

**IMPROVING THE ELEVENTH GRADE STUDENTS'  
SPEAKING SKILL BY USING ACTIVATION METHOD  
AT MAN 3 PALEMBANG**



**UNDERGRADUATE THESIS**

**This thesis was accepted as one of the requirements to get  
the title of Sarjana Pendidikan (S.Pd.)**

**by:**

**Tria Novita**

***NIM. 12250145***

**ENGLISH EDUCATION STUDY PROGRAM  
TARBIYAH FACULTY  
ISLAMIC UNIVERSITY OF UIN RADEN FATAH  
PALEMBANG**

**2017**

Hal : Pengantar Skripsi

Kepada Yth.

Bapak Dekan Fakultas Ilmu Tarbiyah dan Keguruan

UIN Raden Fatah Palembang

Di

Palembang

Assalamualaikum Wr.Wb.

Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi berjudul **"IMPROVING THE ELEVENTH GRADE STUDENTS' SPEAKING SKILL BY USING ACTIVATION METHOD AT MAN 3 PALEMBANG"**, ditulis oleh saudari Tria Novita (12250145) telah dapat diajukan dalam sidang munaqosah Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang.

Demikianlah terima kasih.

Wassalamu'alaikum Wr. Wb.

Palembang, Januari 2017

Pembimbing I



Hj. Lenny Marzulina, M.Pd.  
NIP. 19710131 201101 2 001

Pembimbing II



Nova Lingga Pitaloka, M.Pd.  
NIK.14020110992/BLU

**IMPROVING THE ELEVENTH GRADE STUDENTS' SPEAKING SKILL  
BY USING ACTIVATION METHOD AT MAN 3 PALEMBANG**

This thesis was written by **Triya Novita**, Student Number 12250145 was defended by the writer in the Final Examination and was approved by the examination committee.

on February 8<sup>th</sup>, 2017

**This thesis was accepted as one of the requirements to get the title of Sarjana Pendidikan (S.Pd.)**

**Palembang, February 8<sup>th</sup>, 2017**

Universitas Islam Negeri Raden Fatah Palembang

Fakultas Ilmu Tarbiyah dan Keguruan

Examination Committee Approval

Chairperson,

Hj. Lenny Marzulina, M.Pd.

NIP. 197101312011012001

Member : Manalullaili, M.Ed.

NIP. 197204152003122003

Member : Deta Desvitasari, M.Pd.

Secretary,

M. Tiolandyah, M.Pd.

NIP. 197405072011011001

(.....)

(.....)

Certified by,

Dean of Tarbiyah Faculty



Dr. H. Kasinyo Harto, M.Ag.

NIP. 197109111997031004

## DEDICATION

This thesis is dedicated to:

- ♥ My everything Allah Subhanawata'ala the Lord of this world. The Greatest of the greats who has given rahmat, blessing and patience in finishing this thesis.
- ♥ My Prophet Muhammad Shallallahu'alaihi wa sallam with his families, his friends and his followers.
- ♥ My beloved father Drs. Takrim Abubakar and mother Herawati. Having both of you in this world is my fortune, you are my endless love. Thank you so much for having me as your lovely daughter, words can't describe how much my love to you.
- ♥ My lovely old brother Koko Ramdhani with his wife Satria Afriani, S.Pd and my young brother M. Masagus Ahadi, S.Pd. Thanks for your support bro...
- ♥ My perfect sister Dwi Syafitri with her husband Andi Suwandi. Thank you so much for your support and motivation. Love yaaa...
- ♥ My funny nephews Deva and Arsyah. Another part of my life is both of you. You guys complete my happiness.
- ♥ My sweetheart advisors Hj. Lenny Marzulina, M.Pd and Nova Lingga Pitaloka, M.Pd. A million thanks for your useful advices and guidance during I did my research, it will be unforgettable moments.

- ♥ My inspiring lectures Dr. Dian Erlina, M.Hum, Dr. Dewi Warna, M.Pd, M. Holandyah, M.Pd, Beni Wijaya, M.Pd, Winny Agustia Riznanda, M.Pd and others that I can't mention here one by one.
- ♥ My examiners Manalullaili, M.Ed and Deta Desvitasari, M.Pd.
- ♥ My boyfriend Rizki Andriansyah, S.E. Thanks a lot for anything honey. I love you...
- ♥ My DOPO Piah Rosanah, A.Md.Keb, Winda Aprilia, A.Md, Balqis Farah Mutia, S.H, Yunita Mardhotillah, A.Md.Keb and Octa Kurniati, S.Pd. May our friendship is everlasting till jannah.
- ♥ My partners in crime Yunica, S.Pd, Zakiah Kurnia, S.Pd, Yulia Sari Murni, S.Pd, Yulinda, S.Pd and Sondang Hotma Uli (flight attendance).
- ♥ My classmates PBI 04 2012. Syarifah Salwa, S.Pd, Shohibul Kahfi, S.Pd, Syahrir Rozi, S.Pd, Siti Fatimah, S.Pd, Tuti Hendriyani, S.Pd, Heru Saputra, S.Pd, Sholihatun, S.Pd, Tri Astuti, S.Pd, Tiara Nita Angela, S.Pd and all the crew of PBI 04. See you on top guys...
- ♥ My PPLK friends Dewi Febriyanti, S.Pd, Rizkiah Harfini, S.Pd, Nuzul Vera, S.Pd, Haroh, S.Pd, Dwi Rahmani, S.Pd and Desi Yunita, S.Pd. Thanks for supporting me as always.
- ♥ My KKN friends Riska Apriyanti, S.pd, Mike Wahyuni, S.Ip, Uswatun Khasanah, S.Pd and Diana, S.Pd.

