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**THE IMPLEMENTATION OF OPINION-PROOF ON
STUDENTS' SPEAKING ABILITY AT THE STATE
SPORT OF SENIOR HIGH SCHOOL
PEKANBARU**



BY

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RIAU**

PEKANBARU

1443 H/2021



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SUPERVISOR APPROVAL

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Pekanbaru, 25 Januari 2021
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ABSTRAK

Bagas Sadewo, (2021): Penerapan Strategi *Opinion-Proof* pada Kemampuan Berbahasa Siswa di SMA Negeri Olahraga Provinsi Riau

Kemampuan berbahasa sangatlah penting selain kemampuan menulis, membaca dan mendengar. Penelitian ini bertujuan untuk mencari tahu kemampuan berbahasa siswa dengan menggunakan strategi *Opinion-Proof* dan siswa yang tidak menggunakan strategi tersebut. Penelitian ini merupakan penelitian Eksperimental dengan menggunakan metode penelitian Kuasi-Eksperimental. Peneliti menggunakan teknik pengumpulan data dengan *Pre-test* dan *Post-test* terhadap grup eksperimental dan grup kontrol. Penelitian ini menggunakan sampel sejumlah 30 siswa. Selanjutnya, peneliti menggunakan 5 indikator didalam mengukur kemampuan berbahasa, yaitu: pengucapan, tata bahasa, perbendaharaan kata, kelancaran berbahasa, dan komprehensif. Berdasarkan penelitian yang telah dilakukan, peneliti menemukan bahwa implementasi strategi *Opinion-Proof* pada kemampuan berbahasa siswa di SMA Negeri Olahraga Provinsi Riau berada pada tingkat 79,3% dengan kategori Baik. Dengan demikian, peneliti menyimpulkan bahwa H_a diterima, sedangkan H_0 ditolak.

Kata kunci: Kemampuan berbahasa, Strategi *Opinion-Proof*



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ABSTRACT

Bagas Sadewo, (2021): The Implementations of Opinion-Proof on Students' Speaking Ability at the State Sports Senior High School Riau Province

Speaking ability is the most important besides the ability on writing, reading, and listening. This research significance was to find out the students' speaking ability by using the Opinion-Proof strategy and the students were without using the strategy. This research was Experimental research by using the Quasi-Experimental method. The research used technique of the collecting data with the Pre-test and Post-test on the Experimental Group and Control Group. This research used 30 students as the total of the sample. Furthermore, the researcher used 5 indicators to assess students' speaking ability, such as; pronunciation, grammatical, vocabulary, fluency, and comprehension. Based on the research, the researcher found that the implementations of Opinion-Proof on students' speaking ability at the State Sports Senior High School Riau province were at the level 79,3% that categorized Good. Therefore, the researcher concluded that H_a was accepted meanwhile, H_0 was rejected.

Keywords: *Speaking ability, Opinion-Proof Strategy*

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ملخص

باغاس ساديوو، (٢٠٢١): تطبيق استراتيجيات إثبات الرأي لمهارة التلاميذ اللغوية في المدرسة الثانوية الحكومية للرياضة بمحافظة ريو

المهارات اللغوية هي من أنشطة للحصول على معلومات من المخاطب. وفي سياق تعليم اللغة الإنجليزية تعد المهارات اللغوية مهمة جدا بالإضافة إلى مهارات الكتابة والقراءة والاستماع. ونظرا إلى ملاحظة قام بها الباحث للتلاميذ في المدرسة الثانوية الحكومية للرياضة بمحافظة ريو عرف بأن هناك عوامل تؤثر في الصعوبات اللغوية ومنها: طلاقة ومفردات محدودة وعدم فهم المعنى وعدم القدرة على تركيب الجمل مناسبة بالقواعد. هذا البحث يهدف إلى معرفة مهارة التلاميذ اللغوية إذا علموا باستخدام استراتيجيات إثبات الرأي وبدون استخدامها. وهذا البحث هو بحث تجريبي بطريقة البحث شبه التجربة. وقام الباحث بجمع البيانات من خلال الاختبار القبلي والبعدي للمجموعة التجريبية والضبطية. وعدد عيناته ٣٥ تلميذا. واستخدم الباحث ٥ مؤشرات لمعيار المهارات اللغوية، وهي: النطق والقواعد والطلاقة والشمولية. وبناء على نتيجة البحث عرف الباحث بأن تطبيق استراتيجيات إثبات الرأي لمهارة التلاميذ اللغوية في المدرسة الثانوية الحكومية للرياضة بمحافظة ريو يكون في مستوى ٧٩,٣٪ أي في الفئة الجيدة. ومن ذلك استنتج الباحث بأن الفرضية البديلة مقبولة والفرضية المبدئية مردودة

الكلمات الأساسية: مهارة لغوية، استراتيجيات إثبات الرأي.

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CHAPTER I INTRODUCTION

A. Background of the Problem

Speaking is one of the four skills of learning that a student has to master in learning the language. Speaking is the main point for learning new information and getting access to alternative explanation and interpretation. Speaking is one of the activities that are used in the process of learning English. The meaning of speaking is a conversation to produce words that was accepted by the audience. The same idea printed out by Harmer (2001, p.269), he said that the ability to speak fluently presupposes not only a knowledge of language features, but also the ability to process information and language on the spot. And according to Emma (2011, p.1), she said that speaking is one of the most important and essential ability that must be practiced to oral speaking. By speaking, people are able to know what kinds of situations the world. As one of the language ability, speaking had an important role in the language. According to Emma (2011, p.1), she said that speaking is one of the important ability that need to be acquired by students of EFL because sometimes success is measured in terms of the ability to carry out a conversation in the (target) language.

Sport Senior High School Pekanbaru Riau is one of the schools that also applies curriculum K-13 as its guidance in teaching and learning process. English has taught once a week, with 120 minutes for one meeting. During

the researcher's observation, He found that most of student at eleventh grade of Sport Senior High School had difficulty in speaking they are usually were not able to speak fluently, most of the students are lack vocabularies, most of the students are not able to understand the meaning of the teacher when the teacher teach by using English full, and most of the students are not able to arrange the word by using grammar correctly. The student difficulties were reflected from their achievement in speaking test score.

Richards (2006, p.2) stated the learners themselves set demanding goals. They want to be able to master English to a high level of accuracy and fluency. Based on these quotations, it is known that speaking ability need a lot of aspects that must be mastered by students. That is, if the student does not master the necessary aspects of it as demanded by the curriculum itself, then, speaking activities would not be effective.

1. Factors Influence Students' Speaking Ability

There are some factors influenced students' speaking ability, they are:

a. Inhibition

Unlike reading, writing and listening activities, speaking requires some degrees of real time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom; worried about making mistakes, fearful of criticism for losing face, or simply shy of the attention that their speech attracts.

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b. Nothing to say

Even if the students are not inhibited, teacher often hears learner's complain that they can not think of anything to say; they have no motivation to express themselves beyond the guilty feeling that they should speak.

c. Low or uneven participation

Only one participant can talk or be active if he or she is to be heard; and in a large group this means that each one would have only very little talking time. This problem is compound by the tendency of some learners to dominate, while others speak very little or not at all.

d. Mother tongue use

Mother tongue is the language a person learns first. In class where all or number of, the learners share the same mother tongue. They may tend to use it, because it is easier, and it feels unnatural to speak to one another in a foreign language, and they feel less exposed if they are speaking mother tongue. If they are talking in small groups it can be quite difficult to get some classes. Particularly the less disciplined or motivated ones to keeps to the target language.

2. Teaching speaking by using opinion proof strategy

According to Bouchard (2005, p. 57) the purpose of Opinion-Proof is to provide a framework for students to develop and organize opinions and transform these opinions into persuasive speaking. Opinion-Proof also

requires students to use higher-order literacy ability including evaluation, verification and persuasion. The theory of Bouchard is that students should be able to improve their ability to read and speak, and also the evaluation is one component of the learning system in particular and the education system in general or it can be said that it is also an activity that is impossible to avoid in the learning process. In doing opinion proof strategy, the teacher would do some activity, such as; the teacher asks students choose a portion of text, teacher asks students read the text silently from which an opinion would be solicited, teacher gives students a copy of the opinion-proof framework sheet, teacher asks students to speak and write an opinion and support it with evidence from the text and teacher asks students to speak and write a paragraph using their opinion as the topic sentence

Speaking is an important part of the curriculum in the learning process. The same idea printed out by Luoma (2004, p.1), she said that speaking ability are an important part of the curriculum in language teaching, and this makes them an important object of the assessment as well. In fact speaking English is not easy to develop in many schools because English is a foreign language. The students prefer to use their mother language rather than English. The environment do not support to speak English. So they are not often to use English whether in classroom or real conversation. Those reasons why students are still difficult to speak English. Those problem happen in some school for example State Sport Senior High School Pekanbaru

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The State Sport Senior High School Pekanbaru use Curriculum 2013 in teaching and learning process as their current curriculum. Every student is expected to be able to communicate in English. To apply the curriculum at the State Sport Senior High School Pekanbaru, every student is demanded to be able to speak English well. Although the students taught many subjects, they were also prepared to master English as one of supporting subjects in that system. Their score of speaking didn't achieve the minimum criteria achievement (MCA). The MCA is 78, she found out from 160 student only 40 students or 25% of the student could reach a good level, 50 students or 31% of the students average level, and 70 students Or 44% of the students reach poor level. From this percentage it can be concluded that the students speaking ability is low.

Based on those problems above, the researcher believes that Opinion-Proof strategy would be very useful for the teaching learning process because the students were given a large opportunity to speak and they belonged to such group discussion which also gave good motivation for them to speak among the group and also to the teacher. This strategy can improve students' interactive in language and their speaking ability. According to According to Bouchard (2005, p.57), she said that the purpose of Opinion-Proof is to provide a framework for students to develop and organize opinions and transform these opinions into persuasive speaking and writing. Opinion-Proof also requires students to use higher-order literacy ability including evaluation, verification and persuasion.

