students will learn to find out information from someone. An example is that students will be given census work and have conversations with other people to get information.

## 6. Visual Comprehension

In this part, students will be shown a picture. Then students will observe the picture carefully. Then they will be asked some questions by the teacher about the pictures they have seen. Students will practice their speaking by describing the picture.

## 7. Dreams or Ambitions

Dreams or ambitions mean are every student must have dreams and aspirations in their life. Students can be given the opportunity to tell their dream or guess a job that has been provided in the form of a picture and describe it. This can be an excellent theme for discussion in class.

## 8. Songs

Songs are a fun method to do in class. Besides being able to make students enjoy learning, students can also practice their English hearing through the songs they listen to. After listening to the song, students can be asked questions related to the song.

From those eight activities, speaking skills can be improved by training students to continue speaking in the class. Attracting students' interest is the primary purpose for every teacher to think so that students have a goal to use English. Speaking is very effective when students are given a topic to express ideas or discuss together. Therefore, this research will use the third activity to do in the class: students give opinions or ideas. This activity is the most suitable form to encourage students to speak English because they will be encouraged to think

critically to analyze the meaning of Islamic poetry. After understanding the meaning, they will convey their opinion and ideas.

**d. Teaching Asking and Giving Opinions Material to Improve Speaking Skill**

Asking and giving opinions is one of the subjects taught in eighth-grade junior high school. This material is presented to provide opportunities for students to express themselves by asking and giving their opinions on a matter. With this material, students can practice their speaking skills in class because they will interact with their classmates to exchange information and provide ideas about the topic of discussion. The following are some common expressions for asking and giving opinions:<sup>19</sup>

- a) Asking Opinion
  - 1. What do you think of....?
  - 2. What do you think about....?
  - 3. What's your opinion of....?
  - 4. What do you feel about....?
  - 5. What can you say about....?
  - 6. How do you feel about....?
  - 7. Do you think.....?
  - 8. What's your idea....?

---

<sup>19</sup> MGMP Bahasa Inggris SMP Kabupaten Luwu, “Rencana Pelaksanaan Pembelajaran (Kondisi Normal),” 2021.

b) Giving Opinion

1. In my opinion...
2. In my view...
3. I think...
4. I believe...
5. I guess...
6. To my mind...
7. What I have in my mind...

c) Responding Opinion

1. I think so
2. That's right
3. It's true
4. I don't think so
5. If I may say so,...
6. I disagree
7. I can't say that

Then, the researcher utilize the expression above to encourage students to speak English by asking and answering questions about Islamic poetry to provide students with views and ideas about the meaning of poetry.

## 2. Poetry

### a. Definition of Poetry

Poetry is one type of literary work besides short stories and novels.

Poetry is a form of language expression that takes into account the aspect of the sounds in it, which expresses the imaginative, emotional, and intellectual experience of the poet drawn from his individual and social life; described by a particular choice of technique so that it can evoke specific experiences in the reader or audience.<sup>20</sup>

Poetry has a wide variety of languages, styles of writing, and topics of discussion. Because of the various variations, it is not easy for everyone to know the implied meaning of a poem. Poetry is arranged on one line but does not follow measured rhythmical patterns, nor does it rhyme. The most important thing is that poetry can bring us into the author's feelings and entertain the listener with the story or message contained in it.<sup>21</sup>

The meaning contained in poetry is not easy to define or explain. Therefore, as a reader or listener, it is only enough to provide a view of the reader's understanding of the implied meaning in poetry. A poet always pours ideas and even suggestions into their poetry. The language used is very diverse, taking into account its beauty so that readers can feel the poet's emotions. For that,

<sup>20</sup> Kun Andy Anindita and Soediro Satoto, "International Journal of Active Learning Diction in Poetry Anthology Surat Kopi by Joko Pinurbo as A Poetry Writing Teaching Material," *International Journal of Active Learning* 2, no. 1 (2017): 39–49, <http://journal.unnes.ac.id/nju/index.php/ijal>.

<sup>21</sup> Ruth Miller and Robert A. Greenberg, *Poetry: An Introduction, The Edinburgh Introduction to Studying English Literature: Second Edition* (London and Basingstoke: The Macmillan Press LTD, 1981), P.44, doi:10.1007/978-1-349-06317-8.

poetry is a literary work still popular today because of its different language style and its beauty.

Poetry has semantic elements where the inner structure or meaning contained in the poetry includes:<sup>22</sup>

1) Theme

The theme is the essence of thought contained in poetry. The theme in poetry can be a story, a description of something or someone, and the poet's ideas. The main topic is not the same as the theme; the theme here shows the overall content of poetry.

2) Feelings

Poetry poets express all their feelings when composing a poem. Therefore, they use various beauty of language to express their feelings to the readers or listeners, such as feelings of sadness, joy, disappointment, and others.

3) Tone

The tone is an attitude towards a subject conveyed in a literary work. The tone in poetry brings several important elements in making poetry, such as the feelings and attitudes of the poet.

4) The message or moral value

Poetry is how a poet gives a message to his listeners or readers. In this poetry, a poet can subtly convey anything to his listeners or readers who are

---

<sup>22</sup> Dwi Nur Hasanah, "An Analysis of Figurative Language Used in Some Poems By Oscar Wilde," *Linguistic, English Education and Art (LEEA) Journal* 2, no. 1 (2018): 25–27, [http://repository.syekhnurjati.ac.id/1843/1/MinhatulMaula\\_59430634\\_ok-min.pdf](http://repository.syekhnurjati.ac.id/1843/1/MinhatulMaula_59430634_ok-min.pdf).

treated to the beauty of the words in his poetry. The quality of poetry can bring us to feel the poet's feelings, touch our hearts, touch the listener, and make us feel grateful.

### **b. Kinds of poetry**

There are three types of poetry, among others.<sup>23</sup>

#### 1. Lyrical Poetry

Lyrical poetry is the most widely used type of poetry in modern literature. In preparation for this kind of this poetry, the poet expresses his heart more by telling an experience or mood in their work. An example of lyric poetry is the work of William Shakespeare which means his life experiences and his heart in Sonnet 18's work entitled "*Shall i compare thee to a summer's day?*" The results of lyrical poetry include songs, elegies, odes, and sonnets.

#### 2. Dramatical Poetry

Dramatical poetry is poetry that tells a tragedy and comedy. This poetry is told using the thoughts and verbal statements of the characters in the poetry. An example of this type is opera poetry.

#### 3. Narrative Poetry

Narrative poetry is a type of poetry that tells about a character's storyline and has a place background. The most often used form is Epic, wherein this Epic,

---

<sup>23</sup> John Erskine, "The Kinds of Poetry," *The Journal of Philosophy, Inc.* 9, no. 23 (1912): 617–27, <https://www.jstor.org/stable/2013405>.

a poet, tells about a legend or god. Epic poetry deals with historical or legendary stories; are they national or universal stories. Besides Epic, narrative poetry can also be in the form of a ballad, monologue, tale, metrical, and romance poetry.

Of the three types of poetry above, the researcher specifies Islamic poetry as the Epic poetry type, where the poetry contains Islamic stories and Allah Swt. Islamic poetry aims to make the reader's heart calm and remember Allah. In addition, Islamic poetry is poetry based on Islamic stories or history about Islam. In general, the structural form of this Islamic poem is the same as other poetry; the most striking difference is in the choice of a theme that focuses on Islam. This causes Islamic poetry to be very suitable for Islamic schools than other themed poetry because while teaching English, the teacher can also teach religion to students through Poetry.

### **c. The Importance of Using Poetry as Teaching Media**

Poetry is one of the suitable media to teach speaking in the class. Poetry can make students enjoy the learning process in the class because poetry help students to improve their English, such as intonation, vocabulary, understanding of the meaning of the sentences, etc. Two aspects are important in why poetry can contribute to the process of learning speaking.

#### **1. Diversity of language meanings**

The diversity of vocabulary meanings in poetry can provide students with original and diverse language samples. This is very important when students learn a language because they can see the function of the diversity of vocabulary that

they find in poetry. From the various meanings of these words, students will be able to apply the correct use of words in social life. Because basically, humans communicate to understand each other.

## 2. Lead students to think critically

Different perspectives on each student will make students more inclined to think critically and independently to get the meaning of poetry. From the active role of students in finding the meaning of words in class, students will be more familiar with the words they hear so they can communicate well to tell their purpose while speaking.

### **d. The Steps for Teaching Speaking Using Poetry**

Poetry has various meanings in every word, so the teacher must think of the right way to improve students' speaking skills. Therefore, to use poetry in speaking skills, there are six learning steps used.<sup>24</sup>

#### 1. Preparation and Anticipation

In the early stages of learning, students will be asked to predict the title and setting of the poem shown by the teacher. This stage aims to let students express their ideas.

#### 2. Focusing

In the second stage, students will be given time to read and listen to the poems read by their friends. Students are expected to stay focused and analyze the

---

<sup>24</sup> Ali and Zamin Khan, "Poetry Guided Speaking and Motivation in English as a Second Language Classroom." *Pakistan Journal of Social Sciences (PJSS)* 39, no 3 (2019), 1155.

content of the poetry they are listening to and note the important messages in the poem.

### 3. Preliminary Response

In the third stage, students will be asked to give verbal responses about the poems they have heard before. At this stage, students will begin to describe the poem's contents briefly according to what they understand.

### 4. Working on the Text (level I)

Then in the fourth stage, students will be divided into groups and focus on understanding the poem's meaning. After discussing the meaning of the poem, each group will share it by talking in class.

### 5. Working on the Text (level II)

In the fifth stage, each student will be asked to understand the figurative meaning of the poem in terms of word meaning, language, style, and structure of the poem.

### 6. Interpretation and Personal Responses

In the final stage, students will interpret poetry based on their lessons. They will try to solve poetry from their point of view and their respective social and cultural experiences. This gives rise to cultural interactions and different opinions in the classroom.

The six steps above are used as a guide for teaching poetry in the classroom. The reason is that the steps above are following the asking and giving

opinion material in the 8th grade of senior high school. All the steps above are also very regularly applied in the classroom for students who are beginners in learning speaking. By using the steps above, poetry was the right teaching media to encourage students to express their opinions and think critically independently by looking for the hidden meaning of poetry used in class.

#### e. The Result of Using Poetry as Teaching Media

After carrying out six steps of implementing speaking learning using Islamic poetry, the results obtained by students can be in the form of 3 main components, as follows:

##### 1. New Vocabularies

Reading poetry offered by the researcher will provide students with new vocabulary indirectly. After studying Islamic poetry, students will receive a list of vocabularies related to Islam. Of course, students who attend an Islamic school will benefit greatly from this.

##### 2. Critical Thinking

The meaning included in Islamic poetry will present problems for students who wish to express their thoughts on the poetry. Whenever students are encouraged to seek out, find, and comprehend Islamic poetry, this will inspire them to think critically.

### 3. Self-Confident

Students are allowed to share their opinions in front of the class after discovering the meaning and perspectives of each student on poetry. Its purpose needs to give students the confidence to speak in front of large groups of people.

### 3. Students' Response

Response /rə'spəns/ means to answer, reply, feedback, or reaction.<sup>25</sup> The response is a significant influence in determining whether or not communication is effective. By responding, a communicator can reduce errors that occur in the communication process.<sup>26</sup> The response is the result of communication activities that provide results or effects to the listener.

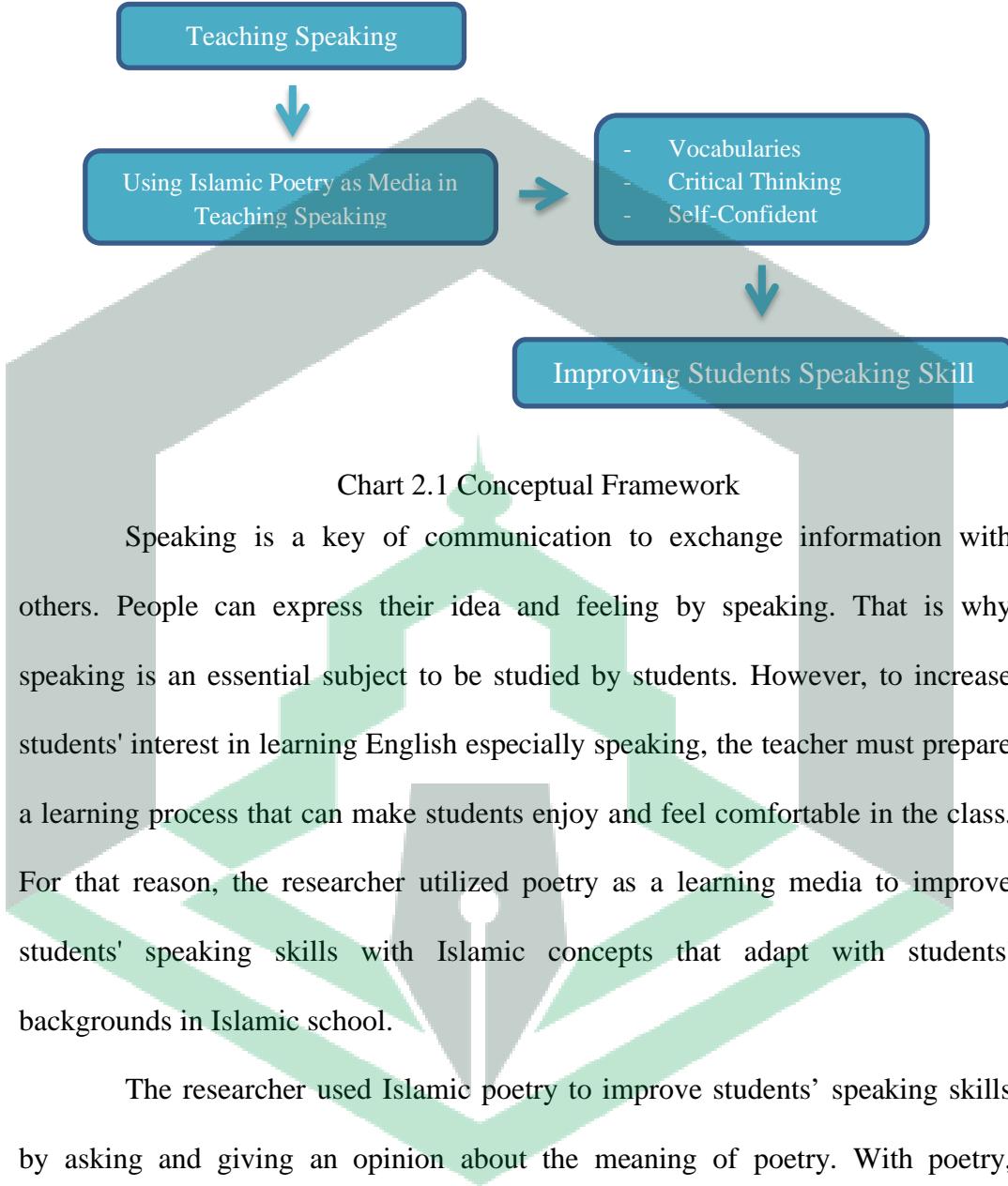
Based on the concept of response above, in the learning process, students process the information provided by the teacher and save it in the form of knowledge. However, the process will affect the positive or negative response of students according to the conditions that occur in the classroom. Therefore, the researcher wants to go into greater students' responses to the learning process using English Islamic poetry media. It aims to determine the level of media quality, learning difficulties, effectiveness, and pleasure during the learning process. The results of the student response will determine the effectiveness of Islamic poetry being used as a learning media.

<sup>25</sup> John M. Echols dan Hassan Shadily, *Kamus Indonesia Inggris*, 3rd ed. (Jakarta: PT Gramedia, 2000), p. 460

<sup>26</sup> Connie Chairunnisa, "Analisis Respon Mahasiswa Terhadap Mata Kuliah Terintegrasi Islami Kemuhammadiyah Dan Penghayatan Terhadap Nilai Agama Islam," *Faktor: Jurnal Ilmiah Kependidikan* 4 (2017): 1–108.

### C. The Conceptual Framework of Research

The conceptual framework of the research can be seen in chart 2.1.



The researcher used Islamic poetry to improve students' speaking skills by asking and giving an opinion about the meaning of poetry. With poetry, students learn the intonation of sentences to express their ideas and how to pronounce the word correctly. The variety of words in Islamic poetry increases students' vocabulary and allows them to improve their speaking skills. As well as the different perspectives of students about the meaning of poetry encourage them

to think critically. Then, the students practice speaking by sharing their opinions or ideas about the meaning of poetry, which improves their self-confidence to speak. Therefore, the researcher believes that using English Islamic poetry media effectively improves students' speaking skills.

#### **D. Hypothesis**

The following hypothesis is based on the theory stated in the previous study above:

$H_1$ : Using English Islamic poetry in teaching effectively improves students speaking skills at the second grade of SMPIT Al-Hafizh Palopo

$H_0$ : Using English Islamic poetry in teaching does not effectively improve students speaking skills at the second grade of SMPIT Al-Hafizh Palopo

## CHAPTER III

### THE RESEARCH METHOD

#### A. Research Design

This research used an experimental design. The study aims to know whether using poetry can improve students speaking skills. The experimental method is used to explain the cause and effect relationship of a variable, which means the research is carried out to predict the relationship between two variables.<sup>27</sup>

To achieve maximum results, the researcher gave a pre-test before starting the treatment, then learning treatment for five meetings, and a post-test after going through the treatment process.

Table 3.1 The Design of One-Group Pre-Test and Post-Test

Pre-Test	Treatment	Post-Test
X <sub>1</sub>	O	X <sub>2</sub>

Notes:

X<sub>1</sub> = Pre-Test

T = Treatment

X<sub>2</sub> = Post-Test<sup>28</sup>

<sup>27</sup> Sandu Siyoto and M. Ali Sodik, *Dasar Metodologi Penelitian*, ed. Ayup, 1st ed. (Yogyakarta: Literasi Media Publishing, 2015).

<sup>28</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R & D*, 1st ed. (Bandung: Alfabeta, CV., 2012).

## B. Research Variable

There are two variables in this study:

### 1. Independent Variable

The Independent variable is Islamic poetry.

### 2. Dependent Variable

The dependent variable is students' speaking skills.

## C. Place and Time of the Research

This research was conducted from April to May 2022 at the second grade of SMPIT Al-Hafizh Palopo, which is located in Merpati V Perumnas Palopo.

## D. Population and Sample

### 1. Population

The population of this research is 11 students in the second grade in SMPIT AL-Hafizh Palopo.

### 2. Sample

In determining the sample, the researcher used the total sampling technique. The sample in this research consists of 11 students in one class of the second grade of SMPIT Al-Hafizh Palopo.

## E. Research Instrument

### 1. Speaking Test

The speaking test was given in the form of asking and giving opinion material to see how far the students' abilities are. Before starting the lesson, this

test was presented in the pre-test to see the students' speaking skills. Then after that, a post-test was given to get the treatment results. Each speaking test has five questions that are directly asked of each student, and the speaking test uses asking and giving opinion material according to the 2013 curriculum and class VIII guidebooks.

## 2. Questionnaire

After getting the results from the speaking pre-test and post-test, the researcher used a questionnaire to get students' responses about the use of Islamic poetry to improve their speaking skills. This Questionnaire includes 20 questions. The answer on the Likert scale was given from numbers 1 to 5, where number 1 is the lowest score, "Strongly Disagree," then number 2 is "Disagree," then number 3 is "Neutral", number 4 is "Agree." The highest score is 5, where students strongly agree with the method of Islamic poetry "Strongly Agree."

## F. Validity of Instruments

The instrument of this research was validated by lecturer of literature linguistic Devi Isamayanti, S.S., M.Hum. She is concluded that the instrument of this research was feasible to use for research according to the suggestion.

## G. Procedure for Collecting Data

### 1. Giving Pre-Test

The researcher gave a pre-test in speaking to measure students' ability before providing treatment. Before giving a pre-test to students, the researcher

introduced herself before starting the class. Then, the researcher was given a pre-test in the form of asking and giving an opinion. Giving opinion tests was definite to give an opinion about Qur'an verses that motivate them and their motto of life. Then, the researcher asked the students to speak based on the theme. Every student took a maximum of 8 minutes to answer the researcher's questions directly asked. The researcher took their video while answering the questions.

## 2. Giving Treatment

After the pre-test, the researcher provided treatment to improve the students' speaking skills using Islamic poetry. This treatment was carried out for five meetings. The steps for giving the treatment are as follows:

- 1) Researcher gave students material asking and giving opinions that used to conveying the meaning of poetry. The material that was given is about expressions to ask and give opinion in a simple way.
- 2) After the students got the material asking and giving opinion. The researcher introduced Islamic Poetry to students and told them what the advantages of learning English by poetry. Using Islamic Poetry as a media to motivated the students to learn and pull their interest to learn English.
- 3) After gave students an understanding of poetry, the researcher showed how to read poetry in front of the class. This method is done to provide an example to students before they practice it. Therefore, the researcher prepared five

difference poetry from the book<sup>29</sup> in every meeting to practice students speaking skill, as follows:

- a. “*Imagination is the world itself*” by Maulana Rumi
- b. “*The Truth*” by Maulana Rumi
- c. “*The Container of Mortality*” by Maulana Rumi
- d. “*Only One Sin, Ignorance*” by Maulana Rumi
- e. “*Don’t Go There*” by Maulana Rumi

4) Then the researcher asked the students to guess the poetry title that the researcher showed.

