

Chapter 5: Conclusion and Suggestion

This chapter consists of conclusion and suggestion based on the result of research.

Conclusion

Based on the data, this research found that there are nine types of speech error. The participants in this research get more filled pause, they are *ah* and *mm*, most of the participants use *ah* to fill the empty words. Moreover, all of the participants also use repetition to fill the empty words while they try to look for the appropriate words.

Every participant get filled pause during their presenting of their research. The longer they speak the more filled pause they produce; additionally the total of filled pause is 286. Besides filled pause, errors are often found on all participants are repetitions and interjections. Type of repetition is found on all the participants. The total of repetition is 154, but interjection is not found on all participants. The total of interjection is 32. Furthermore, based on the finding of this research there are also some types of types of speech error that found from the participant who became as a speaker in the second International Students Conference. They are 15 silent pause, 7 retraced, 6 un-retraced, 11 correction, 5 stutter, and 1 slip of the tongue. Those are the total number of types of speech error from the participant in this research.

Moreover, this research also found the factors that background the occurrence of types of speech error. The first is the feel nervous; nervous is one of participant problem when they want to speak especially in front of people and this situation

possible for occurrence of filled pause and silent pause. The second is un-confidence or lack of confidence, there are many reason why the participant feel un-confidence such as they feel embarrassed, they feel hesitate of their speaking quality, and do not prepare the topic of what to say. The third is forget the word, like statement before the participant need time to memorize all of the English but they forget the English of the words so they did pause. Moreover, need time to think the word commonly because they need time to think so they did pause. The fourth is lack of vocabulary, based on interview the researcher found that almost all the participants have a problem in lack of vocabulary. This factor happened because English is a foreign language for them so, they need time to memorize all the English vocab.

Suggestion

I have suggestion for students, lecture and the further researcher. Suggestion for students, we have to keep practicing our skill in English especially to avoid speech error during the presentation. It is because most of English department students still get speaking error. Even though speech error the only small error in speaking but it will affect the student performance during their presentation. By practicing speak in front of people for example practicing in front of your friends; it will help the students to avoid the speech error. Furthermore, we have to believe ourselves that we can do our best to give presentation. It is because almost all the students of English

department they do not have self-confidence when they speak in front of people and it will affect their performance. Moreover, to ignore the nervous, we also have to prepare well all the things before the day arrived. For example, speak in front of mirror, keep focus during the presentation, read all the information that related with the topic of research before. In addition, as the English department students, we usually speak English fastly during the presentation. it because of some reason such as they nervous that is why they try to speak fast so that they can end the presentation early or they want to show that they are good in speaking. But the fact show that if we speak vastly, we will get speech error such as the participant in this research.

For the lecture or the teacher of English department, by read this research the lecture will overcome the speech error that occurs on students' speaking. It is because after they graduate from University they have to be able to speak English in front of people. In addition, speech error is the only small error in speaking. However, it will affect their performance during the presentation. And the last for the further researcher, the researcher encourage the further researcher to propose a strategy to overcome types of speech error done by students because this research only focus to find out the types error and the factor why the students make the speech error in their presentation.

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Appendix 1

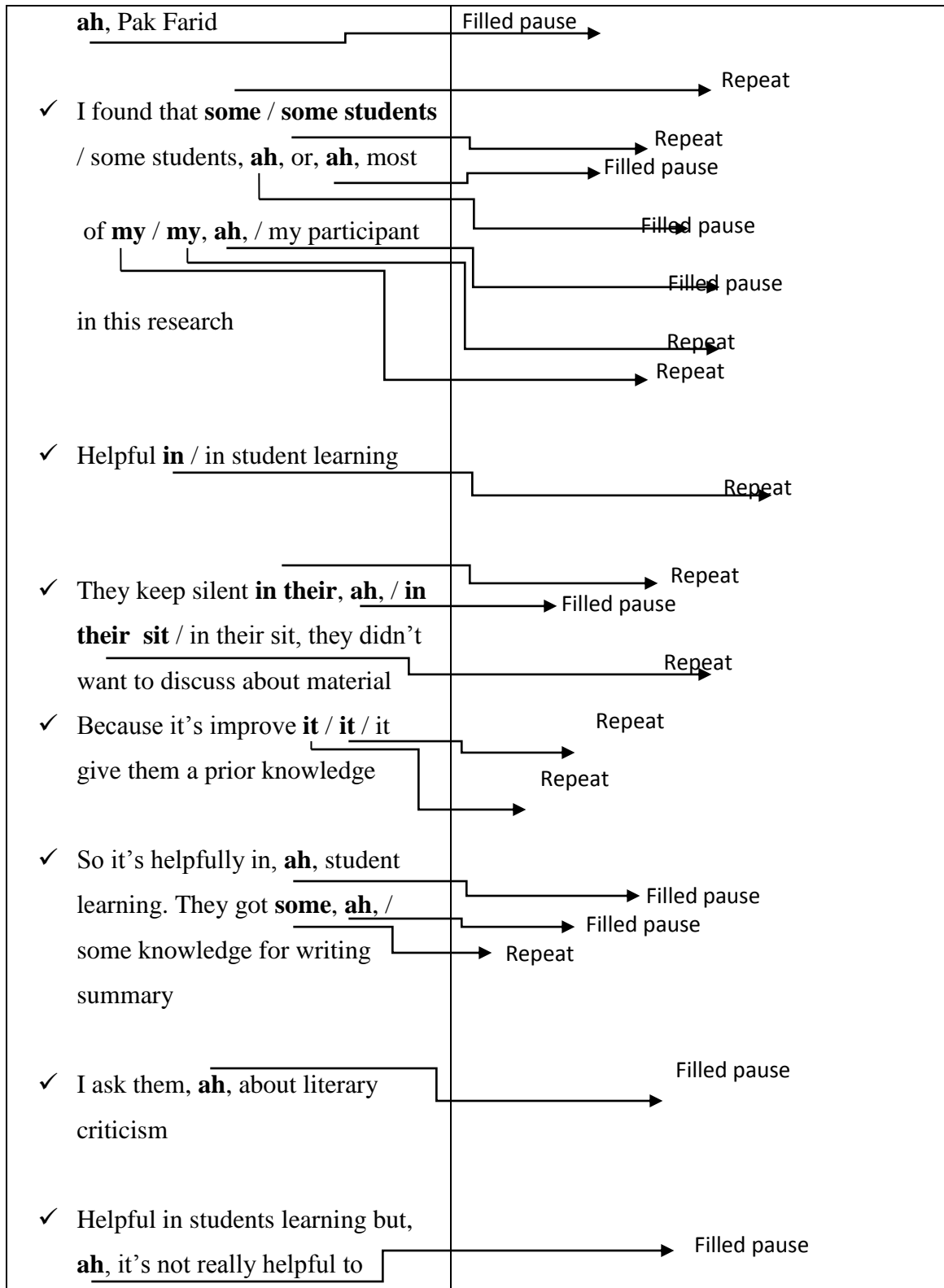
Table: Types of Speech Error on students' academic presentation

Participant 1

Utterance	Types of speech
✓ Good afternoon , ah , first of all I would like	Filled pause
✓ Of course and, ah , I would like to express my big thanks	Filled pause
✓ So, ah , mm , today I would like to present	Filled pause Filled pause
✓ So guys have you / have you lecture ever ask you	Repeat
✓ How many / how many times? Do you happy?	Repeat Filled pause
✓ Thank for be honest , ah , why writing summary / why writing summary	Repeat Filled pause
✓ Since I was in, ah , second semester till now, ah , I, ah , my lecture always ask me to a make summary, ah , in the education	Filled pause Filled pause Filled pause

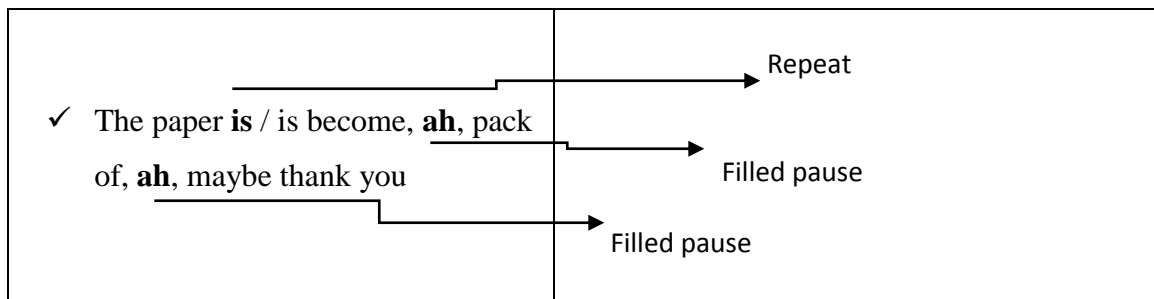
field	Filled pause
<p>✓ And the linguistics it is, ah, never / never // okey</p>	<p>Filled pause Repeat Silent pause</p>
<p>✓ Writing summary actually this is, ah, of course good things talk</p>	<p>Filled pause</p>
<p>✓ Of course we read carefully // so, but how some students</p>	<p>Silent pause</p>
<p>✓ They already write summary they still \ they didn't understand with the summary</p>	<p>Retraced fall starts</p>
<p>✓ So, I would like to, ah, to analyze what happen in the student</p>	<p>Filled pause</p>
<p>✓ What happen to / what happen to student when the teacher ask them</p>	<p>Repeat</p>
<p>✓ But in this case I would like to, ah, research the summary in</p>	<p>Filled pause</p>
<p>literature field in, ah, literary criticism</p>	<p>Filled pause</p>
<p>✓ In, ah, sixth grade in my own class.</p>	<p>Filled pause</p>

<p>✓ I would like to, mm, do the research in this class</p>	<p>Filled pause</p>
<p>✓ I see that the lecture is / is not here, thank you</p>	<p>Repeat</p>
<p>✓ Okey, this is, ah, a theory about summary</p>	<p>Filled pause</p>
<p>✓ I am interest to / I am interest to Groey theory, ah, / theory about summary</p>	<p>Repeat Filled pause Repeat</p>
<p>✓ Of course if \\ it is effective way to present \ to make the test become shorter</p>	<p>Un-retraced fall starts Retraced fall starts</p>
<p>✓ But how / but how, ah, that reback again</p>	<p>Repeat Filled pause</p>
<p>✓ I do this research, ah, \ I do this qualitative method</p>	<p>Repeat Filled pause</p>
<p>✓ Observe my / my classmate</p>	<p>Repeat</p>
<p>✓ And then literature field, ah, literature criticism the lecture is,</p>	<p>Filled pause</p>

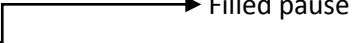
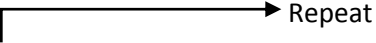
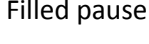

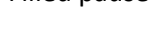

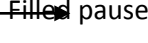

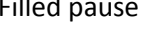
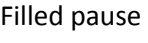
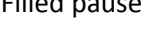
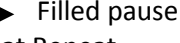
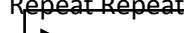


encourages student speak in front of class	
✓ Improve student writing <u>ability</u> / ability.	Repeat
✓ So, guys I would like you <u>to be</u> / to be honest, when you are teacher ask to make summary	Repeat
✓ Interview of, <u>ah</u> , my data	Filled pause
✓ <u>It's not really</u> \ it's not always improve <u>our</u> / our writing ability	Repeat
✓ We already pass, <u>ah</u> , writing, we already make, <u>ah</u> , a summary	Filled pause
	Filled pause
✓ Of course the <u>e-e-e</u> -and, <u>ah</u> ,	Stutter
always say grammar sick	Filled pause
✓ They say already make a writing, <u>ah</u> , summary of course it's not improve students writing ability	Filled pause
✓ Some days, <u>ah</u> , when some lecture ask students to make a summary	Filled pause

✓ They just collect the summary itself, ah , collect in the table	pause → Filled
✓ It's, ah , mm , some experience of my friends	Filled pause Filled pause
✓ Their summary but \\ and the end of semester / the end of semester	Un-retraced fall starts Repeat
✓ You are already ask to make, ah , summary but didn't give feedback	Filled pause
✓ You just collect / collect / collect but, of, ah , fortunately, ah , in my class, ah , literary criticism our lecture always give us feedback	Repeat Repeat Filled pause Filled pause Filled pause
✓ When we ask / ask to make summary, the next meeting he will , ah , / he will make a discussion about our summary	Repeat Repeat Filled pause
✓ I am sorry, ah , some of our lecture, ah , lecture in our sixth grade, maybe if I am not, ah , if I	Filled pause Filled pause Filled pause Repeat
✓ am not forget / if I am not forget it is in the, ah , ah , ah , education field, ah , we make summary	Filled pause Filled pause Filled pause Filled pause



Participant 2

Utterance	Types of speech error
✓ Oke Assalamuallaikum Warahmatullahi Wabarakatu, ah , first of all	 Filled pause
✓ I am little shaking right now and / and the second	 Repeat
✓ So, I am sorry, mm , and today I	 Filled pause
✓ In learning tenses // here I focus	 Silent pause
✓ In Indonesia specially in, ah , learner of Indonesia and it is student problem / student problem	 Filled pause  Repeat
✓ It is say, ah , Sward said that	 Filled pause
✓ Commonly they make / they make a same mistake, for example, ah , when they make, ah , sentence in simple present, they use, ah , the to be is, am, are	 Repeat  Filled pause  Filled pause  Filled pause
✓ They put it, ah , even / even the /	 Filled pause  Repeat Repeat

even the sentence is in the form verbal / verbal note or form	Repeat
✓ They tried to make, ah , a	Filled pause
question. They / they forget to	Repeat
put, ah , the to be	Filled pause
✓ It is like, ah , do or does, ah ,	Filled pause
before the question	Filled pause
✓ And after having the, ah ,	Filled pause
approach	Repeat
✓ I found the trouble / trouble	
around the student	
✓ From Indonesia the media are	Filled pause
that, ah , and, ah , I just want to	Filled pause
tell you	Filled pause
✓ I found, ah , the disadvantages	Filled pause
✓ Current or relevant, *ah* , it can	Interjection
be said	
✓ Is not always be, what's, *ah* ,	Interjection
the happening – I mean, so this,	Correction
ah , in this case the student \	Retraced fall starts
the lecture or – I mean the teacher	Interjection
	Correction
	Correction
	Filled pause

having to work than the other – I		Filled pause
mean when they are trying to		Interjection
make, ah , a sentence, ah , so they		Un-retraced fall starts
have		
✓ At the time, *ah* , for example		Interjection
when we \ the teacher give, *ah* ,		Correction
the example		Repeat
✓ The pronoun – I mean the subject		Correction
have to the name of / the name of		Filled pause
– I mean the name of what really		
happening		
		Filled pause
✓ It is actually true, because, ah , in		
a text books		Interjection
✓ So the students, ah , will get the		
difficult to understand		Filled pause
✓ Which is the, *ah* , in formation		
		Repeat
✓ But, ah , in other media for		
example comic		
✓ The media that / that really has		Silent pause
already exist		