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Opinion-Proof is very important that ELLs engage in the practice of higher-order literacy ability. This includes the speaking process, which can be a challenge for ELLs. In addition, distinguishing between fact and opinion and being able to support that opinion are essential literacy ability. Opinion-Proof requires the student to form an opinion (evaluative), support the opinion (verify), and write convincingly about their opinion (persuasion). In addition, during the peer-editing process, students develop criteria upon which to evaluate their speaking, react to the speaking of others, receive the opinion of others, and revise their own speaking. If the process is paired with “framed paragraphs,” students can work from a basic framework and begin the process of persuasive thinking and speaking. This is very helpful to students who are in the beginning stages of learning the “how to” of effective speaking. This strategy also provides an opportunity for ELLs to evaluate their own work, share it with a classmate (peer editing), and then revise the paragraph before submitting a final draft.

From the explanation above, students should be able active and have good ability in speaking. Therefore it is assume that using opinion-proof is one of good strategy to overcome the students problem in speaking. Ability students’ speaking ability was very low. Manzo (1990, p.229) he said that Opinion-Proof is to provide an excellent sequence of organizing persuasive speeches, another important language art. The problems can be seen from the phenomena as follows:

1. Some students are not able to speak English good comprehension

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2. Some students are not able to speak English fluency
3. Some students are not able to use correct pronunciation
4. Some students are not able to use correct vocabulary
5. Some students are not able to speak English grammatically

Based on the background and the phenomena above, the researcher has seen that the students' speaking ability is low and the teacher do not use an interested strategy in teaching and learning process. The researcher is interested in doing the as well as investigating this problem and wants to know the effect of Opinion-Proof Strategy on students' speaking ability. So, the researcher is very interested in carrying out a study entitled: **“The Implementation of Opinion-Proof on Students' Speaking Ability at the State Sport Senior High School Pekanbaru”**.

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B. The Problem

1. Identification of the Problem

Based on the pre-observation, the researcher identified the problem as follow:

- a. How is the implementation of Opinion-Proof Strategy on students' comprehension in speaking?
- b. How is the implementation of Opinion-Proof strategy on students' fluency in speaking?
- c. How is the implementation of Opinion-Proof strategy on students' pronunciation in speaking?
- d. How is the implementation of Opinion-Proof strategy on students' vocabulary in speaking?
- e. How is the implementation of Opinion-Proof strategy on students' grammar in speaking?

2. Limitation of the Problem

In this research, the researcher focuses on students' speaking ability taught by using Opinion-Proof strategy in the eleventh grade at the State Sport Senior High School Pekanbaru.

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3. Formulation of the Problem

The problems of this research are formulated in the following research questions:

- a. How is students' speaking ability taught without using Opinion-Proof strategy at the State Sport Senior High School Pekanbaru?
- b. How is students' speaking ability taught by using Opinion-Proof strategy at the State Sport Senior High School Pekanbaru?
- c. Is there any significant effect of students' speaking ability taught by using Opinion-Proof strategy at the Sport Senior High School Pekanbaru?

C. Objective of the Research

Based on formulation of the research, the researcher find out objective as below:

1. To find out the students' speaking ability taught by using opinion-proof strategy at the State Sport Senior High School Pekanbaru.
2. To find out the students' speaking ability taught without using opinion-proof strategy at the State Sport Senior High School Pekanbaru.
3. To find out the significance different of students speaking ability taught by using and without using Opinion-Proof strategy at the State Sport Senior High School Pekanbaru.

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D. Significance of the Research

Related to the objectives of the research above, the significances of the research are as follows:

1. To fulfill of the requirements for the researcher to complete his undergraduate Study Program (S1) of English Education Department of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.
2. The research findings are to give information to the teachers about using opinion-proof strategy to improve students' speaking ability.
3. To develop and enrich the researcher's knowledge in term of speaking ability and teaching English.

E. The Reason for Choosing the Title

The researcher has some reasons why to choose this title, as below:

1. The title of the research is relevant to the researcher's status as a student of English Education Department of State Islamic University of Sultan Syarif Kasim Riau Pekanbaru.
2. The location of the research facilitates the researcher in conducting the research.
3. The title of the research available with the English material, students, and time allocation.

F. Definition of Key Term

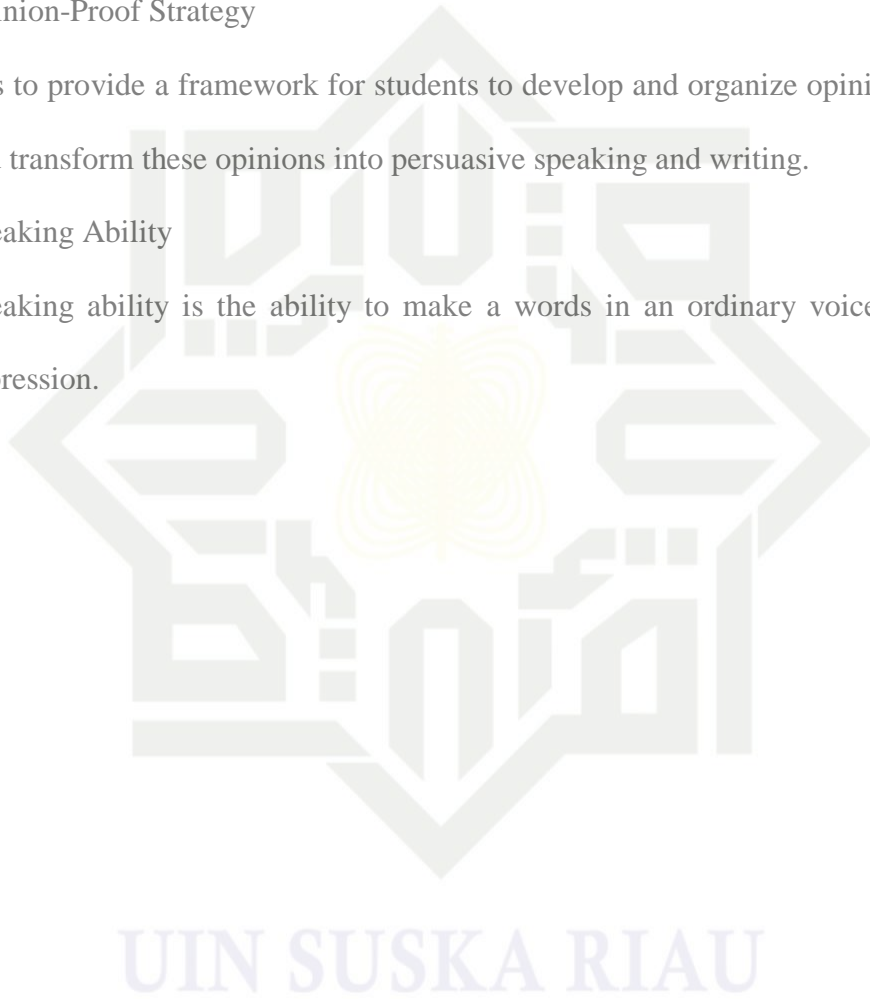
To understand definition of key term, the researcher gives explanation of it as below:

1. Opinion-Proof Strategy

It is to provide a framework for students to develop and organize opinions and transform these opinions into persuasive speaking and writing.

2. Speaking Ability

Speaking ability is the ability to make a words in an ordinary voice or expression.



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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Speaking

a. Speaking Ability

Speaking is regarded more representing what the speaker wants to say. Through speaking, one can express their minds, ideas and thought freely and spontaneously.

Harmer (2001, p.269) state that the ability to speak fluently presupposes not only a knowledge of language features, but also the ability to process information and language on the spot. And according to Emma (2011, p.1), she said that speaking is one of the most important and essential ability that must be practiced to oral speaking. By speaking, people are able to know what kinds of situations the world. Speaking is one of the activities that are used in the process of learning English. The meaning of speaking is a conversation to produce words that would be accepted by the audience.

According to Bygate (2001, p. 16) speaking is physically situated face to face interaction: usually speakers can see each other and so can refer to the physical context and use a number of physical signal to indicate, for instance, attention to the interaction, their intention to contribute and their attitude towards what is being said.

Then, Bailey (2003, p.48) said that “speaking is a process of producing verbal utterance

which is done to deliver meaning”. It can be concluded that speaking is a process of sharing idea and opinion in oral language for communication in the society. Brown (2000, p.255) defined that “speaking or conversation is collaborative forms as participants in this term are engaged in a process of negotiation of meaning”.

In conclusion, speaking is a collaborative form of negotiating meaning that contains social expectation and awareness into oral form. It is also a complex set of abilities that involve many components that influence the meaning such as pronunciation, grammar, and listening. In order to be fluent in speaking, the speaker should have good speaking skill in delivering idea or meaning to the listener.

When someone communicate, he/she uses the language to accomplish some function such arguing, persuading or promising. Brown (2000, p.247) in Sekarini Jatiningsih (2010, p.9-10) stated that there are four part definition of communicative competence; grammatical competence or accuracy is the degree to which the language user has mastered the linguistic code, including vocabulary, grammar, pronunciation, spelling and word formation. Sociolinguistic competence is the extent which utterance can be used on understood apparently in varous social contexts, discourse

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competence is the ability to combine ideas to achieve cohesion in form and coherence in thought about the level of the single sentence and strategic competence is the ability to use strategies like gesture or talking around an unknown word in order to overcome limitations in language knowledge.