5) The researcher divided students into three groups to discuss the meaning of poetry in every meeting.

6) Each group was given the opportunity to read poetry in front of the class to practice their confidence in speaking English in front of their friends.

7) Then students are given about 20 minutes to find the meaning contained in the poetry that has been read by their friends.

8) Next, every group gave their opinion about the meaning of Islamic poetry that the other group read before.

9) The researcher gave feedback on the student's mistakes to see the development of students' speaking.

10) After going through several practices, the researcher found several aspects that students needed to improve. As the result, students minimized mistakes every day and improve their speaking skills.

---

<sup>29</sup> Muhammad Nur Jabir, *Road to Return*, ed. Rachman Wellmina, 1st ed. (Rumi Press, 2018).

### 3. Giving Post-Test

A post-test was used to assess whether the post-test result is greater than the pre-test after treatment and is often used to determine if a student's speaking skill has improved. After doing the treatment, this test was given to students to measure their ability. The researcher asked the students about their opinion about their friends and story of Islam. Every student took a maximum of 8 minutes to answer the researcher's questions directly asked.

### 4. Distributing Questionnaire

After conducting a post-test, the researcher distributed questionnaires to each student. The researcher first explained how to answer the questions listed on the questionnaire sheet. The students are given about 15 minutes to answer all questions according to how they feel during the treatment process. Then, the researcher collected the questionnaire sheet after the students had finished answering it.

## H. Technique of Analyzing Data

To analyze the students speaking, the researcher did the procedure as follows:

1. Assessing students' pronunciation, intonation, fluency, and accuracy scores of students speaking by using a rubric for evaluating speaking.<sup>30</sup>

---

<sup>30</sup> SMPIT Al-Hafizh Palopo, "Assessment Criteria of Speaking Skill," 2021.

Table 3.2 Assessment Criteria of Speaking Skill

No	Aspects Assessed	Criteria	Score
1.	Pronunciation	Almost perfect	4
		There are some errors but do not disturb the meaning	3
		There are some errors and disturb the meaning	2
		Almost all are wrong and disrupt the meaning	1
2.	Intonation	Almost perfect	4
		There are some errors but do not disturb the meaning	3
		There are some errors and disturb the meaning	2
		Almost all are wrong and disrupt the meaning	1
3.	Fluency	Very smooth	4
		Smooth	3
		Fairly smooth	2
		Very not smooth	1
4.	Accuracy	Very accurate	4
		Exact	3
		Fairly accurate	2
		Almost inaccurate	1

## 2. Classifying the Students' Score

Language test results are often reported as numbers or scores, such as English speaking tests in general, and the score is ultimately intended to be used

by test users.<sup>31</sup> There are several important aspects in the accuracy analysis, such as clear pronunciation and articulation, grammatically, and phonologically correct. As for the fluency analysis, there are two aspects: flowing and natural language.<sup>32</sup>

Student scores are divided into six levels with an ability level assessment on a scale of six to one.

Table 3.3 the Classification Score for Test

No.	Classification	The Ability Scale	Score
1.	Excellent (A)	4	86-100
2.	Good (B)	3	71-85
3.	Average (C)	2	56-70
4.	Poor (D)	1	≤ 55

(Source: classification score from SMPIT Al-Hafizh Palopo<sup>33</sup>)

### 3. Calculating the test result of speaking

The researcher used the SPSS 20 edition to calculate the percentage and mean score of the students' speaking tests once the pre-test and post-test were determined.

### 4. Measuring the result of the questionnaire using a Likert scale

The Likert scale below is students' responses from strongly disagree (1), disagree (2), neutral (3), agree (4), and strongly agree (5).

<sup>31</sup> Alan Davies and Catherine Elder, "The Handbook of Applied Linguistics," *The Handbook of Applied Linguistics*, 2008, 1–866, doi:10.1002/9780470757000.

<sup>32</sup> H Douglas Brown, *Douglas. Teaching by Principles An Interactive Approach to Language Pedagogy*, 2nd ed. (San Fransisco, California, 2000), <https://id1lib.org/book/3254757/a9083c>.

<sup>33</sup> SMPIT Al-Hafizh Palopo, "Assessment Criteria of Speaking Skill," 2021.

Table 3.4 the Likert Scale

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

The questionnaire was calculated by using the following formula<sup>34</sup>:

$$P = f/n \times 100$$

P = percentage

f = total answer

n = total students

#### 5. Classifying the Rating Percentage of Statements

The rating percentage of each statement is as shown:

Table 3.5 the Score Criteria

No.	Criteria	Score	Meaning
1.	Very High	80% – 100%	Most respondents strongly agree with the statement.
2.	High	60% – 79,99%	Most respondents agree with the statement.
3.	Fair	40% – 59,99%	Most respondents are not sure.
4.	Low	20% – 39,99%	Most respondents disagree with the statement.
5.	Poor	0% – 19,99%	Most respondents strongly disagree with the statement.

(Source: Agustina Felisa “Cara menghitung Skala Likert dan Rumusnya<sup>35</sup>”)

<sup>34</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*.

<sup>35</sup> Agustina Felisa, “Cara Menghitung Skala Likert Dan Rumusnya,” Cara Menghitung, 2020, <https://caraharian.com/cara-menghitung-skala-likert.html/3>. Accessed on 17<sup>th</sup> May 2022.

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

The findings in this study indicate the results of the data analyzed statistically. The data show the value of the students' pre-test and post-test results and the results of student responses using a questionnaire.

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

###### a. Pre-Test

In this section, the researcher shows the students' speaking test results, which are assessed on pronunciation, intonation, fluency, and accuracy. The data are presented in a table and used SPSS 20 to calculate the average results. The presentation of pre-test results can be seen in Table 4.1.

Table 4.1 Speaking Test Score in Pre-Test

No	Respondents	The Aspect of Speaking Assessment				The Score of the Test	Criteria
		Pronunciation	Intonation	Fluency	Accuracy	Total	Mean
1	RD 01	1	2	2	2	7	43
2	RD 02	1	2	2	2	7	43
3	RD 03	1	1	2	2	6	37
4	RD 04	1	2	2	2	7	43
5	RD 05	1	2	2	2	7	43
6	RD 06	2	2	2	2	8	50
7	RD 07	1	1	2	1	5	31
8	RD 08	1	2	2	2	7	43

9	RD 09	1	2	2	2	7	43	Poor
10	RD 10	2	1	2	2	7	43	Poor
11	RD 11	1	1	2	2	6	37	Poor

The table above shows that one student got the lowest score of 31 points, and one student got the highest score of 50 points.

To show the average value obtained by students, the researcher used SPSS 20 to get the mean score. The results of the pre-test data can be summarized in a descriptive statistical table which can be seen in table 4.2.

Table 4.2 Students' Speaking Test Mean score in Pre-Test

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test	11	31	50	41.45	4.886
Valid N (listwise)	11				

As can be seen from table 4.2, the students' highest score is 50, and the lowest is 31. The mean value of the students' speaking test is 41.45, and the standard deviation is 4.886.

Furthermore, the pre-test data described in the percentage score in the table is shown in table 4.3.

Table 4.3 Students' Speaking Test Rating Percentage in Pre-Test

Classification	The Ability Scale	Score	Frequency	Percentage
Excellent (A)	4	86-100	-	-
Good (B)	3	71-85	-	-

Average (C)	2	56-70	-	-
Poor (D)	1	$\leq 55$	11	100%

Table 4.3 above shows that students who get excellent (A), good (B), and average (C) scores are 0%. Meanwhile, students who got a poor score (D) are 100%. This percentage shows that all 11 students have poor or low speaking skills.

#### b. Post-Test

After doing the treatment, post-test data obtained are presented in table 4.4. The table shows the results of the students' speaking tests assessed in terms of pronunciation, intonation, fluency, and accuracy.

Table 4.4 Speaking Test Score in Post-Test

No	Respondents	The Aspect of Speaking Assessment				The Score of the Test		Criteria	
		Score				Total	Mean		
		Pronunciation	Intonation	Fluency	Accuracy				
1	RD 01	3	3	4	3	13	81	Good	
2	RD 02	3	3	3	3	12	75	Good	
3	RD 03	3	3	3	3	12	75	Good	
4	RD 04	3	3	4	3	13	81	Good	
5	RD 05	3	3	4	3	13	81	Good	
6	RD 06	4	3	4	3	14	87	Excellent	
7	RD 07	3	2	3	2	10	62	Average	
8	RD 08	3	3	3	3	12	75	Good	
9	RD 09	3	4	3	4	14	87	Excellent	
10	RD 10	4	3	3	4	14	87	Excellent	
11	RD 11	3	3	3	3	12	75	Good	

Table 4.4 shows the results that have increased from the previous one, where the lowest score was obtained by one student with a score of 62. Then the highest score was obtained by three students with a score of 87.

After summarizing the results of the students' scores, the researcher used SPSS 20 to calculate the mean score. The description of the descriptive statistical table is the result of the students' speaking post-test.

Table 4.5 Students' Speaking Test Mean score in Post-Test

	N	Minimum	Maximum	Mean	Std. Deviation
Post-Test	11	62	87	78.73	7.458
Valid N (listwise)	11				

The data in table 4.5 show that the maximum value of students is 87, and the minimum is 62. So it produces a mean value of 78.73. The data shows the standard deviation of the post-test is 7.458.

The rating percentage assessment to show the classification of values obtained by students is described in table 4.6.

Table 4.6 Students' Speaking Test Rating Percentage in Post-Test

Classification	The Ability Scale	Score	Frequency	Percentage
Excellent (A)	4	86-100	3	27%
Good (B)	3	71-85	7	64%
Average (C)	2	56-70	1	9%
Poor (D)	1	$\leq 55$	-	-
Total			11	100%

The data in table 4.6 shows that 3 students got an excellent score (A) which is 27%, then 7 students got a good score (B) which is 64%, and only 1 person got an average value (C) which is 9%. From the results of these percentages, the data shows that the students' speaking test results have increased from before.

### c. Pre-Test and Post-Test Comparison

Furthermore, to measure the students speaking test in the pre-test and post-test, the researcher used SPSS 20 to calculate the mean score of the test. The result of the descriptive statistics table is described in the following table.

Table 4.7 The Mean Score and Standard Deviation in Pre-Test and Post-Test

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test	11	31	50	41.45	4.886
Post-Test	11	62	87	78.73	7.458
Valid N (listwise)	11				

The result of standard deviation from table 4.7 in the pre-test is 4.886, contrary in the post-test is 7.458. Moreover, the students' mean score in the pre-test is 41, contrarily in the post-test is 78. From the results shown in table 4.7, the speaking result in the post-test is higher than in the pre-test. It can be concluded that the treatment using Islamic poetry, especially in asking and giving opinion material, can improve students' speaking skills.

Table 4.8 the Paired Samples Statistic of Pre-Test and Post-Test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	41.45	11	4.886	1.473
	Post-Test	78.73	11	7.458	2.249

Table 4.8 paired sample statistics above shows that the mean score of the students' speaking test on the pre-test is 41.45 while the score on the post-test is 78.73. The standard deviation for the pre-test is 4.886, and the post-test is 7.458. The comparison of the pre-test and post-test results shows that the pre-test was  $41.45 < \text{post-test } 78.73$ , so descriptively, there is a difference in student learning outcomes where there is an increase in students' speaking skills after using Islamic poetry as a media for learning speaking.

Furthermore, to prove whether the results obtained are significant or not, the following table shows the statistical data paired samples correlations pre-test and post-test using SPSS 20 to prove the relationship between the two pre-test and post-test data. The description is as follows:

Table 4.9 the Paired Samples Correlations of Pre-Test and Post-Test

		N	Correlation	Sig.
Pair 1	Pre-Test & Post-Test	11	.833	.001

The results are shown in the pre-test, and post-test correlations show a correlation coefficient of 0.833. The students' speaking test results before and after treatment showed a significant (Sig.) 0.001. Because of the significant value

is  $0.001 < \text{probability } 0.05$ , which means that there is a difference between the pre-test and post-test using Islamic poetry as a learning media in the treatment.

A detailed explanation of the correlation coefficient of the pre-test data is shown in the following table:

Table 4.10 the Paired Samples Test of Pre-Test and Post-Test

		Paired Differences				t	df	Sig. (2-tailed)		
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
					Lower	Upper				
Pair 1	Pre-Test - Post-Test	-37.273	4.338	1.308	-40.187	-34.358	-28.497	10 .000		

Testing Requisite Hypothesis:

- If  $\text{Sig. (2-tailed)} < 0.05$ , then  $H_0$  rejected, and  $H_1$  accepted
- If  $\text{Sig. (2-tailed)} > 0.05$ , then  $H_0$  accepted, and  $H_1$  rejected

Based on the table 4.10 above, the researcher found that  $t_c$  ( $t_{\text{count}}$ ) = 28.497 and  $df$  (degree of freedom) = 10 with the value of  $t_t$  ( $t_{\text{table}}$ ) = 2.228<sup>36</sup> used the standard of significant 0.05 (5%).

$$28.497 > 2.228$$

According to the result of the data above,  $t_{\text{count}}$  was higher than  $t_{\text{table}}$  ( $t_c > t_t$ ), which means the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis

<sup>36</sup> Gay L.R., Geoffrey E.Mills, and Peter Airasian, *Education Research: Competencies for Analysis and Applications*, 10th ed. (London: Pearson Education, Inc., 1981), <https://yulilearning.com/mod/resource/view.php?id=677>.

(H<sub>1</sub>) is accepted. It shows an effect of the treatment process to pre-test and post-test by using Islamic poetry. It can be concluded that using Islamic poetry effectively improved the students speaking skills in the second grade of SMPIT Al-Hafizh Palopo.

## 2. Questionnaire

The following are the results of student responses regarding how the teaching process of treatment and what students feel while learning speaking skills using Islamic poetry. For this reason, the researcher describes the questionnaires 1 to 20 in the form of percentages by adding up each statement from the total of each answer and then dividing it by the total number of student answers.

Table 4.11 The Questionnaire percentage of Statement 1  
The teacher corrects my "pronunciation" when reading the poetry and gives an opinion about the meaning of the poetry.

No	Category	Frequency	Percentage
1	Strongly Disagree	-	-
2	Disagree	-	-
3	Neutral	-	-
4	Agree	1	10%
5	Strongly Agree	10	90%
Total		11	100%

Table 4.11 above shows 10 students (90%) who strongly agree with the statement and 1 student (10%) who answer agree with the statement. There are no students who answer the neutral, disagree, and strongly disagree category, which means the students strongly agree the teacher corrects their pronunciation.

Table 4.12 The Questionnaire percentage of Statement 2  
 The teacher corrects my "Grammar" when giving an opinion about the meaning of the poetry that has been read.

No	Category	Frequency	Percentage
1	Strongly Disagree	-	-
2	Disagree	-	-
3	Neutral	-	-
4	Agree	5	45%
5	Strongly Agree	6	55%
	Total	11	100%

Table 4.12 above shows there are 6 students (55%) who strongly agree with the statement and 5 students (45%) who answer agree with the statement. There are no students who answer the neutral, disagree, and strongly disagree category, which means the students strongly agree that the teacher corrects their grammar when giving an opinion about the poetry.

Table 4.13 The Questionnaire percentage of Statement 3  
 When compiling the sentences, the teacher corrects the "Vocabulary" that I use when reading poetry and gives an opinion about the meaning of the poem.

No	Category	Frequency	Percentage
1	Strongly Disagree	-	-
2	Disagree	-	-
3	Neutral	2	18%
4	Agree	2	18%
5	Strongly Agree	7	64%
	Total	11	100%

Table 4.13 above shows there are 7 students (64%) who strongly agree with the statement, 2 students (18%) who answered agree with the statement, and 2 students (18%) neutral with the statement. There are no students who answered disagree and strongly disagree category, which means the students strongly agree the teacher corrected the vocabulary used when giving their opinion about the poetry.

Table 4.14 The Questionnaire percentage of Statement 4  
I easily understand the meaning of the poetry.

No	Category	Frequency	Percentage
1	Strongly Disagree	-	-
2	Disagree	-	-
3	Neutral	1	9%
4	Agree	3	27%
5	Strongly Agree	7	64%
	Total	11	100%

Table 4.14 above shows there are 7 students (64%) who strongly agree with the statement, 3 students (27%) who answer agree with the statement, and 1 student (9%) neutral with the statement. There were no students who answered the disagree and strongly disagree category, which means most of the students agreed to understand the meaning of the poetry easily.

Table 4.15 The Questionnaire percentage of Statement 5  
Islamic poetry makes it easier for me to understand the meaning of poetry.

No	Category	Frequency	Percentage
1	Strongly Disagree	-	-
2	Disagree	-	-
3	Neutral	1	9%
4	Agree	6	55%
5	Strongly Agree	4	36%
	Total	11	100%

Table 4.15 above shows there are 4 students (36%) who strongly agree with the statement, 6 students (55%) who answer agree with the statement, 1 student (9%) neutral with the statement. There are no students who answer disagree and strongly disagree category, which means most of the students agree the meaning of Islamic poetry is easy to understand.

Table 4.16 The Questionnaire percentage of Statement 6  
I feel happy when I read poetry.

No	Category	Frequency	Percentage
1	Strongly Disagree	-	-
2	Disagree	-	-
3	Neutral	1	9%
4	Agree	2	18%
5	Strongly Agree	8	73%
	Total	11	100%

Table 4.16 above shows there are 8 students (73%) who strongly agree with the statement, 2 students (18%) who answer agree with the statement, 1 student (9%) neutral with the statement. There are no students who answer disagree and strongly disagree category, which means most students agree to feel happy when learning English with Islamic poetry.

Table 4.17 The Questionnaire percentage of Statement 7  
I feel happy to describe the meaning of poetry.

No	Category	Frequency	Percentage
1	Strongly Disagree	-	-
2	Disagree	-	-
3	Neutral	-	-
4	Agree	6	55%
5	Strongly Agree	5	45%
	Total	11	100%

Table 4.17 above shows there are 5 students (45%) who strongly agree with the statement, 6 students (55%) who answer agree with the statement. There were no students who answered the neutral, disagree, and strongly disagree category, which means most of the students agreed to feel happy when describing the meaning of poetry.

Table 4.18 The Questionnaire percentage of Statement 8  
I feel that my speaking skills have improved by giving descriptions of Islamic poetry.

No	Category	Frequency	Percentage
1	Strongly Disagree	-	-
2	Disagree	-	-
3	Neutral	3	27%
4	Agree	1	9%
5	Strongly Agree	7	64%
	Total	11	100%

Table 4.18 above shows there are 7 students (64%) who strongly agree with the statement, 1 student (9%) who answer agree with the statement, 3 students (27%) neutral with the statement. There are no students who answer disagree and strongly disagree category, which means most of the students strongly agree about the improvement of their speaking skills.

Table 4.19 The Questionnaire percentage of Statement 9  
Giving my opinion about the meaning of poetry in front of the class makes me more confident in speaking English.

No	Category	Frequency	Percentage
1	Strongly Disagree	-	-
2	Disagree	-	-
3	Neutral	1	9%
4	Agree	4	36%
5	Strongly Agree	6	55%
	Total	11	100%

Table 4.19 above shows there are 6 students (55%) who strongly agree with the statement, 4 students (36%) who answer agree with the statement, 1 student (9%) neutral with the statement. There are no students who answer disagree and strongly disagree category, which means most of the students strongly agree about their confidence to speak in front of the class.

Table 4.20 The Questionnaire percentage of Statement 10  
Reading Islamic poetry improves my new vocabulary.

No	Category	Frequency	Percentage
1	Strongly Disagree	-	-
2	Disagree	-	-
3	Neutral	-	-
4	Agree	3	27%
5	Strongly Agree	8	73%
	Total	11	100%

Table 4.20 above shows there are 8 students (73%) who strongly agree with the statement, 3 students (27%) who answer agree with the statement. There were no students who answered the neutral, disagree, and strongly disagree categories, which means most of the students strongly agree about their vocabulary improvement.

Table 4.21 The Questionnaire percentage of Statement 11  
Expressing opinions about the meaning of Islamic poetry is easier to improve my speaking skills.

No	Category	Frequency	Percentage
1	Strongly Disagree	-	-
2	Disagree	-	-
3	Neutral	3	27%
4	Agree	5	45%
5	Strongly Agree	3	27%
	Total	11	100%

Table 4.21 above shows there are 3 students (27%) who strongly agree with the statement, 5 students (45%) who answer agree with the statement, 3 students (27%) neutral with the statement. There are no students who answer disagree and strongly disagree category, which means most of the students agree to feel easier to improve their speaking skills after expressing their opinions about the meaning of poetry.

Table 4.22 The Questionnaire percentage of Statement 12  
I like the learning process of using Islamic poetry.

No	Category	Frequency	Percentage
1	Strongly Disagree	-	-
2	Disagree	-	-
3	Neutral	-	-
4	Agree	6	55%
5	Strongly Agree	5	45%
	Total	11	100%

Table 4.22 above shows 5 students (45%) who strongly agree with the statement and 6 students (55%) who answer agree with the statement. There were no students who answered neutral, disagree, or strongly disagree, which means most of the students agreed to like the learning process using Islamic poetry.

Table 4.23 The Questionnaire percentage of Statement 13  
Islamic poetry improves my knowledge of Islam.