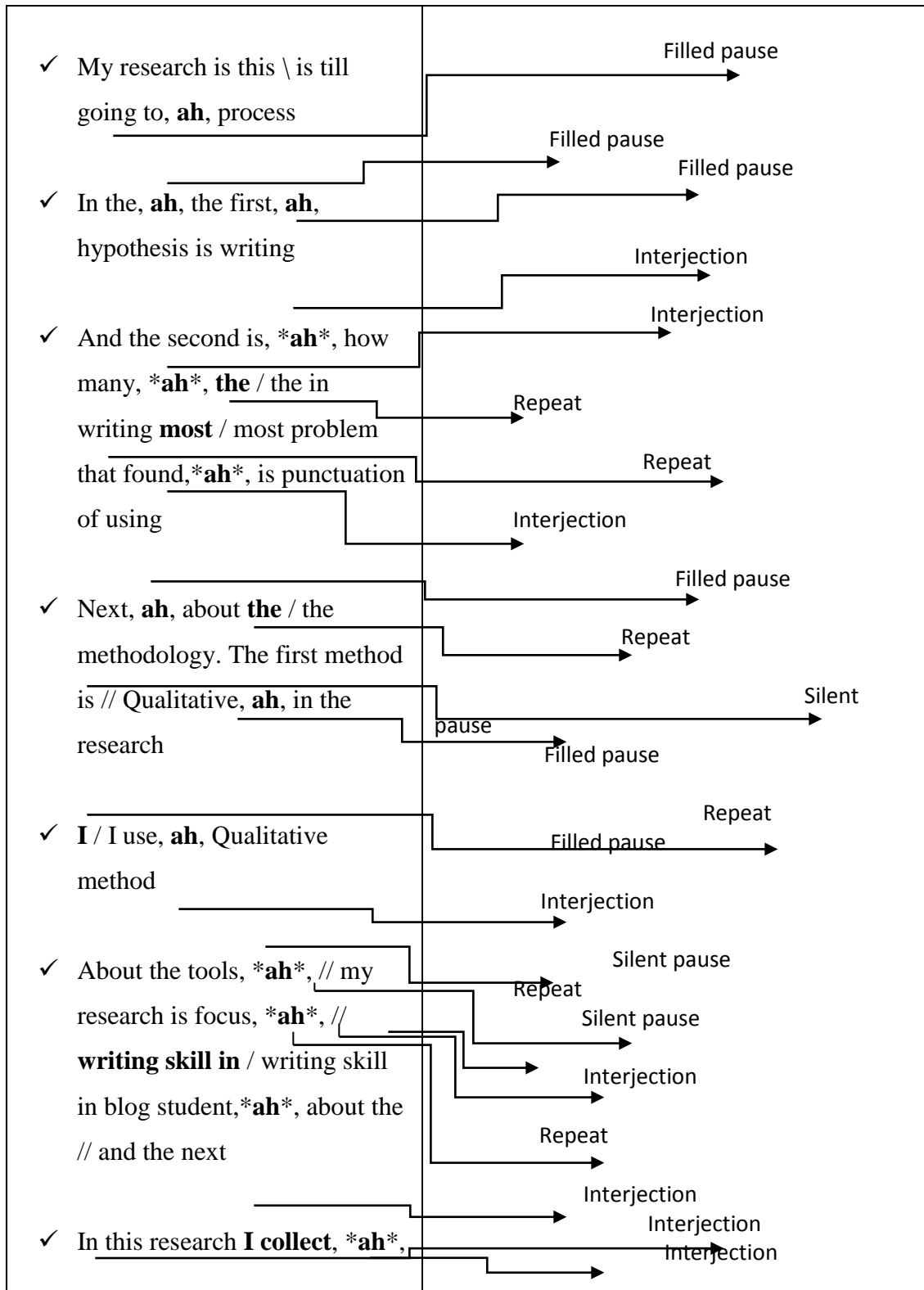
<p>✓ I tried to combine it become // and then educational</p>	<p>Filled pause</p> <p>Filled pause</p>
<p>✓ The comic contain, ah, a lot of pages so it, ah, you know similar with, ah, the textbook</p>	<p>Filled pause</p> <p>Filled pause</p> <p>Filled pause</p>
<p>✓ So I make the, mm, new one it is comic strip</p>	<p>Filled pause</p> <p>Filled pause</p>
<p>✓ So, ah, easy to read, joyful, and, ah, it is very easy and the last</p>	<p>Filled pause</p> <p>Filled pause</p>
<p>✓ First I use qualitative and, ah, qualitative method</p>	<p>Filled pause</p> <p>Filled pause</p>
<p>✓ I saw that, ah, the characteristic of people, ah, in Indonesia, they sometimes, they only, ah, you know they get difficult</p>	<p>Filled pause</p> <p>Filled pause</p> <p>Filled pause</p>
<p>✓ About the text or they get, ah, so lazy to read</p>	<p>Repeat</p>
<p>✓ For the people that really / really want or has a hobby</p>	<p>Repeat</p>
<p>✓ By qualitative / qualitative data</p>	<p>Filled pause</p>

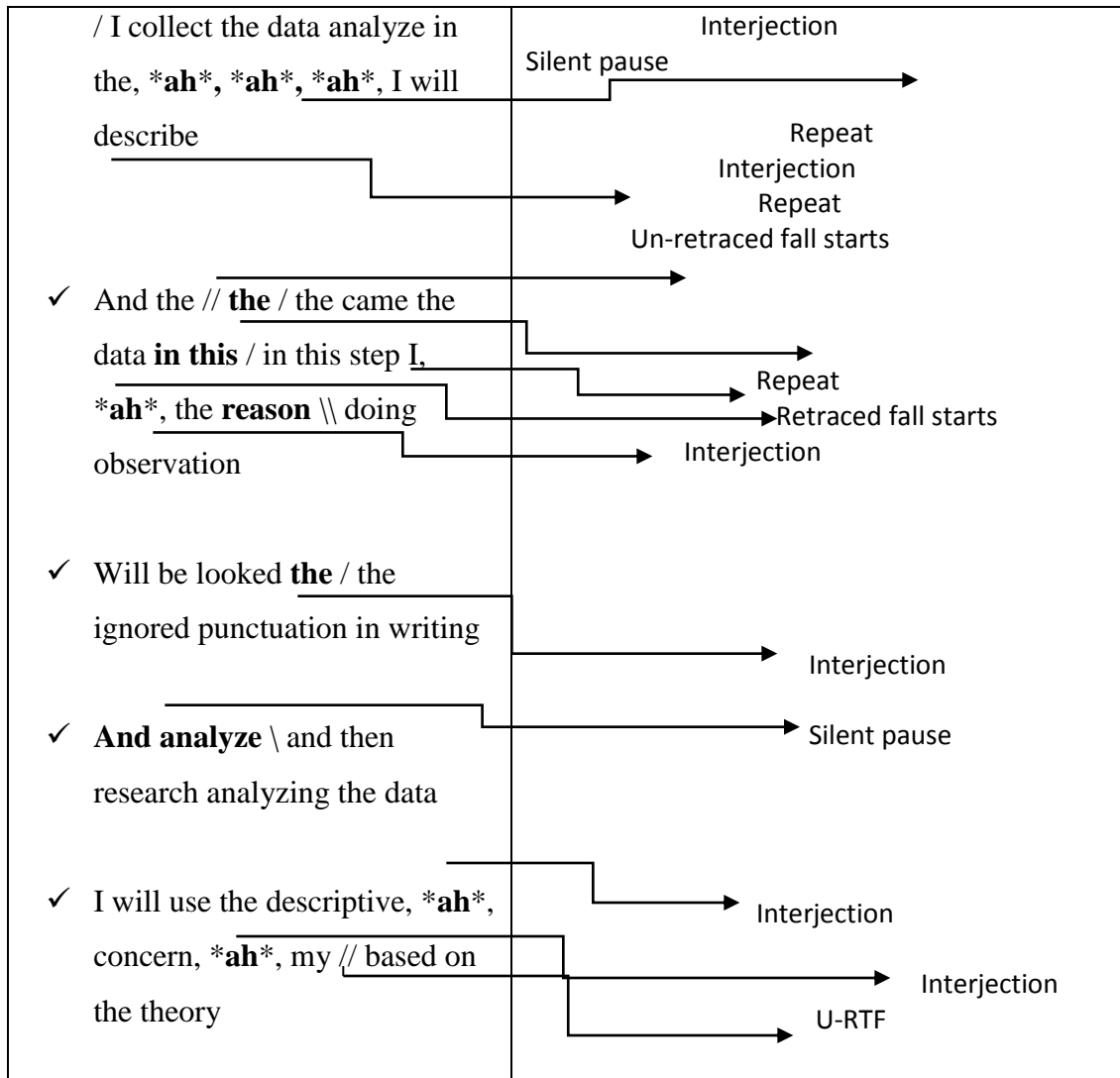
here I use observation	
✓ Of course first before, ah , making the questioner	Repeat
✓ About the characteristic / characteristic of the students	Filled pause Repeat
✓ To use questioner her, ah , consist of twelve / twelve question about textbook	Correction
✓ Finding the problem or what that really access – I mean the sickness around the student	Filled pause Interjection
✓ The exam to determine so, ah , before treatment	Interjection
✓ The student, *ah* , it means, *ah* , that it is the process to measure	Filled pause Filled pause
✓ About the, ah , student interest	Repeat Filled pause
✓ In this proposal, ah , I do believe	Correction
✓ With the textbook , ah , / textbook provide – I mean for the first	Filled pause Silent pause

tense	
✓ With the, ah , characteristic with textbook	Filled pause
✓ From my // what is prediction research	Repeat
✓ Senior high school in SMA 1 Telaga, ah , biru because I / I got to	Silent pause Filled pause
✓ For the next new // period – I mean tahun ajaran baru	Repeat Filled pause
✓ I make the, ah , pre observation	Filled pause
✓ Even the student in / in university before, ah , have join, ah , tenses class	Repeat Filled pause Filled pause

Participant 3

Utterance	Type of speech error
✓ Oke, thank you. <u>Assalamuallaikum /</u> Assalamuallaikum Warahmatullahi Wabarakatu	Repeat Slip of the tongue
✓ Thanks for the opportunity today → appportunity I will	
✓ There are some skill such as <u>listening /</u> listening, speaking, <u>writing /</u> writing	Repeat Repeat
✓ Master of English, ah , specially in writing	Filled pause
✓ We have to know about the writing //, *ah*,*ah*,*ah* , oke thank you, *ah* , about the definition in writing	Silent pause Interjection Interjection Interjection
✓ Spelling and punctuation and, *ah* , according to Wijono	Interjection
✓ Punctuation and apostrophe //, *ah* , in the research I have hypothesis bi-bi -because	Silent pause Interjection Stutter

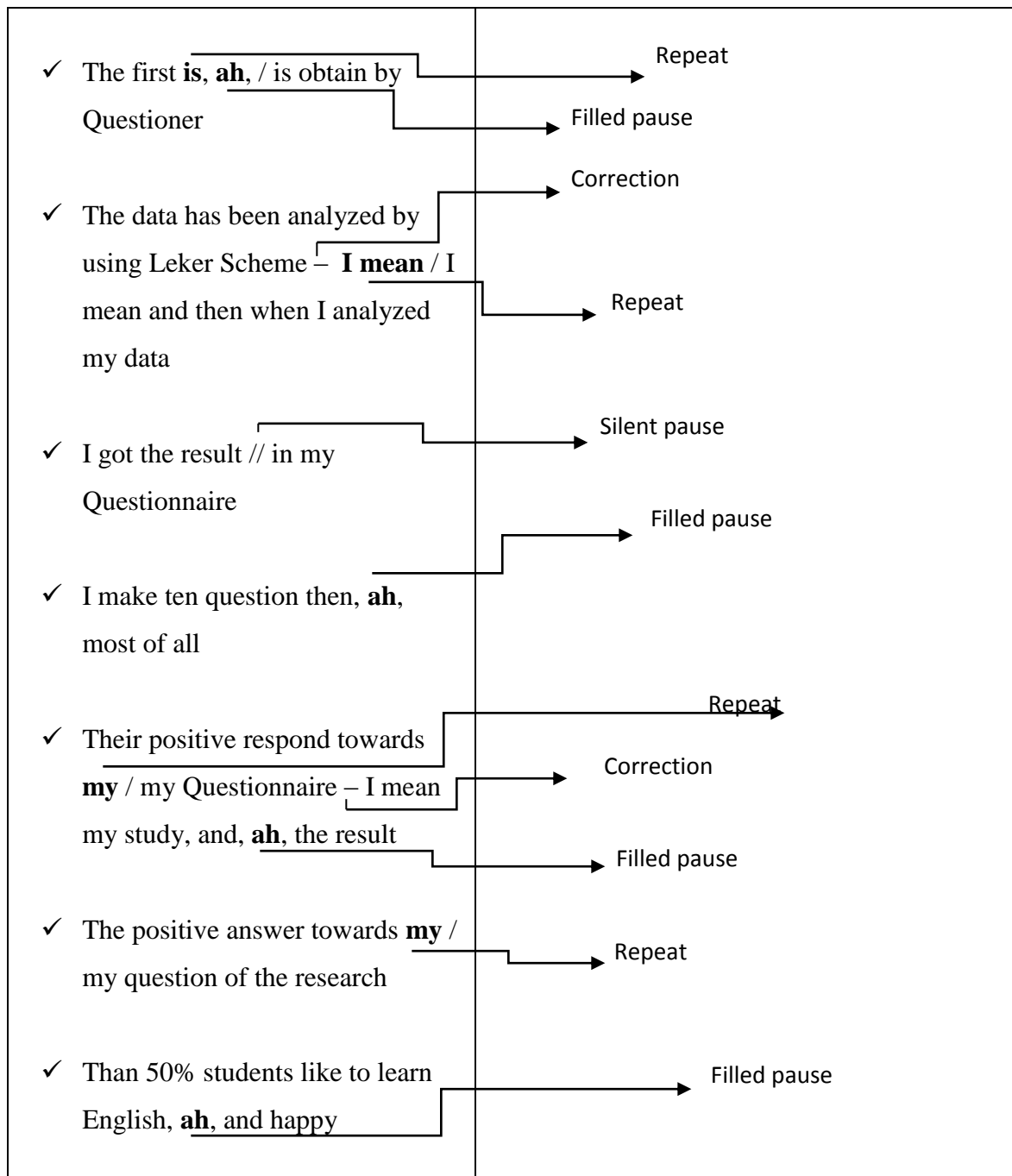




Participant 4

Utterance	Type of speech error
✓ Good afternoon, ah , the first of all	Filled pause
✓ My preliminary study of the, ah , my music research	Filled pause
✓ In our mind is the question // ok, this is the first basic consideration of, ah , my study	Silent pause Filled pause
✓ Problem is how to increase student vocabulary through the English song – I mean, ah , my focus here	Correction Filled pause
✓ The part of / the part of speech in the lyric of English song	Repeat
✓ I apply my, ah , to teach English	Filled pause
✓ To investigate / to investigate how	Repeat
✓ My study to my / my media of the teaching	Repeat
✓ And then, ah , I am focus	Filled pause