Harmer (2001, p.271) stated that if part of a speaker's productive ability involves the knowledge of language abilities such as those discussed above, success is also dependent upon the rapid processing ability that talking necessitates, they are following; Language processing, effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended. Interacting with others, most speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and a knowledge of how linguistically to take turns or allow others to do so. Information processing, quite apart from our response to others' feelings, we also need to be able to process the information they tell us the moment we get it.

Harmer (1998, p.87-88) mentions that to give students speaking tasks has three basic reasons, they are; Rehearsal, getting students to have a free discussion gives them a chance to rehearse having

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discussions outside the classroom. Feedback, speaking tasks where students are trying to use all and any language they know provides feedback for both teacher and students. Teachers can see how well their class is doing and what language problems they are having. And engagement, good speaking activities can and should be highly motivating. If all the students are participating fully – and if the teacher has set up the activity properly and can then give sympathetic and useful feedback – they would

get tremendous satisfaction from it. Many speaking tasks are intrinsically enjoyable in themselves.

Harmer (2001, p.44) stated students are generally described in three levels, beginner, intermediate, and advanced. At beginner level, students may come to the classroom with a high degree of extrinsic motivation and they would often succeed very quickly. But it is still difficult to start learning a foreign language, and unrealistic challenge coupled with a negative teacher attitude can have disastrous effects on students' motivation. At intermediate level, students would be motivated extrinsically. They have positive feelings about the way they are treated in the classroom where they are studying. They may not be learning anything 'new' but learning better how to use what they already know. Chastain in Bustos (2016), states the learning to speak is obviously more difficult than learning to understand the spoken language. Although it is difficult, but it can be achieved by

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doing much practice in real situation. By practicing use the English in school area, we may keep them emotionally involved in the learning process and keep them interested in making sense of this fascinating world of English. Similarly, students should have more practice so that they could use and harness their natural speed and rhythm. So that they can improve their ability in speaking while practicing communication in English.

Thornbury (2007) stated the learners need to be made aware of features of target language, it is one of the stages in developing speaking ability. It defines that the students' awareness in learning and using the second language more often affect their success in improving their speaking ability.

According to Hughes (1898, p. 111) there were some components that should be considered in giving students' speaking ability score. From that the researcher gets the indicators to measure students' speaking ability as follows; the students are able to speak English with good comprehension, fluency, pronunciation, use correct vocabulary and speak English grammatically.

Speaking is a crucial part of foreign language learning and teaching. Furthermore, Harmer (2001, p.275-276) said that the teacher needs to play a number of different roles during speaking activities, they are:

- 1) The teacher as prompter

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Students sometimes get lost, cannot think of what to say next, or in some other ways they lose the fluency. The teacher may be able to help them and the activity to progress by offering discrete suggestion.

2) The teacher as participant

At the other times, however, teachers may want to participate in discussion or role plays them. In such circumstances, they have to be careful that they do not participate too much, this dominating the speaking and drawing all the attention to them.

3) The teacher as feedback provider

When students are in the middle of a speaking activity, overcorrection may inhibit them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out of difficult misunderstanding and hesitations. Everything depends upon the teacher's act and the appropriate of the feedback given by the teacher in particular situation.

In speaking ability, students learn English as foreign language. In the process of learning English, speaking ability are the main ability that must be mastered students in the English language. Speaking also a difficult ability and also challenging for students. The same idea printed out by Rosa, Gandy & Rafael (2014, p.548), they said that speaking has been the most challenging ability for most of our

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freshman students. And according to Oradee (2012, p.533), stated that in foreign language teaching and learning, ability to speak is the most essential ability since it is the basic for communication and it is the most difficult, ability. In particular, EFL learners often stammer when speaking English. This results from learners' lack of exposure to authentic English language environment that allow them to use English for communication and expression.

b. Speaking Ability in the Class

Generally, they study speaking formally in classroom. When teacher teaches English as a foreign language, teacher is not getting his/her students to simply repeat what teacher says, teacher wants students to perform oral tasks with real motivation behind them.

To avoid those problems, the students should master the speaking ability. There are some elements of speaking. They are as mentioned in the following points:

1) Pronunciation

All words are made up of sounds and speakers of language need to know these sounds if they are to understand what is said to them and be understood in their turn.

2) Vocabulary

The students need to learn what words mean and how they are used. This means that the students need to have a plenty of vocabularies since repeating words happened because the learner

does not know the substitution words. Vocabulary is normally studied in dialogue or conversation.

3) Grammar

In speaking activity, grammar is very important for the students, because if they do not know the appropriate grammar, the listeners would be doubtful to understand what they have said.

When the students want to speak fluently, they sometimes get difficult to do it. So, to make students speak fluently is needed the help of teacher, in other hand, it depends on thr teaching of the teacher. The teacher knows that teaching is a process, so the teacher should know and can do the process of teaching if the teacher wants the teaching and learning process is successful. Regarding to Brown (1994, p.7) in Sekarini Jatiningih (2010, p.11), he said that teaching is showing or helping someone to learn how to do something, giving instruction, guiding study something, providing with knowledge causing to know or understand.

According to Ur (1996, p.120), she said that the characteristics of a succesful speaking activity as follows; Learners talk a lot, as much as possible of the period of time allotted to the activity is a fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses. Participation is even, classroom discussion is not dominated by a minority of talkative participant. All get a chance to speak, and contributions are fairly evenly distributed. Motivation is high,

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learners are eager to speak, because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective and language is of an acceptable level, learners express themselves in utterances those are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

In teaching and learning process, the teacher should have basic ability or knowledge in teaching and learning process, especially in teaching speaking, the teacher should work hard to make the students to study in speaking class. There are some activities in speaking class. Harmer (2001, p.271-275) stated them as follows:

a. Acting from a script

Teacher gives time to students to rehearse their dialogue before they are asked to perform. Where the whole classes is working on the same dialogue, teacher can begin with script such as drawing attention to appropriate stress, intonation, and speed. So, students can be active in their speaking.

b. Communication game

Teacher can create the communication game such as describing and drawing, describing and arranging, finding the similarities and differences between pictures, and twenty questions. Games which are designed to make students easier to speak and can express their ideas or opinions.

c. Discussion

Teacher can make groups of students with different subject, so the students can share their ideas about the subject or find the solutions in their discussion groups. This activity fosters critical thinking and quick decision making, and students can learn how to express and justify themselves in polite ways while disagreeing with others.

d. Prepared talks

Teacher give task to students in pairs or group. Before they make presentation on a topic, they can prepare talks “writing-like” than spoken orally. However, if possible, students should speak from notes rather than from a script. So, they can communicate with others to exchange the information.

e. Simulation and role play

Simulation is very similar to role play, but what makes simulation different from role play is in simulation students can bring items to the class to create a realistic environment such as a business meeting or an interview. In role play activities, the teacher gives information to the students such as who they are and what they think or feel. It is good way to make students try to express their ideas.

According to Ur (1996, p.121), she said that there are some problems in speaking activities, they are:

e. Inhibition

Unlike reading, writing and listening activities, speaking requires some degrees of real time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom; worried about making mistakes, fearful of criticism for losing face, or simply shy of the attention that their speech attracts.

f. Nothing to say

Even if the students are not inhibited, teacher often hears learner's complain that they can not think of anything to say; they have no motivation to express themselves beyond the guilty feeling that they should speak.

g. Low or uneven participation

Only one participant can talk or be active if he or she is to be heard; and in a large group this means that each one would have only very little talking time. This problem is compound by the tendency of some learners to dominate, while others speak very little or not at all.

h. Mother tongue use

Mother tongue is the language a person learns first. In class where all or number of, the learners share the same mother tongue. They may tend to use it, because it is easier, and it feels unnatural to speak to one another in a foreign language, and they feel less exposed if they are speaking mother tongue. If they are talking in small groups it can be quite difficult to get some classes.

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2. Opinion-Proof

a. The Nature of Opinion Proof

According to Bouchard (2005, p.57), she said that the purpose of Opinion-Proof is to provide a framework for students to develop and organize opinions and transform these opinions into persuasive speaking and writing. Opinion-Proof also requires students to use higher-order literacy ability including evaluation, verification and persuasion. The theory of Bouchard is that students should be able to improve their ability to read and speak, and also the evaluation is one component of the learning system in particular and the education system in general or it can be said that it is also an activity that is impossible to avoid in the learning process.

According to Hadar (2010, p.6) he said Opinion-Proof is to record personal opinion about a topic and textual evidence to support the opinions the purpose of the theory is a particular view or topic, but a coherent general view. Sentence function as evidence that supports other sentences, therefore it is important for students to be able to support the idea.

According to Manzo (1990, p.229) he said that Opinion-Proof is to provide an excellent sequence of organizing persuasive speeches, another important language art. Opinion-proof theory is very good for arranging speeches or speeches that can convince others that the ideas he put forward are true, and to sort out the language you want to use, and to display the aesthetic value of language arts.

According to Bean (2011, p.158), he said that Opinion-Proof is a strategy that guides students in the evaluation of argument supporting an opinion. Students must form and opinion, support the opinion, search for any fallacies in their reasoning, and write persuasively about the opinion.

Opinion-Proof is very important that ELLs engage in the practice of higher-order literacy ability This includes the speaking process, which can be a challenge for ELLs. In addition, distinguishing between fact and opinion and being able to support that opinion are essential literacy ability Opinion-Proof requires the student to form an opinion (evaluative), support the opinion (verify), and write convincingly about their opinion (persuasion). In addition, during the peer-editing process, students develop criteria upon which to evaluate their speaking, react to the speaking of others, receive the opinion of others, and revise their own speaking. If the process is paired with “framed paragraphs,” students can work from a basic framework and begin the process of persuasive thinking and speaking. This is very helpful to students who are in the beginning stages of learning the “how to” of effective speaking. This strategy also provides an opportunity for ELLs to evaluate their own work, share it with a classmate (peer editing), and then revise the paragraph before submitting a final draft.