- ♥ My girls Dini Aulia Dwintan, S.Pd with her boy Arip, S.Pd, Lusi Anggraeni, S.Pd, Ririn Khairunnisa, S.Pd, Mutiara Yusitaria, S.Pd and Syarifah Sukainah, S.Pd.
- ♥ My college English Education Study Program of UIN Raden Fatah Palembang
- ♥ My teacher and staff of MAN 3 Palembang who accepted and give permission to do research and got all related data.
- ♥ My stylish students (XI MIA 1 and 2) of MAN 3 Palembang who have participated in this research.
- ♥ All of you who has given me support and prayer, thank you yah.

**Motto:**

Allah is your protector and He is the best of helpers

(QS. Ali Imran: 150)

## STATEMENT PAGE

I hereby,

Name : Tria Novita  
Place and Date of Birth : Palembang, November 24<sup>th</sup>, 1993  
Study Program : English Education Study Program  
Student Number : 12250145

state that

1. All the data, information, interpretation, and conclusion presented in this thesis, except for those indicated by the sources, are the results of my observation, process and thought with guidance of my advisor.
2. The thesis that I wrote is original and has never been handed in for another academic degree, neither at UIN Raden Fatah Palembang nor other universities.

This statement is made truthfully and if one day, there is evidence of forgery in the above statement, I am willing to accept the academic sanction of the cancellation of my magister degree that I have received through this thesis.

Palembang, February 2017

The Writer

Tria Novita  
12250145

## ACKNOWLEDGEMENTS

All praises to Allah SWT who has given the faith and the strength, finally the writer could finish writing this thesis. This thesis was written based on the research that the writer conducted at MAN 3 Palembang.

In writing this thesis, the writer got a lot of help and advice from many people. On this occasion, the writer would like to express her sincere gratitude to her advisors, Hj. Lenny Marzulina, M.Pd and Nova Lingga Pitaloka, M.Pd for their valuable advice and serious guidance during the process of writing this thesis.

The writer would also like to convey her deepest gratitude to the Dean of Tarbiyah Faculty as well as his staff members, the Head of English Education Study Program, academic advisor, and all the lectures who had taught the writer during her study.

In addition, the deepest gratitude is also extended to the Head master of MAN 3 Palembang, the teacher of English of the eleventh grade students, and all the students who were involved in this thesis for their cooperation during the collection of the data which were needed for this research.

Finally, the writer would also like to express her deepest respects and love to her beloved parents, sisters, brothers, nephew, big family, her love and friends for their prayers, support, help, and love for the sake of her success.

Palembang, January 2017

The writer,

(Tria Novita)



## TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS .....	i
TABLE OF CONTENTS .....	ii
ABSTRACT .....	iii
LIST OF TABLES .....	iv
LIST OF APPENDICES .....	v
LIST OF DOCUMENTATIONS .....	vi
<b>I. INTRODUCTION</b>	
1.1 Background .....	1
1.2 Problems of the Study .....	7
1.3 Objectives of the Study .....	7
1.4 The significance of the Study .....	8
<b>II. LITERATURE REVIEW</b>	
2.1 Theoretical Description .....	10
2.1.1 Teaching .....	10
2.1.2 Speaking .....	12
2.1.3 The Form of Speaking .....	14
2.1.4 Elements of Speaking .....	17
2.1.5 Teaching Speaking .....	18
2.1.6 Teaching Speaking in Indonesian Context .....	23
2.1.7 Activation Method .....	30
2.1.8 Advantages of Activation Method .....	32
2.1.9 Teaching Procedures by Using Activation Method .....	33
2.2 Previous Related Study .....	34
2.3 Hypothesis .....	35
2.4 Criteria of Hypothesis Testing .....	36
<b>III. METHODS AND PROCEDURES</b>	
3.1 Research and Procedure .....	38
3.2 Variables of the Study .....	39
3.3 Operational Definition .....	40
3.4 Population and Sample .....	41
3.4.1 Populations .....	41
3.4.2 Sample .....	41
3.5 Techniques for Collecting Data .....	43
3.5.1 Test .....	43
3.5.1.1 Pre-test .....	43
3.5.1.2 Post-test .....	44
3.6 Research Instrument Analysis .....	45
3.6.1 Validity Test .....	45