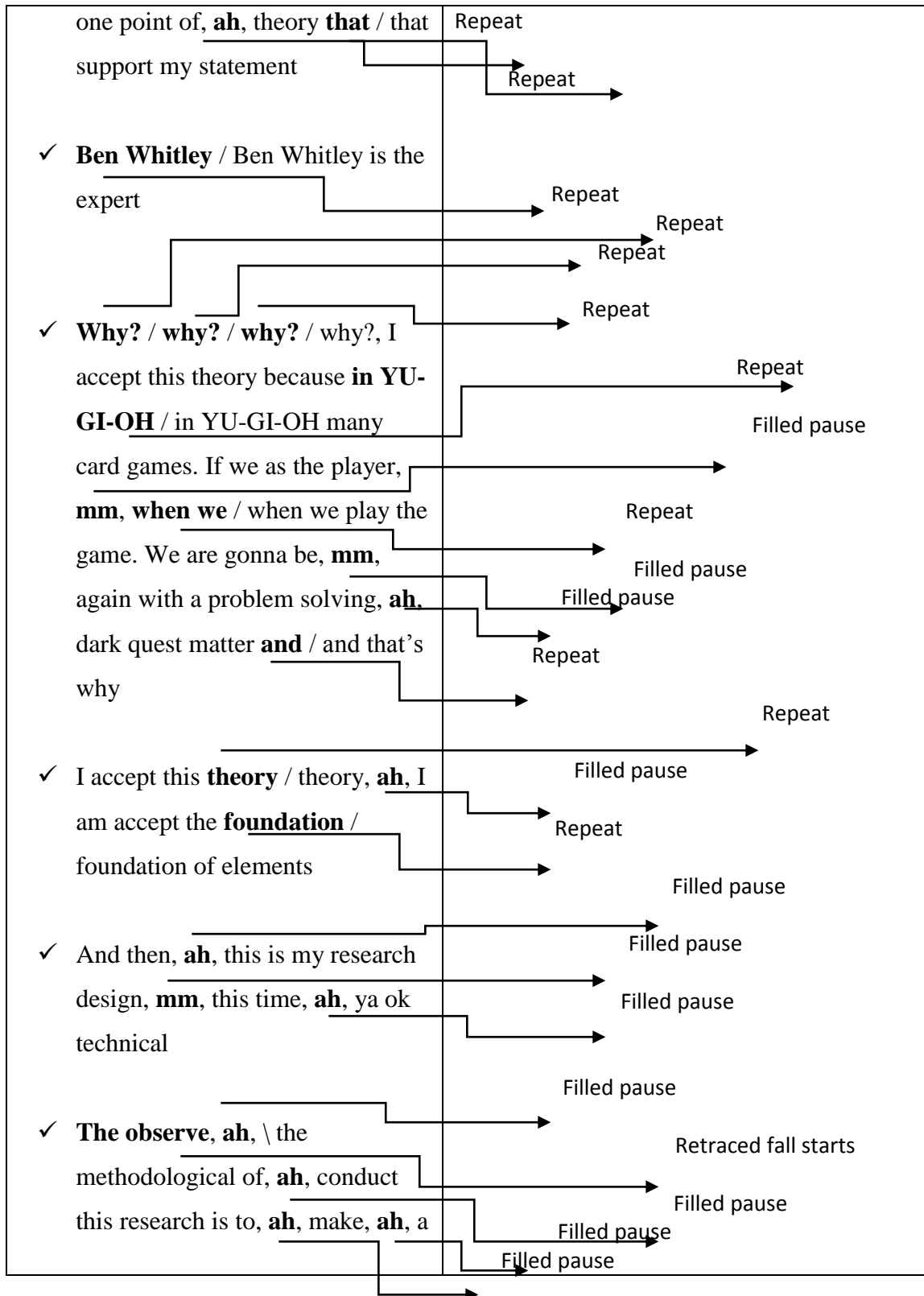
<p>✓ Why vocabulary / vocabulary is important</p>	<p>Repeat</p>
<p>✓ Prevision and provide / provide much of the basic</p>	<p>Repeat</p>
<p>✓ And the why it should be English song? Here / here I have the three word</p>	<p>Repeat</p>
<p>✓ Song have two advantages in / in relation to language</p>	<p>Repeat</p>
<p>✓ The learner to / to remember / to remember the vocabulary</p>	<p>Repeat</p>
<p>✓ Easier to / to learn / to learn the listening</p>	<p>Repeat</p>
<p>✓ To learn English song so, ah, commonly the object, ah, of this study</p>	<p>Filled pause</p>
<p>✓ The students of senior high school, ah, regarding to this theory the / the students really motivated for, ah, - I mean, ah, music can help</p>	<p>Filled pause</p> <p>Repeat</p> <p>Filled pause</p> <p>Correction</p> <p>Filled pause</p>



Participant 5

Utterance	Types of speech error
✓ Assalamuallaikum	
Warahmatullahi Wabarakatu	Interjection
well, ah , // ok, *well*, this is	Interjection
	Silent pause
	Filled pause
my first time, ah , presenting \\\	Filled pause
present topic, ah , mm , material in	Un-retraced fall starts
front of you guys	Filled pause
	Filled pause
✓ Actually, ah , I am little bit	
nervous	Filled pause
✓ Ok, next / next this is the based of	
YU-GI-OH	Repeat
	Filled pause
✓ I think, ah , all of you many know	
/ many know what's up / what's	Repeat
up I am sorry / I am sorry YU-	Repeat
GI-OH card game	Repeat
✓ The example of YU-GI-OH card	
game ok / ok background	Repeat
✓ Especially in English department	Filled pause

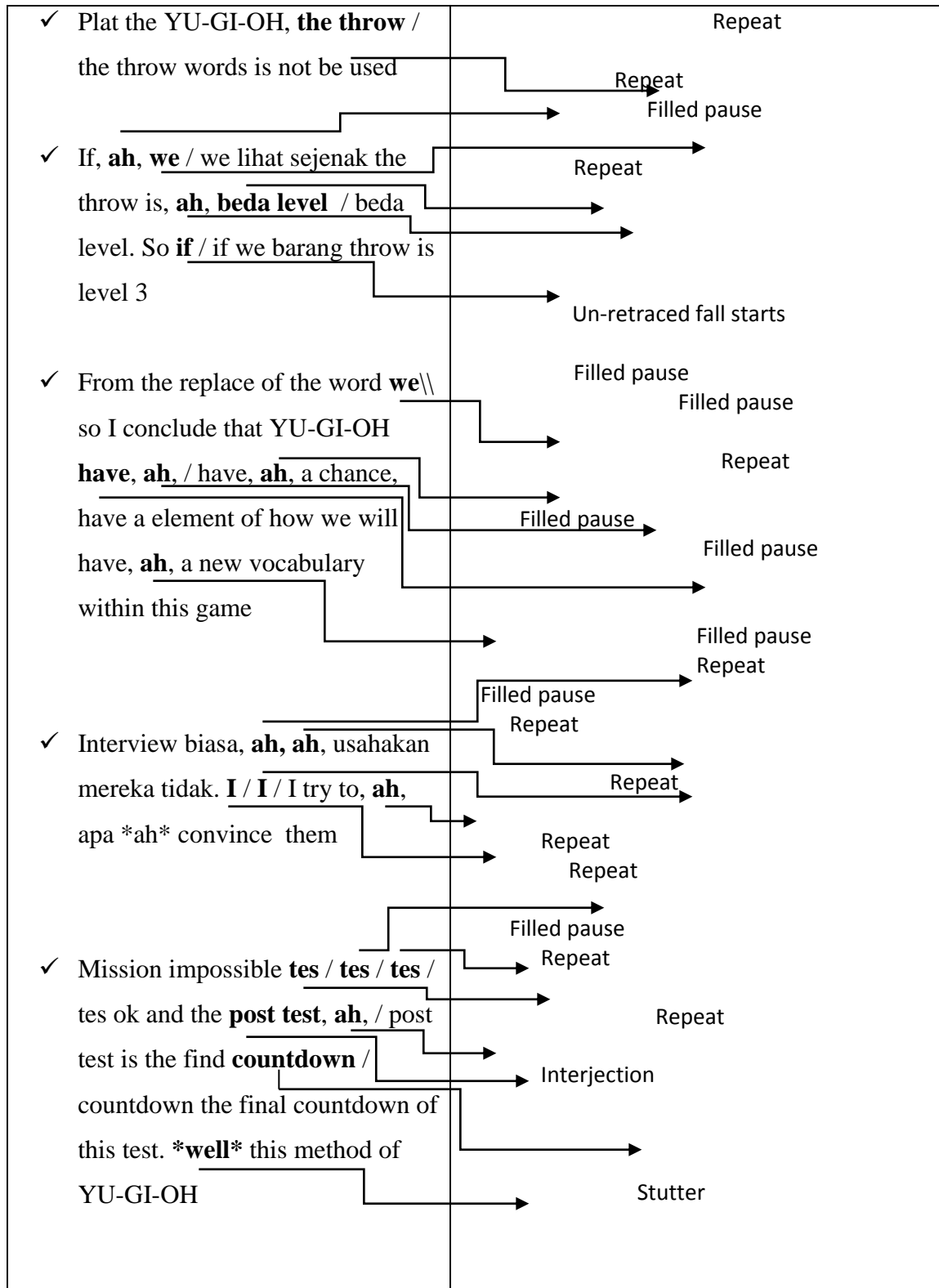
ok / ok, ah, stop vocabulary	Repeat
✓ The big problem common problem on gorontalo state	Repeat
university / university, that's	
true / that's true and it's, ah,	Filled pause
dialami oleh saya / saya	Repeat
	Repeat
✓ I am the / I am the target of what is sorry I forget	Repeat
✓ Why / why must I combine YU- GI-OH card games	Repeat
✓ With a vocabulary issue? Why? Is	Repeat
/ is if you think, ah, for a second	
it's not clear	Filled pause
✓ YU-GI-OH is just / is just a game a child game	Repeat
✓ It's just like, ah, in my mind	Filled pause
✓ In my point of view it has, ah, element of education. Ok fandi	Filled pause
proceed, ah, actually when I	Filled pause
search	
	Repeat
✓ But / but, what it / what it have	Repeat



person or the subject	
✓ I am will be observe / observe they playing this game whether they have, ah , jago or not	Repeat Filled pause Filled pause
✓ I / I just observe them	Repeat Filled pause
✓ The dictionary, ah , if you just read in this, ah , screen maybe	Filled pause Filled pause
✓ Dictionary is the, ah , mm , sign ways of book	Filled pause Filled pause
✓ *well* in this dictionary, ah , this is my / my technique	Interjection Repeat Repeat
✓ One of way / one of way to test / one of way to test the sample, ah , the player	Repeat Filled pause Filled pause
✓ And then, ah , wait up	Repeat
✓ He play YU- GI / GI-OH plus textbook	Filled pause Filled pause

✓ For the example, ah, dark	Repeat
magician, ah, / dark magician I	Repeat
ask to Eko. What is dark magician	Repeat
Eko / Eko will describe the dark	
magician card / card the dark	Filled pause
magician	
✓ Dark magician has is own definition, ah , maybe in this own definition	Filled pause
✓ The supir bentor yang nongkrong di pinggir jalan, ah , itu something like that and / and I test on Malik	Repeat
	Filled pause
✓ Dark magician is, ah , bukan ojek di pagimana, ah, the-the-there they has their own definition	Filled pause
	Stutter
	Repeat
✓ I collect the definition / the definition and I collect them	
	Filled pause
✓ Sample A, sample B what is the, ah , true answer of this dark magician	Repeat
	Repeat
✓ That process / that process of asking and collecting my, ah,	Filled pause
	Repeat
	Filled pause