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Bouchard (2005, p.57) mentions that there are 4 tasks that would be undertaken in Opinion-Proof, in the following above:

- 1) Choose a portion of text to be read silently from which an opinion would be solicited (this can be used in many content areas.)
- 2) Give students a copy of the Opinion-Proof Framework Sheet
- 3) Ask students to speak and write an opinion and support it with evidence from the text.
- 4) Ask students to write a paragraph using their opinion as the topic sentence, then ask students to speak orally the paragraph. The evidence is used as supporting details for the opinion statement.

b. Teaching Speaking Ability by Using Opinion Proof Strategy

According to Bouchard (2005, p. 57) the purpose of Opinion-Proof is to provide a framework for students to develop and organize opinions and transform these opinions into persuasive speaking. Opinion-Proof also requires students to use higher-order literacy ability including evaluation, verification and persuasion. The theory of Bouchard is that students should be able to improve their ability to read and speak, and also the evaluation is one component of the learning system in particular and the education system in general or it can be said that it is also an activity that is impossible to avoid in the learning process. In doing opinion proof strategy, the teacher would do some activity, such as; the teacher asks students choose a portion

of text, teacher asks students read the text silently from which an opinion would be solicited, teacher gives students a copy of the opinion-proof framework sheet, teacher asks students to speak and write an opinion and support it with evidence from the text and teacher asks students to speak and write a paragraph using their opinion as the topic sentence.

c. Advantages and Disadvantages

There are some advantages and disadvantages, explained by Bouchard (2005, p. 57) in doing opinion proof strategy to speak up. It can be described as follows:

1) Advantages of doing Opinion Proof Strategy

- a) It provides an opportunity to the students to evaluate their own work, share it with classmate, and then revise the paragraph before submitting a final paragraph.
- b) The students can distinguish between fact and opinion.
- c) It requires the students to form an opinion.

2) Disadvantages of doing Opinion Proof Strategy

- a) It is difficult for the students to form a paragraph if they do not have the basic knowledge about the topic.
- b) Some students may lack personal commitment to the activity.
- c) The assessment of learning may be challenging.

3. The Significant Difference Of Students' Speaking Ability By Using Opinion Proof Strategy

In previous explanation, Bouchard (2005, p. 57) said that the purpose of Opinion-Proof is to provide a framework for students to develop and organize opinions and transform these opinions into persuasive speaking and writing. It clearly explained that by using opinion proof strategy, students can develop opinions and transform these opinions into persuasive speaking. So, students can speak to persuade the audience with their opinion and argument. But, if students did not learn by using opinion proof strategy, absolutely they can not to develop their opinion to speak in the public and persuade the audience.

According to Manzo (1990, p.229) he said that Opinion-Proof is to provide an excellent sequence of organizing persuasive speeches, another important language art. What is conveyed by Manzo is opinion-proof is very useful to convince the listener so the listener agrees with the opinion of the person who made the speech and did what the person who gave the persuasive speech to do, and invites the listener to take action as he wishes, as well as other important language arts

B. The Relevant Research

The research is relevant to the some previous researches conducted by some researchers. But the purpose is to find the significance difference by

using opinion-proof strategy, and focus on the design and conclusion of the previous research. They are as follows:

1. Dhewi Astuti (2014) entitled: “The Effect of using Opinion-Proof Strategy in Students’ Ability in Writing Hortatory Exposition Paragraph of The Second Year at State Senior High School 10 Pekanbaru”. From the research findings, $t = 7.102$ with $df = 58$ that is higher than $t_{0.05} = 2.00$ (at level 5%) and $t_{0.01} = 2.65$ (at the level 1%). It can be read that $2.00 \leq 7.102 \geq 2.65$. It means that H_a is accepted and H_0 is rejected. She found that, opinion-proof strategy can improve students’ writing ability at State Senior High School 10 Pekanbaru. Besides, it can be concluded that there were some factors influences the improvement of students’ writing ability by using this strategy.
2. Andesra Arisandi (2013) entitled: “ The Effect Of Using Opinion-Proof Strategy Toward Reading Comprehension Of The Second Year Students’ At SMPN 1 Tanah Putih Rokan Hilir Regency”. From the research findings, T-Table at the 5% grade of significance refers to 2.00. While in the level of significance 1% is 4.79. So it can be analyzed that t is higher than T-Table in either at 5% or 1%. It can be read that $(2.00 < 4.79 > 2.65)$. He found that, there is a significant difference of students’ reading comprehension who are taught by using opinion-proof strategy and those who are not taught without using opinion-proof strategy of the second year students at SMPN 1 Tanah Putih. In other words, there is significant effect of using opinion proof strategy toward

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reading comprehension at the second year students of SMPN 1 Tanah Putih.

In conclusion, the researcher found the similarity and difference between the relevant researches above, they are; first, the researcher found the similarity and difference from Dhewi Astuti (2014) thesis, where the variable X was Opinion Proof strategy. This research focused on effect size of opinion proof strategy on students' speaking ability, meanwhile, Dhewi Astuti thesis focused on factors of opinion proof strategy on Students' Ability in Writing Hortatory Exposition Paragraph. Secondly, the researcher found the differences between the other relevant researches, they are; the variable Y on this research was speaking ability, meanwhile, the variable Y in others relevant researches was reading comprehension.

C. The Operational Concept

The operational concept is used to give the limitation of the theoretical framework in order to avoid misunderstanding and misinterpretation toward this research. Hornby (1989, p.240) in Sekarini Jatningsih (2010, p.26) states that concept is idea underlying something general notion. In this research plan, the researcher interprets the concept into particular words in order to be operated and measured easily and clearly. Operational concept is a concept used as guidance used to avoid misunderstanding and misinterpretation in the scientific research. There are two variables in this research. Variable X is Opinion-Proof Strategy and variable Y is speaking ability.

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Variable X:

According to Bouchard (2005, p.57) mentions that there are 4 tasks that would be undertaken in Opinion-Proof. From that, the researcher gets the indicators of Opinion-Proof strategy as below :

1. Students choose a portion of text
2. Students read the text silently from which an opinion would be solicited
3. Teacher gives students a copy of the opinion-proof framework sheet
4. Teacher asks students to speak and write an opinion and support it with evidence from the text
5. Teacher asks students to speak and write a paragraph using their opinion as the topic sentence.

Variable Y:

According to Hughes (1898, p. 111) there were some components that should be considered in giving students' speaking ability score. From that the researcher gets the indicators to measure students' speaking ability as follows;

1. the students are able to speak English with good comprehension
2. the students are able to speak English fluently
3. The students are able to use correct pronunciation
4. The students are able to use vocabulary
5. The students are able to speak English grammatically

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D. The Assumption and Hypothesis of the Research

1. Assumption

In this research, the researcher assumes that the Opinion-proof strategy can make students speaking ability better than before, because this strategy has good function to make speaking activity more effectively in the class. This assumption is made by the researcher because of some reasons:

- a. The effect of using opinion-proof strategy would be better for students' speaking ability.
- b. According to Bouchard (2005, p.57), she said that the purpose of Opinion-Proof is to provide a framework for students to develop and organize opinions and transform these opinions into persuasive speaking and writing. Opinion-Proof also requires students to use higher-order literacy ability including evaluation, verification and persuasion

2. Hypothesis

Based on the assumption above, hypothesis of this study can be formulated as follows:

Ho: **There is no significant** difference on students' speaking ability between taught by using Opinion-Proof Strategy and taught without using Opinion-Proof Strategy at the state sport senior high school Pekanbaru.

Ha: **There is a significant** difference on students' speaking ability between taught by using Opinion-Proof Strategy and taught without using Opinion-Proof Strategy at the state sport senior high school Pekanbaru.

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CHAPTER III RESEARCH METHOD

A. Design of the Research

This research is an experimental research. The method of this research was Quasi-Experimental design. According to Muijs (2004, p.26) “quasi-experimental design is meant to approximate as closely as possible the advantages of experimental design where the problem mentioned above occur”. And according to Creswell (2012, p. 309), he says that quasi-experiments include assignment, but not random assignment of participants to groups. There were two groups (experimental group and control group), both of them were given a pre-test and post-test. This research identified cause-effect of the opinion-proof strategy on students’ speaking ability at the State Sport Senior High School Pekanbaru.

The researcher concluded that this research was conducted this research by using Quasi-Experimental design to process the data. To process the data, the researcher used two groups (experimental class and control class) and they would give a pre-test and post-test by the researcher.

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B. Time and Location of the Research

This research was conducted at the State Sport Senior High School Pekanbaru which is located on Jl. Yos Sudarso. This research was conducted within two months from February to April 2020.

C. Subject and Object of the Research

Subject of this research would be eleventh grade students at the State Sport Senior High School Pekanbaru. Meanwhile, the object of this research would be focused on the students' speaking ability at eleventh grade students of the State Sport Senior High School Pekanbaru.

D. Population and Sample of the Research

The population involved in this research was eleventh grade students at the State Sport Senior High School Pekanbaru, whereas the samples are two classes, namely XI-IPS 2 as the experimental group and XI-MIPA 1 as the control group.