No	Category	Frequency	Percentage
1	Strongly Disagree	-	-
2	Disagree	-	-
3	Neutral	-	-
4	Agree	5	45%
5	Strongly Agree	6	55%
	Total	11	100%

Table 4.23 above shows there are 6 students (55%) who strongly agree with the statement and 5 students (45%) who answer agree with the statement. There are no students who answer the neutral, disagree, and strongly disagree category, which means most of the students strongly agree about their knowledge improvement in Islam after learning Islamic poetry.

Table 4.24 The Questionnaire percentage of Statement 14  
Islamic poetry improves my English vocabulary about Islam.

No	Category	Frequency	Percentage
1	Strongly Disagree	-	-
2	Disagree	-	-
3	Neutral	1	10%

4	Agree	5	45%
5	Strongly Agree	5	45%
	Total	11	100%

Table 4.24 above shows there are 5 students (45%) who strongly agree with the statement, 5 students (45%) who answer agree with the statement, 1 student (10%) neutral with the statement. There were no students who answered disagree and strongly disagree category, which means the students who answered agree and strongly agree equal to feel easier to improve their new vocabulary about Islam after learning Islamic poetry.

Table 4.25 The Questionnaire percentage of Statement 15  
Learning to use Islamic poetry is very interesting for me.

No	Category	Frequency	Percentage
1	Strongly Disagree	-	-
2	Disagree	-	-
3	Neutral	-	-
4	Agree	4	36%
5	Strongly Agree	7	64%
	Total	11	100%

Table 4.25 above shows there are 7 students (64%) who strongly agree with the statement and 4 students (36%) who answer agree with the statement. There are no students who answer the neutral, disagree, and strongly disagree category, which means most students strongly agree with interest in learning English with Islamic poetry.

Table 4.26 The Questionnaire percentage of Statement 16  
I feel more confident speaking in front of the class after the learning process.

No	Category	Frequency	Percentage
1	Strongly Disagree	-	-
2	Disagree	-	-
3	Neutral	-	-
4	Agree	3	27%
5	Strongly Agree	8	73%

Total	11	100%
-------	----	------

Table 4.26 above shows there are 8 students (73%) who strongly agree with the statement and 3 students (27%) who answer agree with the statement. There are no students who answer the neutral, disagree, and strongly disagree category, which means most students strongly agree about their self-confidence improvement after the learning process with Islamic poetry.

Table 4.27 The Questionnaire percentage of Statement 17  
The explanation of the material using Islamic poetry is easy to understand.

No	Category	Frequency	Percentage
1	Strongly Disagree	-	-
2	Disagree	-	-
3	Neutral	-	-
4	Agree	6	55%
5	Strongly Agree	5	45%
Total		11	100%

Table 4.27 above shows there are 5 students (45%) who strongly agree with the statement and 6 students (55%) who answer agree with the statement. There were no students who answered the neutral, disagree, and strongly disagree category, which means most of the students agree that the explanation of the material using Islamic poetry is easy to understand.

Table 4.28 The Questionnaire percentage of Statement 18  
The learning process using Islamic poetry is more enjoyable in the classroom.

No	Category	Frequency	Percentage
1	Strongly Disagree	-	-
2	Disagree	-	-
3	Neutral	-	-
4	Agree	8	73%
5	Strongly Agree	3	27%
Total		11	100%

Table 4.28 above shows there are 3 students (27%) who strongly agree with the statement and 8 students (73%) who answer agree with the statement. There were no students who answered the neutral, disagree, and strongly disagree category, which means most students agree that implementing Islamic poetry in the class is more interesting in the learning process.

Table 4.29 The Questionnaire percentage of Statement 19  
By reading Islamic poetry, I learned how to speak English with the excellent and correct intonation.

No	Category	Frequency	Percentage
1	Strongly Disagree	-	-
2	Disagree	-	-
3	Neutral	-	-
4	Agree	2	18%
5	Strongly Agree	9	82%
Total		11	100%

Table 4.29 above shows there are 9 students (82%) who strongly agree with the statement and 2 students (18%) who answer agree with the statement. There were no students who answered the neutral, disagree, and strongly disagree category, which means most of the students strongly agree that reading Islamic poetry can speak English with the excellent and correct intonation.

Table 4.30 The Questionnaire percentage of Statement 20  
This learning process motivates me to keep learning and not be ashamed to speak English.

No	Category	Frequency	Percentage
1	Strongly Disagree	-	-
2	Disagree	-	-
3	Neutral	3	27%
4	Agree	3	27%
5	Strongly Agree	5	46%
Total		11	100%

Table 4.30 above shows there are 5 students (46%) who strongly agree with the statement, 3 students (27%) who answered agree with the statement, and 3 students (27%) neutral with the statement. There were no students who answered disagree and strongly disagreed, which means the students strongly agreed to feel more motivated to learn English after using Islamic poetry in speaking class.

From all presentations of student answers, the following table summarize each student's answers from strongly agree, agree, neutral, disagree, and strongly disagree. The table description is as follows:

Table 4.31 the Result of Students' Response

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q1	10	1	0	0	0
Q2	6	5	0	0	0
Q3	7	2	2	0	0
Q4	7	3	1	0	0
Q5	4	6	1	0	0
Q6	8	2	1	0	0
Q7	5	6	0	0	0
Q8	7	1	3	0	0
Q9	6	4	1	0	0
Q10	8	3	0	0	0
Q11	3	5	3	0	0
Q12	5	6	0	0	0
Q13	6	5	0	0	0
Q14	5	5	1	0	0
Q15	7	4	0	0	0
Q16	8	3	0	0	0
Q17	5	6	0	0	0
Q18	3	8	0	0	0
Q19	9	2	0	0	0
Q20	5	3	3	0	0
Total	124	80	16	0	0
Average	57%	36%	7%	0%	0%

The results obtained through student responses are on average students answered strongly agree with a presentation of 57%, then students who answered agree were 36%, and students who responded neutrally were only 7%. Meanwhile, there were no students who answered disagree and strongly disagree, so the presentation was 0%. The researcher summed up the result of strongly agrees and agree (57%+36%) and then obtained 93%, which were included in the “very high” percentage rating (most respondents strongly agree with the statements). It can be concluded that students can easily accept Islamic poetry as a teaching media in the learning process to improve their speaking skills.

## **B. Discussion**

This research aims to determine whether the use of Islamic poetry media effectively improves students speaking skills in the second grade of SMPIT Al-Hafizh Palopo and find out the students' responses to the use of Islamic poetry media. Then, the results obtained from the findings show the mean score obtained by students from the pre-test is 41.45 (poor), while the mean score in the post-test is 78.73 (good). The results shown indicate that the post-test results after treatment are much higher than the pre-test. The value of Sig. (2-tailed) is  $0.000 < 0.05$ , which means that the null hypothesis ( $H_0$ ) is rejected. Then, the alternative hypothesis ( $H_1$ ) is accepted that using English Islamic poetry in teaching effectively improves students speaking skills in the second grade of SMPIT Al-Hafizh Palopo.

The research process began with a pre-test before carrying out the learning process for 5 meetings using Islamic poetry by bringing asking and giving opinion material. Then, the students took a post-test to see the learning outcomes from the previous treatment. In this study, the researcher had 11 students who joined the pre-test, treatment, and post-test. Students were given one topic of conversation to be presented in front of the class during the pre-test and post-test, and then the researcher asked several questions about the topic. This process was recorded as research evidence and reviewed students' speaking skills.

During the treatment, the researcher encountered several problems in the class, including:

1. Students still lack knowledge of English, so the material presented must be explained in as much detail as possible.
2. Some students do not like to memorize the given English vocabulary.
3. Some students are timid to answer questions during the learning process, so it requires various efforts to increase each student's confidence.

To solve the problems during the treatment, students are allowed to read Islamic poetry casually while understanding the poem's meaning. Then the researcher asked each group the meaning of the poem to get students used to answering questions even with the help of friends. After several meetings, students asked questions about the poem's meaning one by one. This makes students more familiar with the classroom environment, so they are no longer ashamed to express their opinions.

In the first treatment, the researcher explained the asking and giving opinion material in detail and brought the material in a relaxed manner so that the students did not find it challenging to learn new material. Of course, before entering the learning material, the researcher provided warming-up or exciting activities to make students more relaxed when they were going to learn. After students gained insight into the material provided, the researcher introduced Islamic poetry to students. At this first meeting, the researcher focused more on students to see examples of how to read poetry properly and pay attention to the intonation of poetry reading. After that, students were given a sample of poetry's meaning using the material by asking and giving opinions. Students are also taught to mention new vocabulary acquired throughout the lesson so that they are accustomed to saying new vocabulary without memorizing it.

Moreover, the students were divided into three groups at the second and third meetings. Each group is allowed to read a poem that the researcher has provided. But before that, they will be taught how to read it and the meaning of the poetry they will read to absorb the meaning of the poetry. Then the group who listened to the poetry reading had to discuss to give their opinion about the appearance other group and gave their opinion about the meaning of poetry. This activity was repeatedly carried out for two meetings until each group got its share. Students are trained to improve their critical thinking and confidence to speak in front of their classmates during this activity. With this activity, they unconsciously train their way of thinking and self-confidence.

Furthermore, at the fourth and fifth meetings, students were more focused on giving their opinions individually even though they were still in the same group. Then, at the fifth meeting, students were allowed to choose one of the five poems studied or choose another poem to be read in front of the class with their group friends. This activity is not much different from the activities in the previous meeting. At this meeting, each student had to give their individual opinions about Islamic poetry, which is read in front of the class without any help from friends. Students try to think critically and observe poetry reading seriously at this last meeting.

After going through the process of giving treatment, a post-test was conducted to see the development of students' speaking skills. This process gives students time to prepare their presentations on the given topic. After that, students come forward to observe the topic while being asked questions about the topic being presented. When carrying out the post-test, the researcher found the significant student developments from before, as follows:

1. When presenting a given topic, students use English, unlike in the post-test, where students use Indonesian more. This shows an increase in the vocabulary that students know to make it easier to understand and speak English.
2. When the researcher asked questions using English, the students tended to understand what the researcher said. They immediately answered the questions even though they still made some grammar mistakes. However, with students getting used to answering questions during treatment, in the post-test,

students are easier to think about the answers, so it looks like students' critical thinking has increased from before.

3. Some of the students have dared to speak in front of the class, so they look more relaxed even though they are still looking at the notes to speak, but this is better than before because they have dared to speak in English in front of their classmates.

From the treatment results using Islamic poetry, it can be said that the post-test results have increased. The score on the post-test was higher than the score on the pre-test. Mainly, the value of  $t_c$  ( $t_{count}$ ) = 28.497 was higher than  $t_t$  ( $t_{table}$ ) = 2.228. Therefore, using Islamic poetry effectively improves students' speaking skills in the second grade of SMPIT Al-Hafizh Palopo.

In addition to improving students' speaking skills, using Islamic poetry can also increase their understanding of the meaning of words and how to pronounce them correctly. Besides that, Islamic poetry adds insight into students' vocabulary. This result has the same result to do with previous research. Shinta Wulandari's study showed that students enjoyed and were confident when doing discussion learning. Students are given a topic from a poem to be discussed by the group. As a result, students can improve their speaking skills by solving problems.<sup>37</sup> Also, from Mohammed Hilmi, the result of his study was that poetry encouraged the students to connect the word with its meaning and pronounce it correctly. The used of poetry in the classroom helps the students to improve their

<sup>37</sup> Shinta Wulandari, "The Use Of Poem In Teaching Speaking To The Eleventh Year Students of SMA N 2 Sukoharjo," *Muhammadiyah University of Surakarta* 4, no. 4 (2016), <https://core.ac.uk/download/pdf/148612973.pdf>.

understanding of vocabulary. Importantly, the students feel motivated to learn and enjoy their English classes.<sup>38</sup> The third research by Tri Septiana Kurniati, her study proved that the students' interest in the learning process using poetry that impacts students' speaking skills. Sharing and discussing their points of view in the class effect to final scores of the students, especially in speaking competence.<sup>39</sup>

Furthermore, the students' speaking test results that increased significantly were supported by the response of students from the questionnaire that reached the very high criteria (strongly agree and agree). The results obtained from the questionnaire show that most of the students strongly agree with the statement about the use of Islamic poetry media. The percentage of students' answers proves it is 57% who answered strongly agree, 36% agree, and 7% neutral. All the students accepted that while the learning process, the researcher corrected their pronunciation, grammar, and vocabulary used. In statement number twelve, almost all the students agree that learning with Islamic poetry motivated them to learn English and not feel embarrassed to speak. Significantly, the students agree that Islamic poetry makes their learning process more interesting, enjoyable, and confident to speak in front of the class.

<sup>38</sup> Mohammed Hilmi, "The Effectiveness of Using Poetry in Developing English Vocabulary , Language Proficiency and Motivation of EFL Palestinian Students Prepared by : Ruba Jamal " Mohammed Hilmi " AL-Bakri Supervised by : Associate Professor Mohammed Abdel Hakim Farrah," *Hebron University*, no. 21329006 (2019): 121.

<sup>39</sup> Tri Septiana Kurniati, "Teaching English through Literary Approach (Poetry and Short Story) in Improving Speaking Skill among Non-English Department Students of Isi Yogyakarta," *Daun Lontar: Jurnal Budaya, Sastra, Dan Bahasa* 6, no. 11 (2020): 139–53, <http://www.komunitasdaunlontar.or.id/ojs.komunitasdaunlontar.or.id/index.php/jndl/article/view/5>.

Based on the questionnaire, the students' response shows that their interest in studying English and critical thinking improved after learning English Islamic poetry. That has the same result as the previous study by Aspasia Deliligka & Christine Calfoglou. The study focuses on the students' critical thinking and analyzing the students' performance using poetry. They found that the students seem more carefully to observe the poet's message and evaluate the meaning of the poems. Also, the students were more responsive in the class. As a result, the students increase their critical thinking by discussing the meaning of the poetry.<sup>40</sup>

In addition, the students' responses to the questionnaire show that they also feel motivated, more confident to speak and enjoy the learning process. It was the same as the result of Safiye İpek Kuru Gönen's study. The study found that implementing poetry in the classroom helped the students encourage their motivation, creativity, and self-expression.<sup>41</sup> As well as the research results from P.N. Gardihewa, his study effectively uses poetry in ESL classrooms to teach and learn. The students could grasp the pronunciation, stresses, and rhythm of poetry. Also, students agreed that poetry allowed them to interact with the teacher to

<sup>40</sup> Aspasia Deliligka and Christine Calfoglou, "Using Poetry to Foster Critical Thinking and Metacognition in a Primary School EFL Context," *Research Papers in Language Teaching and Learning* 12, no. 1 (2022): 167–87, <https://search.proquest.com/openview/19ed3da4f2e032779cd189a9389f75d9/1?pq-origsite=gscholar&cbl=1616335>.

<sup>41</sup> Safiye İpek Kuru Gönen, "Implementing Poetry in the Language Class: A Poetry-Teaching Framework for Prospective English Language Teachers," *Advances in Language and Literary Studies* 9, no. 5 (2018): 28–42, <http://www.journals.aiac.org.au/index.php/alls/article/view/4797>.

practice English in the classroom. As a result, the students improved their communication skills by talking with peers and the teacher.<sup>42</sup>

The studies above support the students' responses in this research. Where the use of Islamic poetry as a learning media can increase students' critical thinking, vocabulary, learning motivation, self-expression, and self-confidence to connect with others. Additionally, the students encourage their knowledge about Islam by the story that contained in Islamic poetry. That is why poetry can be a learning media to improve students' speaking skills especially for Islamic school.

Finally, from all the explanations above, Islamic poetry is a practical learning media for speaking class, especially in asking and giving opinions. This media can make students more active in the classroom with teamwork so that the teacher only acts as a facilitator and plays a role in helping students if needed. This media is also relatively new to increasing student enthusiasm when learning. Besides that, the students can learn how to solve a problem with group discussion and make them more confident to speak in front of their friends.

---

<sup>42</sup> P N Gardihewa, "Use of Poetry in the English as a Second Language Classroom : A Study of Second Year Undergraduates in Sabaragamuwa University of Sri Lanka," *Vidyodaya Journal of Humanities and Social Sciences* 07, no. 01 (2022): 104, <http://journals.sjp.ac.lk/index.php/vjhss/article/view/5427>.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusion

The researcher concludes that using Islamic poetry effectively improves students speaking skills in the second grade of SMPIT Al-Hafizh Palopo, especially in asking and giving opinions. In the pre-test, students got a mean score of 41.45 (poor), while the mean score in the post-test was 78.73 (good), which indicates the pre-test is lower than post-test. Meanwhile, the values of  $t_c$  ( $t_{count}$ ) = 28.497 was higher than  $t_t$  ( $t_{table}$ ) = 2.228. This means there is a significant difference between the pre-test and post-test results after treatment. So the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_1$ ) is accepted that using English Islamic poetry in teaching effectively improves students speaking skills in the second grade of SMPIT Al-Hafizh Palopo.

From the questionnaire, all students agreed that learning English through Islamic poetry pushed them to study English and not be embarrassed to speak. Significantly, the students believe that Islamic poetry enriches their learning experience, makes it more entertaining, and gives them the confidence to speak in front of the class. It supports the student's speaking improvement obtained from the tests. So it can be concluded that most of the students can receive learning using Islamic poetry well in the classroom.

## B. Suggestions

From the results of the study, the researcher gives some suggestions as follows:

### 1. Suggestions for the teacher

The researcher suggests the teacher to utilize Islamic poetry as follows:

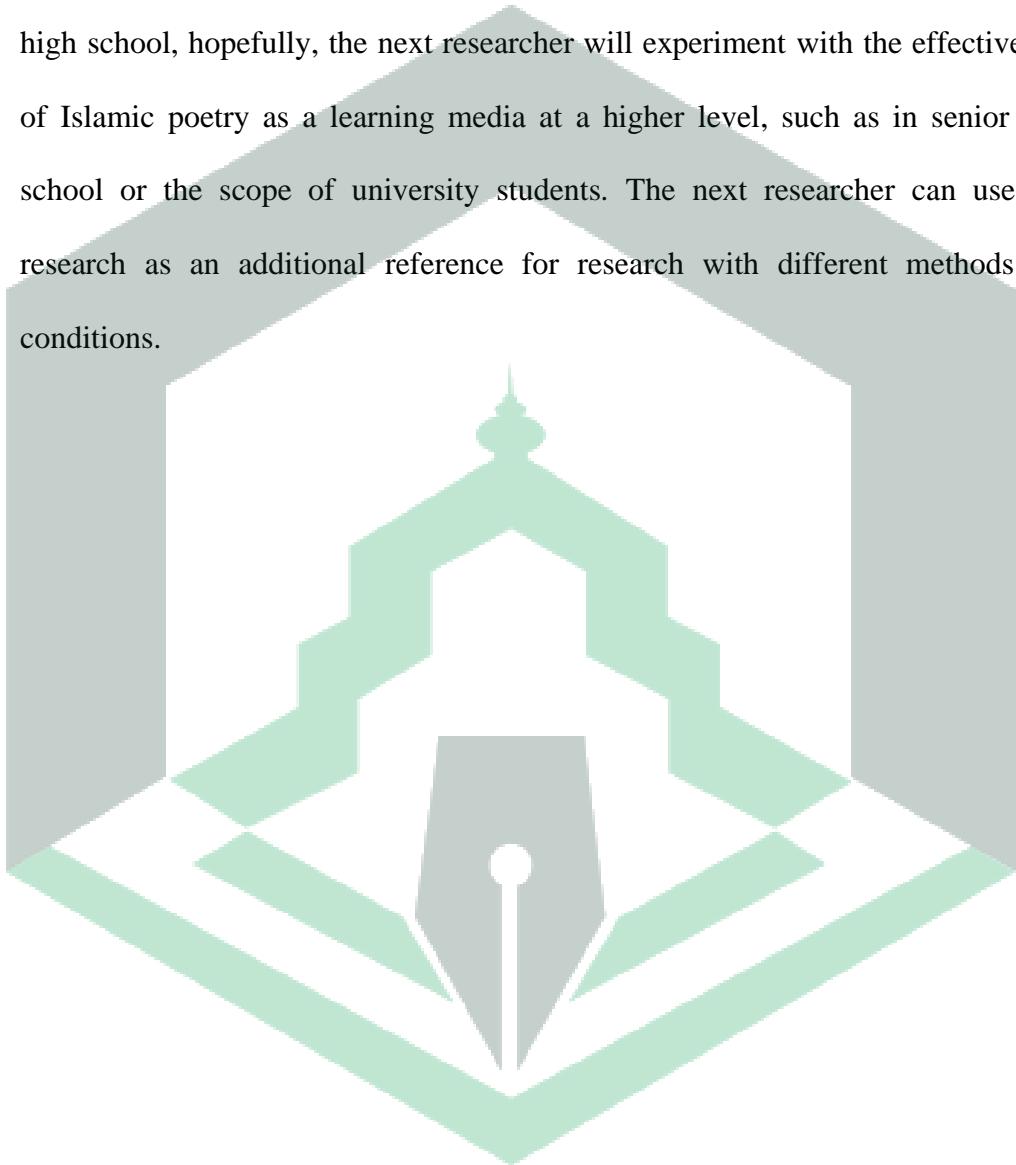
- Islamic poetry is highly recommended to be used in Islamic school to help the students get new vocabulary related to Islam.
- The meanings of words in Islamic poetry provide more opportunities for students to participate in the discussion.
- Islamic poetry can be used as a media to improving students' critical thinking and self-confidence to speak.
- Islamic poetry is not recommended for students in elementary school because it will too hard for them to learn. But it can be used if the teacher make the poetry in a simple way and easy to understand.
- The teacher must give the students an example related to how to read poetry properly.