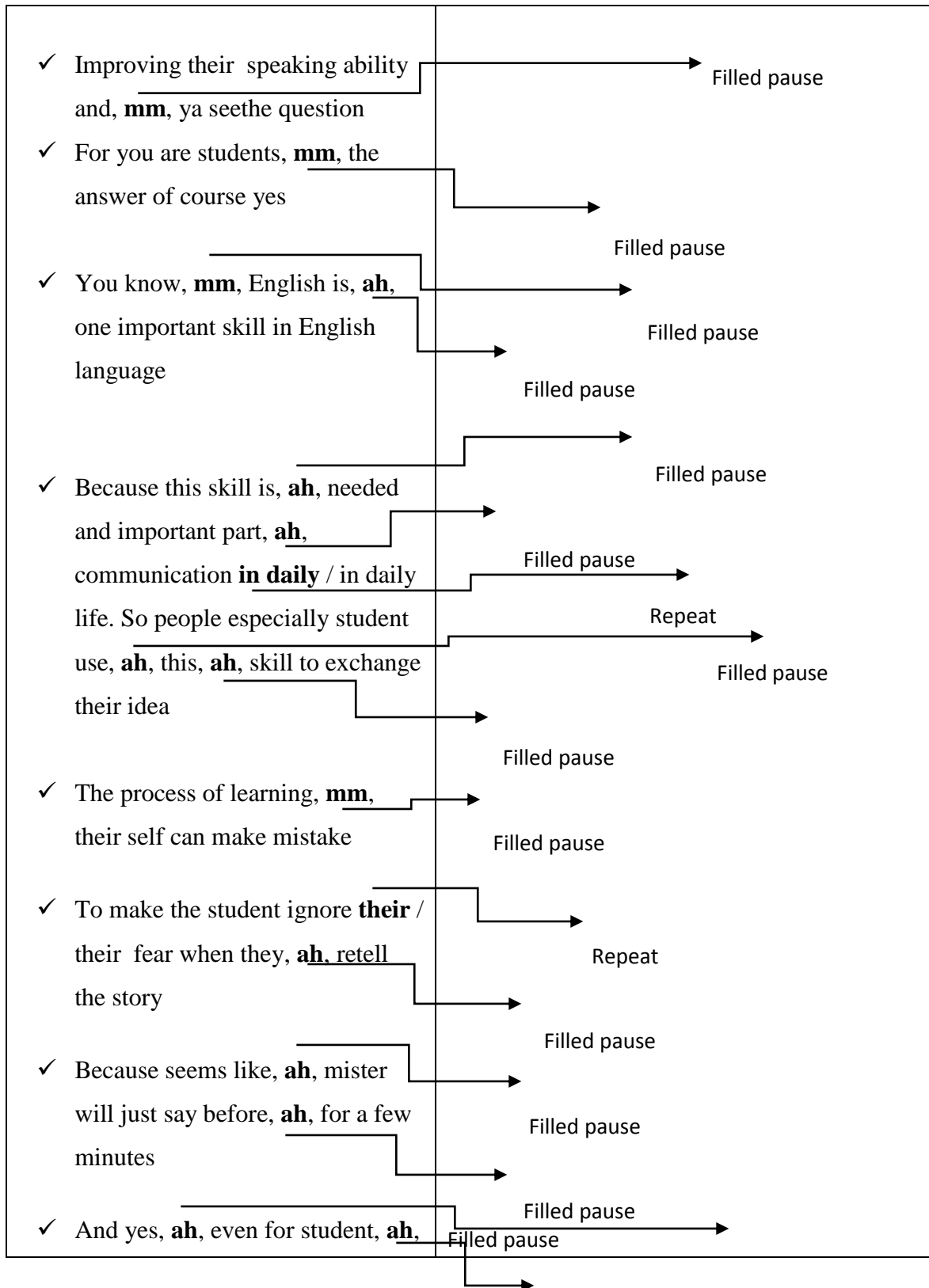
friend sample is, ah , a way of / of	Filled pause
how / how, ah , to make their	Repeat
brain	Repeat
	Silent pause
✓ It could be tersalah // salah wrong	Repeat
with the choice	Repeat
✓ Maybe they / they learn / learn	Filled pause
from their mistake	
✓ The dictionary method is, ah , in	
my opinion is successful	
✓ The second one A-Z listening ok,	Filled pause
ah , A-Z listening not A-Z Arief	Repeat
Zakson or something	Filled pause
✓ The game of / the game of YU-	Repeat
GI-OH has contain a lot of word,	Repeat
ah , a high words / words a high	Filled pause
class words	Repeat
✓ For example, ah , in a / in a	Filled pause
common life. In kehidupan	Repeat
sehari-hari, ah , we just know as	
throw / throw you know	Repeat
	Filled pause

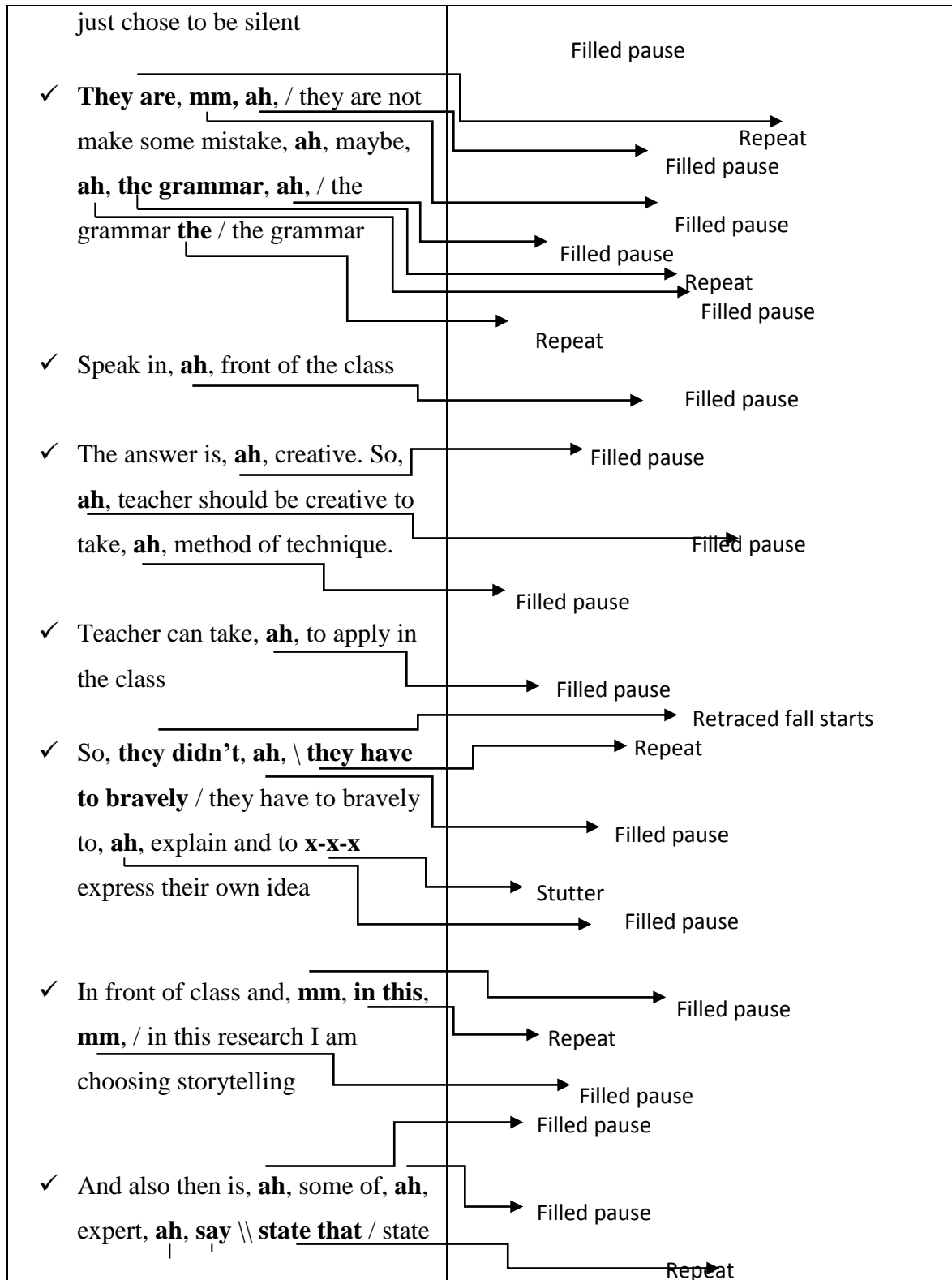


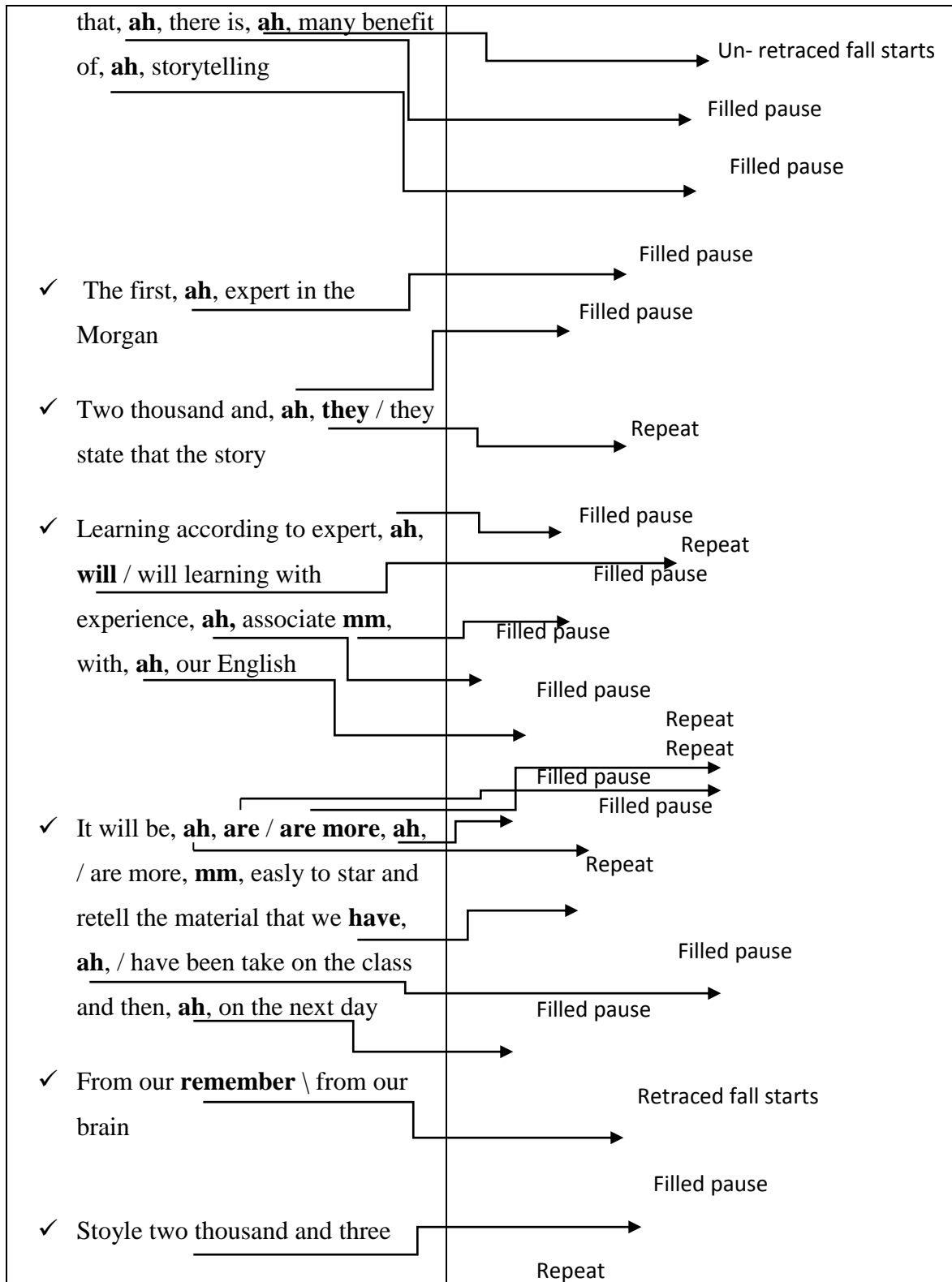
✓ We <u>e-e-e</u> enhancing students vocabulary	→ Repeat
✓ Sekarang hasilnya masih di progress / progress. Ok Fandi. I think is my presentation	→

Participant 6

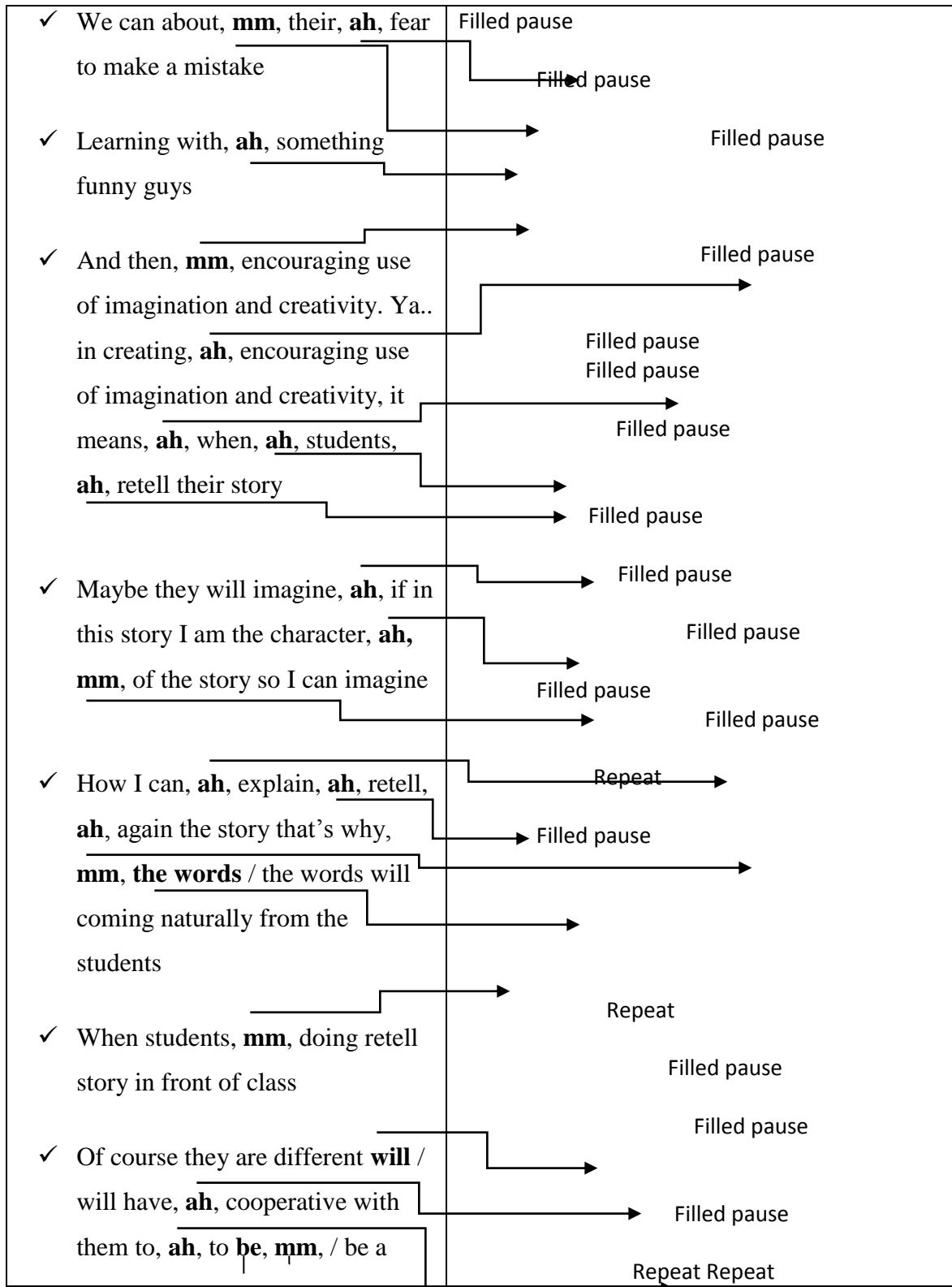
Utterance	Types of speech error
✓ Good afternoon ladies and gentlemen and , ah , especially for our vice head of English department	Filled pause
✓ To present, ah , my research proposal	Filled pause
✓ Of course I will, ah , say thanks for / for Allah Shubhanallah wa taala	Filled pause Repeat
✓ I will, mm, / I will present my research proposal, ah , the title is about the impact of storytelling in improving students' speaking ability, ah, mm, mm, *well* why I am choosing, ah, this / this topic because, mm , storytelling is the have a good benefit	Repeat Filled pause Filled pause Interjection Filled pause Filled pause Repeat Filled pause
✓ My subject, mm , there are, mm , students from junior high school	Filled pause Filled pause