1. The Population of the Research

The population of this research was eleventh grade students of the State Sport Senior High School Pekanbaru. This school consists of 6 classes of eleventh grade students and the total population of eleventh grade students of the State Sport Senior High School is 120 students. The detail of the population of this research can be seen as follows:

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Table III. 1
The Population of the Research

No.	Class	Population
1.	XI-MIPA 1	30
2.	XI-MIPA 2	30
3.	X-IPS 1	30
4.	X-IPS 2	30
5.	X-IPS 3	30
Total		150

2. The Sample of the Research

The technique of taking sample that the researcher used in this research was cluster random sampling. The researcher use cluster random sample because the researcher could not designed the samples into new group. Cluster sampling is sampling in which groups, not individual, and randomly selected. Gray, Williamson, Karp and Dalphin (2007, p.110) mentioned that cluster sampling sometimes can be used in situations where it would be impractical or impossible to obtain a complete list of all the elements in the population. Based on the design of this research, the researcher only took two classes as the samples, they were XI-MIPA 1 as the experimental class and XI-IPS 1 as the control class. Therefore, the samples are 15 students from each class control and experimental class, the researcher only took 15 students each class because during the pandemic not all of the students attend the class, therefore almost all of the school in pekanbaru doing online class By using google meet or zoom.

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Table III. 2
The Sample of the Research

No.	Class	Population	Sample
1.	XI-MIPA 1	15	Experimental Class
2.	XI-IPS 1	15	Control Class
	Total	30	30

E. The Technique of Collecting Data

1. The Instruments to Collecting Data

The researcher used pre-test and post-test to measure the students' speaking ability. The researcher would give the speaking test to students to collecting the data. The researcher used assessment based on the indicators of speaking ability explained in the operational concept. The same test is administrated to the experimental and control group. Test used to collect the data about the effect of using opinion-proof strategy on students' speaking ability. It is aimed to see if there is difference between the two classes. In this case, there were two test; pre-test which given before the treatment and post-test given after the treatment.

To collect data, the researcher used technique and instruments in data collection:

a. Pre-Test

A pretest provides a measure on some attribute or characteristic that is assessed for participants in an experiment before the samples

receive a treatment. Pre-test is the test which is given in the first meeting before the teaching and learning process due to measure in which level the knowledge of the students is.

b. Post-Test

A posttest is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment. Post-test is the test that given after finishing the learning of the materials in the classroom. This test held in order to know if there any progress before and after teaching and learning activity by using opinion-proof strategy.

The data of this research was gotten from pre-test and post-test. The data was collected through the following procedure:

- a. The students was given pre-test and post-test in oral presentation
- b. The students' speaking ability was recorded by the researcher and was backed up into Flash Disk. Then it was collected to evaluate the appropriate of pronunciation, grammar, vocabulary, fluency and comprehension.
- c. The researcher used two raters to score the students' speaking ability.
- d. The researcher collected and summed up raters' score to get each students score.
- e. The recording of the students' speaking w assessed and scored by two raters.

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In speaking assessment, there are five components that should be considered in giving students' speaking ability score, the same idea was printed out by Hughes (1898, p. 111) there were some components that should be considered in giving students' speaking ability score. They are:

a. Pronunciation

Pronunciation is the way in which a word or letter is said, or said correctly, or the way in which a language is spoken.

b. Grammar

Grammar is the rules about how words change their form and combine with other words to express meaning.

c. Vocabulary

Vocabulary is a set of familiar words within a language and the tool for communication.

d. Fluency

Fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence.

e. Comprehension

Comprehension is the ability to understand completely and be familiar with a situation.

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According to Hughes (1989, p. 111) There were some components that should be considered in giving students' speaking ability score.

Hughes describes as follows:

Table III. 3
Speaking Assessment

a. Pronunciation

Score	Requirement
1	Pronunciation frequently unintelligible
2	Frequent gross error and a very heavy accent make understanding difficult, require frequently repetition
3	"foreign second" requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar of vocabulary
4	Marked "foreign accent" and occasional mispronunciation which do not interfere with understanding
5	No conspicuous, mispronunciations, but would not be taken for a native speaker
6	Native pronunciation, with no trace of "foreign accent"

b. Grammar

Score	Requirement
1	Grammar almost entirely inaccurate except in stoke phrase
2	Constant errors showing control of view major patterns and frequently preventing communication
3	Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding
4	Occasional errors showing imperfect control of some pattern but no weakness that causes misunderstanding
5	Few errors, with no patterns of failure
6	No more than two errors during the interview

c. Vocabulary

Score	Requirement
1	Vocabulary in adequate for even the simple conversation
2	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc)
3	Choice of word sometimes in accurate, limitations of vocabulary prevent discussion of some common professional and social topics

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4	Professional vocabulary adequate to discuss special interest, general vocabulary permit discussion of any non-technical subject with some circumlocution
5	Professional vocabulary broad and precise: general vocabulary adequate to cope with complex practical problems and varied social situation
6	Vocabulary apparently as accurate and extensive as that an educated native speaker

d. Fluency

Score	Requirement
1	Speech is no halting and fragmentary that conversation is virtually impossible
2	Speech is very slow and uneven except for short or routine sentence
3	Speech is frequently hesitant and jerky; sentences may be left uncompleted
4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words
5	Speech is effortless and smooth, but perceptively non-native in speed and evenness
6	Speech on all professional and general topics are effortless and smooth as a native speaker

e. Comprehension

Score	Requirement
1	Understand too little for the simplest type of conversation
2	Understands only slow, very simple speech on common social and touristic topics; require constant repetition and rehashing
3	Understand careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing
4	Understand quite well normal educated speech when engaged in a dialogue, but occasional repetition or rephrasing
5	Understand everything in normal educated conversation except for very colloquial or low frequency items, or exceptional rapid or slurred speech
6	Understand everything in both formal and colloquial speech to be expected of an educated native speaker

The result of speaking was scored by using five components and each component had score or level. Each component had 20 as the

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highest score. The total of all components is 100. The specification of the test is as follows:

Table III. 4
The Specification of the Test

No.	Speaking Ability	The Highest Score
1	Pronunciation	20
2	Grammatical	20
3	Vocabulary	20
4	Fluency	20
5	Comprehension	20
	Total	100

According Arikunto (2009, p.245), the classification of the students' score can be seen from the table below:

Table III. 5
The Classification of the Students' Score

Score	Categories
80 – 100	Very Good
66 – 79	Good
56 – 65	Enough
40 – 55	Less
30 – 39	Fail

According to lesson plan of the state sport senior high school Pekanbaru, the assessment of speaking ability can be seen from the table below:

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Table III. 6
The Assessment of Speaking Ability

No	Name	Score					x 5	Total
		Pronun- citation	Grammar	Voca- bulary	Fluency	Compre- hension		
		(1 – 4)	(1 – 4)	(1 – 4)	(1 – 4)	(1 – 4)		
1.	Stu 1							
2.	Stu 2							
Score								

2. The Validity and Reliability

The test used for testing students' speaking ability had to have validity and reliability. According Colton and Robert (2007, p.65), they say that validity is the ability of an instrument provides credible and accurate information.

Creswell (2012, p.159) said that the reliability means that an instrument is stable and consistent. In determining the reliability of the test in this research, the researcher used inter-rater reliability formula because the researcher used two raters in assessing and scoring the students' speaking ability. The scores given by rater 1 were correlated to the scores given by rater 2. To determine the correlation between both of the score given by rater 1 which was correlated to the scores given by rater 2, the researcher used *Pearson Product Moment* formula through SPSS 22.0 Version.

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F. The Technique of Analyzing Data

In this research, the researcher used quasi-experimental design. The quasi-experimental design uses non-randomized control group pre-test and post-test design. The same idea printed out by Creswell (2012, p. 309), he says that quasi-experiments include assignment, but not random assignment of participants to groups. It can be figured as follows:

Table III. 7
The Research Design

Group	Pre-test	Treatment	Post-test
Experimental	O ₁	X	O ₂
Control	O ₃	-	O ₄

Note:

O₁ = Pre-test Experiment

O₂ = Post-test Experiment

O₃ = Pre-test Control

O₄ = Post-test Control

X = Treatment (Opinion-Proof Strategy)

In this research, the researcher decided that there were two variables, the independent and dependent variable. The independent variable was opinion-proof strategy and the dependent variable was students' speaking ability. According to Pallant (2001, p,180), to calculating the effect size for independent-samples t-test, the researcher used the formula as follows:

$$Eta\ squared = \frac{t^2}{t^2 + (N1 + N2 - 2)}$$

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Note:

t = Value of t-table

N_1 = Number of students of first group

N_2 = Number of students of second group

Pallant (2001, p.175) also informed that the guidelines for interpreting this value are 0.01 = small effect, 0.06 = medium effect and 0.14 = large effect.

Then, to find out the percentage of coefficient effect (K_p), it used the following formula:

$$K_p = r^2 \times 100\%$$

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was conducted to find out there is a significant difference on students' speaking ability after applying a treatment and whether there is a significant effect of using Opinion-Proof Strategy on students' speaking ability. Based on what had been discussed, presented and analyzed in the previous chapters, the conclusion can be explained as follows:

1. After conducting the research, the students' speaking ability who had taught by using Opinion-Proof Strategy of the State Sport Senior High School Pekanbaru is categorized into **“good”** level with percentage 79.3 %
The students' speaking ability taught without using Opinion-Proof strategy of the State Sport Senior High School Pekanbaru is categorized into **“good”** level with percentage 100%.
2. Based on the analysis of t-test formula. It can be seen that score of t-test was 0.205 while the level significance level of 5% was 2.048 and the level significance of 1% is 2,763. It can be read that $2.048 > 0.205 < 2.763$. Thus, the researcher can conclude that H_a is accepted and H_o is rejected. It means there is a significant difference between students' speaking ability taught and without taught by using Opinion-Proof strategy at the State Sport Senior High School Pekanbaru.
3. The result of effect size of **0.00149** is small effect. Based on the criteria discussed in the chapter III, it is showed that it can be categorized into

“small effect ” and the percentage of coefficient effect (K_p) showed that what Opinion-Proof Strategy contributed **0.0000022** % for students’ speaking ability.