### 2. Suggestions for students

The researcher suggests that the students implement Islamic poetry as learning media to speak English. Islamic poetry has a diversity of words that can attract students' attention to its meaning so that it can indirectly increase new vocabulary. Learning much new vocabulary allows students to improve their speaking skills.

### 3. Suggestions for other researchers

The researcher suggests to the next researcher to develop the learning process using Islamic poetry media. Since the objective of this research was junior high school, hopefully, the next researcher will experiment with the effectiveness of Islamic poetry as a learning media at a higher level, such as in senior high school or the scope of university students. The next researcher can use this research as an additional reference for research with different methods and conditions.



## BIBLIOGRAPHY

Ali, Shaukat, and Gul Zamin Khan. "Poetry Guided Speaking and Motivation in English as a Second Language Classroom." *Pakistan Journal of Social Sciences (PJSS)* 39, no. 3 (2019): 1153–61. <http://pjss.bzu.edu.pk/website/journal/article/5ed15e492df19/page>.

Anindita, Kun Andyan, and Soediro Satoto. "International Journal of Active Learning Diction in Poetry Anthology Surat Kopi by Joko Pinurbo as A Poetry Writing Teaching Material." *International Journal of Active Learning* 2, no. 1 (2017): 39–49. <http://journal.unnes.ac.id/nju/index.php/ijal>.

Brown, H Douglas. *Douglas. Teaching by Principles An Interactive Approach to Language Pedagogy*. 2nd ed. San Francisco, California, 2000. <https://id1lib.org/book/3254757/a9083c>.

Chairunnisa, Connie. "Analisis Respon Mahasiswa Terhadap Mata Kuliah Terintegrasi Islami Kemuhammadiyah Dan Penghayatan Terhadap Nilai Agama Islam." *Faktor: Jurnal Ilmiah Kependidikan* 4 (2017): 1–108.

Davies, Alan, and Catherine Elder. "The Handbook of Applied Linguistics." *The Handbook of Applied Linguistics*, 2008, 1–866. doi:10.1002/9780470757000.

Deepa, P., and M. Ilankumaran. "Teaching Poetry Enhances Speaking Skills – an Analysis Based on Select Poems." *International Journal of Engineering & Technology* 7, no. 4.36 (2018): 619. doi:10.14419/ijet.v7i4.36.24211.

Deliligka, Aspasia, and Christine Calfoglou. "Using Poetry to Foster Critical Thinking and Metacognition in a Primary School EFL Context." *Research Papers in Language Teaching and Learning* 12, no. 1 (2022): 167–87. <https://search.proquest.com/openview/19ed3da4f2e032779cd189a9389f75d9/1?pq-origsite=gscholar&cbl=1616335>.

Erskine, John. "The Kinds of Poetry." *The Journal of Philosophy, Inc.* 9, no. 23 (1912): 617–27. <https://www.jstor.org/stable/2013405>.

Felisa, Agustina. "Cara Menghitung Skala Likert Dan Rumusnya." *Cara Menghitung*, 2020. <https://caraharian.com/cara-menghitung-skala-likert.html/3>.

Firmansyah, Dody, and Else Elvisca Valatansa vegian. "Improving the Students' Speaking Skill through Debate Technique." *PROJECT (Professional Journal of English Education)* 2, no. 6 (2019): 891. doi:10.22460/project.v2i6.p891-895.

Gardihewa, P N. "Use of Poetry in the English as a Second Language Classroom : A Study of Second Year Undergraduates in Sabaragamuwa University of Sri Lanka." *Vidyodaya Journal of Humanities and Social Sciences* 07, no. 01

(2022): 104. <http://journals.sjp.ac.lk/index.php/vjhss/article/view/5427>.

Ghazali, Siti Norliana. "Learner Background and Their Attitudes Towards Studying Literature Siti Norliana." *Malaysian Journal Of ELT Research* 4 (2008): 1–17. [https://melta.org.my/journals/MAJER/downloads/majer04\\_01\\_01.pdf](https://melta.org.my/journals/MAJER/downloads/majer04_01_01.pdf).

Gönen, Safiye İpek Kuru. "Implementing Poetry in the Language Class : A Poetry-Teaching Framework for Prospective English Language Teachers." *Advances in Language and Literary Studies* 9, no. 5 (2018): 28–42. <http://www.journals.aiac.org.au/index.php/alls/article/view/4797>.

Hasanah, Dwi Nur. "An Analysis of Figurative Language Used in Some Poems By Oscar Wilde." *Linguistic, English Education and Art (LEEA) Journal* 2, no. 1 (2018): 43–59. [http://repository.syekhnurjati.ac.id/1843/1/MinhatulMaula\\_59430634\\_ok-min.pdf](http://repository.syekhnurjati.ac.id/1843/1/MinhatulMaula_59430634_ok-min.pdf).

Hilmi, Mohammed. "The Effectiveness of Using Poetry in Developing English Vocabulary , Language Proficiency and Motivation of EFL Palestinian Students Prepared by : Ruba Jamal " Mohammed Hilmi " AL-Bakri Supervised by : Associate Professor Mohammed Abdel Hakim Farrah." *Hebron University*, no. 21329006 (2019): 121.

Hussain, Shafaat. "Teaching Speaking Skills in Communication Classroom." *International Journal of Media, Journalism and Mass Communications* 3, no. 3 (2017): 14–21. doi:10.20431/2454-9479.0303003.

Jabir, Muhammad Nur. *Road to Return*. Edited by Rachman Wellmina. 1st ed. Rumi Press, 2018.

Jackson, Howard. *Analyzing English. An Introduction to Descriptive Linguistics*. 2nd ed. England: Permagon Press, 1982.

Kabupaten Luwu, MGMP Bahasa Inggris SMP. "Rencana Pelaksanaan Pembelajaran (Kondisi Normal)," 2021.

Kurniati, Tri Septiana. "Teaching English through Literary Approach (Poetry and Short Story) in Improving Speaking Skill among Non-English Department Students of Isi Yogyakarta." *Daun Lontar: Jurnal Budaya, Sastra, Dan Bahasa* 6, no. 11 (2020): 139–53. <http://www.komunitasdaunlontar.or.id/ojs.komunitasdaunlontar.or.id/index.php/jkdl/article/view/5>.

L.R., Gay, Geoffrey E.Mills, and Peter Airasian. *Education Research: Competencies for Analysis and Applications*. 10th ed. London: Pearson Education, Inc., 1981. <https://yuli-elearning.com/mod/resource/view.php?id=677>.

Louma, Sari. *Assessing Speaking*. Edited by J. Charles Alderson and Lyle F. Bachman. *Handbook of Second Language Assessment*. 1st ed. United

Kingdom: The Cambridge Language Assessment Series, 2016. doi:10.1017/s0267190500003548.

Manurung, Paisal, and Harry Sambayu. "Meningkatkan Kemampuan Bahasa Inggris Mahasiswa/I Program Studi Pendidikan Bahasa Inggris Fkip-Uma Dengan Literature Aprroach," *Prosiding Seminar Nasional Multidisiplin Ilmu UNA* (2017): 6. doi:10.31227/osf.io/a29r4.

Miller, Ruth, and Robert A. Greenberg. *Poetry: An Introduction. The Edinburgh Introduction to Studying English Literature: Second Edition*. London and Basingstoke: The Macmillan Press LTD, 1981. doi:10.1007/978-1-349-06317-8.

Palopo, SMPIT Al-Hafizh. "Assessment Criteria of Speaking Skill," 2021.

Rahman, Faisal. "Teaching English through Poem." *Research Gate* 5, no. 2 (2018): 173–82. doi:10.24252/elite.v5i2a6.

Richards, Jack C. "Language Teaching." *Language Teaching* 35, no. 4 (October 2002): S0261444802211829. doi:10.1017/S0261444802211829.

Sartika, Riska Aulia. "Aspek-Aspek Dalam Keterampilan Berbicara (Speaking)." *Academia.Edu*, 2017, 9–10. [https://www.academia.edu/32403121/Aspek\\_Aspek\\_Dalam\\_Keterampilan\\_Berbicara\\_Speaking](https://www.academia.edu/32403121/Aspek_Aspek_Dalam_Keterampilan_Berbicara_Speaking).

Shadily, John M. Echols dan Hassan. *Kamus Indonesia Inggris*. 3rd ed. Jakarta: PT. Gramedia, 2000.

Siyoto, Sandu, and M. Ali Sodik. *Dasar Metodologi Penelitian*. Edited by Ayup. 1st ed. Yogyakarta: Literasi Media Publishing, 2015.

Srinivas Rao, Paropalli. "The Importance of Speaking Skills in English Classrooms." *Alford Council of International English & Literature Journal(ACIELJ)* 2, no. 2 (2019): 6–18. [https://www.researchgate.net/publication/334283040\\_The\\_Importance\\_Of\\_Speaking\\_Skills\\_In\\_English\\_Classroom](https://www.researchgate.net/publication/334283040_The_Importance_Of_Speaking_Skills_In_English_Classroom).

Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, Dan R & D*. 1st ed. Bandung: Alfabeta, CV., 2012.

Syed, Akbar Joseph A., and Yazid Meftah Ali Wahas. "Challenges and Solutions in Teaching English through Poetry to Efl Students at Hajjah University: A Case Study of William Wordsworth's Lucy and John Donne's Death Poems." *REFlections* 27, no. 2 (2020): 189–98.

Tamara, Margaritje Aliney, and Risal Maykel Merentek. "Improving Poetry Reading Skills in Grade V Elementary School Students Using the Emotive Approach." *International Journal of Innovation, Creativity and Change* 5, no. 5 (2019): 147–58.

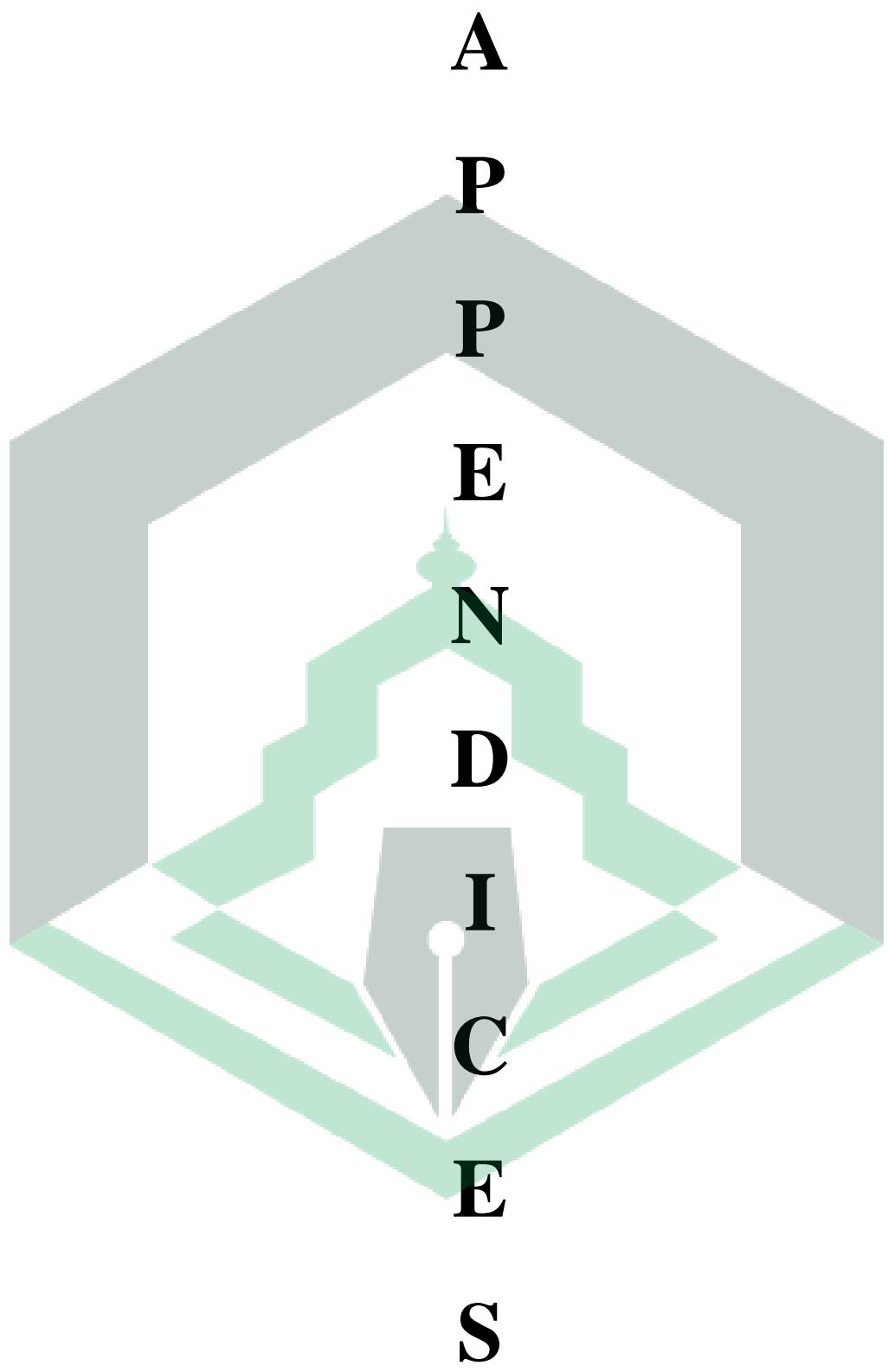
Torky, Shaimaa Abd EL Fattah. "The Effectiveness of a Task-Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students." *Online Submission*, 2006, 1–254. <https://files.eric.ed.gov/fulltext/ED523922.pdf>.

Wulandari, Shinta. "The Use Of Poem In Teaching Speaking To The Eleventh Year Students Of SMA N 2 Sukoharjo." *Muhammadiyah University of Surakarta* 4, no. 4 (2016). <https://core.ac.uk/download/pdf/148612973.pdf>.

Yanti, Lestari. Interview, 03<sup>rd</sup> June to 10<sup>th</sup> June (2021).

Yogyakarta, SDN Keputran 2. "Mata Pelajaran Bahasa Inggris, Penjaskes, Dan TIK Di SD Dihapus," 2021. <https://www.sdnkeputran2.sch.id/news171-mata-pelajaran-bahasa-inggris-penjaskes-dan-tik-di-sd-dihapus-.html>.





## **APPENDIX 1**

### **INSTRUMENT PRE-TEST AND POST-TEST**

#### **A. Pre-Test of Students' Speaking Skill**

Instruction:

1. You have one minute (minimum) up to two minutes (maximum) to talk.
2. Pick one of rolling piece of paper that contains the questions about a place randomly.
3. After you read what is written in the paper, please prepare yourself for 2 minutes to think about what you want to tell.
4. After you ready, give your opinion based on the topic that is written.
5. Before you start,
  - 1) Please introduce yourself
  - 2) Give your honest and brief opinion based on the topic that is written in the paper.

Kinds of Topic:

- Qur'an verses (ayat al-Qur'an) that motivated you in life
  - 1) Why do you like that verses?
  - 2) What that verses tell about?
  - 3) What the meaning of those verses?
  - 4) Why that verses can motivated you?
  - 5) How do you feel after read that Qur'an verses?
- The most motivate quotes you ever hear or read
  - 1) Where do you find that quotes?
  - 2) Why that quotes can motivate you?
  - 3) What the meaning of that quotes?
  - 4) What kind of situation those make you use that quotes to improve your motivation?
  - 5) How do you feel after hear or read that quotes?

6. After you choose one of the topics, come forward and tell your opinion briefly.

## **B. Post-Test of Students' Speaking Skill**

Instruction:

1. You have one minute (minimum) up to two minutes (maximum) to talk.
2. Think about one person or people that you are love or adore. It could be your family, friends, idol, etc.
3. You have 2 minutes to prepare what you are going to speak.
4. When you are ready, you can start to give your opinion about person or people that you already chosen.
5. Before you start,
  - 1) Please introduce yourself
  - 2) Give your honest and brief opinion based on the topic that is written in the paper.

Kinds of Topic:

- One of Surah al-Qur'an you like to read
  - 1) Why do you like read it?
  - 2) What that Surah al-Qur'an tell about?
  - 3) What the meaning of that Surah?
  - 4) Does that Surah can motivate you to do something?
  - 5) How do you feel after read that Surah?
- Your motto of life
  - 1) Why you make that motto?
  - 2) Why that motto can motivate you?
  - 3) What the meaning of your motto?
  - 4) What kind of situation those make you use that motto?
  - 5) How do you feel after read your motto of life?

6. After you choose one of the topics, come forward and tell your opinion briefly.

## APPENDIX 2

### INSTRUMENT OF QUESTIONNAIRE

**Nama :**

**Petunjuk Pengisian :**

1. Bacalah pertanyaan pada lembar yang telah disediakan, kemudian pilihlah **salah satu** jawaban yang paling menggambarkan keadaan yang Anda rasakan.
2. Tidak terdapat jawaban BENAR atau SALAH. Jawaban jujur yang sesuai dengan keadaan Anda akan sangat berguna bagi peneliti.
3. Jawaban yang Anda berikan tidak akan mempengaruhi nilai Anda dan akan dirahasiakan. Jawaban Anda hanya untuk keperluan peneliti.
4. Mohon diisi semua nomor yang ditanyakan.
5. Atas partisipasi Anda, peneliti mengucapkan banyak terima kasih.

#### **BAGIAN I**

Isilah pertanyaan dibawah ini dengan memberikan tanda (✓) pada kolom yang telah disediakan sesuai dengan yang anda rasakan!

Keterangan:

<b>SS (5)</b>	: Sangat Setuju
<b>S (4)</b>	: Setuju
<b>N (3)</b>	: Netral
<b>KS (2)</b>	: Kurang Setuju
<b>TS (1)</b>	: Tidak Setuju

<b>No.</b>	<b>Dalam Speaking Class (Kelas Berbicara)</b>	<b>TS (1)</b>	<b>KS (2)</b>	<b>N (3)</b>	<b>S (4)</b>	<b>SS (5)</b>
1.	Guru membenarkan “Pronunciation” saya saat membaca puisi dan memberikan opini mengenai makna puisi.					
2.	Guru membenarkan “Grammar” saya saat memberikan opini mengenai makna puisi yang telah dibacakan.					
3.	Pada saat menyusun kalimat guru membenarkan “Vocabulary” yang saya gunakan saat membaca puisi dan memberikan opini mengenai makna puisi.					
4.	Saya mudah memahami makna puisi yang diberikan.					
5.	Islamic poetry membuat saya lebih mudah memahami makna puisi.					
6.	Saya merasa senang saat membaca puisi.					
7.	Saya merasa senang memberikan deskripsi mengenai makna puisi.					

8.	Saya merasa speaking skill saya meningkat dengan memberikan deskripsi Islamic poetry.				
9.	Memberikan opini saya tentang makna puisi didepan kelas membuat saya lebih percaya diri untuk berbicara bahasa inggris.				
10.	Membaca Islamic poetry menambah kosa kata baru saya.				
11.	Menyampaikan opini mengenai makna Islamic poetry lebih mudah meningkatkan speaking skill saya.				
12.	Saya menyukai proses pembelajaran menggunakan Islamic poetry.				
13.	Islamic poetry menambah wawasan saya terhadap islam.				
14.	Islamic poetry menambah kosa kata bahasa inggris saya tentang islam.				
15.	Belajar menggunakan Islamic poetry sangat menarik untuk saya.				
16.	Saya lebih berani berbicara didepan kelas setelah proses pembelajaran berlangsung.				
17.	Penjelasan materi menggunakan Islamic poetry mudah dipahami.				
18.	Proses pembelajaran menggunakan Islamic poetry lebih menarik digunakan didalam kelas.				
19.	Dengan membaca Islamic poetry saya mengetahui bagaimana berbicara bahasa inggris dengan intonasi yang baik dan benar.				
20.	Proses pembelajaran ini memotivasi saya untuk terus belajar dan tidak malu berbicara menggunakan bahasa inggris.				

## APPENDIX 3

### INSTRUMENT VALIDATION

#### A. Instrument Validation of Pre-Test and Post-test

**LEMBAR VALIDASI INSTRUMEN EVALUASI UNTUK  
AHLI BAHASA**

**Judul : Using English Islamic Poetry In Teaching Speaking Skill at The  
Second Grade Of SMPIT Al-Hafizh Palopo**

**A. Petunjuk Pengisian**

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, dan bahasa.
2. Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut:  
1: tidak layak  
2: kurang layak  
3: cukup layak  
4: layak  
5: sangat layak
4. Anda dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

**B. Penilaian Kelayakan**

No	URAIAN	KALAYAKAN				
		1	2	3	4	5
I	<b>Aspek Isi</b>				✓	
	a. Tujuan penelitian dinyatakan dengan jelas.				✓	
	b. Tujuan kuesioner dinyatakan dengan jelas.				✓	
	c. Petunjuk pengisian kuesioner mudah dipahami.					
II	<b>Aspek Cakupan (Isi)</b>					
	a. Butir-butir kuesioner mencakup data yang berhubungan dengan					

	cakupan isi materi memadai.				✓	
b.	Butir-butir kuesioner mencakup data yang berhubungan dengan penggunaan bahasa di dalam materi baik dan benar.				✓	
c.	Butir-butir kuesioner mencakup data yang berhubungan dengan aktifitas pembelajaran memadai.				✓	
d.	Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai.				✓	
e.	Butir-butir kuesioner mencakup data yang berhubungan dengan kegrafikan memadai.				✓	
<b>III</b>	<b>Aspek Bahasa</b>					
a.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang baik dan benar.				✓	
b.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efektif.				✓	
c.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efisien.				✓	
d.	Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.				✓	

### C. Komentar

Ada beberapa point yang burang selesai di pre-test dan post-test.