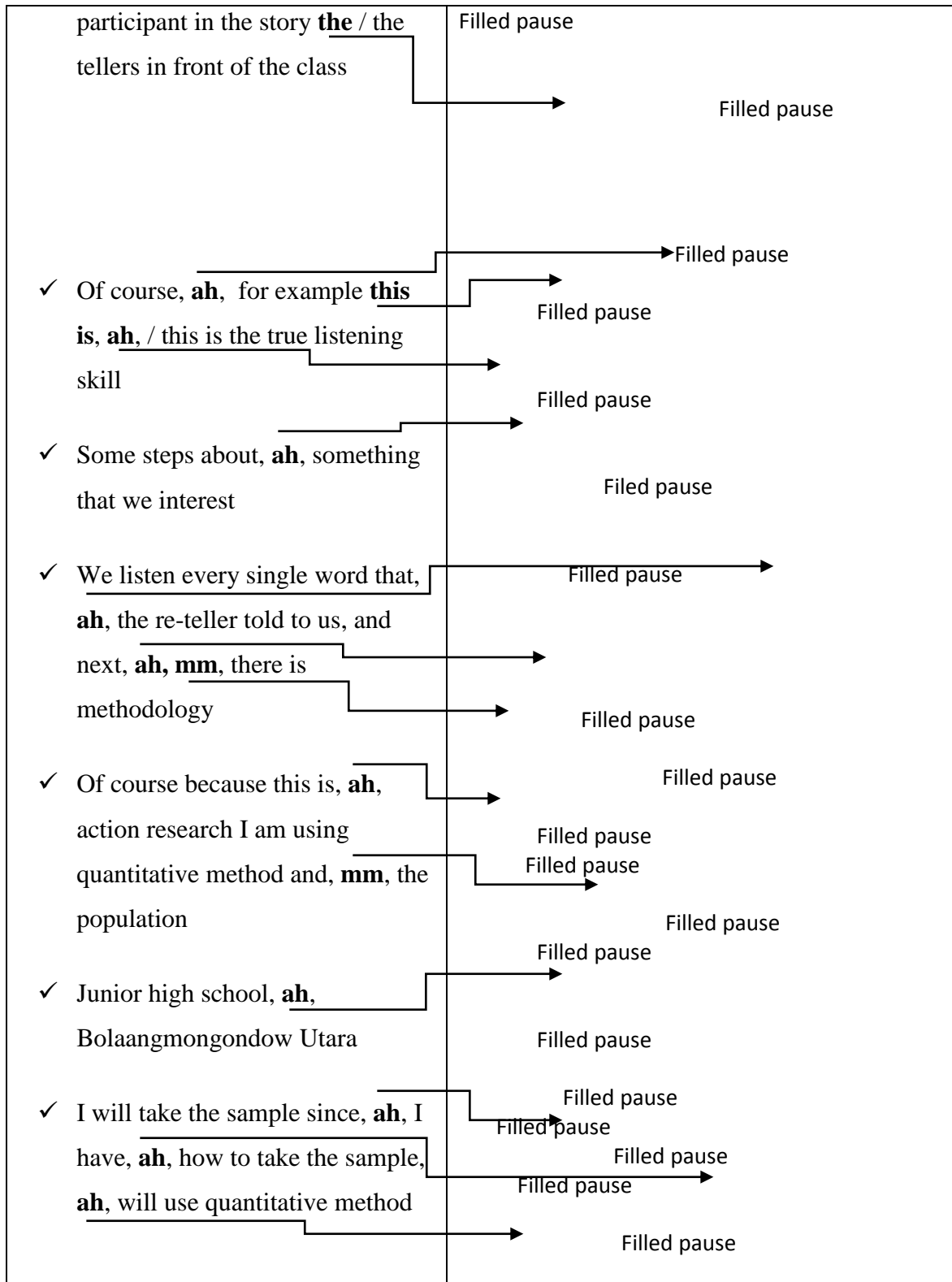


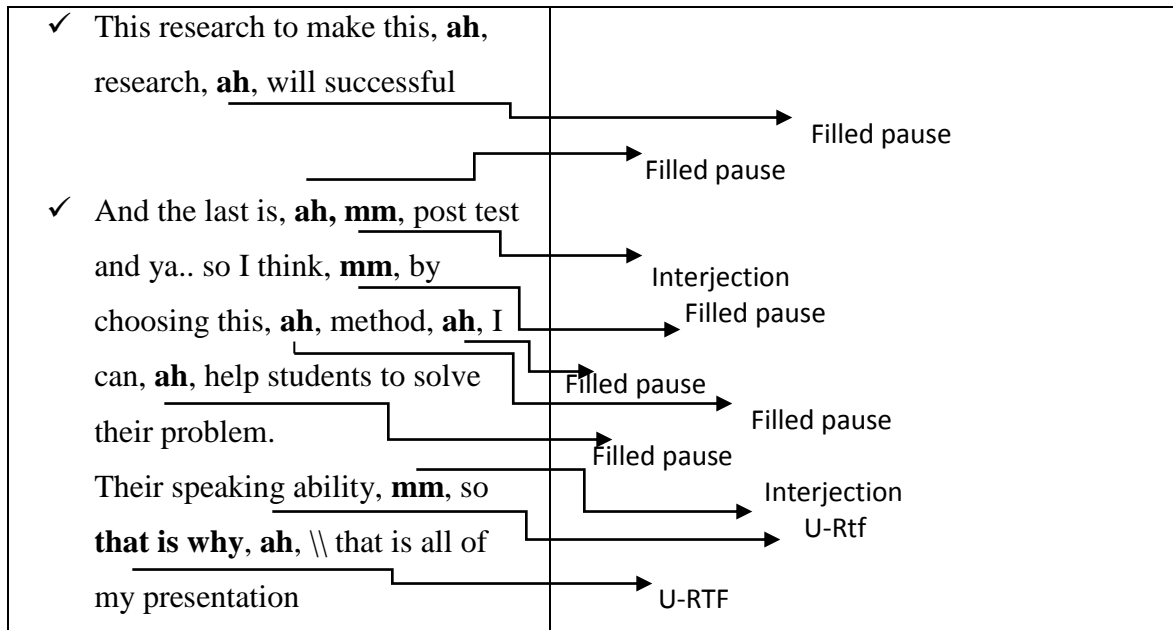




state that, ah , in stories promoting	→ Filled pause
a feeling of wellbeing and	
relaxion. So because , mm , /	
because stories people feeling	→ Filled pause
✓ For students that's why students,	→ Filled pause
mm , mm , store the material	→ Filled pause
✓ Take the material that's, ah ,	→ Repeat
teacher very / very give good for	→ Filled pause
their so they can store the material	→ Filled pause
in their brain	
✓ Story in, ah , our life, ah , of	→ Filled pause
course for students	
✓ So, ah , the material	→ Filled pause
✓ So, they can, mm , express their	→ Filled pause
thought	
✓ When students, ah , retell their	→ Filled pause
story	→ Repeat
✓ Of course, ah , other / other	→ Repeat
students will / will have a	→ Repeat
question	→ Filled pause
✓ And then, mm , increasing verbal	→ Filled pause
proficiency	→ Filled pause
	→ Filled pause







Appendix 2

Transcript of Presentation

Participant 1

Place : Ballroom UNG

Date : June 4th 2015

Assalamuallaikum warahmatullahi wabarakatu and good afternoon ah first of all I would like to express my feelings when stand in front of you guys. Of course I am really happy, and little bit afraid of course and ah I would like to express my big thanks to the English department to give me the chance to speak in front of you, thank you very much. ah mm today I would like to present my material about students' perception towards writing summary. So guys, have you have you lecture ever ask you to write a summary?. How many how many time?, do you happy? Thank you for be honest ah why summary? why writing summary? Because maybe it's my experience since I was in ah second semester till now ah I ah my lecture always ask me to a make summary ah in the education field and also in literary field and linguistic it is ah never never okey. Writing summary actually is ah of course good thing talk because beside your writing we also read and of course we read carefully, so but how some students not, maybe not some but many students even they already write summary they still, they didn't understand with the summary. With the material that they learn, what happen? So I would like to ah to analyze what

happen in the student, what happen what happen to student when the teacher ask them to write a summary but in this case I would like to ah research the summary in literature field in ah literary criticism. In ah sixth grade in my own class. I analyze them, I am sorry to the lecture because I am tell him that would like to mm do the research in this class, but I see that the lecture is is not here thank you. Okey, this is ah a theory about summary, I am interest to I am interest to Groey theory ah theory about summary. Is the effective way to present the long time in shorter term. Of course it is effective way to present to make the test become shorter. Of course if it is effective way to present to make the test become shorter, of course it also help the student to understand the material that the teacher give. But how but how that back again, student will confuse to the material. So, I do this research ah I do this qualitative method. I interview, and also question observation. Observe my my classmate. Because I take my data from English department students in sixth grade class D. This is my own class, and then literature field ah literary criticism the lecture is ah pak Farid. I found that some some students ah or ah most of my my ah my participant in this research say that summary is really helpful in students learning. Helpful in in students learning. But every time the discussion, the teacher ask discuss about the summary they keep silent in their ah in their silent sit in their sit they didn't want to discuss about material. I don't know they are understand or not? But they say is really hopefully the student because, it's improve it it give them a prior knowledge about what they learn today. So, it is helpful in ah student learning. They got some ah

some knowledge for writing summary and also when I observe I ask them ah about literary criticism, they also can answer it means it's helpful in student learning but, it's not really helpful to encouraged student speaking in front of the class about the material they already write.

And then summary is not always improve students' writing ability ability. So guys, I would like you to be to be honest, when you are teacher ask to make summary is that really thing. Its' that from in your opinion or from oh or from google. Google do the best and you do the rest, is that right? You are just cheating from the internet oke thank you be honest again. Because I do the observation and of course interview of ah my data, ya it's not really it's not always improve our our writing ability, why?

Because when the lecture ask to make the summary, we can give it to google. Google will do the best, of course and we do the rest. We just put the coma and full stop, so it's of course it's not always improve students writing ability. So that's right even the six grade, we already pas ah writing, we already make ah a summary. Many time but our writing still get critical from our lecture of course the e-e-e-and ah always say grammar sick. Even they say already make a writing ah summary of course it's not improve student writing ability with their way. And next the second it's better if the teacher give feedback when they ask student to make a summary. Some days ah when some lecture, when they ask to make a summary they didn't give feedback. They just collect the summary itself ah collect in the table and then they lose their summary and tell that they don't make a summary. Even they already collect the summary it's ah

mm some experience of my friends who already collect many times their summary and the semester, the end of semester the teacher said that you didn't collect your summary, why? Because there is no feedback from the teacher it self. You are already ask to make ah summary but didn't give feedback. You just collect collect collect but, of ah fortunately ah in my class ah literary criticism our lecture always give us feedback. When we ask ask to make a summary, the next meeting he will ah... he will make a discussion about our summary. So how lucky we are but, in the field I am sorry ah some our lecture ah lecture in our sixth grade, maybe if I am not ah if I am not forget if I am not forget it is in the ah ah ah education field ah we make summary but we never get any feedback. The paper is is become ah pack of maybe thank you for your attention. Oke thank you, it is all from me.

Participant 2

Place : Ballroom UNG

Date : June 4th 2015

Oke, Assalamuallaikum warahmatullahi wabarakatu ah first of all I would like to tell that I have to information for you guys. For the first I am little shaking rigt now, and and the second is someone ask me to have sit and walking around this stage, so I am sorry mm today I would explain about my research proposal. The title is the analysis of students' perception towards the use of comic strip textbook in learning tense here I focus on the problem or phenomena that happen in Indonesia especially in ah learner of Indonesia and it is students problem students problem in learning tenses. It is say ah Sward said that problem in story tenses is not only happen in Indonesia but it also happen in Malaysia, Vietnam and also in China and commonly they make they make a same mistake for example ah when they make ah sentence in simple present they use ah the to be is, am, are and they put it ah even even the even the sentence is in the form verbal verbal note or form. And the second example is when they tried to make ah a question, they they forget to put ah the to be. It is like ah do or does ah before the question, and after having the ah approach student of SMA 1 Telaga Biru I found the trouble trouble around the student, it is comes from the media that they use it is textbook. I have to say that all of the media from Indonesia the media are that ah and ah I just want to tell you, I just want to investigate which is the media that they

use and here from textbook, I found ah the disadvantage which are from teacher vision. Come they are three points, at the first is text book is old or outdated or information showing the students is not current or relevant ah it can be said that the contain of textbook is not always be what's ah the happening, I mean so this ah in this case the student the lecture or, I mean the teacher having to work than the other, I mean when they are trying to make ah a sentence ah so they have to give the example based on what's happening at the time ah for example when we the teacher give ah the example of the sentence and use the simple present so, the pronoun I mean the subject have to the name of the name of I mean the name of what really happening. And the second is that student can not read or understand can not important concepts, yee it is actually true because, ah in text books there is too much of tester. So, the students ah will get the difficult to understand which is the ah information and the content of the textbook and the last is reading. Reading level of textbook is too difficult ya, because a textbook is only full of text without many pictures but ah in other media for example comic, may there are lot of pictures that can make our understand about the content of textbook.