B. Suggestion

Based on the research findings, the researcher would like to give some suggestion especially for the teacher and the school. Based on the conclusion of the research finding above, it can be seen that Opinion-Proof Strategy in teaching speaking can affect the speaking ability of students, so that Opinion-Proof Strategy is one of the choices by English teacher to improve students’ speaking ability. Based on the findings, the researcher proposes some suggestion as follows:

1. Suggestion for the teacher

- a. The teachers of English to teach speaking by using Opinion-Proof Strategy in order to improve students’ speaking ability. It is because Opinion-Proof Strategy make student can learn and know the good pronunciation, grammar, fluency and comprehension. And also to make students easier to remember vocabulary.
- b. The teacher should give motivation and attention to encourage the student interest in speaking course as one of the language skills.

2. Suggestion for the students

- a. The students should have high interesting about English.
- b. The students have to practice speaking English orally in front of public.

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APPENDIX 1

PRE – TEST

Instruction:

1. This test only for conducting the research. It does not influence your English score
2. Please read the text below and try to remember the important point of the text! Then, tell the story based on your own word!
3. Present your narrative story in front of the class!
4. The time for presentation is only 2-4 minutes.
5. Thank you for your participation.

Pertemuan ke -1

Lampiran

Instruksi Kelas

Instrumen soal

No.	Bentuk Soal	Indikator Soal
1.	Lisan	<ol style="list-style-type: none"> 1. Guru menjelaskan tentang teks narasi terkait fungsi sosial, struktur teks dan unsur kebahasaan. 2. Siswa diharapkan dapat untuk melakukan Tanya jawab terkait teks narasi.

Instruksi soal

- Fungsi Sosial : Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan

Struktur Teks

- Orientasi
- Komplikasi
- Resolusi

- Orientasi Ulang
- Unsur Kebahasaan
 - Kalimat-kalimat dalam *simple past tense*, *past continuous*, dan lainnya yang relevan
 - Kosakata: terkait karakter, watak, dan setting dalam legenda
 - Adverbia penghubung dan penunjuk waktu
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

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Instruksi Kelas

Instrumen soal

No.	Bentuk Soal	Indikator Soal
1.	Lisan	<ol style="list-style-type: none"> Disajikan teks narasi terkait legenda rakyat "Crying Stone", siswa dapat menjelaskan dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan. Siswa diharapkan dapat untuk menceritakan kembali kesimpulan dari teks narasi terkait legenda rakyat "Crying Stone" di depan kelas.

Instruksi soal

- This is a narrative text about Crying Stone. Now, I want you to read this text carefully!!!*

PRE – TEST

Instruction:

- This test only for conducting the research. It does not influence your English score
- Please read the text below and try to remember the important point of the text! Then, tell the story based on your own word!
- Present your narrative story in front of the class!
- The time for presentation is only 2-4 minutes.
- Thank you for your participation.

Crying Stone

On a hill in the area of Borneo, there lived a poor widow and her daughter. The girl was really beautiful. However, she was very lazy and spoiled. She loved to dress up every day, but never helped her mother.

One day, they went down to the village for shopping. The market was far away from their house. They walked there. The girl got dressed very nice and walked in front of her mother. While the widow walked behind, carried a basket and wore dirty clothes. Nobody knew they were mother and child.

While entering the village, people looked at them. The young men were so fascinated by the girl's beauty. However, she was in contrast to the woman walking behind her. It made people wonder. Some young men asked her whether the woman was her mother. But the girl arrogantly replied that the widow was her maid. More people asked her along the way to the market. She gave the same answer that the widow was her slave.

Eventually, the mother's heart hurt to hear the answer. Mother prayed to God to punish her ungodly daughter. Suddenly, the girl stopped and slowly turned to be a stone. The girl cried and apologized to his mother. But it was too late. A pretty girl was turned into a stone and continued to tear; it's called A Crying Stone.

2. *After you read that text, please come in front of the class to tell what you have read before!!*

Rubrik Penilaian Unjuk Kerja

Rubrik Penilaian Membaca/Berbicara/

Kriteria	Skor 4	Skor 3	Skor 2	Skor 1
Pelafalan (Pronunciation)	Lafal dapat dipahami meskipun dengan aksen tertentu	Ada masalah dalam pengucapan sehingga membuat pendengar harus sangat focus dan kadang-kadang menimbulkan kesalahpahaman	Sulit dimengerti karena ada masalah dalam pelafalan dan frekuensinya sering	Hampir selalu keliru dalam pelafalan sehingga tidak dapat dimengerti
Tata Bahasa (Grammar)	Hamper tidak ada kekeliruan tata bahasa	Terjadi beberapa kekeliruan tata Bahasa tetapi tidak berpengaruh terhadap arti	Banyak terjadi kekeliruan tata Bahasa yang mempengaruhi arti dan sering kali harus menyusun ulang kalimat percakapan	Tata Bahasa sangat buruk sehingga percakapan sangat sulit dipahami
Kosakata (Vocabulary)	Kadang-kadang pelafalan tidak tepat dan	Sering menggunakan kosakata yang tidak tepat	Menggunakan kosakata yang salah sehingga	Kosakata sangat terbatas sehingga tidak

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	mengharuskan penjelasan lebih lanjut karena kosakata yang tidak sesuai	sehingga dialognya menjadi terbatas karena kosakata yang terbatas	tidak dapat dipahami	memungkinkan terjadinya dialog
Kelancaran (Fluency)	Dialog lancar, sangat sedikit menemui kesulitan	Tidak terlalu lancar karena menemui kesulitan bahasa	Sering ragu dan berhenti karena keterbatasan Bahasa	Sering berhenti dan diam selama dialog sehingga dialog tidak tercipta
Pemahaman (Comprehension)	Seluruh isi percakapan dapat dipahami meskipun sesekali ada pengulangan di bagian-bagian tertentu	Sebagian besar isi percakapan dapat mengerti meskipun ada beberapa pengulangan	Sulit untuk mengikuti dialog yang dilakukan kecuali di bagian dialog umum dengan percakapan yang perlahan-lahan dan banyak pengulangan	Tidak dapat di pahami bahkan dalam bentuk dialog yang singkat sekalipun

Rumus perhitungan nilai siswa sebagai berikut:

$$\frac{\text{Jumlah skor yang diperoleh siswa}}{\text{Skor maksimal/ideal}} \times 100$$

Keterangan:

- Jumlah skor yang diperoleh siswa adalah jumlah skor yang diperoleh siswa dari Kriteria ke-1 sampai dengan ke-5
- Skor maksimal/ideal adalah hasil perkalian skor tertinggi (4) dengan jumlah kriteria yang ditetapkan (ada 5 kriteria). Jadi skor maksimal/ideal = $4 \times 5 = 20$

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PRE – TEST

Instruction:

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3. Present your narrative story in front of the class!
4. The time for presentation is only 2-4 minutes.
5. Thank you for your participation.

Crying Stone

On a hill in the area of Borneo, there lived a poor widow and her daughter. The girl was really beautiful. However, she was very lazy and spoiled. She loved to dress up every day, but never helped her mother.

One day, they went down to the village for shopping. The market was far away from their house. They walked there. The girl got dressed very nice and walked in front of her mother. While the widow walked behind, carried a basket and wore dirty clothes. Nobody knew they were mother and child.

While entering the village, people looked at them. The young men were so fascinated by the girl's beauty. However, she was in contrast to the woman walking behind her. It made people wonder. Some young men asked her whether the woman was her mother. But the girl arrogantly replied that the widow was her maid. More people asked her along the way to the market. She gave the same answer that the widow was her slave.

Eventually, the mother's heart hurt to hear the answer. Mother prayed to God to punish her ungodly daughter. Suddenly, the girl stopped and slowly turned to be a stone. The girl cried and apologized to his mother. But it was too late. A pretty girl was turned into a stone and continued to tear; it's called A Crying Stone.

Instruksi Kelas

Instrumen soal

No.	Bentuk Soal	Indikator Soal
1.	Lisan	<ol style="list-style-type: none"> Disajikan teks narasi terkait legenda rakyat "Lake Toba", siswa dapat menjelaskan dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan. Siswa mendiskusikan teks narasi terkait legenda rakyat "Lake Toba" dalam beberapa kelompok kecil.

Instruksi soal

- Now, please make some groups. Every groups consists of 5 or 6 students!*
- I will tell you about what you will do in your group! Please listen me and pay attention!*
- This is a narrative text about Lake Toba. Now, I want you to discuss in your group!!! Please ask me if you have questions!*

TREA

Instruction:

- This test only for conducting the research. It does not influence your English score
- Please discuss this text in your group by using Reci

Lake Toba

In one village of North Sumatera, there lived a poor farmer named Toba. One day, he went fishing. Luckily, he got a beautiful goldfish. He carried it home and planned to cook it. When he got home, the fish turned into a beautiful woman.

The woman told that she was cursed. She asked Toba to keep it as a secret. Toba agreed it only with one condition that the woman would marry him. Then they got married and soon had one child named Samosir. This boy liked to eat much food.

One day, his mother asked Samosir to bring lunch to his father. On the way to the rice field, he stopped and ate most of the food. After that, he gave the rest of the lunch to his father. Toba was very angry and shouted at Samosir "You, the fish kid, you are so greedy!" Samosir cried and ran toward his mother. He asked his mother why his father called him the fish kid.

The woman was really upset that Toba broke his promise. The woman and his son disappeared. Soon there were springs that caused a vast lake. It's called Toba Lake. The land in the middle of the lake is called Samosir Island.