#### D. Saran

Sebaiknya pre-test dan post-test dengan aktifitas / teknologi.

#### Kesimpulan

Instrument kuesioner ini (lingkari salah satu pilihan)

1. Tidak dapat digunakan
2. Dapat digunakan
- ③ Dapat digunakan dengan perbaikan sebagai berikut

1) tambahkan pertanyaan w/ spesies shell  
2) Sisirkan pretest dan post-test  
(aktifitasnya)

Palopo, 10 Maret 2022

Validator,

  
Devi Ismayanti, S.S., M.Hum.

## B. Instrument Validation of Questinnaire

### **SURAT KETERANGAN VALIDASI**

Yang bertanda tangan dibawah ini:

Nama : Devi Ismayanti, S.S., M.Hum.  
Instansi : IAIN (Institute Agama Islam Negeri) Palopo  
Jabatan : Dosen

Telah membaca instrumen penelitian berupa soal speaking untuk *pre-test* dan *post-test* yang akan digunakan dalam penelitian skripsi dengan judul "**Using English Islamic Poetry In Teaching Speaking Skill at The Second Grade Of SMPIT Al-Hafizh Palopo**" oleh peneliti:

Nama : Nur Jihadilla  
NIM : 18 0202 0126  
Prodi : Pendidikan Bahasa Inggris

Setelah memperhatikan instrumen yang telah dibuat, maka adapun saran dan masukan untuk instrument tersebut adalah:

- 1) Mengadaptasi *pre-test* dan *post-test* dengan adaptitas / skill speaking yg dikenal dalam praktikan
- 2) Menambahkan beberapa point pertanyaan yg masih kurang dg speaking skill table

Demikian surat keterangan ini dibuat agar dapat digunakan dalam pengumpulan data di lapangan.

Palopo, 8 Maret 2022

Validator,



Devi Ismayanti, S.S., M.Hum.

## APPENDIX 4

### PRE-TEST TRANSCRIPTIONS OF STUDENTS SPEAKING TEST

#### 1. R01

T: What is the most motivate quotes you ever hear or read?

R01: My favorite quotes adalah Jika kamu bisa memimpikannya maka kamu bisa mendapatkannya

T: Where do you find that quotes?

R01: Di buku

T: Why that quotes can motivate you?

R01: Because can motivate me mewujudkan mimpi-mimpi

T: What the meaning of that quotes?

R01: Kalau bisaki mimpikan berarti bisaki lakukan ii

T: What kind of situation those make you use that quotes to improve your motivation?

R01: Saat mengingat cita-cita mau menjadi apa begitu

T: How do you feel after hear or read that quotes?

R01: I feel semangat lagi untuk mengejar mimpi tersebut

#### 2. R02

T: What is the most motivate quotes you ever hear or read?

R02: Jadilah wanita sukses dan berprestasi

T: Where do you find that quotes?

R02: Moto hidup sendiri

T: Why that quotes can motivate you?

R02: Because keadaan keluarga, karena anak tuggal

T: What the meaning of that quotes?

R02: Menjadi wanita yang cerdas sehingga dapat mandiri

T: What kind of situation those make you use that quotes to improve your motivation?

R02: Saat sedang sedih sehingga tumbuh pikiran untuk sukses

T: How do you feel after hear or read that quotes?

R02: Lebih semangat untuk mengejar cita-cita

#### 3. R03

T: What is Qur'an verses (ayat al-Qur'an) that motivated you in life?

R03: "Janganlah kamu mendekati Zinah karena merupakan perbuatan yang buruk".

T: Why do you like that verses?

R03: Karena mengajarkan menghindari perbuatan buruk

T: What that verses tell about?

R03: About Zinah

T: What the meaning of those verses?

R03: Tentang menghindari zinah

T: Why that verses can motivated you?

R03: Because menjadi pengingat dikehidupan sehari-hari

T: How do you feel after read that Qur'an verses?

R03: Merasa untuk menghindari perbuatan Zinah

4. R04

T: What is the most motivate quotes you ever hear or read?

R04: The quotes that motivated me yaitu Ilmu adalah tentang belajar jika anda berhenti maka anda mati.

T: Where do you find that quotes?

R04: Dibuat dari lomba

T: Why that quotes can motivate you?

R04: Karena kalau tidak belajar tidak dapat ilmu

T: What the meaning of that quotes?

R04: Meaning-nya untuk mengingatkan manusia agar terus belajar

T: What kind of situation those make you use that quotes to improve your motivation?

R04: Saat merasa malas belajar

T: How do you feel after hear or read that quotes?

R04: Merasa masuk kedalam hati agar semangat belajar

5. R05

T: What is the most motivate quotes you ever hear or read?

R05: My favorite quotes is sebaik-baiknya teman hidup adalah buku

T: Where do you find that quotes?

R05: Dari ustاد

T: Why that quotes can motivate you?

R05: Karena buku dimanapun bisa dibawa dan dibaca

T: What the meaning of that quotes?

R05: Buku tidak akan pernah meninggalkan kita kecuali kita yang meninggalkannya

T: What kind of situation those make you use that quotes to improve your motivation?

R05: Saat sendiri

T: How do you feel after hear or read that quotes?

R05: Saya merasa lebih tenang dan berhati-hati memilih teman dan rajin membaca buku

6. R06

T: What is the most motivate quotes you ever hear or read?

R06: The quotes that motivated me yaitu jangan pernah meremehkan lawanmu karena lawan yang kau remehkan akan mengalahkanmu

T: Where do you find that quotes?

R06: From kakak yang datang kemarin mengajar

T: Why that quotes can motivate you?

R06: Jangan untuk merendahkan

T: What the meaning of that quotes?

R06: Jangan terlalu merendahkan lawan yang istilahnya down to earth kak

T: What kind of situation those make you use that quotes to improve your motivation?

R06: Saat teman menjadi lawan lomba

T: How do you feel after hear or read that quotes?  
R06: I feel percaya diri dan tidak merendahkan lawan

7. R07  
T: What is the most motivate quotes you ever hear or read?  
R07: The quotes that motivated me yaitu Ilmu adalah tentang belajar jika anda berhenti maka anda mati.  
T: Where do you find that quotes?  
R07: Dibuat dari lomba  
T: Why that quotes can motivate you?  
R07: Karena kalau tidak belajar tidak dapat ilmu  
T: What the meaning of that quotes?  
R07: Meaning-nya untuk mengingatkan manusia agar terus belajar  
T: What kind of situation those make you use that quotes to improve your motivation?  
R07: Saat merasa malas belajar

8. R08  
T: What is Qur'an verses (ayat al-Qur'an) that motivated you in life?  
R08: Dari al-Qur'an surah al-Waqiah ayat 88-89 "Jika orang mati tersebut adalah orang yang dekat dengan Allah maka dia memperoleh ketentraman dan surga".  
T: Why do you like that verses?  
R08: Karena merasa tenang kalau dibaca  
T: What that verses tell about?  
R08: About kesucian dan ketenangan  
T: What the meaning of those verses?  
R08: Mengingatkan untuk selalu berbuat baik sehingga tetap suci dan tenang  
T: Why that verses can motivated you?  
R08: Motivate saya untuk selalu berbuat baik  
T: How do you feel after read that Qur'an verses?  
R08: Merasa tenang

9. R09  
T: What is the most motivate quotes you ever hear or read?  
R09: "Orang yang berilmu adalah jika al-Qur'an yang mengajarkannya".  
T: Where do you find that quotes?  
R09: Didapat dari al-Qur'an  
T: Why that quotes can motivate you?  
R09: Motivate saya untuk terus belajar ilmu al-Qur'an  
T: What the meaning of that quotes?  
R09: Untuk mengingatkan manusia bahwa ilmu yang tertinggi adalah ilmu al-Qur'an  
T: What kind of situation those make you use that quotes to improve your motivation?  
R09: Saat saya belajar

10. R10

T: What is the most motivate quotes you ever hear or read?

R10: Qoutes yang memotivasi saya “Jangan pernah berhenti belajar, karena belajar karena ilmu harta yang kita bawa tanpa membebani kita”

T: Where do you find that quotes?

R10: Dibuat sendiri

T: Why that quotes can motivate you?

R10: Memotivasi saya untuk lebih giat belajar karena harta yang paling berharga adalah ilmu

T: What the meaning of that quotes?

R10: Untuk mengingatkan bahwa belajar adalah ilmu yang tidak membebani manusia

T: What kind of situation those make you use that quotes to improve your motivation?

R10: Saat saya merasa malas belajar

11. R11

T: What is Qur'an verses (ayat al-Qur'an) that motivated you in life?

R11: Ayat qur'an that motivated me adalah al-fajr ayat 16 (She read the qur'an verse)

T: Why do you like that verses?

R01: karena mengajarkan manusia untuk tidak banyak mengeluh

T: What that verses tell about?

R11: Tell about manusia yang banyak mengeluh disetiap situasi

T: What the meaning of those verses?

R11: Meaning nya adalah manusia banyak mengeluh jika diberikan sedikit cobaan

T: Why that verses can motivated you?

R11: Because untuk mengajarkan saya lebih banyak bersyukur

T: How do you feel after read that Qur'an verses?

R11: Merasa harus lebih banyak bersyukur kepada Allah

## APPENDIX 5

### POST-TEST TRANSCRIPTIONS OF STUDENTS SPEAKING TEST

#### 1. R01

R01: My name is Muhammad Mufli. My motto of life is “Jangan pernah berhenti belajar”. I make this motto because with learning we can be a smart person. This motto can motivate me to learn because I like to learn.

T: What is the meaning of your motto?

R01: Still learning and never stop

T: What kinds of situation those make you use that motto?

R01: When I feel a stupid person I use this motto

T: How do you feel after read your motto of life?

R01: I feel motivated to learn

#### 2. R02

R02: My name is Shofiyah you can call me Shofi. Qur'an verses that motivated me in my life is Al-kahfi. Because it can protect us from the fitnah of Dajjal and it tell about the story of ashabul kahfi.

T: What is the meaning of those verses?

R02: We must always read it to be protect from the fitnah of Dajjal

T: Why that verses can motivated you?

R02: Because al-kahfi can protect us in the doomsday

T: How do you feel after read that Qur'an verses?

R02: I feel quieter

#### 3. R03

R03: My name is Al-Fauzi. Qur'an verses that motivated me in my life is Al-Isra. Because from this surah I am not going to commit the adultery anymore.

T: What that surah tell about?

R03: That surah tell about adultery

T: Why that verses can motivated you?

R03: because I am not committing about adultery

T: How do you feel after read that Qur'an verses?

R03: I feel to not go near with adultery anymore.

#### 4. R04

R04: My name is Resky. My motto of life is “Sholat-lah sebelum anda di sholatkan, karena dunia ini hanya sementara bukan selamatnya”. I make this motto because will protect us afterlife.

T: Why that motto can motivate you?

R04: So that I can pray diligently

T: What is the meaning of your motto?

R04: The meaning of my motto is tell about pray

T: What kinds of situation those make you use that motto?

R04: When I feel sad so I am going to pray

T: How do you feel after read your motto of life?

R04: I keep on pray

5. R05

R05: My name is Mutammimul you can call me Tami. Qur'an verses that motivated me in my life is Al-Haqqah. Because that surah can motivate me in my life especially afterlife.

T: What is the meaning of those verses?

R05: The meaning of that surah is remind us to ready to face afterlife

T: Why that verses can motivated you?

R05: Because it teach us to always ready face afterlife in the future

T: How do you feel after read that Qur'an verses?

R05: I feel calm

6. R06

R06: My name is Agil. My motto of life is "Keep your dream as high as the sky". I make this motto to make me still learning.

T: Why that motto can motivate you?

R06: To keep the spirit to stay learning

T: What is the meaning of your motto?

R06: The meaning of my motto is to make me keep dream my ambition

T: What kinds of situation those make you use that motto?

R06: When I feel sad

T: How do you feel after read your motto of life?

R06: I keep on learning

7. R07

R07: My name is Hasyim. My motto of life is "tetaplah berjuang walaupun tidak diperjuangkan". I make this motto because I struggle.

T: Why that motto can motivate you?

R07: Motivate me to keep fight

T: What is the meaning of your motto?

R07: The meaning of my motto is about fight with struggle

T: What kinds of situation those make you use that motto?

R07: When I feel down

T: How do you feel after read your motto of life?

R07: I love to hear those words to make me calm.

8. R08

R08: My name is Alfa. The Qur'an verses that motivated me in my life is Al-Bayyinah. I like this surah because remind me always pray.

T: What is the meaning of those verses?

R08: The meaning of that surah is about pray in life.

T: Why that verses can motivated you?

R08: Because this surah motivated me to pray in life.

T: How do you feel after read that Qur'an verses?

R08: I feel diligent to pray everyday

9. R09

R09: My name is Wahyu. The Qur'an verses that motivated me in my life is Al-Waqiah. I like this surah because that surah tell about afterlife.

T: What is the meaning of those verses?

R09: The meaning of that surah is remind human to remember afterlife.

T: Why that verses can motivated you?

R09: Because this surah motivated me to not commit crime and sin.

T: How do you feel after read that Qur'an verses?

R09: I feel afraid to imagine when kiamat come.

10. R10

R10: My name is Ical. My motto of life is "Dream as high as the sky". I make this motto because I have dream .

T: Why that motto can motivate you?

R10: This motto can motivate me to learn

T: What is the meaning of your motto?

R10: The meaning of my motto is never afraid to dream high

T: What kinds of situation those make you use that motto?

R10: When I feel down to learn

T: How do you feel after read your motto of life?

R10: I keep learning in the school

11. R11

R11: My name is Wahyu. The Qur'an verses that motivated me in my life is surah Al-Bayyinah. I like this surah because that surah motivate me to life.

T: What is the meaning of those verses?

R11: The meaning of that surah is tell about the ignorance people and mukmin. And not friend with ignorance people.

T: Why that verses can motivated you?

R11: Motivate me to be better people

T: How do you feel after read that Qur'an verses?

R11: I feel happy.

**APPENDIX 6**  
**STUDENTS' RESPONSE**

**QUESTIONNAIRE**

Nama : Muh. Resky

Petunjuk Pengisian :

1. Bacalah pertanyaan pada lembar yang telah disediakan, kemudian pilihlah salah satu jawaban yang paling menggambarkan keadaan yang Anda rasakan.
2. Tidak terdapat jawaban BENAR atau SALAH. Jawaban jujur yang sesuai dengan keadaan Anda akan sangat berguna bagi peneliti.
3. Jawaban yang Anda berikan tidak akan mempengaruhi nilai Anda dan akan dirahasiakan. Jawaban Anda hanya untuk keperluan peneliti.
4. Mohon diisi semua nomor yang ditanyakan.
5. Atas partisipasi Anda, peneliti mengucapkan banyak terima kasih.

**BAGIAN I**

Isilah pertanyaan dibawah ini dengan memberikan tanda (✓) pada kolom yang telah disediakan sesuai dengan yang anda rasakan!

Keterangan:

SS	(5)	: Sangat Setuju
S	(4)	: Setuju
N	(3)	: Netral
KS	(2)	: Kurang Setuju
TS	(1)	: Tidak Setuju

No.	Dalam Speaking Class (Kelas Berbicara)	TS (1)	KS (2)	N (3)	S (4)	SS (5)
1.	Guru membenarkan "Pronunciation" saya saat membaca puisi dan memberikan opini mengenai makna puisi.					✓
2.	Guru membenarkan "Grammar" saya saat memberikan opini mengenai makna puisi yang telah dibacakan.				✓	
3.	Pada saat menyusun kalimat guru membenarkan "Vocabulary" yang saya gunakan saat membaca puisi dan memberikan opini mengenai makna puisi.					✓
4.	Saya mudah memahami makna puisi yang diberikan.				✓	
5.	Islamic poetry membuat saya lebih mudah memahami makna puisi.				✓	
6.	Saya merasa senang saat membaca puisi.			✓		
7.	Saya merasa senang memberikan deskripsi mengenai makna puisi.				✓	
8.	Saya merasa speaking skill saya meningkat dengan memberikan deskripsi Islamic poetry.			✓		
9.	Memberikan opini saya tentang makna puisi didepan kelas membuat saya lebih percaya diri untuk berbicara bahasa inggris.				✓	
10.	Membaca Islamic poetry menambah kosa kata baru saya.					✓
11.	Menyampaikan opini mengenai makna Islamic poetry lebih mudah meningkatkan				✓	

	speaking skill saya.				
12.	Saya menyukai proses pembelajaran menggunakan Islamic poetry.				✓
13.	Islamic poetry menambah wawasan saya terhadap islam.				✓
14.	Islamic poetry menambah kosa kata bahasa inggris saya tentang islam.				✓
15.	Belajar menggunakan Islamic poetry sangat menarik untuk saya.				✓
16.	Saya lebih berani berbicara didepan kelas setelah proses pembelajaran berlangsung.				✓
17.	Penjelasan materi menggunakan Islamic Poetry mudah dipahami.				✓
18.	Proses pembelajaran menggunakan Islamic poetry lebih menarik digunakan didalam kelas.				✓
19.	Dengan membaca Islamic Poetry saya mengetahui bagaimana berbicara bahasa inggris dengan intonasi yang baik dan benar.				✓
20.	Proses pembelajaran ini memotivasi saya untuk terus belajar dan tidak malu berbicara menggunakan bahasa inggris.				✓

## QUESTIONNAIRE

Nama : Shofiqyah

Petunjuk Pengisian :

1. Bacalah pertanyaan pada lembar yang telah disediakan, kemudian pilihlah salah satu jawaban yang paling menggambarkan keadaan yang Anda rasakan.
2. Tidak terdapat jawaban BENAR atau SALAH. Jawaban jujur yang sesuai dengan keadaan Anda akan sangat berguna bagi peneliti.
3. Jawaban yang Anda berikan tidak akan mempengaruhi nilai Anda dan akan dirahasiakan. Jawaban Anda hanya untuk keperluan peneliti.
4. Mohon diisi semua nomor yang ditanyakan.
5. Atas partisipasi Anda, peniliti mengucapkan banyak terima kasih.

### BAGIAN I

Isilah pertanyaan dibawah ini dengan memberikan tanda (✓) pada kolom yang telah disediakan sesuai dengan yang anda rasakan!

Keterangan:

SS	(5)	: Sangat Setuju
S	(4)	: Setuju
N	(3)	: Netral
KS	(2)	: Kurang Setuju
TS	(1)	: Tidak Setuju

No.	Dalam Speaking Class (Kelas Berbicara)	TS (1)	KS (2)	N (3)	S (4)	SS (5)
1.	Guru membenarkan "Pronunciation" saya saat membaca puisi dan memberikan opini mengenai makna puisi.				✓	
2.	Guru membenarkan "Grammar" saya saat memberikan opini mengenai makna puisi yang telah dibacakan.				✓	
3.	Pada saat menyusun kalimat guru membenarkan "Vocabulary" yang saya gunakan saat membaca puisi dan memberikan opini mengenai makna puisi.				✓	
4.	Saya mudah memahami makna puisi yang diberikan.				✓	
5.	Islamic poetry membuat saya lebih mudah memahami makna puisi.				✓	
6.	Saya merasa senang saat membaca puisi.				✓	
7.	Saya merasa senang memberikan deskripsi mengenai makna puisi.				✓	
8.	Saya merasa speaking skill saya meningkat dengan memberikan deskripsi Islamic poetry.				✓	
9.	Memberikan opini saya tentang makna puisi didepan kelas membuat saya lebih percaya diri untuk berbicara bahasa Inggris.				✓	
10.	Membaca Islamic poetry menambah kosa kata baru saya.				✓	
11.	Menyampaikan opini mengenai makna Islamic poetry lebih mudah meningkatkan			✓		

	speaking skill saya.					
12.	Saya menyukai proses pembelajaran menggunakan Islamic poetry.					✓
13.	Islamic poetry menambah wawasan saya terhadap islam.					✓
14.	Islamic poetry menambah kosa kata bahasa inggris saya tentang islam.					✓
15.	Belajar menggunakan Islamic poetry sangat menarik untuk saya.					✓
16.	Saya lebih berani berbicara didepan kelas setelah proses pembelajaran berlangsung.					✓
17.	Penjelasan materi menggunakan Islamic Poetry mudah dipahami.					✓
18.	Proses pembelajaran menggunakan Islamic poetry lebih menarik digunakan didalam kelas.					✓
19.	Dengan membaca Islamic Poetry saya mengetahui bagaimana berbicara bahasa inggris dengan intonasi yang baik dan benar.					✓
20.	Proses pembelajaran ini memotivasi saya untuk terus belajar dan tidak malu berbicara menggunakan bahasa inggris.					✓

## QUESTIONNAIRE

Nama : Muflis

Petunjuk Pengisian :

1. Bacalah pertanyaan pada lembar yang telah disediakan, kemudian pilihlah salah satu jawaban yang paling menggambarkan keadaan yang Anda rasakan.
2. Tidak terdapat jawaban BENAR atau SALAH. Jawaban jujur yang sesuai dengan keadaan Anda akan sangat berguna bagi peneliti.
3. Jawaban yang Anda berikan tidak akan mempengaruhi nilai Anda dan akan dirahasiakan. Jawaban Anda hanya untuk keperluan peneliti.
4. Mohon diisi semua nomor yang ditanyakan.
5. Atas partisipasi Anda, peneliti mengucapkan banyak terima kasih.