So here, I tried to create new innovation it is comic, so here we learn tenses by using technique of comic, my idea is by in 1993. This time Theory those comic is a media who can make student interest in learning tenses, it is more communicative, popular, a and readable that from the media that that really has already exist, I tried to combine it become and then education come strip, so this is the combine combination

between textbook and comic the difference between the comic and comic strip. The comic contain ah a lot of pages so it ah you know similar with ah the textbook. So I make the mm new one it is comic strip it only contain one page and the students can read the content easily because, it's so ah easy to read, joyful, and it is very easy and the last I come to research design. First I use qualitative and ah quantitative method, why? Because I saw that ah the characteristic of people ah in Indonesia, they sometimes only ah you know they get difficult to understand about the text or they get ah so lazy to read. So here by using qualitative data they can easily to understand, they can easily to know. About the data find of the research by see the point and qualitative help the reader especially for the people that really really want or has a hobby with the reading so, they can read it by qualitative qualitative data. Here I use observation, of course first before ah making the questioner I ask to know about the characteristic characteristic of the student. And the next is to use questioner her ah consist of twelve twelve question about textbook and the question is related the strength and also the weakness of the media, next is treatment after finding the problem or what that really access I mean the sickness around the student the student so I make the exam to determine so ah before treatment, I will ask the student ah it means ah that it is the process the measure of the student in understand the tenses. Then, after that I use the comic strip to give the treatment. It is about the ah students interest. And the last is the result, in this proposal ah I do believe that will be success because, there are three point that is two actually different with the textbook ah

textbook provide I mean for the first tense interest for the comic is very high and the second is easy to be understood and the third easy to carry, so it has two different with the ah characteristic with textbook. So that's why I do believe that this research will be success and here is the conclusion from my, what is prediction research actually I need the student of senior high school in SMA 1 Telaga ah biru because, I I got too late to visit the school so I have to wait for the next new period I mean tahun ajaran baru Indonesia called so, why do? We think I make the ah pre observation, I used my friend in my sixth semester I give the questioner and also the comic strip and the data prove that comic strip is a rise students interest. Even the students in in university before ah have join ah tense class. That's all from me and thank you.

Participant 3

Place : Ballroom UNG

Date : June 4th 2015

Okey, thank you. Assalamuallaikum Assalamuallaikum warahmatullahi wabarakatu.

Good afternoon ladies and gentlemen, thank for the appportunity today I will present about my research proposal the title is an analyzing on ignoring punctuation on students' writing in blog. As we know in English learning process, there are some skill such as listening, listening, speaking, writing writing. All of there are important because, there are essential to be master of English specially in writing . Before I told more about my research we have to know about the writing ah ah ah oke thank you ah ah about the definition in wiring. Writing is the second communication for us to have the writing for the good idea and good writing have some aspect such as grammar, vocabulary, spelling and punctuation and ah according Wijono, punctuation may provide of periods, coma, semi coma, colum, hyphen, punctuation and apostrophe ah in the research I have hyphotesis bi bi because my research is this, is till going to ah process. In the ah the first ah hypothesis is writing one, there are eight students will be still ignored punctuation in writing and the second problem is ah how many ah the in writing most most problem that found ah is punctuation of using comma, apostrophe and full stop. Based on my background, I focus to problem and describe the kinds of ignored punctuation on ignored punctuation on students' writing

in the blog. Next, ah about the the methodology, the first method is qualitative ah...
in the research I I use ah Qualitative method about the tools ah My research is focus
ah writing skill in writing skill in blog students ah about the and the next. The
collecting the data, in this research collect ah collect ah I collect data analyze in the
ah ah ah I will describe the ignored punctuation students in writing blog. And the the
the come the data in this in this step I ah. The ris, doing observation and will be
looked the the student writing in the blog. About the analyze the research will
identified the ignored punctuation in writing student and analyze and then research
analyzing the data, I will use the descriptive ah concern ah based on the theory of by
Wijono. Next, okey thank you.

Participant 4

Place : Ballroom UNG

Date : June 4th 2015

Okey, thank you very much. Assalamuallaikum warahmatullahi wabarakatu and good afternoon everyone ah the first of all I want thank to the English department to choose me as the one of the presenter in international students conference, and today we are going to tell about my preliminary study of the ah my research with the title is students perception towards the use of music in learning English listening skill. Okey, ladies and gentlemen, we are talking about the research the first question that come up in our mind is the question ok, this is the first basic consideration of ah my study, so the word is what is this study? This study is the preliminary study of using in English song to teach English skill, so actually my research problem is how to increase students vocabulary through the English song. I mean ah my focus here is to hear the student vocabulary by determining the part of the part of speech in the lyric of English song. So.. before I apply my ah to teach English in terms of listening skill, I need to conduct this preliminary study to investigate to investigate how pleasure? The object of my study to my my media of teaching and then ah I am focus here in the vocabulary. So why vocabulary vocabulary is important? According to Richard in 2002 he say that vocabulary is the core component of language prevision and provide provide much of the basic for whole learner learn to speak, listen, read and write.

From this theory it clearly of use? It that the vocabulary is the main core of the language what is the learner must learn vocabulary makes him or her to be easier to construct the language that divided by speaking, listening or writing. And the why it should be English song? Here here I have the three word from Margrie in 1992, he state that the use of music and song have two advantages in in relation to language learning such as how they memorable and kind of innovative especially for children, adolescence, and young learner. It means that the use of music can help the learner to to remember to remember the vocabulary as they sing the song. So my expectation, here beside to make the students to be easier to to learn to learn the listening through the music, I also want to increase their motivation to learn English through song. So ah commonly the object ah of this study is that the students of junior high school ah regarding to this theory the the students really motivated for ah I mean ah music can help the the students to be motivated especially for children, that's why I choose the junior high school to be the object of my study. Ok next, ok here is the may how I conduct my preliminary study. The first is ah obtain by questionnaire given to student of SMP Negeri dua Pulubala, is the sample of my study and the population is eighty one population and I choose twenty one students as the sample of my study. And the last is data analysis, the data has been analyzed by using leker skill, leker scheme I mean I mean and then when I analyze my data I got this result in my questionnaire I make ten question then ah most of all they did their positive respond towards my my questionnaire I mean my study and ah the result shows that more than fifty percent

that they are give the positive answer towards my my answer question of the research, so in the conclusion on the final they can recalculate that the use of English song in junior high school it is accept. And it can help the students to learn English. In relation and of course that means, that's yeee, my conclusion based on the data analysis, I have been analyzed that I said before that I got more than fifty percent students like to learn English ah and happy. So therefore it can be conclude that probably this research will be successful. Okey, thanks.

Participant 5

Place : Ballroom UNG

Date : June 4th 2015

Assalamuallaikum warahmatullahi wabarakatu ah okey. Well, ok this is first time ah presenting present topic ah mm material in front of you guys. Actually, ah I am little bit nervous but bongka. Okey, next next this is the based of yu-gi-oh the card game. Okeh, if I think ah all of you many know many know what's up what's up I am sorry I am sorry yu-gi-oh card game, because if you don't know the yu-gi-oh card games. This is the face, the display, this is the example of yu-gi-oh card game. ok background, the lack of vocabulary is one of the big problems of gorontalo state university especially in englis department ok ah, stop, vocabulary concern of what must be understand in order to know the topics it is the choice, it is I choice, I focus on the vocabulary because the lack of vocabulary is one of the big common problem on Gorontalo state university university. That's true that's true and it's ah dialami oleh saya saya, I am the I am the target of what is sorry I forget. The person who lack vocabulary ok, by I am popular cards games as know as yu-gi-oh for teaching it sure that why? Why why must I combine yu-gi-oh card games with a vocabulary issue? Why? Is is if you think ah for a second it's not clear, yu-gi-oh is just is just game is just a child game and just anak-anak game yang tayang di indosiar setiap hari minggu, it's not like that. It's just like ah in my mind in my opinion, in my point of

view it has an element of education. Ok fandi, proceed ah actually when I search on the internet I don't find any theoretical framework, but but what it what it have one point of ah theory that that support my statement Ben Whitley Ben Whitley is the key when learning a new piece of vocab is to engage with it and to think about it. Ya the key when learning a new piece of vocab is to engage with it and to think about it why Why Why Why I accept this theory because in yu-gi-oh in yu-gi-oh many card game. If we as the player mm when we when we play game. We are gonna be mm again with a problem solving ah dark quest matter yea and and that's why I accept this theory theory ah I am accept the foundation foundation of elements ya, something like that and the ah this is my research design mm this time ah ya ok technical, matter, there, first number one observe the observe ah the methodological of ah conduct this research is to ah make ah a person or the subject. I am will be observe / observe they playing they playing this game whether they have ah jago or not or something like that, I I just observe them I observe them the way how they play this game it's a place number one and then the number two, the dictionary ah if you just read in this ah screen maybe one of you think that dictionary is the ah mm sign ways of book that have a many definition and ya and that etcetera. Well in this dictionary ah this is my my technique, I add with the dictionary. What is the dictionary? The dictionary is one way one of way one of way to test one of way to test the sample ah the player who was play the yu-gi-oh and then ah wait up, this is the contoh kasus. Something, maybe if eko like play, playing yu-gi-oh I tell you he

play yu-gi gi plus text book and I ask him about for example, ah dark magician ah dark magician. I ask to eko, what is dark magician eko eko will describe the dark magician card card the dark magician. You know drak magician has is own definition, maybe dark magician has own definition ah maybe in this own definition. Maybe dark magician is the supir bentor yang nongkrong di pinggir jalan ah itu something like that and and I test on malik, what is dark magician malik? Maybe said that darik magician ah tukang ojek di pagimana ah the the there they has their own definition but in the meantime I have the true definition of this dark magician and the two of them, I collect the definition the definition and I collect them and I mix with my true definition. I ask to them about to the sample A sample B, what is the ah... true answer of this dark magician. Maybe it is the tukang bentor or the ojek pagimana or dark magician could Beclark found ability that process that process of asking and collecting. My ah friend sample is ah a way of of how how ah to make their brain processing the engaging and it could be tersalah salah wrong with choice, maybe they they learn learn from their mistake. And that's why the dictionary method is ah in my opinion is successful. Insya Allah berhasil, the second one A-Z listening ok ah.. A-Z listening not A-Z arief zakson or something like that. The A-Z listening is the sample is playing a video, after they play a video game yu-gi-oh has contain a lot of word ah a high words words a high class word, a high level words. For example, ah in a in a common life in kehidupan sehari-hari ah we just know as throw throw you know. If we make, try to play the yu-gi-oh the throw the throw words is not be used but,

instead it is going to be replaced by disquered or.. if ah we we lihat sejenak the throw is ah beda level beda level. So if if we barang throw is level three, disquered is level seven yaa from the result from the cause of that word. From the replace of the word we we so I can conclude that yu-gi-oh have ah have ah a chance, have a element of how we will have ah a new vocabulary within this game. And the process I interview one of them, maybe I just interview ya interview biasa ah ah usahakan mereka tidak, I I try to ah apa eee convicence them of, I try to make them better when they observe yaa seakan-akan mereka dimata-mata yaa wah mission impossible tes tes tes tes ok. And the post test ah post test is the find countdown countdown the final countdown of this test. Well this method of yu-gi-oh think yu-gi-oh, enhancing vocabulary we e e e enhancing student vocabulary or not it will be seen on post test. Ya, sekarang hasilnya masih di progress progress. Ok fandy, I think that's my presentation. from Bruce lee, a wise man can learn more from a foolish question than, a fool can learn from a wise answer. Ok thank you

Participant 6

Place : Ballroom UNG

Date : June 4th 2015

Assalamuallaikum warahmatullahi wabarakatu, good afternoon ladies and gentlemen and ah... especially for our vice head of English department and all of speakers, guest that are listening in this wonderful seminar. Actually I am really proud because, I can stand up here in front of you to present ah my research proposal and of course I will ah say thanks for for Allah Shubhanallah Wa Taala. And well in this opportunity I will mm I will present my research proposal ah the title is about the impact of storytelling in improving students speaking ability ah mm mm well, why I am choosing ah this this topic because mm storytelling is the have a good benefit for the students and also I am afraid the topic with my subject mm there are mm students from junior high school. So, I think storytelling as a good method to treat and improving their speaking ability and mm yaa.. see the question. Do you want to speak English naturally and easy? Of course, if you ask this question for you are students mm the answer of course yes. And even you ask this question for yourself.

Why? Because as you know mm English is ah one important skill in English language skill students must be master because, this skill is ah needed and important part ah communication in daily in daily life. So, people especially students use ah this ah skill to exchange their idea, their feeling, and their opinion to their parents and

other. And how? When we found out in the class room students are find this speaking is a difficult in the process of learning even they yaa.. speaking is difficult to practice in the process of learning mm their self can make mistake when their speaking. This a problem , that's why I choosing this topic because I think storytelling is a good to make the students ignore their their fear when they ah retell the story about their experience because seems like ah mister will just say before ah for a few minutes ago learning by experience will be more give benefit for us, specials for students and yes ah even for students ah just choosed to be silent. This is not because they don't have vocabulary, but the problem is they are mm ah they are not make some mistake ah maybe ah the grammar ah the grammar the the grammar when they want to speak in ah front of class. So what the teacher have to do to solve this problem, to help the students in improving their speaking ability.

Yaa.. the answer is ah creative, so ah teacher should be creative to take ah method of technique. Because there is so much technique method that teacher can take ah to apply in the class to help the students to improve their speaking ability without caring out the grammar so they didn't ah they have to bravely they have to bravely to ah explain and to ex ex ex express their own idea about their own story in front of class and mm in this mm in this research I am choosing storytelling because, the reason there are have been told you before and also there is ah some of expert ah say, state that state that ah there is ah many benefit of ah storytelling. If we take the storytelling as a source improve student speaking ability. In the process of teaching ya.. the first is

ah expert in the Morgan and Weis in nineteen ninety seven and two thousand and ah.. they state that stories emotions adds to their learning effectiveness because, learning is like what I say before learning according to expert will will ah learning with experience ah associate mm with ah our English will be ah are are more are more mm easy to star and retell the material that we have ah have been take on the class and then ah on the next day or in the final test can easily to remember the from our from our brain to remember the material. And also Stoye two thousand and three state that ah.. in stories promoting a feeling of wellbeing and relaxation. So because, mm because stories people feeling of wellbeing and relaxation for students that's why students mm mm store the material and take the material that's ah teacher give for their with the very very good so, they can stored the material in their brain.