Hak Cipta Dilindungi Undang-Undang

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 - Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
- Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Lampiran 2**Instrumen Penilaian****Rubrik Penilaian Unjuk Kerja****Rubrik Penilaian Diskusi**

Sikap	Skor 4	Skor 3	Skor 2	Skor 1
Percaya Diri	Yakin menjawab, tepat, dan tidak mengubah jawabannya	Yakin menjawab, kurang tepat, dan tidak mengubah jawabannya	Kurang yakin menjawab, tidak tepat, dan tidak mengubah jawabannya	Tidak yakin menjawab, tidak tepat, dan tidak mengubah jawabannya
Tanggung Jawab	Mengungkapkan pendapat sendiri dengan alasan yang jelas	Mengungkapkan pendapat sendiri meski dengan alasan yang kurang jelas	Ikut menyetujui/tidak menyetujui pendapat partner selama diskusi dengan mengungkapkan alasan	Ikut menyetujui/tidak menyetujui pendapat partner selama diskusi
Kerjasama	Terlihat kompak selama berdiskusi dalam kelompok.	Terlihat hanya beberapa yang berdiskusi dalam kelompok	Hanya 2 orang yang berdiskusi dalam kelompok	Hanya 1 orang yang berdiskusi dalam kelompok

Rumus perhitungan nilai siswa sebagai berikut:

$$\frac{\text{Jumlah skor yang diperoleh siswa}}{\text{Skor maksimal/ideal}} \times 100$$

Keterangan:

- Jumlah skor yang diperoleh siswa adalah jumlah skor yang diperoleh siswa dari Sikap ke-1 sampai dengan ke-3
- Skor maksimal/ideal adalah hasil perkalian skor tertinggi (4) dengan jumlah sikap yang ditetapkan (ada 3 Sikap). Jadi, skor maksimal/ideal = 4 x 3 = 15

Hak Cipta Dilindungi Undang-Undang

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APPENDIX 2

POST – TEST

Instruction:

1. This test only for conducting the research. It does not influence your English score
2. Please read the text below and try to remember the important point of the text! Then, tell the story based on your own word!
3. Present your narrative story in front of the class!
4. The time for presentation is only 2-4 minutes.
5. Thank you for your participation.

Lake Toba

In one village of North Sumatera, there lived a poor farmer named Toba. One day, he went fishing. Luckily, he got a beautiful goldfish. He carried it home and planned to cook it. When he got home, the fish turned into a beautiful woman.

The woman told that she was cursed. She asked Toba to keep it as a secret. Toba agreed it only with one condition that the woman would marry him. Then they got married and soon had one child named Samosir. This boy liked to eat much food.

One day, his mother asked Samosir to bring lunch to his father. On the way to the rice field, he stopped and ate most of the food. After that, he gave the rest of the lunch to his father. Toba was very angry and shouted at Samosir “You, the fish kid, you are so greedy!” Samosir cried and ran toward his mother. He asked his mother why his father called him the fish kid.

The woman was really upset that Toba broke his promise. The woman and his son disappeared. Soon there were springs that caused a vast lake. It’s called Toba Lake. The land in the middle of the lake is called Samosir Island.

Instruksi Kelas

Instrumen soal

No.	Bentuk Soal	Indikator Soal
1.	Lisan	<ol style="list-style-type: none"> Disajikan teks narasi terkait legenda rakyat "Lake Toba", siswa dapat menjelaskan dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan. Siswa diharapkan dapat untuk menceritakan kembali kesimpulan dari teks narasi terkait legenda rakyat "Lake Toba" di depan kelas.

Instruksi soal

- This is a narrative text about Lake Toba. Now, I want you to read this text carefully!!!*

POST – TEST

Instruction:

- This test only for conducting the research. It does not influence your English score
- Please read the text below and try to remember the important point of the text! Then, tell the story based on your own word!
- Present your narrative story in front of the class!
- The time for presentation is only 2-4 minutes.
- Thank you for your participation.

Lake Toba

In one village of North Sumatera, there lived a poor farmer named Toba. One day, he went fishing. Luckily, he got a beautiful goldfish. He carried it home and planned to cook it. When he got home, the fish turned into a beautiful woman.

The woman told that she was cursed. She asked Toba to keep it as a secret. Toba agreed it only with one condition that the woman would marry him. Then they got married and soon had one child named Samosir. This boy liked to eat much food.

One day, his mother asked Samosir to bring lunch to his father. On the way to the rice field, he stopped and ate most of the food. After that, he gave the rest of the lunch to his father. Toba was very angry and shouted at Samosir "You, the fish kid, you are so greedy!" Samosir cried and ran toward his mother. He asked his mother why his father called him the fish kid.

The woman was really upset that Toba broke his promise. The woman and his son disappeared. Soon there were springs that caused a vast lake. It's called Toba Lake. The land in the middle of the lake is called Samosir Island.

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- Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

2. *After you read that text, please come in front of the class to tell what you have read before!!*

Rubrik Penilaian Unjuk Kerja

Rubrik Penilaian Membaca/Berbicara/

Kriteria	Skor 4	Skor 3	Skor 2	Skor 1
Pelafalan (Pronunciation)	Lafal dapat dipahami meskipun dengan aksen tertentu	Ada masalah dalam pengucapan sehingga membuat pendengar harus sangat focus dan kadang-kadang menimbulkan kesalahpahaman	Sulit dimengerti karena ada masalah dalam pelafalan dan frekuensinya sering	Hampir selalu keliru dalam pelafalan sehingga tidak dapat dimengerti
Tata Bahasa (Grammar)	Hamper tidak ada kekeliruan tata bahasa	Terjadi beberapa kekeliruan tata Bahasa tetapi tidak berpengaruh terhadap arti	Banyak terjadi kekeliruan tata Bahasa yang mempengaruhi arti dan sering kali harus menyusun ulang kalimat percakapan	Tata Bahasa sangat buruk sehingga percakapan sangat sulit dipahami
Kosakata (Vocabulary)	Kadang-kadang pelafalan tidak tepat dan	Sering menggunakan kosakata yang tidak tepat	Menggunakan kosakata yang salah sehingga	Kosakata sangat terbatas sehingga tidak

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	mengharuskan penjelasan lebih lanjut karena kosakata yang tidak sesuai	sehingga dialognya menjadi terbatas karena kosakata yang terbatas	tidak dapat dipahami	memungkinkan terjadinya dialog
Kelancaran (Fluency)	Dialog lancar, sangat sedikit menemui kesulitan	Tidak terlalu lancar karena menemui kesulitan bahasa	Sering ragu dan berhenti karena keterbatasan Bahasa	Sering berhenti dan diam selama dialog sehingga dialog tidak tercipta
Pemahaman (Comprehension)	Seluruh isi percakapan dapat dipahami meskipun sesekali ada pengulangan di bagian-bagian tertentu	Sebagian besar isi percakapan dapat mengerti meskipun ada beberapa pengulangan	Sulit untuk mengikuti dialog yang dilakukan kecuali di bagian dialog umum dengan percakapan yang perlahan-lahan dan banyak pengulangan	Tidak dapat di pahami bahkan dalam bentuk dialog yang singkat sekalipun

Rumus perhitungan nilai siswa sebagai berikut:

$$\frac{\text{Jumlah skor yang diperoleh siswa}}{\text{Skor maksimal/ideal}} \times 100$$

Keterangan:

- Jumlah skor yang diperoleh siswa adalah jumlah skor yang diperoleh siswa dari Kriteria ke-1 sampai dengan ke-5
- Skor maksimal/ideal adalah hasil perkalian skor tertinggi (4) dengan jumlah kriteria yang ditetapkan (ada 5 kriteria). Jadi skor maksimal/ideal = $4 \times 5 =$

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APPENDIX 3

DATA OF SPSS

FREQUENCIES VARIABLES=Exp Control
/STATISTICS=MEAN
/ORDER=ANALYSIS.

Descriptives

		Statistic	Std. Error	
Post Experiment	Mean	77.5093	1.08400	
	95% Confidence Interval for Mean	Lower Bound	75.1844	
		Upper Bound	79.8343	
	5% Trimmed Mean	77.5104		
	Median	76.8300		
	Variance	17.626		
	Std. Deviation	4.19833		
	Minimum	70.00		
	Maximum	85.00		
	Range	15.00		
	Interquartile Range	6.50		
	Skewness	.014	.580	
	Kurtosis	-.326	1.121	
Post Control	Mean	77.1300	1.49495	
	95% Confidence Interval for Mean	Lower Bound	73.9236	
		Upper Bound	80.3364	
	5% Trimmed Mean	77.1911		
	Median	76.8300		
	Variance	33.523		
	Std. Deviation	5.78993		
	Minimum	66.66		
	Maximum	86.50		
	Range	19.84		
	Interquartile Range	8.66		
	Skewness	-.163	.580	
	Kurtosis	-.641	1.121	

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Statistics

		Post Experiment	Post Control
N	Valid	15	15
	Missing	0	0
Mean		77.5093	77.1300

Frequency Table
Post Experiment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70.00	1	6.7	6.7	6.7
	71.50	1	6.7	6.7	13.3
	73.16	1	6.7	6.7	20.0
	75.00	1	6.7	6.7	26.7
	76.50	3	20.0	20.0	46.7
	76.83	1	6.7	6.7	53.3
	78.16	1	6.7	6.7	60.0
	78.50	2	13.3	13.3	73.3
	81.50	1	6.7	6.7	80.0
	81.66	1	6.7	6.7	86.7
	83.33	1	6.7	6.7	93.3
	85.00	1	6.7	6.7	100.0
	Total	15	100.0	100.0	

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Post Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	66.66	1	6.7	6.7	6.7
	69.83	1	6.7	6.7	13.3
	70.16	1	6.7	6.7	20.0
	71.50	1	6.7	6.7	26.7
	75.00	1	6.7	6.7	33.3
	76.50	1	6.7	6.7	40.0
	76.66	1	6.7	6.7	46.7
	76.83	1	6.7	6.7	53.3
	78.33	1	6.7	6.7	60.0
	80.00	1	6.7	6.7	66.7
	80.16	2	13.3	13.3	80.0
	83.50	1	6.7	6.7	86.7
	85.16	1	6.7	6.7	93.3
	86.50	1	6.7	6.7	100.0
Total		15	100.0	100.0	