### BAGIAN I

Isilah pertanyaan dibawah ini dengan memberikan tanda (✓) pada kolom yang telah disediakan sesuai dengan yang anda rasakan!

Keterangan:

SS	(5)	: Sangat Setuju
S	(4)	: Setuju
N	(3)	: Netral
KS	(2)	: Kurang Setuju
TS	(1)	: Tidak Setuju

No.	Dalam Speaking Class (Kelas Berbicara)	TS (1)	KS (2)	N (3)	S (4)	SS (5)
1.	Guru membenarkan "Pronunciation" saya saat membaca puisi dan memberikan opini mengenai makna puisi.					✓
2.	Guru membenarkan "Grammar" saya saat memberikan opini mengenai makna puisi yang telah dibacakan.					✓
3.	Pada saat menyusun kalimat guru membenarkan "Vocabulary" yang saya gunakan saat membaca puisi dan memberikan opini mengenai makna puisi.					✓
4.	Saya mudah memahami makna puisi yang diberikan.					✓
5.	Islamic poetry membuat saya lebih mudah memahami makna puisi.					✓
6.	Saya merasa senang saat membaca puisi.					✓
7.	Saya merasa senang memberikan deskripsi mengenai makna puisi.					✓
8.	Saya merasa speaking skill saya meningkat dengan memberikan deskripsi Islamic poetry.					✓
9.	Memberikan opini saya tentang makna puisi didepan kelas membuat saya lebih percaya diri untuk berbicara bahasa inggris.					✓
10.	Membaca Islamic poetry menambah kosa kata baru saya.					✓
11.	Menyampaikan opini mengenai makna Islamic poetry lebih mudah meningkatkan					✓

	speaking skill saya.					
12.	Saya menyukai proses pembelajaran menggunakan Islamic poetry.					✓
13.	Islamic poetry menambah wawasan saya terhadap islam.					✓
14.	Islamic poetry menambah kosa kata bahasa inggris saya tentang islam.					✓
15.	Belajar menggunakan Islamic poetry sangat menarik untuk saya.					✓
16.	Saya lebih berani berbicara didepan kelas setelah proses pembelajaran berlangsung.					✓
17.	Penjelasan materi menggunakan Islamic Poetry mudah dipahami.					✓
18.	Proses pembelajaran menggunakan Islamic poetry lebih menarik digunakan didalam kelas.					✓
19.	Dengan membaca Islamic Poetry saya mengetahui bagaimana berbicara bahasa inggris dengan intonasi yang baik dan benar.					✓
20.	Proses pembelajaran ini memotivasi saya untuk terus belajar dan tidak malu berbicara menggunakan bahasa inggris.					✓

## QUESTIONNAIRE

Nama : Ashila - H

### Petunjuk Pengisian :

1. Bacalah pertanyaan pada lembar yang telah disediakan, kemudian pilihlah salah satu jawaban yang paling menggambarkan keadaan yang Anda rasakan.
2. Tidak terdapat jawaban BENAR atau SALAH. Jawaban jujur yang sesuai dengan keadaan Anda akan sangat berguna bagi peneliti.
3. Jawaban yang Anda berikan tidak akan mempengaruhi nilai Anda dan akan dirahasiakan. Jawaban Anda hanya untuk keperluan peneliti.
4. Mohon diisi semua nomor yang ditanyakan.
5. Atas partisipasi Anda, peneliti mengucapkan banyak terima kasih.

### BAGIAN I

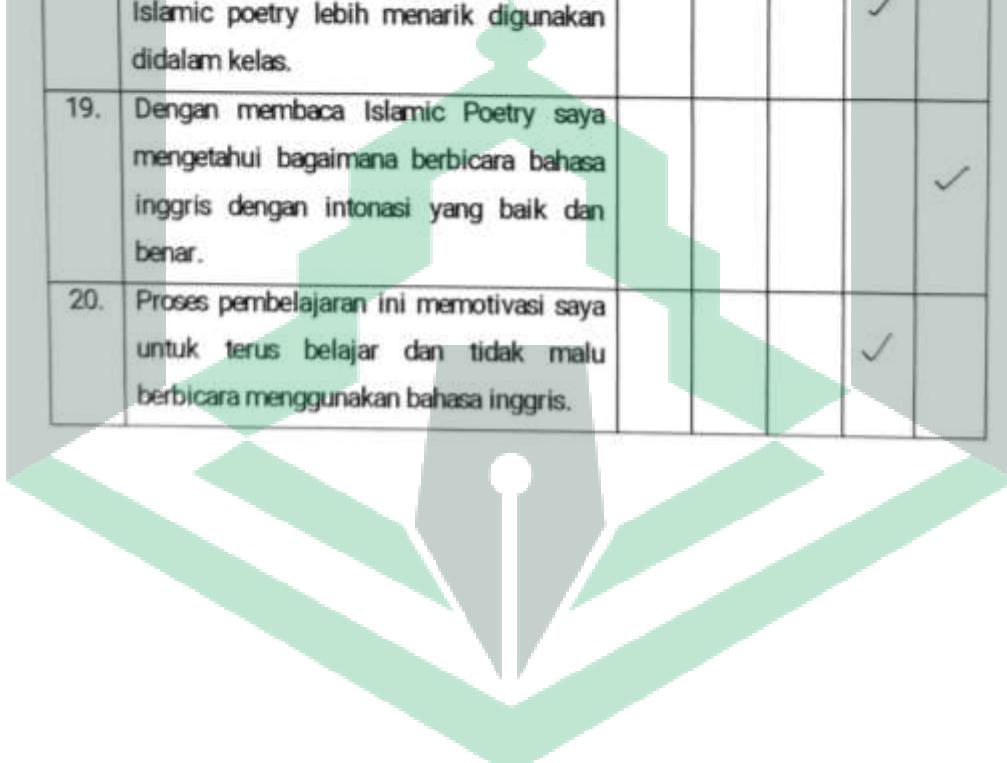
Isilah pertanyaan dibawah ini dengan memberikan tanda (✓) pada kolom yang telah disediakan sesuai dengan yang anda rasakan!

#### Keterangan:

SS	(5)	: Sangat Setuju
S	(4)	: Setuju
N	(3)	: Netral
KS	(2)	: Kurang Setuju
TS	(1)	: Tidak Setuju

No.	Dalam Speaking Class (Kelas Berbicara)	TS (1)	KS (2)	N (3)	S (4)	SS (5)
1.	Guru membenarkan "Pronunciation" saya saat membaca puisi dan memberikan opini mengenai makna puisi.					✓
2.	Guru membenarkan "Grammar" saya saat memberikan opini mengenai makna puisi yang telah dibacakan.				✓	
3.	Pada saat menyusun kalimat guru membenarkan "Vocabulary" yang saya gunakan saat membaca puisi dan memberikan opini mengenai makna puisi.			✓		
4.	Saya mudah memahami makna puisi yang diberikan.					✓
5.	Islamic poetry membuat saya lebih mudah memahami makna puisi.			✓		
6.	Saya merasa senang saat membaca puisi.					✓
7.	Saya merasa senang memberikan deskripsi mengenai makna puisi.				✓	
8.	Saya merasa speaking skill saya meningkat dengan memberikan deskripsi Islamic poetry.			✓		
9.	Memberikan opini saya tentang makna puisi didepan kelas membuat saya lebih percaya diri untuk berbicara bahasa inggris.			✓		
10.	Membaca Islamic poetry menambah kosa kata baru saya.					✓
11.	Menyampaikan opini mengenai makna Islamic poetry lebih mudah meningkatkan			✓		

	speaking skill saya.					
12.	Saya menyukai proses pembelajaran menggunakan Islamic poetry.					✓
13.	Islamic poetry menambah wawasan saya terhadap islam.				✓	
14.	Islamic poetry menambah kosa kata bahasa inggris saya tentang islam.			✓		
15.	Belajar menggunakan Islamic poetry sangat menarik untuk saya.				✓	
16.	Saya lebih berani berbicara didepan kelas setelah proses pembelajaran berlangsung.					✓
17.	Penjelasan materi menggunakan Islamic Poetry mudah dipahami.				✓	
18.	Proses pembelajaran menggunakan Islamic poetry lebih menarik digunakan didalam kelas.				✓	
19.	Dengan membaca Islamic Poetry saya mengetahui bagaimana berbicara bahasa inggris dengan intonasi yang baik dan benar.					✓
20.	Proses pembelajaran ini memotivasi saya untuk terus belajar dan tidak malu berbicara menggunakan bahasa inggris.				✓	



## QUESTIONNAIRE

Nama : Mutahimminul khairan

Petunjuk Pengisian :

1. Bacalah pertanyaan pada lembar yang telah disediakan, kemudian pilihlah salah satu jawaban yang paling menggambarkan keadaan yang Anda rasakan.
2. Tidak terdapat jawaban BENAR atau SALAH. Jawaban jujur yang sesuai dengan keadaan Anda akan sangat berguna bagi peneliti.
3. Jawaban yang Anda berikan tidak akan mempengaruhi nilai Anda dan akan dirahasiakan. Jawaban Anda hanya untuk keperluan peneliti.
4. Mohon diisi semua nomor yang ditanyakan.
5. Atas partisipasi Anda, peniliti mengucapkan banyak terima kasih.

### BAGIAN I

Isilah pertanyaan dibawah ini dengan memberikan tanda (✓) pada kolom yang telah disediakan sesuai dengan yang anda rasakan!

Keterangan:

SS	(5)	: Sangat Setuju
S	(4)	: Setuju
N	(3)	: Netral
KS	(2)	: Kurang Setuju
TS	(1)	: Tidak Setuju

No.	Dalam Speaking Class (Kelas Berbicara)	TS (1)	KS (2)	N (3)	S (4)	SS (5)
1.	Guru membenarkan "Pronunciation" saya saat membaca puisi dan memberikan opini mengenai makna puisi.					✓
2.	Guru membenarkan "Grammar" saya saat memberikan opini mengenai makna puisi yang telah dibacakan.				✓	
3.	Pada saat menyusun kalimat guru membenarkan "Vocabulary" yang saya gunakan saat membaca puisi dan memberikan opini mengenai makna puisi.				✓	
4.	Saya mudah memahami makna puisi yang diberikan.					✓
5.	Islamic poetry membuat saya lebih mudah memahami makna puisi.				✓	
6.	Saya merasa senang saat membaca puisi.					✓
7.	Saya merasa senang memberikan deskripsi mengenai makna puisi.				✓	
8.	Saya merasa speaking skill saya meningkat dengan memberikan deskripsi Islamic poetry.					✓
9.	Memberikan opini saya tentang makna puisi didepan kelas membuat saya lebih percaya diri untuk berbicara bahasa inggris.					✓
10.	Membaca Islamic poetry menambah kosa kata baru saya.					✓
11.	Menyampaikan opini mengenai makna Islamic poetry lebih mudah meningkatkan			✓	✓	

	speaking skill saya.				
12.	Saya menyukai proses pembelajaran menggunakan Islamic poetry.				✓
13.	Islamic poetry menambah wawasan saya terhadap islam.			✓	
14.	Islamic poetry menambah kosa kata bahasa inggris saya tentang islam.			✓	
15.	Belajar menggunakan Islamic poetry sangat menarik untuk saya.			✓	
16.	Saya lebih berani berbicara didepan kelas setelah proses pembelajaran berlangsung.			✓	
17.	Penjelasan materi menggunakan Islamic Poetry mudah dipahami.			✓	
18.	Proses pembelajaran menggunakan Islamic poetry lebih menarik digunakan didalam kelas.			✓	
19.	Dengan membaca Islamic Poetry saya mengetahui bagaimana berbicara bahasa inggris dengan intonasi yang baik dan benar.				✓
20.	Proses pembelajaran ini memotivasi saya untuk terus belajar dan tidak malu berbicara menggunakan bahasa inggris.				✓



## APPENDIX 7

### RPP (RENCANA PELAKSANAAN PEMBELAJARAN)

<b>Sekolah</b>	<b>: SMPIT Al-Hafizh Palopo</b>
<b>Mata Pelajaran</b>	<b>: Bahasa Inggris</b>
<b>Kelas/ Semester</b>	<b>: VIII/ Genap</b>
<b>Alokasi Waktu</b>	<b>: 2 x 40 Menit (Pertemuan Ke-1)</b>
<b>Materi pokok</b>	<b>: Asking and Giving Opinions</b>

#### A. Kompetensi Dasar (KD)

Siswa mampu:

- 3.1 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya, sesuai dengan konteks penggunaannya
- 4.1 menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

#### B. Tujuan Pembelajaran

1. Mengidentifikasi ungkapan meminta pendapat dalam bahasa Inggris.
2. Mengidentifikasi ungkapan memberi pendapat dalam bahasa Inggris.

#### C. Materi dan Strategi Pembelajaran

1. Materi Pembelajaran Guru menyampaikan materi Asking and Giving Opinion dan siswa memahami dan mengidentifikasi materi Asking and Giving Opinion, kemudian siswa mempresentasikan opini nya tentang Islamic poetry dan mempresentasikan pendapatnya didepan kelas.
  - a) How to give opinion to other
    - Opinion (Sampaikan pendapat utama)
    - Reason (Alasan Mengapa....)
    - Example (Berikan contoh)
    - Opinion (Sampaikan kembali opini/perkuat pendapatnya)
  - b) Asking Opinion
    - What do you think of....?
    - What do you think about ...?
    - What's your opinion of...?
    - What do you feel about...?
    - What can you say about....?
    - How do you feel about...?
    - Do you think....?
    - What's your idea...?
  - c) Giving Opinion
    - In my opinion...

- In my view...
- I think...
- I believe...
- I guess...
- To my mind...
- What I have in my mind...

d) Responding Opinion

- I think so
- That's right
- It's true
- I don't think so
- If I may say so,...
- I disagree
- I can't say that

2. Strategi Pembelajaran

a. Teori	:	Constructivism
b. Pendekatan	:	Constructivist Approach
c. Model	:	Project Based-Learning
d. Metode	:	Diskusi, Presentasi, Tanya Jawab.
e. Teknik	:	Presentasi
f. Perangkat	:	Rpp, Buku, Media Islamic poetry
g. Moda	:	Offline

**D. Media Pembelajaran**

***Imagination Is the World Itself***

*This world is only imagination.*

*You call this world reality only because it is visible and real.*

*While the essential idea is a branch of the world, you call it imagination.*

*In fact, on the contrary, imagination is the world itself.*

**~Maulana Rumi~**

***Imajinasi Adalah Dunia Itu Sendiri***

*Dunia ini hanya imajinasi.*

*Engkau menyebut dunia ini kenyataan hanya karena dunia ini dapat dilihat dan nyata.*

*Sedangkan gagasan hakiki yang merupakan cabang dunia, justru engkau namakan imajinasi.*

*Padahal kenyataannya sebaliknya, imajinasi adalah dunia itu sendiri.*

**~Maulana Rumi~**

❖ List of Vocabulary

1. Prophet : Nabi
2. Qur'an Verses : Ayat Al-Qur'an
3. Mosque : Mesjid
4. Pray : Berdoa/Sholat
5. Fasting : Berpuasa

6. World : Dunia
7. Imagination : Khayalan
8. Visible : Terlihat
9. Real : Nyata
10. Contrary : Kebalikan

❖ Example to Give Opinion

In my opinion Islamic Poetry is the best poetry I ever hear. Because it is teach us about Islam and make our heart calm. Overall, I prefer Islamic Poetry to read when I have free time.

#### E. Langkah-Langkah Pembelajaran

##### - Kegiatan awal (10 menit)

- Membuka kelas dengan mengucapkan salam serta menanyakan kabar siswa
- Memulai pembelajaran dengan berdoa terlebih dahulu
- Peneliti memperkenalkan diri kepada siswa.
- Peneliti melakukan absensi
- Peneliti memberikan siswa **attention grab** untuk menarik perhatian siswa

*T : Focus! Focus!*

*Ss: Everybody Focus!*

*T : Focus! Focus!*

*Ss: Everybody Focus!*

##### - Kegiatan Inti (60 menit)

- Memberikan siswa petunjuk untuk menebak materi apa yang akan di pelajari. Petunjuknya mengenai **giving opinion of something**
- Sebelum memulai pelajaran, peneliti membagi siswa menjadi 3 grup untuk digunakan sampai 5 pertemuan.
- Peneliti menjelaskan materi tentang **asking and giving opinion**.
- Peneliti memperkenalkan poetry kepada siswa. Kemudian peneliti menunjukkan cara membaca islamic poetry dengan baik dan benar. Serta menerjemahkan satu persatu kosa-kata yang ada pada islamic poetry. Hal ini bertujuan untuk menambah kosa-kata bahasa inggris siswa.
- Siswa diberikan kesempatan untuk menebak judul dari islamic poetry yang telah dibacakan.
- Satu grup akan membacakan poetry didepan kelas dan grup yang lainnya mencari makna dari islamic poetry yang telah dibacakan.
- Setiap grup akan memberikan opini nya mengenai makna puisi yang telah dibacakan.
- Peneliti memberikan feedback kepada siswa.

##### - Kegiatan Akhir (10 Menit)

- Peneliti memberikan siswa kesempatan untuk bertanya mengenai materi yang telah dipelajari.

- Peneliti merangkum materi yang telah dijelaskan dan mengecek pemahaman siswa.
- Sebelum menutup pembelajaran, peneliti memberikan kata-kata motivasi kepada siswa untuk meningkatkan motivasi belajar siswa.
- Peneliti menutup kelas dengan berdoa.

## F. Penilaian Pembelajaran

### 1. Penilaian Kemampuan Berbicara

No	Aspek yang dinilai	Kriteria	Skor
1	Pengucapan (Pronunciation)	Hampir Sempurna	4
		Ada beberapa kesalahan tapi tidak mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Terlalu Banyak kesalahan dan mengganggu makna	1
2	Intonasi (Intonation)	Hampir Sempurna	4
		Ada beberapa kesalahan tapi tidak mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Terlalu Banyak kesalahan dan mengganggu makna	1
3	Kelancaran (Fluency)	Sangat lancar	4
		Lancar	3
		Cukup Lancar	2
		Tidak Lancar	1
4	Ketepatan Makna (Accuracy)	Sangat tepat	4
		Tepat	3
		Cukup Tepat	2
		Tidak Tepat	1
Total Skor			16

### 2. Skor Penilaian

No.	Classification	The Ability Scale	Score
1.	Excellent (A)	4	86-100
2.	Good (B)	3	71-85
3.	Average (C)	2	56-70
4.	Poor (D)	1	$\leq 55$

### 3. Worksheet Panduan Test Speaking

Asking Opinion	Giving Opinion	Responding Opinion
1. What do you think of....?	8. I can't say that 9. In my opinion...	1. I think so 2. That's right
2. What is your point of view	10. In my view... 11. I think...	3. It's true 4. I don't think so

---

...?	12. I believe...	5. If I may say so,...
3. What's your opinion of...?	13. I guess...	6. I disagree
4. What do you feel about...?	14. To my mind...	
5. What can you say about....?	15. What I have in my mind...	
6. What do you like about...?	16. From my point of view.....	
7. Do you agree....?	17. The way I see it it's....	
8. What's your idea...?	18. I really feel that...	

---

Palopo, 28 May 2022

Signed by,  
The English Teacher of SMPIT  
Al-Hafizh Palopo

  
Nasrah, S.Pd.I.  
NIP.

The researcher,

  
Nur Jihadilla  
18 0202 0126

<b>Sekolah</b>	<b>: SMPIT Al-Hafizh Palopo</b>
<b>Mata Pelajaran</b>	<b>: Bahasa Inggris</b>
<b>Kelas/ Semester</b>	<b>: VIII/ Genap</b>
<b>Alokasi Waktu</b>	<b>: 2 x 40 Menit (Pertemuan Ke-2)</b>
<b>Materi pokok</b>	<b>: Asking and Giving Opinions</b>

### **A. Kompetensi Dasar (KD)**

Siswa mampu:

- 3.1 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya, sesuai dengan konteks penggunaannya
- 4.1 menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

### **B. Tujuan Pembelajaran**

1. Mengidentifikasi ungkapan meminta pendapat dalam bahasa Inggris.
2. Mengidentifikasi ungkapan memberi pendapat dalam bahasa Inggris.

### **C. Materi dan Strategi Pembelajaran**

1. Materi Pembelajaran Guru menyampaikan materi Asking and Giving Opinion dan siswa memahami dan mengidentifikasi materi Asking and Giving Opinion, kemudian siswa mempresentasikan opini nya tentang Islamic poetry dan mempresentasikan pendapatnya didepan kelas.
  - a) How to give opinion to other
    - Opinion (Sampaikan pendapat utama)
    - Reason (Alasan Mengapa....)
    - Example (Berikan contoh)
    - Opinion (Sampaikan kembali opini/perkuat pendapatnya)
  - b) Asking Opinion
    - What do you think of....?
    - What do you think about ...?
    - What's your opinion of...?
    - What do you feel about...?
    - What can you say about....?
    - How do you feel about...?
    - Do you think....?
    - What's your idea...?
  - c) Giving Opinion
    - In my opinion...
    - In my view...
    - I think...
    - I believe...
    - I guess...