And the next is increasing children's willingness to communicate thought and feeling. Same like I say before if we are talking about there are so much story in ah our life ah of course for students so, they have so much experience that they can talk. In the tell in front of the class so, ah.. the material it doesn't really need to be topic the students take from the textbook so, they can mm express their thought and feelings in front of the class. And next is encouraging active participation. Yaa.. when student ah retell their story in front of class, of course ah other other students will sill have a question. What kind of story he told in front of class? Maybe the students want the part of their character in the stories.

And then mm increasing verbal proficiency. Yes, of course, because they are talking about their story in front of class we can about mm their ah fear to make a mistake because they also learning with ah something funny guys. Something make them fun. That's why they ignore the fear, and then mm encouraging use of imagination and creativity. Ya in creating ah encourage use of imagination and creativity, it means ah when ah.. students ah retell their story in the front of the class maybe they will imagine ah if in this story I am the character ah mm of the story so, I can imagine. When can I play the role this story how can I play the story? And how I can explain? Ah explain ah retell ah again the story that's why mm the words the words will coming naturally from students. And the next is increasing verbal proficiency. Yaa when students mm doing retell story in front of class, of course they are difference sill will have ah cooperative with them to ah to be mm be a participant in the story the the tellers in front of the class. And then encouraging use of imagination and creativity. Yaa.. of course for example this is ah this is the true listening skill. Because for example when we listen some steps about ah something that we interest of course we will care about the story and we listen every single word that ah.. the reteller told to us, and next ah mm there is methodology. Yes, of course because this is ah action research. I am using quantitative method and mm the population and sample is students of eight grade of junior high school ah bolaang mongondow utara, and I will take the sample since ah.. I have ah how to take the sample ah will use quantitative method and there are I use three steps to design this research to make this

ah research ah will successful. The first time is pre test and the second is treatment and the last is ah mm post test and ya so, I think mm by choosing this method ah I can ah help students to solve their problem and improving their speaking ability mm so that's why ah that's is all of my presentation. thank you very much.

Appendix 3

Transcript of Presentation

Participant 1

Place : Ballroom UNG

Date : June 4th 2015

Assalamuallaikum warahmatullahi wabarakatu and good afternoon ah first of all I would like to express my feelings when stand in front of you guys. Of course I am really happy, and little bit afraid of course and ah I would like to express my big thanks to the English department to give me the chance to speak in front of you, thank you very much. ah mm today I would like to present my material about students' perception towards writing summary. So guys, have you have you lecture ever ask you to write a summary?. How many how many time?, do you happy? Thank you for be honest ah why summary? why writing summary? Because maybe it's my experience since I was in ah second semester till now ah I ah my lecture always ask me to a make summary ah in the education field and also in literary field and linguistic it is ah never never okey. Writing summary actually is ah of course good thing talk because beside your writing we also read and of course we read carefully, so but how some students not, maybe not some but many students even

they already write summary they still, they didn't understand with the summary. With the material that they learn, what happen? So I would like to ah to analyze what happen in the student, what happen what happen to student when the teacher ask them to write a summary but in this case I would like to ah research the summary in literature field in ah literary criticism. In ah sixth grade in my own class. I analyze them, I am sorry to the lecture because I am tell him that would like to mm do the research in this class, but I see that the lecture is is not here thank you. Okey, this is ah a theory about summary, I am interest to I am interest to Groey theory ah theory about summary. Is the effective way to present the long time in shorter term. Of course it is effective way to present to make the test become shorter. Of course if it is effective way to present to make the test become shorter, of course it also help the student to understand the material that the teacher give. But how but how that back again, student will confuse to the material. So, I do this research ah I do this qualitative method. I interview, and also question observation. Observe my my classmate. Because I take my data from English department students in sixth grade class D. This is my own class, and then literature field ah literary criticism the lecture is ah pak Farid. I found that some some students ah or ah most of my my ah my participant in this research say that summary is really helpful in students learning. Helpful in in students learning. But every time the discussion, the teacher ask discuss about the summary they keep silent in their ah in their silent sit in their sit they didn't want to discuss about material. I don't know they are understand or not? But they say

is really hopefully the student because, it's improve it it give them a prior knowledge about what they learn today. So, it is helpful in ah student learning. They got some ah some knowledge for writing summary and also when I observe I ask them ah about literary criticism, they also can answer it means it's helpful in student learning but, it's not really helpful to encouraged student speaking in front of the class about the material they already write.

And then summary is not always improve students' writing ability ability. So guys, I would like you to be to be honest, when you are teacher ask to make summary is that really thing. Its' that from in your opinion or from oh or from google. Google do the best and you do the rest, is that right? You are just cheating from the internet oke thank you be honest again. Because I do the observation and of course interview of ah my data, ya it's not really it's not always improve our our writing ability, why?

Because when the lecture ask to make the summary, we can give it to google. Google will do the best, of course and we do the rest. We just put the coma and full stop, so it's of course it's not always improve students writing ability. So that's right even the six grade, we already pas ah writing, we already make ah a summary. Many time but our writing still get critical from our lecture of course the e-e-e-and ah always say grammar sick. Even they say already make a writing ah summary of course it's not improve student writing ability with their way. And next the second it's better if the teacher give feedback when they ask student to make a summary. Some days ah when some lecture, when they ask to make a summary they didn't give feedback. They just

collect the summary itself ah collect in the table and then they lose their summary and tell that they don't make a summary. Even they already collect the summary it's ah mm some experience of my friends who already collect many times their summary and the semester, the end of semester the teacher said that you didn't collect your summary, why? Because there is no feedback from the teacher it self. You are already ask to make ah summary but didn't give feedback. You just collect collect collect but, of ah fortunately ah in my class ah literary criticism our lecture always give us feedback. When we ask ask to make a summary, the next meeting he will ah... he will make a discussion about our summary. So how lucky we are but, in the field I am sorry ah some our lecture ah lecture in our sixth grade, maybe if I am not ah if I am not forget if I am not forget it is in the ah ah ah education field ah we make summary but we never get any feedback. The paper is is become ah pack of maybe thank you for your attention. Oke thank you, it is all from me.

Participant 2

Place : Ballroom UNG

Date : June 4th 2015

Oke, Assalamuallaikum warahmatullahi wabarakatu ah first of all I would like to tell that I have to information for you guys. For the first I am little shaking rigt now, and and the second is someone ask me to have sit and walking around this stage, so I am sorry mm today I would explain about my research proposal. The title is the analysis of students' perception towards the use of comic strip textbook in learning tense here I focus on the problem or phenomena that happen in Indonesia especially in ah learner of Indonesia and it is students problem students problem in learning tenses. It is say ah Sward said that problem in story tenses is not only happen in Indonesia but it also happen in Malaysia, Vietnam and also in China and commonly they make they make a same mistake for example ah when they make ah sentence in simple present they use ah the to be is, am, are and they put it ah even even the even the sentence is in the form verbal verbal note or form. And the second example is when they tried to make ah a question, they they forget to put ah the to be. It is like ah do or does ah before the question, and after having the ah approach student of SMA 1 Telaga Biru I found the trouble trouble around the student, it is comes from the media that they use it is textbook. I have to say that all of the media from Indonesia the media are that ah and ah I just want to tell you, I just want to investigate which is the media that they

use and here from textbook, I found ah the disadvantage which are from teacher vision. Come they are three points, at the first is text book is old or outdated or information showing the students is not current or relevant ah it can be said that the contain of textbook is not always be what's ah the happening, I mean so this ah in this case the student the lecture or, I mean the teacher having to work than the other, I mean when they are trying to make ah a sentence ah so they have to give the example based on what's happening at the time ah for example when we the teacher give ah the example of the sentence and use the simple present so, the pronoun I mean the subject have to the name of the name of I mean the name of what really happening. And the second is that student can not read or understand can not important concepts, yee it is actually true because, ah in text books there is too much of tester. So, the students ah will get the difficult to understand which is the ah information and the content of the textbook and the last is reading. Reading level of textbook is too difficult ya, because a textbook is only full of text without many pictures but ah in other media for example comic, may there are lot of pictures that can make our understand about the content of textbook.

So here, I tried to create new innovation it is comic, so here we learn tenses by using technique of comic, my idea is by in 1993. This time Theory those comic is a media who can make student interest in learning tenses, it is more communicative, popular, a and readable that from the media that that really has already exist, I tried to combine it become and then education come strip, so this is the combine combination

between textbook and comic the difference between the comic and comic strip. The comic contain ah a lot of pages so it ah you know similar with ah the textbook. So I make the mm new one it is comic strip it only contain one page and the students can read the content easily because, it's so ah easy to read, joyful, and it is very easy and the last I come to research design. First I use qualitative and ah quantitative method, why? Because I saw that ah the characteristic of people ah in Indonesia, they sometimes only ah you know they get difficult to understand about the text or they get ah so lazy to read. So here by using qualitative data they can easily to understand, they can easily to know. About the data find of the research by see the point and qualitative help the reader especially for the people that really really want or has a hobby with the reading so, they can read it by qualitative qualitative data. Here I use observation, of course first before ah making the questioner I ask to know about the characteristic characteristic of the student. And the next is to use questioner her ah consist of twelve twelve question about textbook and the question is related the strength and also the weakness of the media, next is treatment after finding the problem or what that really access I mean the sickness around the student the student so I make the exam to determine so ah before treatment, I will ask the student ah it means ah that it is the process the measure of the student in understand the tenses. Then, after that I use the comic strip to give the treatment. It is about the ah students interest. And the last is the result, in this proposal ah I do believe that will be success because, there are three point that is two actually different with the textbook ah

textbook provide I mean for the first tense interest for the comic is very high and the second is easy to be understood and the third easy to carry, so it has two different with the ah characteristic with textbook. So that's why I do believe that this research will be success and here is the conclusion from my, what is prediction research actually I need the student of senior high school in SMA 1 Telaga ah biru because, I I got too late to visit the school so I have to wait for the next new period I mean tahun ajaran baru Indonesia called so, why do? We think I make the ah pre observation, I used my friend in my sixth semester I give the questioner and also the comic strip and the data prove that comic strip is a rise students interest. Even the students in in university before ah have join ah tense class. That's all from me and thank you.

Participant 3

Place : Ballroom UNG

Date : June 4th 2015

Okey, thank you. Assalamuallaikum Assalamuallaikum warahmatullahi wabarakatu.

Good afternoon ladies and gentlemen, thank for the appportunity today I will present about my research proposal the title is an analyzing on ignoring punctuation on students' writing in blog. As we know in English learning process, there are some skill such as listening, listening, speaking, writing writing. All of there are important because, there are essential to be master of English specially in writing . Before I told more about my research we have to know about the writing ah ah ah oke thank you ah ah about the definition in wiring. Writing is the second communication for us to have the writing for the good idea and good writing have some aspect such as grammar, vocabulary, spelling and punctuation and ah according Wijono, punctuation may provide of periods, coma, semi coma, colum, hyphen, punctuation and apostrophe ah in the research I have hyphotesis bi bi because my research is this, is till going to ah process. In the ah the first ah hypothesis is writing one, there are eight students will be still ignored punctuation in writing and the second problem is ah how many ah the in writing most most problem that found ah is punctuation of using comma, apostrophe and full stop. Based on my background, I focus to problem and describe the kinds of ignored punctuation on ignored punctuation on students' writing

in the blog. Next, ah about the the methodology, the first method is qualitative ah...
in the research I I use ah Qualitative method about the tools ah My research is focus
ah writing skill in writing skill in blog students ah about the and the next. The
collecting the data, in this research collect ah collect ah I collect data analyze in the
ah ah ah I will describe the ignored punctuation students in writing blog. And the the
the come the data in this in this step I ah. The ris, doing observation and will be
looked the the student writing in the blog. About the analyze the research will
identified the ignored punctuation in writing student and analyze and then research
analyzing the data, I will use the descriptive ah concern ah based on the theory of by
Wijono. Next, okey thank you.

Participant 4

Place : Ballroom UNG

Date : June 4th 2015

Okey, thank you very much. Assalamuallaikum warahmatullahi wabarakatu and good afternoon everyone ah the first of all I want thank to the English department to choose me as the one of the presenter in international students conference, and today we are going to tell about my preliminary study of the ah my research with the title is students perception towards the use of music in learning English listening skill. Okey, ladies and gentlemen, we are talking about the research the first question that come up in our mind is the question ok, this is the first basic consideration of ah my study, so the word is what is this study? This study is the preliminary study of using in English song to teach English skill, so actually my research problem is how to increase students vocabulary through the English song. I mean ah my focus here is to hear the student vocabulary by determining the part of the part of speech in the lyric of English song. So.. before I apply my ah to teach English in terms of listening skill, I need to conduct this preliminary study to investigate to investigate how pleasure? The object of my study to my my media of teaching and then ah I am focus here in the vocabulary. So why vocabulary vocabulary is important? According to Richard in 2002 he say that vocabulary is the core component of language prevision and provide provide much of the basic for whole learner learn to speak, listen, read and write.

From this theory it clearly of use? It that the vocabulary is the main core of the language what is the learner must learn vocabulary makes him or her to be easier to construct the language that divided by speaking, listening or writing. And the why it should be English song? Here here I have the three word from Margrie in 1992, he state that the use of music and song have two advantages in in relation to language learning such as how they memorable and kind of innovative especially for children, adolescence, and young learner. It means that the use of music can help the learner to to remember to remember the vocabulary as they sing the song. So my expectation, here beside to make the students to be easier to to learn to learn the listening through the music, I also want to increase their motivation to learn English through song. So ah commonly the object ah of this study is that the students of junior high school ah regarding to this theory the the students really motivated for ah I mean ah music can help the the students to be motivated especially for children, that's why I choose the junior high school to be the object of my study. Ok next, ok here is the may how I conduct my preliminary study. The first is ah obtain by questionnaire given to student of SMP Negeri dua Pulubala, is the sample of my study and the population is eighty one population and I choose twenty one students as the sample of my study. And the last is data analysis, the data has been analyzed by using leker skill, leker scheme I mean I mean and then when I analyze my data I got this result in my questionnaire I make ten question then ah most of all they did their positive respond towards my my questionnaire I mean my study and ah the result shows that more than fifty percent

that they are give the positive answer towards my my answer question of the research, so in the conclusion on the final they can recalculate that the use of English song in junior high school it is accept. And it can help the students to learn English. In relation and of course that means, that's yeee, my conclusion based on the data analysis, I have been analyzed that I said before that I got more than fifty percent students like to learn English ah and happy. So therefore it can be conclude that probably this research will be successful. Okey, thanks.