Normality Test: Explore**Case Processing Summary**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Post Experiment	15	100.0%	0	0.0%	15	100.0%
Post Control	15	100.0%	0	0.0%	15	100.0%

Tests of Normality

Kolmogorov-Smirnov ^a	Shapiro-Wilk
---------------------------------	--------------

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	Statistic	Df	Sig.	Statistic	df	Sig.
Post Experiment	.140	15	.200*	.973	15	.901
Post Control	.123	15	.200*	.968	15	.833

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Post Experiment

Post Experiment Stem-and-Leaf Plot

Frequency	Stem & Leaf
3.00	7 . 013
8.00	7 . 56666888
3.00	8 . 113
1.00	8 . 5

Stem width: 10.00
 Each leaf: 1 case(s)

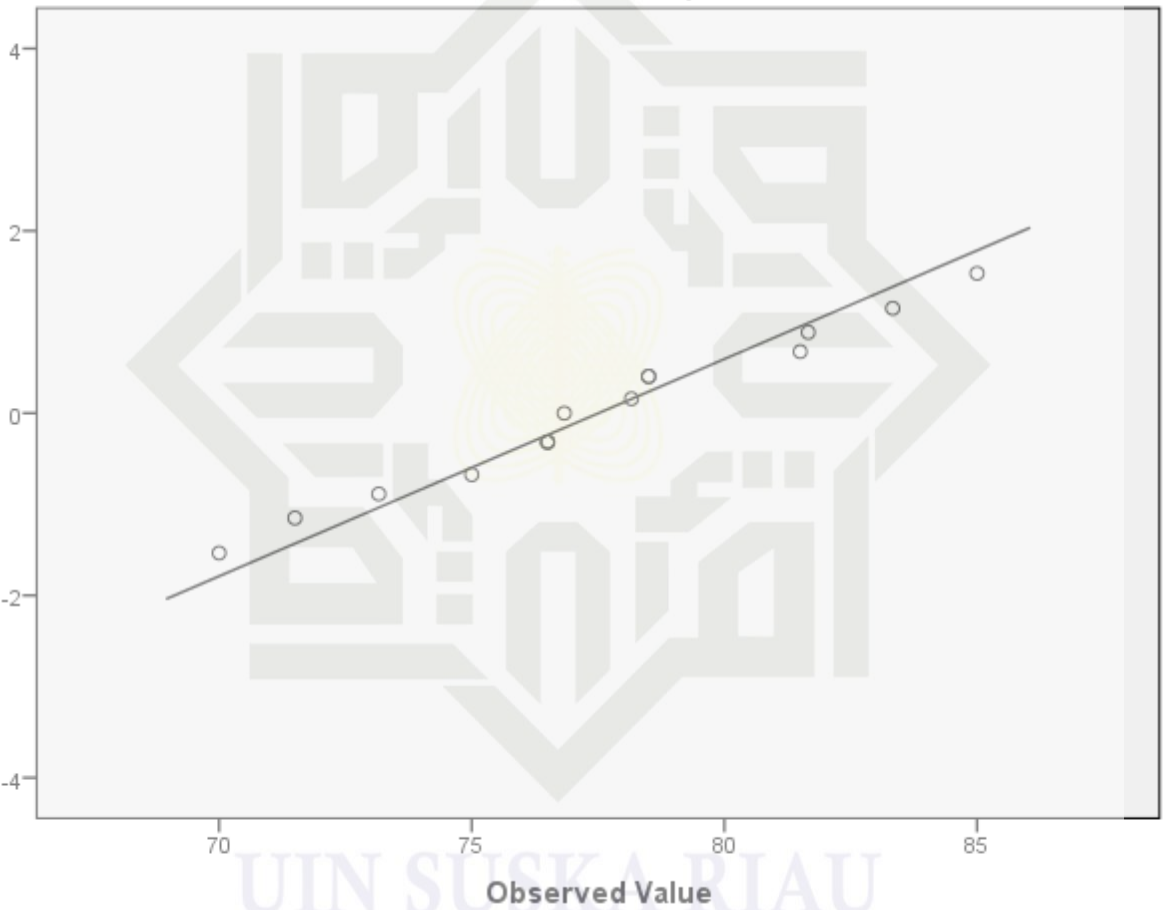
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Post Control

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Normal Q-Q Plot of Post Experiment



Post Control Stem-and-Leaf Plot

Frequency	Stem & Leaf
2.00	6 . 69
2.00	7 . 01
5.00	7 . 56668
4.00	8 . 0003
2.00	8 . 56

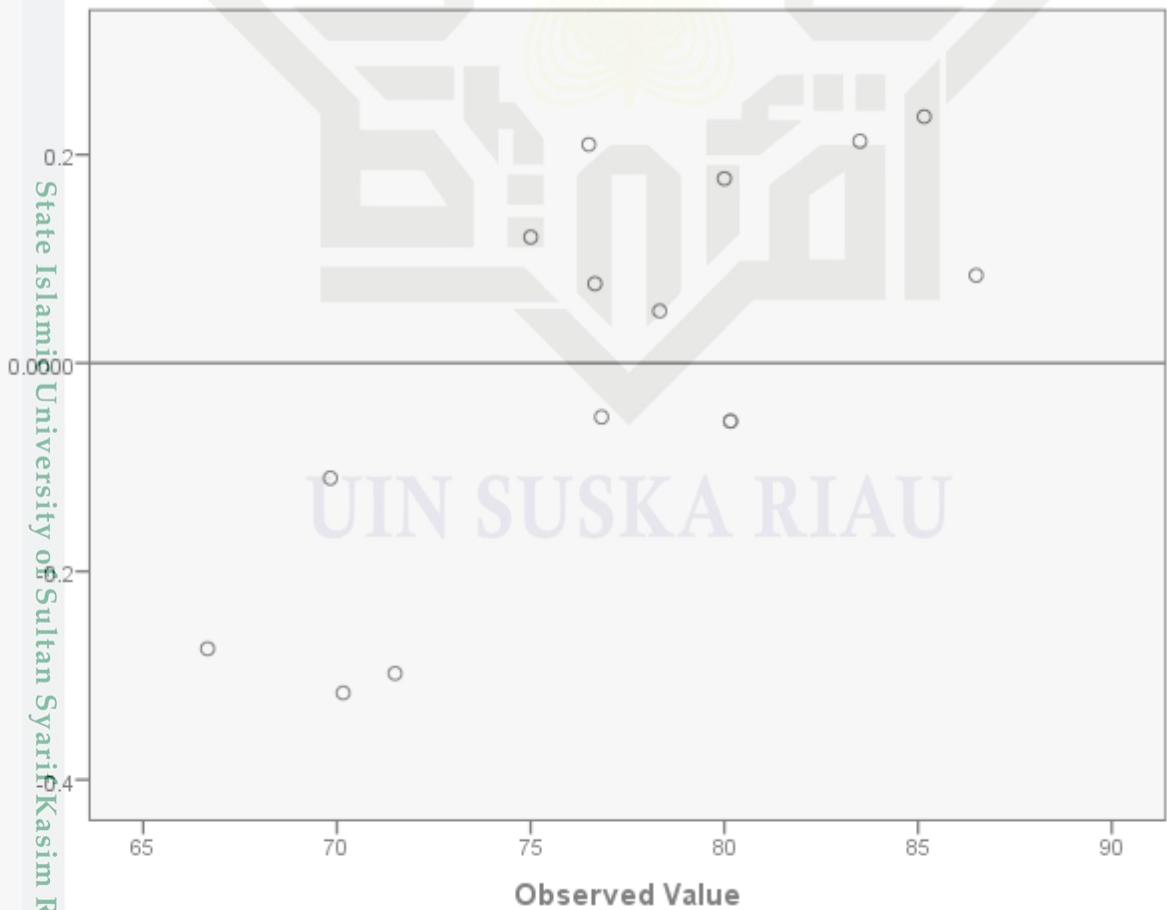
Stem width: 10.00

Group Statistics

Groups	N	Mean	Std. Deviation	Std. Error Mean
Experiment Group	15	77.5093	4.19833	1.08400
Control Group	15	77.1300	5.78993	1.49495

Each leaf: 1 case(s)

Detrended Normal Q-Q Plot of Post Control



APPENDIX 4

Recommendation Letter



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RIWAYAT HIDUP PENULIS



Bagas Sadewo, Lahir di Pekanbaru, pada tanggal 19 Juli 1995. Anak Kedua dari Empat bersaudara, dari pasangan ayahanda, Joko Edi Susilo dan Dewi Eka Pertiwi Pendidikan Formal yang ditempuh oleh penulis adalah SD Negeri Kartika 1-5 , Lulus pada tahun 2008. Kemudian melanjutkan pendidikan di SMP Kartika, lulus tahun 2011 , Setelah menyelesaikan pendidikan SMP, penulis melanjutkan pendidikan di SMK N 3 Pekanbaru dan lulus pada tahun 2014. Selanjutnya penulis melanjutkan pendidikan ke Perguruan Tinggi Negeri dengan mengambil studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau. Sebagai tugas akhir perkuliahan penulis melaksanakan penelitian dengan judul **“The Implementation Of Opinion-Proof On Students’ Speaking Ability At The State Sport Of Senior High School Pekanbaru”**. Penulis dinyatakan lulus pada sidang munaqasyah tanggal 01 Maret 2021 jurusan Pendidikan Bahasa Inggris pada Fakultas Tarbiyah dan Keguruan dengan IPK terakhir (3.30) Sangat Memuaskan dan berhak menyandang gelar Sarjana Pendidikan (S.Pd)

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