- To my mind...
- What I have in my mind...

d) Responding Opinion

- I think so
- That's right
- It's true
- I don't think so
- If I may say so,...
- I disagree
- I can't say that

2. Strategi Pembelajaran

a. Teori	: Constructivism
b. Pendekatan	: Constructivist Approach
c. Model	: Project Based-Learning
d. Metode	: Diskusi, Presentasi, Tanya Jawab.
e. Teknik	: Presentasi
f. Perangkat	: Rpp, Buku, Media Islamic poetry
g. Moda	: Offline

## D. Media Pembelajaran

### ***The Truth***

*The Prophet said that the Truth has been revealed:*

*"I am not hidden, high or low Not on earth, heaven or throne.*

*This is a certainty, O beloved: I am hidden in the womb of the believers.  
If you seek me, seek me in these hearts."*

**~Maulana Rumi~**

### ***Kebenaran***

*Nabi bersabda bahwa Kebenaran telah dinyatakan:*

*"Aku tidak tersembunyi, tinggi atau rendah Tidak di bumi, langit atau singgasana.*

*Ini kepastian, wahai kekasih: Aku tersembunyi di kaibu orang yang beriman.  
Jika kau mencari aku, carilah di kalbu-kalbu ini."*

**~Maulana Rumi~**

### ❖ List of Vocabulary

1. Prophet	: Nabi
2. Truth	: Kebenaran
3. Say	: Mengatakan/ Bersabda
4. Revealed	: Menyatakan/ Mengungkapkan
5. Hidden	: Tersembunyi
6. High	: Tinggi
7. Low	: Rendah

8. Earth	: Bumi
9. Heaven	: Surga
10. Throne	: Singgasana
11. Certainty	: Kebalikan
12. Beloved	: Kekasih
13. Womb	: Kalbu
14. Believers	: Beriman
15. Seek	: Mencari
16. Heart	: Hati

## E. Langkah-Langkah Pembelajaran

### - Kegiatan awal (10 menit)

- Membuka kelas dengan mengucapkan salam serta menanyakan kabar siswa.
- Peneliti memulai pembelajaran dengan berdoa terlebih dahulu
- Peneliti melakukan absensi
- Peneliti memberikan siswa **attention grab** untuk menarik perhatian siswa

*T : Focus! Focus!*

*Ss: Everybody Focus!*

*T : Focus! Focus!*

*Ss: Everybody Focus!*

### - Kegiatan Inti (60 menit)

- Peneliti recall atau mengingatkan kembali materi yang telah dipelajari sebelumnya.
- Peneliti akan menjelaskan kembali materi **asking and giving opinion** secara singkat.
- Siswa akan belajar membaca poetry dengan baik. Serta menerjemahkan satu persatu kosa-kata yang ada pada islamic poetry. Hal ini bertujuan untuk menambah kosa-kata bahasa inggris siswa.
- Setiap grup akan maju kedepan kelas untuk membaca poetry secara bergantian dan grup yang lainnya akan mencari makna dari poetry yang dibacakan.
- Setiap grup akan memberikan opininya masing-masing mengenai poetry yang telah dibacakan.
- Peneliti akan memberikan feedback mengenai speaking siswa.

### - Kegiatan Akhir (10 Menit)

- Peneliti memberikan siswa kesempatan untuk bertanya mengenai materi yang telah dipelajari.
- Peneliti merangkum materi yang telah dijelaskan dan mengecek pemahaman siswa.
- Sebelum menutup pembelajaran, peneliti memberikan kata-kata motivasi kepada siswa untuk meningkatkan motivasi belajar siswa.
- Peneliti menutup kelas dengan berdoa.

## F. Penilaian Pembelajaran

### 1. Penilaian Kemampuan Berbicara

No	Aspek yang dinilai	Kriteria	Skor
1	Pengucapan (Pronunciation)	Hampir Sempurna	4
		Ada beberapa kesalahan tapi tidak mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Terlalu Banyak kesalahan dan mengganggu makna	1
2	Intonasi (Intonation)	Hampr Sempurna	4
		Ada beberapa kesalahan tapi tidak mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Terlalu Banyak kesalahan dan mengganggu makna	1
3	Kelancaran (Fluency)	Sangat lancar	4
		Lancar	3
		Cukup Lancar	2
		Tidak Lancar	1
4	Ketepatan Makna (Accuracy)	Sangat tepat	4
		Tepat	3
		Cukup Tepat	2
		Tidak Tepat	1
Total Skor			16

### 2. Skor Penilaian

No.	Classification	The Ability Scale	Score
1.	Excellent (A)	4	86-100
2.	Good (B)	3	71-85
3.	Average (C)	2	56-70
4.	Poor (D)	1	≤ 55

### 3. Worksheet Panduan Test Speaking

Asking Opinion	Giving Opinion	Responding Opinion
9. What do you think of....?	19. I can't say that	7. I think so
10. What is your point of view ...?	20. In my opinion...	8. That's right
11. What's your opinion of...?	21. In my view...	9. It's true
12. What do you feel about...?	22. I think...	10. I don't think so
	23. I believe...	11. If I may say so,...
	24. I guess...	12. I disagree
	25. To my mind...	
	26. What I have in my mind...	

---

13. What can you say about....?  
14. What do you like about...?  
15. Do you agree....?  
16. What's your idea...?  
27. From my point of view.....  
28. The way I see it it's....  
29. I really feel that...

---

Palopo, 28 May 2022

Signed by,  
The English Teacher of SMPIT  
Al-Hafizh Palopo

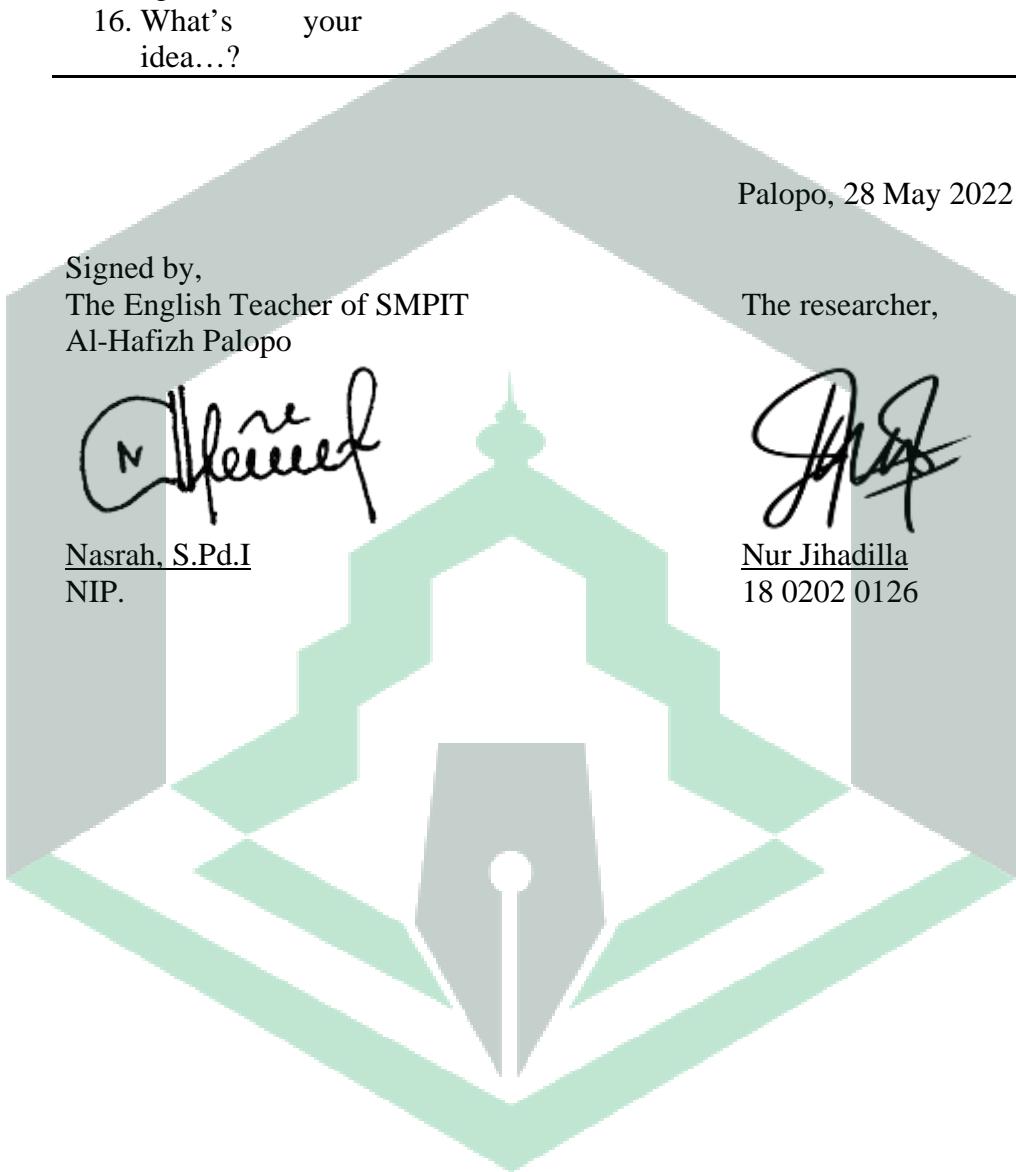


Nasrah, S.Pd.I  
NIP.

The researcher,



Nur Jihadilla  
18 0202 0126



<b>Sekolah</b>	<b>: SMPIT Al-Hafizh Palopo</b>
<b>Mata Pelajaran</b>	<b>: Bahasa Inggris</b>
<b>Kelas/ Semester</b>	<b>: VIII/ Genap</b>
<b>Alokasi Waktu</b>	<b>: 2 x 40 Menit (Pertemuan Ke-3)</b>
<b>Materi pokok</b>	<b>: Asking and Giving Opinions</b>

### **A. Kompetensi Dasar (KD)**

Siswa mampu:

- 3.1 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya, sesuai dengan konteks penggunaannya
- 4.1 menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

### **B. Tujuan Pembelajaran**

1. Mengidentifikasi ungkapan meminta pendapat dalam bahasa Inggris.
2. Mengidentifikasi ungkapan memberi pendapat dalam bahasa Inggris.

### **C. Materi dan Strategi Pembelajaran**

1. Materi Pembelajaran Guru menyampaikan materi Asking and Giving Opinion dan siswa memahami dan mengidentifikasi materi Asking and Giving Opinion, kemudian siswa mempresentasikan opini nya tentang Islamic poetry dan mempresentasikan pendapatnya didepan kelas.
  - a) How to give opinion to other
    - Opinion (Sampaikan pendapat utama)
    - Reason (Alasan Mengapa....)
    - Example (Berikan contoh)
    - Opinion (Sampaikan kembali opini/perkuat pendapatnya)
  - b) Asking Opinion
    - What do you think of....?
    - What do you think about ...?
    - What's your opinion of...?
    - What do you feel about...?
    - What can you say about....?
    - How do you feel about...?
    - Do you think....?
    - What's your idea...?
  - c) Giving Opinion
    - In my opinion...
    - In my view...
    - I think...
    - I believe...
    - I guess...

- To my mind...
- What I have in my mind...

d) Responding Opinion

- I think so
- That's right
- It's true
- I don't think so
- If I may say so,...
- I disagree
- I can't say that

2. Strategi Pembelajaran

a. Teori	:	Constructivism
b. Pendekatan	:	Constructivist Approach
c. Model	:	Project Based-Learning
d. Metode	:	Diskusi, Presentasi, Tanya Jawab.
e. Teknik	:	Presentasi
f. Perangkat	:	Rpp, Buku, Media Islamic poetry
g. Moda	:	Offline

## D. Media Pembelajaran

### *The Container of Mortality*

*Objects that come from the ground,  
Able to rise to the space and the sky because of the effect of love on the Ilahi.  
Even the mountains move and dance, Oh Lover!  
Love can give spirit to Mount Thur,  
Just as he was drunks and Moses fainted.*

**~Maulana Rumi~**

### *Wadah Kefanaan*

*Benda yang berasal dari tanah,  
Mampu naik ke angkasa dan langit karena efek cinta pada Ilahi.  
Bahkan gunung pun bergerak dan menari, Oh Pecinta!  
Cinta mampu memberi ruh kepada gunung Thur,  
Sebagaimana ia mabuk dan Musa pun pingsan.*

**~Maulana Rumi~**

#### ❖ List of Vocabulary

1. Object : Benda
2. Come : Datang/Berasal
3. Ground : Tanah
4. Able to : Dapat
5. Space : Angkasa
6. Sky : Langit
7. Because : Karena
8. Effect : Efek

9. Love	: Cinta
10. Mountain	: Gunung
11. Move	: Bergerak
12. Dance	: Menari
13. Lover	: Kekasih
14. Spirit	: Kekuatan
15. Drunks	: Mabuk
16. Moses	: Nabi Musa
17. Just	: Hanya
18. Fainted	: Pingsan

## **E. Langkah-Langkah Pembelajaran**

### **- Kegiatan awal (10 menit)**

- Membuka kelas dengan mengucapkan salam serta menanyakan kabar siswa.
- Peneliti memulai pembelajaran dengan berdoa terlebih dahulu
- Peneliti melakukan absensi
- Peneliti memberikan siswa **attention grab** untuk menarik perhatian siswa

*T : Snack is coming!*

*Ss: Syutssss!*

*T : Snack is coming!*

*Ss: Syutssss!*

### **- Kegiatan Inti (60 menit)**

- Peneliti recall atau mengingatkan kembali materi yang telah dipelajari sebelumnya.
- Peneliti akan menjelaskan kembali materi **asking and giving opinion** secara singkat.
- Siswa akan belajar membaca poetry dengan baik. Serta menerjemahkan satu persatu kosa-kata yang ada pada islamic poetry. Hal ini bertujuan untuk menambah kosa-kata bahasa inggris siswa.
- Setiap grup akan maju kedepan kelas untuk membaca poetry secara bergantian dan grup yang lainnya akan mencari makna dari poetry yang dibacakan.
- Peneliti memberikan beberapa pertanyaan kepada siswa mengenai islamic poetry yang telah dibacakan.
- Setiap grup akan menjawab pertanyaan tersebut dengan berdiskusi dengan masing-masing grup.
- Setiap grup akan menjawab pertanyaan satu persatu didepan teman sekelas untuk melatih kepercayaan diri siswa.
- Peneliti akan memberikan feedback mengenai speaking siswa.

### **- Kegiatan Akhir (10 Menit)**

- Peneliti memberikan siswa kesempatan untuk bertanya mengenai materi yang telah dipelajari.

- Peneliti merangkum materi yang telah dijelaskan dan mengecek pemahaman siswa.
- Sebelum menutup pembelajaran, peneliti memberikan kata-kata motivasi kepada siswa untuk meningkatkan motivasi belajar siswa.
- Peneliti menutup kelas dengan berdoa.

## F. Penilaian Pembelajaran

### 1. Penilaian Kemampuan Berbicara

No	Aspek yang dinilai	Kriteria	Skor
1	Pengucapan (Pronunciation)	Hampir Sempurna	4
		Ada beberapa kesalahan tapi tidak mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Terlalu Banyak kesalahan dan mengganggu makna	1
2	Intonasi (Intonation)	Hampir Sempurna	4
		Ada beberapa kesalahan tapi tidak mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Terlalu Banyak kesalahan dan mengganggu makna	1
3	Kelancaran (Fluency)	Sangat lancar	4
		Lancar	3
		Cukup Lancar	2
		Tidak Lancar	1
4	Ketepatan Makna (Accuracy)	Sangat tepat	4
		Tepat	3
		Cukup Tepat	2
		Tidak Tepat	1
Total Skor			16

### 2. Skor Penilaian

No.	Classification	The Ability Scale	Score
1.	Excellent (A)	4	86-100
2.	Good (B)	3	71-85
3.	Average (C)	2	56-70
4.	Poor (D)	1	$\leq 55$

### 3. Worksheet Panduan Test Speaking

Asking Opinion	Giving Opinion	Responding Opinion
17. What do you think of....?	30. I can't say that 31. In my opinion...	13. I think so 14. That's right
18. What is your point of view	32. In my view... 33. I think...	15. It's true 16. I don't think so

---

...?	34. I believe...	17. If I may say so,...
19. What's your opinion of...?	35. I guess...	18. I disagree
20. What do you feel about...?	36. To my mind...	
21. What can you say about....?	37. What I have in my mind...	
22. What do you like about...?	38. From my point of view.....	
23. Do you agree....?	39. The way I see it it's....	
24. What's your idea...?	40. I really feel that...	

Palopo, 28 May 2022

Signed by,  
The English Teacher of SMPIT  
Al-Hafizh Palopo



Nasrah, S.Pd.I  
NIP.

The researcher,



Nur Jihadilla  
18 0202 0126

<b>Sekolah</b>	<b>: SMPIT Al-Hafizh Palopo</b>
<b>Mata Pelajaran</b>	<b>: Bahasa Inggris</b>
<b>Kelas/ Semester</b>	<b>: VIII/ Genap</b>
<b>Alokasi Waktu</b>	<b>: 2 x 40 Menit (Pertemuan Ke-4)</b>
<b>Materi pokok</b>	<b>: Asking and Giving Opinions</b>

### **A. Kompetensi Dasar (KD)**

Siswa mampu:

- 3.1 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya, sesuai dengan konteks penggunaannya
- 4.1 menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

### **B. Tujuan Pembelajaran**

1. Mengidentifikasi ungkapan meminta pendapat dalam bahasa Inggris.
2. Mengidentifikasi ungkapan memberi pendapat dalam bahasa Inggris.

### **C. Materi dan Strategi Pembelajaran**

1. Materi Pembelajaran Guru menyampaikan materi Asking and Giving Opinion dan siswa memahami dan mengidentifikasi materi Asking and Giving Opinion, kemudian siswa mempresentasikan opini nya tentang Islamic poetry dan mempresentasikan pendapatnya didepan kelas.
  - a) How to give opinion to other
    - Opinion (Sampaikan pendapat utama)
    - Reason (Alasan Mengapa....)
    - Example (Berikan contoh)
    - Opinion (Sampaikan kembali opini/perkuat pendapatnya)
  - b) Asking Opinion
    - What do you think of....?
    - What do you think about ...?
    - What's your opinion of...?
    - What do you feel about...?
    - What can you say about....?
    - How do you feel about...?
    - Do you think....?
    - What's your idea...?
  - c) Giving Opinion
    - In my opinion...
    - In my view...
    - I think...
    - I believe...
    - I guess...

- To my mind...
- What I have in my mind...

d) Responding Opinion

- I think so
- That's right
- It's true
- I don't think so
- If I may say so,...
- I disagree
- I can't say that

2. Strategi Pembelajaran

a. Teori	: Constructivism
b. Pendekatan	: Constructivist Approach
c. Model	: Project Based-Learning
d. Metode	: Diskusi, Presentasi, Tanya Jawab.
e. Teknik	: Presentasi
f. Perangkat	: Rpp, Buku, Media Islamic poetry
g. Moda	: Offline

#### **D. Media Pembelajaran**

##### ***Only One Sin, Ignorance!***

*In this world, there is only one virtue, and that is consciousness.  
And there is only one sin, and that is ignorance.  
And as for between the two, the openness and closure  
of each eye is the only difference between a conscious person and an ignorant  
human.*

**~Maulana Rumi~**

##### ***Hanya Satu Dosa, Kejahilan!***

*Di dunia ini hanya ada satu keutamaan, dan itu kesadaran.  
Dan hanya ada satu dosa, dan itu kejahilan.  
Dan adapun diantara keduanya, keterbukaan dan ketertutupan  
Setiap mata adalah satu-satunya pembeda Antara manusia sadar dan  
manusia jahil.*

**~Maulana Rumi~**

##### **❖ List of Vocabulary**

1. Sin : Dosa
2. Only : Hanya
3. Ignorance : Kejahilan/  
Ketidaktahuan
4. Consciousness: Kesadaran
5. Virtue : Keutamaan/  
Kebajikan

6. Between	: Diantara
7. As for	: Adapun
8. Openness	: Keterbukaan
9. Closure	: Ketertutupan
10. Each	: Setiap
11. Eye	: Mata
12. Difference	: Pembeda
13. Conscious	: Sadar
14. Person	: Orang
15. Ignorant	: Jahil
16. Human	: Manusia

## E. Langkah-Langkah Pembelajaran

### - Kegiatan awal (10 menit)

- Membuka kelas dengan mengucapkan salam serta menanyakan kabar siswa.
- Peneliti memulai pembelajaran dengan berdoa terlebih dahulu
- Peneliti melakukan absensi
- Peneliti memberikan siswa **attention grab** untuk menarik perhatian siswa

*T : Snack is coming!*

*Ss: Syutsssss!*

*T : Snack is coming!*

*Ss: Syutsssss!*

### - Kegiatan Inti (60 menit)

- Siswa diberikan kesempatan untuk memilih islamic poetry yang paling mereka sukai.
- Setiap grup akan maju kedepan kelas untuk membaca poetry yang dipilih secara bergantian serta menjelaskan makna dan alasan kenapa menyukai poetry tersebut.
- Grup yang lainnya akan mencari makna dari poetry yang dibacakan.
- Peneliti menulis daftar kosa-kata yang ada pada islamic poetry dan mengajarkan siswa cara penyebutannya. Hal ini bertujuan untuk menambah kosa-kata bahasa inggris siswa.
- Peneliti akan memberikan feedback mengenai speaking siswa.