Participant 5

Place : Ballroom UNG

Date : June 4th 2015

Assalamuallaikum warahmatullahi wabarakatu ah okey. Well, ok this is first time ah presenting present topic ah mm material in front of you guys. Actually, ah I am little bit nervous but bongka. Okey, next next this is the based of yu-gi-oh the card game. Okeh, if I think ah all of you many know many know what's up what's up I am sorry I am sorry yu-gi-oh card game, because if you don't know the yu-gi-oh card games. This is the face, the display, this is the example of yu-gi-oh card game. ok background, the lack of vocabulary is one of the big problems of gorontalo state university especially in englis department ok ah, stop, vocabulary concern of what must be understand in order to know the topics it is the choice, it is I choice, I focus on the vocabulary because the lack of vocabulary is one of the big common problem on Gorontalo state university university. That's true that's true and it's ah dialami oleh saya saya, I am the I am the target of what is sorry I forget. The person who lack vocabulary ok, by I am popular cards games as know as yu-gi-oh for teaching it sure that why? Why why must I combine yu-gi-oh card games with a vocabulary issue? Why? Is is if you think ah for a second it's not clear, yu-gi-oh is just is just game is just a child game and just anak-anak game yang tayang di indosiar setiap hari minggu, it's not like that. It's just like ah in my mind in my opinion, in my point of

view it has an element of education. Ok fandi, proceed ah actually when I search on the internet I don't find any theoretical framework, but but what it what it have one point of ah theory that that support my statement Ben Whitley Ben Whitley is the key when learning a new piece of vocab is to engage with it and to think about it. Ya the key when learning a new piece of vocab is to engage with it and to think about it why Why Why Why I accept this theory because in yu-gi-oh in yu-gi-oh many card game. If we as the player mm when we when we play game. We are gonna be mm again with a problem solving ah dark quest matter yea and and that's why I accept this theory theory ah I am accept the foundation foundation of elements ya, something like that and the ah this is my research design mm this time ah ya ok technical, matter, there, first number one observe the observe ah the methodological of ah conduct this research is to ah make ah a person or the subject. I am will be observe / observe they playing they playing this game whether they have ah jago or not or something like that, I I just observe them I observe them the way how they play this game it's a place number one and then the number two, the dictionary ah if you just read in this ah screen maybe one of you think that dictionary is the ah mm sign ways of book that have a many definition and ya and that etcetera. Well in this dictionary ah this is my my technique, I add with the dictionary. What is the dictionary? The dictionary is one way one of way one of way to test one of way to test the sample ah the player who was play the yu-gi-oh and then ah wait up, this is the contoh kasus. Something, maybe if eko like play, playing yu-gi-oh I tell you he

play yu-gi gi plus text book and I ask him about for example, ah dark magician ah dark magician. I ask to eko, what is dark magician eko eko will describe the dark magician card card the dark magician. You know drak magician has is own definition, maybe dark magician has own definition ah maybe in this own definition. Maybe dark magician is the supir bentor yang nongkrong di pinggir jalan ah itu something like that and and I test on malik, what is dark magician malik? Maybe said that darik magician ah tukang ojek di pagimana ah the the there they has their own definition but in the meantime I have the true definition of this dark magician and the two of them, I collect the definition the definition and I collect them and I mix with my true definition. I ask to them about to the sample A sample B, what is the ah... true answer of this dark magician. Maybe it is the tukang bentor or the ojek pagimana or dark magician could Beclark found ability that process that process of asking and collecting. My ah friend sample is ah a way of of how how ah to make their brain processing the engaging and it could be tersalah salah wrong with choice, maybe they they learn learn from their mistake. And that's why the dictionary method is ah in my opinion is successful. Insya Allah berhasil, the second one A-Z listening ok ah.. A-Z listening not A-Z arief zakson or something like that. The A-Z listening is the sample is playing a video, after they play a video game yu-gi-oh has contain a lot of word ah a high words words a high class word, a high level words. For example, ah in a in a common life in kehidupan sehari-hari ah we just know as throw throw you know. If we make, try to play the yu-gi-oh the throw the throw words is not be used but,

instead it is going to be replaced by disquered or.. if ah we we lihat sejenak the throw is ah beda level beda level. So if if we barang throw is level three, disquered is level seven yaa from the result from the cause of that word. From the replace of the word we we so I can conclude that yu-gi-oh have ah have ah a chance, have a element of how we will have ah a new vocabulary within this game. And the process I interview one of them, maybe I just interview ya interview biasa ah ah usahakan mereka tidak, I I try to ah apa eee convicence them of, I try to make them better when they observe yaa seakan-akan mereka dimata-mata yaa wah mission impossible tes tes tes tes ok. And the post test ah post test is the find countdown countdown the final countdown of this test. Well this method of yu-gi-oh think yu-gi-oh, enhancing vocabulary we e e e enhancing student vocabulary or not it will be seen on post test. Ya, sekarang hasilnya masih di progress progress. Ok fandy, I think that's my presentation. from Bruce lee, a wise man can learn more from a foolish question than, a fool can learn from a wise answer. Ok thank you

Participant 6

Place : Ballroom UNG

Date : June 4th 2015

Assalamuallaikum warahmatullahi wabarakatu, good afternoon ladies and gentlemen and ah... especially for our vice head of English department and all of speakers, guest that are listening in this wonderful seminar. Actually I am really proud because, I can stand up here in front of you to present ah my research proposal and of course I will ah say thanks for for Allah Shubhanallah Wa Taala. And well in this opportunity I will mm I will present my research proposal ah the title is about the impact of storytelling in improving students speaking ability ah mm mm well, why I am choosing ah this this topic because mm storytelling is the have a good benefit for the students and also I am afraid the topic with my subject mm there are mm students from junior high school. So, I think storytelling as a good method to treat and improving their speaking ability and mm yaa.. see the question. Do you want to speak English naturally and easy? Of course, if you ask this question for you are students mm the answer of course yes. And even you ask this question for yourself.

Why? Because as you know mm English is ah one important skill in English language skill students must be master because, this skill is ah needed and important part ah communication in daily in daily life. So, people especially students use ah this ah skill to exchange their idea, their feeling, and their opinion to their parents and

other. And how? When we found out in the class room students are find this speaking is a difficult in the process of learning even they yaa.. speaking is difficult to practice in the process of learning mm their self can make mistake when their speaking. This a problem , that's why I choosing this topic because I think storytelling is a good to make the students ignore their their fear when they ah retell the story about their experience because seems like ah mister will just say before ah for a few minutes ago learning by experience will be more give benefit for us, specials for students and yes ah even for students ah just choosed to be silent. This is not because they don't have vocabulary, but the problem is they are mm ah they are not make some mistake ah maybe ah the grammar ah the grammar the the grammar when they want to speak in ah front of class. So what the teacher have to do to solve this problem, to help the students in improving their speaking ability.

Yaa.. the answer is ah creative, so ah teacher should be creative to take ah method of technique. Because there is so much technique method that teacher can take ah to apply in the class to help the students to improve their speaking ability without caring out the grammar so they didn't ah they have to bravely they have to bravely to ah explain and to ex ex ex express their own idea about their own story in front of class and mm in this mm in this research I am choosing storytelling because, the reason there are have been told you before and also there is ah some of expert ah say, state that state that ah there is ah many benefit of ah storytelling. If we take the storytelling as a source improve student speaking ability. In the process of teaching ya.. the first is


ah expert in the Morgan and Weis in nineteen ninety seven and two thousand and ah.. they state that stories emotions adds to their learning effectiveness because, learning is like what I say before learning according to expert will will ah learning with experience ah associate mm with ah our English will be ah are are more are more mm easy to star and retell the material that we have ah have been take on the class and then ah on the next day or in the final test can easily to remember the from our from our brain to remember the material. And also Stoye two thousand and three state that ah.. in stories promoting a feeling of wellbeing and relaxation. So because, mm because stories people feeling of wellbeing and relaxation for students that's why students mm mm store the material and take the material that's ah teacher give for their with the very very good so, they can stored the material in their brain.

And the next is increasing children's willingness to communicate thought and feeling. Same like I say before if we are talking about there are so much story in ah our life ah of course for students so, they have so much experience that they can talk. In the tell in front of the class so, ah.. the material it doesn't really need to be topic the students take from the textbook so, they can mm express their thought and feelings in front of the class. And next is encouraging active participation. Yaa.. when student ah retell their story in front of class, of course ah other other students will sill have a question. What kind of story he told in front of class? Maybe the students want the part of their character in the stories.

And then mm increasing verbal proficiency. Yes, of course, because they are talking about their story in front of class we can about mm their ah fear to make a mistake because they also learning with ah something funny guys. Something make them fun. That's why they ignore the fear, and then mm encouraging use of imagination and creativity. Ya in creating ah encourage use of imagination and creativity, it means ah when ah.. students ah retell their story in the front of the class maybe they will imagine ah if in this story I am the character ah mm of the story so, I can imagine. When can I play the role this story how can I play the story? And how I can explain? Ah explain ah retell ah again the story that's why mm the words the words will coming naturally from students. And the next is increasing verbal proficiency. Yaa when students mm doing retell story in front of class, of course they are difference sill will have ah cooperative with them to ah to be mm be a participant in the story the the tellers in front of the class. And then encouraging use of imagination and creativity. Yaa.. of course for example this is ah this is the true listening skill. Because for example when we listen some steps about ah something that we interest of course we will care about the story and we listen every single word that ah.. the reteller told to us, and next ah mm there is methodology. Yes, of course because this is ah action research. I am using quantitative method and mm the population and sample is students of eight grade of junior high school ah bolaangmongondow utara, and I will take the sample since ah.. I have ah how to take the sample ah will use quantitative method and there are I use three steps to design this research to make this

ah research ah will successful. The first time is pre test and the second is treatment and the last is ah mm post test and ya so, I think mm by choosing this method ah I can ah help students to solve their problem and improving their speaking ability mm so that's why ah that's is all of my presentation. thank you very much.

CURRICULUM VITAE

Data Pribadi		
	Nama	Silvana Lasundre
	Tempat Tanggal Lahir	Kotamobagu, 18 November 1994
	Jenis Kelamin	Perempuan
	Umur	22 Tahun
	Tinggi Badan	150 cm
	Agama	Islam
	Status	Belum Menikah
	Alamat	Jl. Moh. Husni Thamrin, Kel. Ipilo, Kec. Kota Timur, Kota Gorontalo
	Surat Elektronik/e-mail	Silvana.lasundre@yahoo.com
	Nomor Telepon	0812 – 4156 – 5877

Riwayat Pendidikan			
Pendidikan	Jurusan	Kab/Kota	Tahun
TK Bustanul Alfal 6	-	Kota Gorontalo	2000
SDN 3 Kota Gorontalo	-	Kota Gorontalo	2000-2006
SMP Negeri 6 Gorontalo	-	Kota Gorontalo	2006-2009
SMA Negeri 1 Gorontalo	IPA	Kota Gorontalo	2009-2012
Universitas Negeri Gorontalo	Pendidikan Bahasa Inggris	Kota Gorontalo	2012 – 2016

Penghargaan/ Achievements		
Penghargaan/ Achievements	Tingkat	Tahun
Bidik Misi Scholarship	Universitas	2012- sekarang
As a Speaker in International Students Conference linguistic field	International students conference organized by students union of English Department Universitas Negeri Gorontalo	2015
Juara Favorite Duta Bahasa Provinsi Gorontalo	Provinsi Gorontalo	2016
Lima besar terbaik poster presentation in Speaking Expo Of English Department	Kelas	2014

Pengalaman Organisasi		
Organisasi	Jabatan	Tahun
English Club	Tutor	2013
Himpunan Mahasiswa Jurusan	Anggota	2014
IKADUBAS (Ikatan Duta Bahasa Provinsi Gorontalo)	Anggota	2016

Praktek Pengalaman Lapangan		
Kegiatan	Tempat	Tahun
Praktek Kerja Lapangan (PKL)	My Liberty Gorontalo	2015
Praktek Pengalaman Lapangan (PPL) Students Teaching Practice	SMP Negeri 1 Tilongkabila	Periode September- Oktober 2015
Kuliah Kerja Sibermas (KKS)	Kab.Gorontalo Utara	Periode Oktober – November 2015

Kegiatan dan Partisipasi		
Kegiatan dan Partisipasi	Tempat	Tahun
Participant of MOMB 2012	Universitas Negeri Gorontalo	2012
Peserta Pelatihan Komputer dan Internet	Universitas Negeri Gorontalo	2012
Participant of International conference of Malay Language and Cultures	Gorontalo	2013
Peserta Poetry Out Loud	Universitas Negeri Gorontalo	2013
Peserta (CCU) Cross Cultural Understanding “Malay Culture”	Universitas Negeri Gorontalo	2014
Committee of (CCU)	Jurusan Pendidikan bahasa Inggris – UNG	2014
Peserta Musical Drama “Reflection”	Universitas Negeri Gorontalo	2015
Committee of Drama “Reflection”	Jurusan Pendidikan bahasa Inggris – UNG	2015
Participant of English Championship	Jurusan Pendidikan bahasa Inggris – UNG	2015
Participant of English Department Idol in English Championship	Jurusan Pendidikan bahasa Inggris – UNG	2015
Committee of English Championship	Jurusan Pendidikan bahasa Inggris – UNG	2015

Participant of Ranking 1 competition English Championship	Jurusan Pendidikan bahasa Inggris – UNG	2015
Participant in workshop at English Department UNG by English language fellow Jeremy Beal	Universitas Negeri Gorontalo	2015
Academic Visit in Bali	Bali	2015
Participant of IALF in Bali	Bali	2015
Academic Visit in STIP (Sekolah Tinggi Ilmu Pariwisata)	Bali	2015
Academic Visit in Universitas Udayana	Bali	2015
Academic Visit in Green School	Bali	2015
Participant of international students conference	Universitas Negeri Gorontalo	2015
Committee of international students conference	Universitas Negeri Gorontalo	2015
Finalis 30 Besar Duta Bahasa	Provinsi Gorontalo	2016
Peserta Beauty Intensive Course Latulip	LPMP Gorontalo	2016
Peserta Jambore Pemuda Indonesia (JPI)	Provinsi Gorontalo	2016
Peserta Seminar Public Speaking “Tampil Berani Tanpa Groggi” by Ronal Hutagalung	Ronal Hutagalung Learning Center Gorontalo	2016

Keterampilan
<ul style="list-style-type: none"> • Microsoft Office • Movie Maker Application • Kemampuan Berbahasa; Bahasa Indonesia, Bahasa Daerah Bolaang Mongondow , Bahasa Inggris