### - Kegiatan Akhir (10 Menit)

- Peneliti memberikan siswa kesempatan untuk bertanya mengenai materi yang telah dipelajari.
- Peneliti merangkum materi yang telah dijelaskan dan mengecek pemahaman siswa.
- Sebelum menutup pembelajaran, peneliti memberikan kata-kata motivasi kepada siswa untuk meningkatkan motivasi belajar siswa.
- Peneliti menutup kelas dengan berdoa.

## F. Penilaian Pembelajaran

### 1. Penilaian Kemampuan Berbicara

No	Aspek yang dinilai	Kriteria	Skor
1	Pengucapan (Pronunciation)	Hampir Sempurna	4
		Ada beberapa kesalahan tapi tidak mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Terlalu Banyak kesalahan dan mengganggu makna	1
2	Intonasi (Intonation)	Hampr Sempurna	4
		Ada beberapa kesalahan tapi tidak mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Terlalu Banyak kesalahan dan mengganggu makna	1
3	Kelancaran (Fluency)	Sangat lancar	4
		Lancar	3
		Cukup Lancar	2
		Tidak Lancar	1
4	Ketepatan Makna (Accuracy)	Sangat tepat	4
		Tepat	3
		Cukup Tepat	2
		Tidak Tepat	1
Total Skor			16

### 2. Skor Penilaian

No.	Classification	The Ability Scale	Score
1.	Excellent (A)	4	86-100
2.	Good (B)	3	71-85
3.	Average (C)	2	56-70
4.	Poor (D)	1	≤ 55

### 3. Worksheet Panduan Test Speaking

Asking Opinion	Giving Opinion	Responding Opinion
25. What do you think of....?	41. I can't say that	19. I think so
26. What is your point of view ...?	42. In my opinion...	20. That's right
27. What's your opinion of...?	43. In my view...	21. It's true
28. What do you feel about...?	44. I think...	22. I don't think so
	45. I believe...	23. If I may say so,...
	46. I guess...	24. I disagree
	47. To my mind...	
	48. What I have in my mind...	

---

29. What can you say about....?  
49. From my point of view.....  
30. What do you like about...?  
50. The way I see it it's....  
31. Do you agree....?  
51. I really feel that...  
32. What's your idea...?

---

Palopo, 28 May 2022

Signed by,  
The English Teacher of SMPIT  
Al-Hafizh Palopo

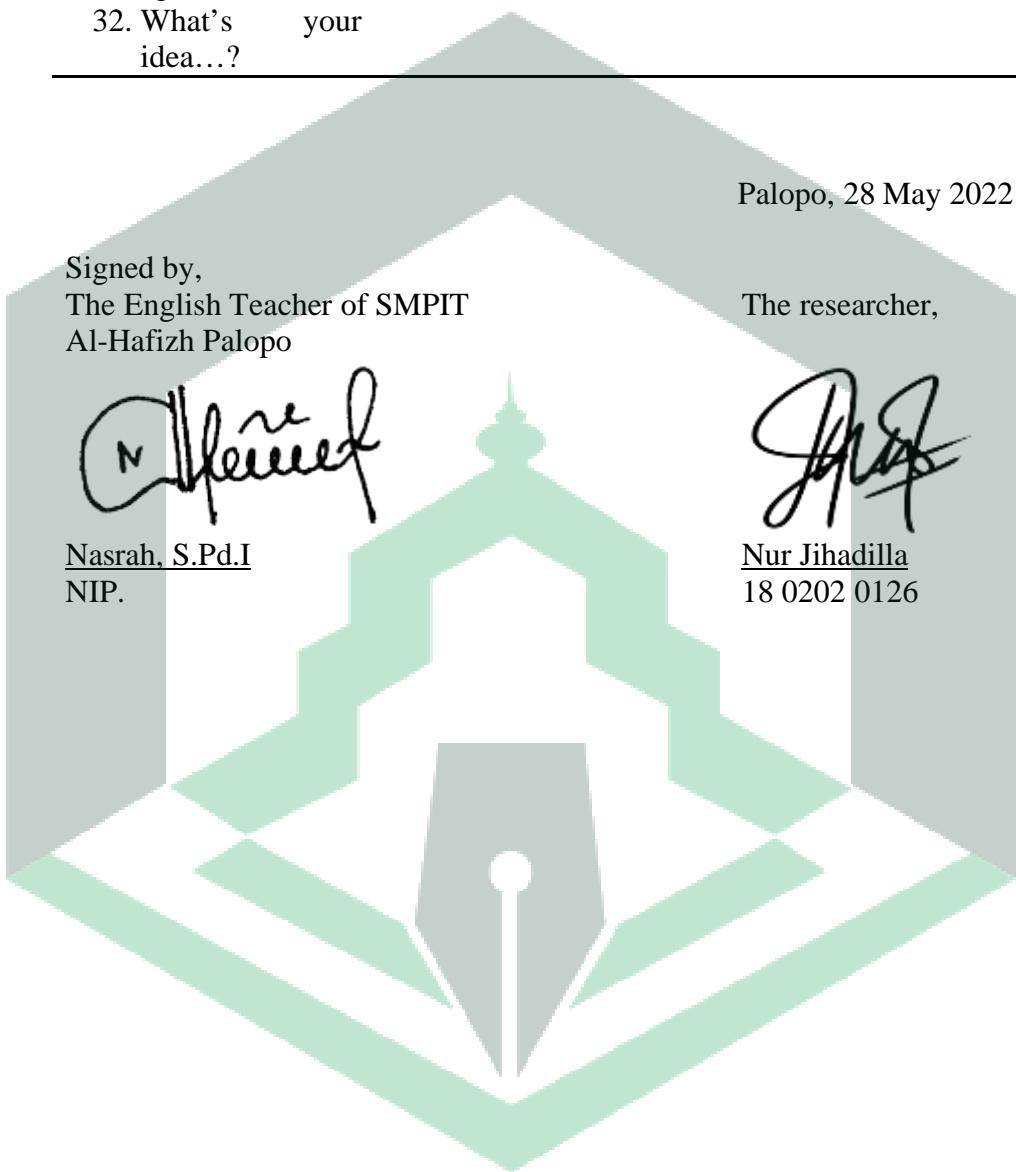


Nasrah, S.Pd.I  
NIP.

The researcher,



Nur Jihadilla  
18 0202 0126



<b>Sekolah</b>	<b>: SMPIT Al-Hafizh Palopo</b>
<b>Mata Pelajaran</b>	<b>: Bahasa Inggris</b>
<b>Kelas/ Semester</b>	<b>: VIII/ Genap</b>
<b>Alokasi Waktu</b>	<b>: 2 x 40 Menit (Pertemuan Ke-5)</b>
<b>Materi pokok</b>	<b>: Asking and Giving Opinions</b>

### **A. Kompetensi Dasar (KD)**

Siswa mampu:

- 3.1 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya, sesuai dengan konteks penggunaannya
- 4.1 menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

### **B. Tujuan Pembelajaran**

1. Mengidentifikasi ungkapan meminta pendapat dalam bahasa Inggris.
2. Mengidentifikasi ungkapan memberi pendapat dalam bahasa Inggris.

### **C. Materi dan Strategi Pembelajaran**

1. Materi Pembelajaran Guru menyampaikan materi Asking and Giving Opinion dan siswa memahami dan mengidentifikasi materi Asking and Giving Opinion, kemudian siswa mempresentasikan opini nya tentang Islamic poetry dan mempresentasikan pendapatnya didepan kelas.
  - a) How to give opinion to other
    - Opinion (Sampaikan pendapat utama)
    - Reason (Alasan Mengapa....)
    - Example (Berikan contoh)
    - Opinion (Sampaikan kembali opini/perkuat pendapatnya)
  - b) Asking Opinion
    - What do you think of....?
    - What do you think about ...?
    - What's your opinion of...?
    - What do you feel about...?
    - What can you say about....?
    - How do you feel about...?
    - Do you think....?
    - What's your idea...?
  - c) Giving Opinion
    - In my opinion...
    - In my view...
    - I think...
    - I believe...
    - I guess...

- To my mind...
- What I have in my mind...

d) Responding Opinion

- I think so
- That's right
- It's true
- I don't think so
- If I may say so,...
- I disagree
- I can't say that

2. Strategi Pembelajaran

a. Teori	:	Constructivism
b. Pendekatan	:	Constructivist Approach
c. Model	:	Project Based-Learning
d. Metode	:	Diskusi, Presentasi, Tanya Jawab.
e. Teknik	:	Presentasi
f. Perangkat	:	Rpp, Buku, Media Islamic poetry
g. Moda	:	Offline

#### **D. Media Pembelajaran**

*Don't Go There!*

*Well, I already explained it to you!*

*Do not go there!*

*Because the only one who knows you is I*

*Well, I already explained it to you!*

*Don't be one with the world,*

*For the painter of the veil of contentment is only me*

*Did I not tell you that I am the ocean*

*And the fish is you?*

*Well, I already explained it to you!*

*That they will fill you with filth and disgrace,*

*Until you forget that the source of your purity and cleanliness is only me*

*~Maulana Rumi~*

*Jangan Kesana!*

*Kan, sudah aku jelaskan padamu!*

*Jangan ke sana!*

*Karena yang mengetahui dirimu hanya Aku*

*Kan, sudah aku jelaskan padamu!*

*Jangan menyatu dengan dunia,*

*Karena pelukis dari tabir tentang kepuasan hati hanya aku*

*Apakah aku tidak memberitahu dirimu bahwa aku adalah lautan*

*Dan ikannya adalah dirimu?*

*Kan, sudah aku jelaskan padamu!*

*Bahwa mereka akan memenuhi dirimu dengan kekotoran dan kehinaan,  
Sampai dirimu terlupa bahwa sumber dari kemurniaan dan kebersihan  
dirimu hanya aku*

**~Maulana Rumi~**

❖ List of Vocabulary

1. Well : Baik
2. Already : Sudah
3. Explain : Jelaskan
4. You : Kamu
5. I : Saya
6. Go : Pergi
7. There : (Di) sana/(Ke) sana
8. Know : Mengetahui
9. Don't : Jangan
10. Painter : Pelukis
11. Veil : Jilbab, Tabir
12. Contentment : Kepuasan
13. Tell : Menceritakan
14. Ocean : Lautan
15. Fish : Ikan
16. Fill : Mengisi
17. Filth : Kotoran
18. Disgrace : Kehinaan
19. Until : Sampai
20. Forget : Melupakan
21. Purity : Kemurnian
22. Cleanliness : Kebersihan

#### **E. Langkah-Langkah Pembelajaran**

##### **- Kegiatan awal (10 menit)**

- Membuka kelas dengan mengucapkan salam serta menanyakan kabar siswa.
- Peneliti memulai pembelajaran dengan berdoa terlebih dahulu
- Peneliti melakukan absensi
- Peneliti memberikan siswa **attention grab** untuk menarik perhatian siswa

*T : Snack is coming!*

*Ss: Syutsssss!*

*T : Snack is coming!*

*Ss: Syutsssss!*

##### **- Kegiatan Inti (60 menit)**

- Setiap grup diberikan kesempatan untuk melakukan puisi berantai didepan kelas.
- Grup yang lainnya akan mencari makna dari poetry yang dibacakan.

- Peneliti menulis daftar kosa-kata yang ada pada islamic poetry dan mengajarkan siswa cara penyebutannya.
- Setelah membacakan puisi berantai, siswa diberikan pertanyaan mengenai apa yang didapatkan dari Islamic poetry.
- Peneliti akan memberikan feedback mengenai speaking siswa.

- **Kegiatan Akhir (10 Menit)**

- Peneliti memberikan siswa kesempatan untuk bertanya mengenai materi yang telah dipelajari.
- Peneliti merangkum materi yang telah dijelaskan dan mengecek pemahaman siswa.
- Sebelum menutup pembelajaran, peneliti memberikan kata-kata motivasi kepada siswa untuk meningkatkan motivasi belajar siswa.
- Peneliti menutup kelas dengan berdoa.

## F. Penilaian Pembelajaran

### 1. Penilaian Kemampuan Berbicara

No	Aspek yang dinilai	Kriteria	Skor
1	Pengucapan (Pronunciation)	Hampir Sempurna	4
		Ada beberapa kesalahan tapi tidak mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Terlalu Banyak kesalahan dan mengganggu makna	1
2	Intonasi (Intonation)	Hampir Sempurna	4
		Ada beberapa kesalahan tapi tidak mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Terlalu Banyak kesalahan dan mengganggu makna	1
3	Kelancaran (Fluency)	Sangat lancar	4
		Lancar	3
		Cukup Lancar	2
		Tidak Lancar	1
4	Ketepatan Makna (Accuracy)	Sangat tepat	4
		Tepat	3
		Cukup Tepat	2
		Tidak Tepat	1
Total Skor			16

### 2. Skor Penilaian

No.	Classification	The Ability Scale	Score
1.	Excellent (A)	4	86-100
2.	Good (B)	3	71-85
3.	Average (C)	2	56-70

4. Poor (D)	1	$\leq 55$
-------------	---	-----------

### 3. Worksheet Panduan Test Speaking

Asking Opinion	Giving Opinion	Responding Opinion
33. What do you think of....?	52. I can't say that	25. I think so
34. What is your point of view ...?	53. In my opinion...	26. That's right
35. What's your opinion of...?	54. In my view...	27. It's true
36. What do you feel about...?	55. I think...	28. I don't think so
37. What can you say about....?	56. I believe...	29. If I may say so,...
38. What do you like about...?	57. I guess...	30. I disagree
39. Do you agree....?	58. To my mind...	
40. What's your idea...?	59. What I have in my mind...	
	60. From my point of view.....	
	61. The way I see it it's....	
	62. I really feel that...	

Palopo, 28 May 2022

Signed by,  
The English Teacher of SMPIT  
Al-Hafizh Palopo

Nasrah, S.Pd.I  
NIP.

The researcher,

Nur Jihadilla  
18 0202 0126

## APPENDIX 8

### DOCUMENTATIONS



**Picture 1.** The Researcher Explain How to Answer the Pre-test



**Picture 2.** Students are Taking the Speaking Test of Pre-Test (1)



**Picture 3.** Students are Taking the Speaking Test of Pre-Test (2)



**Picture 4.** Students are Taking the Speaking Test of Pre-Test (3)



**Picture 5.** The Researcher is Giving Students Material



**Picture 6.** Students Practice to Read Poetry in Front of the Class



**Picture 7.** Students Discuss the Meaning of Islamic poetry



**Picture 8.** Students are Giving Their Opinion about Islamic Poetry (1)



**Picture 9.** Students are giving Their Opinion about Islamic Poetry (2)



**Picture 10.** The Researcher Helps The Students to Explain Their Opinion



**Picture 11.** The First Student is Taking Post-Test



**Picture 12.** The Second Student is Taking Post-Test



**Picture 13.** The Third Student is Taking Post-Test



**Picture 14.** Students are Answering the Questionnaire



**Picture 15.** The Researcher and Students is Taking a Picture

## APPENDIX 9

APPENDIX 9

PEMERINTAH KOTA PALOPO  
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU  
Alamat : Jl. K.H.M. Hasyim No 5 Kota Palopo - Sulawesi Selatan Telp : (0471) 326046

**ASLI**

**IZIN PENELITIAN**  
NOMOR : 0213/IP/DPMPTSP/III/2022

**DASAR HUKUM :**

1. Undang-Undang Nomor 13 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi.  
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja.  
3. Peraturan Menteri Nomor 3 Tahun 28 tentang Penerbitan Surat Keterangan Penelitian.  
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo.  
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendeklegasian Kewenangan Penyelenggaran Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang menjadi Urusan Pemerintah Yang diberikan Pelimpahan Kewenangan Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

**MEMBERIKAN IZIN KEPADA**

Nama : NUR JIHADILLA  
Jenis Kelamin : Perempuan  
Alamat : JL. Bitti Kota Palopo  
Pekerjaan : Mahasiswa  
NIM : 18 0202 0126

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

**USING ENGLISH ISLAMIC POETRY IN TEACHING SPEAKING SKILL AT THE SECOND GRADE OF SMPIT AL-HAFIZH PALOPO**

Lokasi Penelitian : SMPIT AL-HAFIZH PALOPO  
Lamanya Penelitian : 14 Maret 2022 s.d. 14 Mei 2022

**DENGAN KETENTUAN SEBAGAI BERIKUT :**

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exempliar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bila masyarakat yang memegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo  
Pada tanggal : 14 Maret 2022  
pt. Kepala Dinas Penanaman Modal dan PTSP

**MUH. IHSAN ASHARUDDIN, S.STP, M.Si**  
Pangkat : Pembina Tk.I  
NIP : 19780611 199612 1 001

**Tembusan :**

1. Kepala Dinas Kependidikan Prov. Sul Sel
2. Walikota Palopo
3. Gubernur 1453 1000
4. Kapolda Palopo
5. Kepala Bapta Perindian dan Pengembangan Kota Palopo
6. Kepala Badan Kependidikan dan Kebudayaan
7. Instansi terkait tempat dilaksanakan penelitian

## APPENDIX 10



### SMP ISLAM TERPADU AL-HAFIZH YAYASAN AL-HAFIZH KOTA PALOPO

Sekretariat: Jl. Merpati V No. 414 Perumnas, Kel. Rampoang, Kec. Bara, Kota Palopo



#### SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN

Nomor : 421.3/060/ SMPIT/PLP/I/2022

Yang bertanda tangan dibawah ini:

Nama : Baiq Budiati S.Pd.I

pekerjaan : Kepala Sekolah

Unit kerja : SMPIT AL-HAFIZH PALOPO

Alamat : Jl. Merpati V No. 414 perumnas, kel. Rampoang, Kec. Bara, Kota palopo

Dengan ini menerangkan:

Nama : NUR JIHADILLA

NIM : 1802020126

Pekerjaan : Mahasiswa

Fakultas/ jurusan : FTIK/ Pendidikan Bahasa Inggris

Universitas : IAIN Palopo

Alamat : Jl. Balandai, Kota Palopo

Yang bersangkutan telah selesai melakukan penelitian di SMPIT Al-Hafizh Palopo dari tanggal 14 Maret 2022 sampai dengan tanggal 14 Mei 2022 dengan judul "**“USING ENGLISH ISLAMIC PROPERTY IN TEACHING SPEAKING SKILL AT THE SECOND GRADE OF SMPIT AL-HAFIZH PALOPO”**" Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 12 Mei 2022

Kepala sekolah

Baiq Budiati S.Pd.I

## APPENDIX 11



### INSTITUT AGAMA ISLAM NEGERI PALOPO FAKULTAS TARBIYAH DAN ILMU KEGURUAN PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Jl. Agatis, Balandai, Kota Palopo, Sulawesi Selatan 91914. Telp. 0471-22076  
Website: pbi.iainpalopo.ac.id. E-mail: pbi@iainpalopo.ac.id.

#### SURAT KETERANGAN

No.1322/In.19/FTIK/PBI/PP.00.9/06/2022

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama	:	Nur Jihadilla
NIM	:	18 0202 0126
Semester	:	VIII (delapan)
Program Studi	:	Pendidikan Bahasa Inggris
Keperluan	:	Seminar Hasil/Munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity* 24 %. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 06 Juni 2022

Admin Turnitin PBI,

Muhammad Iksan, S.Pd., M.Pd.  
NIP 198603272018011001



Mengetahui,  
Ketua Prodi,  
Muhammad Iksan, S.Pd., M.Pd.  
NIP 198603272018011001

# Using English Islamic poetry In Teaching Speaking Skill At the Second Grade of SMPIT Al-Hafizh Palopo

## ORIGINALITY REPORT



## PRIMARY SOURCES

1	repository.iainpalopo.ac.id Internet Source	9%
2	kuscholarworks.ku.edu Internet Source	1%
3	repository.iainbengkulu.ac.id Internet Source	1%
4	www.bzu.edu.pk Internet Source	1%
5	repository.iainpare.ac.id Internet Source	1%
6	eprints.walisongo.ac.id Internet Source	1%
7	repository.radenintan.ac.id Internet Source	1%
8	files.eric.ed.gov Internet Source	1%
9	journal.unnes.ac.id Internet Source	<1%

## CURRICULUM VITAE



**NUR JIHADILLA** she was born on 02<sup>nd</sup> February 2000 in Morowali. Her father's name is Nasruddin and her mother's name is Risdawati. She has two sisters and one brother. She is the first child in her family. She started her study on Elementary School (SDN Larobenu) in 2005 and she graduated in 2011. After that, she continued her study at SMPN 2 Suli for one year, and moved to MTSn Wosu. She graduated in 2014 and continued her study at SMKN 1 Bungku Barat, she graduated in 2017. After that in 2018 she continued her study at State Islamic Institute (IAIN) of Palopo and taking English Language Education Study Program. She finished her study in 2022. In the end of her study at State Islamic Institute (IAIN) of Palopo, wrote a thesis entitled is "Using English Islamic Poetry in Teaching Speaking Skill at the Second Grade of SMPIT Al-Hafizh Palopo".