3.6.1.1 Content Validity .....	45
3.6.2 Reliability Test .....	48
3.7 Technique for Analyzing the Data .....	49
3.7.1 Data Description.....	49
3.7.1.1 Distribution of the Data Frequency.....	49
3.7.1.2 Descriptive Statistics .....	50
3.7.2 Prerequisite Analysis.....	50
3.7.2.1 Normality Test .....	50
3.7.2.2 Homogeneity Test .....	50
3.8 Hypothesis Testing.....	51
3.8.1 Significant Improvement.....	51
3.8.2 Significant Difference .....	51

#### **IV. FINDINGS AND INTERPRETATION**

4.1 Findings.....	53
4.1.1 Data Descriptions .....	53
4.1.1.1. Distribution of Data Frequency.....	53
4.1.1.2 Students' Pretest Score in Control Group .....	54
4.1.1.3 Students' Pretest Score in Experimental Group.....	55
4.1.1.4 Students' Posttest Score in Control Group .....	57
4.1.1.5 Students' Posttest Score in Experimental Group .....	59
4.2.1 Descriptive Statistics.....	60
4.2.1.1 Students' Pretest Score in Control Group .....	60
4.2.1.2 Students' Pretest Score in Experimental Group.....	61
4.2.1.3 Students' Posttest Score in Control Group .....	61
4.2.1.4 Students' Posttest Score in Experimental Group .....	62
4.3.1 Prerequisite Analysis.....	62
4.3.1.1 Normality Test .....	62
4.3.1.2 Students' Pretest Score in Control and Experimental Groups .....	63
4.3.1.3 Students' Posttest Score in Control and Experimental Groups.....	63
4.4.1 Homogeneity Test .....	64
4.4.1.1 Students' Pretest Score in Control and Experimental Groups .....	64
4.4.1.2 Students' Posttest Score in Control and Experimental Groups.....	65
4.5.1 Result of Hypothesis Testing .....	65
4.5.1.1 Measuring means significant improvement .....	65
4.5.1.2 Measuring means significant difference .....	66
4.2 Interpretation .....	67

#### **V. CONCLUSION AND SUGGESTION**

5.1 Conclusions .....	70
5.2 Suggestions .....	71

#### **REFERENCES**

#### **APPENDICES**

## ABSTRACT

This study was aimed to find out whether or not: (1) there was significant improvement on the eleventh grade students' speaking skill who were taught by using activation method at MAN 3 Palembang before and after the treatment; and (2) there was significant difference on the eleventh grade students' speaking skill who were taught by using activation method and those who were not at MAN 3 Palembang. In this study, 60 eleventh grade students at MAN 3 Palembang in academic year of 2016/2017 were chosen as sample by means purposive sampling. The students were grouped into two (i.e.: experimental group and control group). Experimental group consisted of 30 students, and control group consisted of 30 students. The experimental group was taught by using activation method, and the control group was taught by using teacher's method. The data were collected by giving pretest and posttest to both groups. To analyze the data, *paired sample t-test* and *independent sample t-test* were used. The result of paired sample t-test showed that there was significant improvement in students' speaking skill especially XI MIA 2 (experimental group) who were taught by using activation method. Independent sample t-test analysis showed that there was significant difference in both of groups who were taught by using activation method and those who were not (teacher's method). It was believed that activation method simplified and eased students' activity in speaking skill.

*Keywords: Activation Method, Speaking Skill*

## LIST OF TABLES

		Page
Table 1	: The Population of Study.....	41
Table 2	: The sample of study .....	42
Table 3	: Assessment Format for Speaking.....	44
Table 4	: Table of Test Specification .....	46
Table 5	: Distribution Data Frequency of Student's Pretest Score in Control Group .....	54
Table 6	: Speaking Skill Category of Students' Pretest Scores in Control Group.....	55
Table 7	: Distribution Data Frequency of Students' Pretest Score in Experimental Group.....	56
Table 8	: Speaking Skill Category of Students' Pretest Scores in Experimental Group .....	56
Table 9	: Distribution Data Frequency of Students' Posttest Score in Control Group .....	58
Table 10	: Speaking Skill Category of Students' Posttest Scores in Control Group.....	58
Table 11	: Distribution Data Frequency of Students' Posttest Score in Experimental Group.....	59
Table 12	: Speaking Skill Category of Students' Posttest Scores in Experimental Group .....	60
Table 13	: Descriptive Statistics of Students' Pretest Score in Control Group .....	61
Table 14	: Descriptive Statistics of Students' Pretest Score in Experimental Group.....	61
Table 15	: Descriptive Statistics of Students' Posttest Score in Control Group .....	62
Table 16	: Descriptive Statistics of Students' Posttest Score in Experimental Group.....	62
Table 17	: Result Analysis in Measuring Normality Test of Students' Pretest in Control and Experimental Groups Using 1-Sample Kolmogronov-Smirnov Test .....	63
Table 18	: Result Analysis in Measuring Normality Test of Students' Posttest in Control and Experimental Groups Using 1-Sample Kolmogronov-Smirnov Test .....	64
Table 19	: Results Analysis in Measuring Homogeneity Test of Students' Pretest Score in Control and Experimental Groups Using Levene Statistics .....	64
Table 20	: Results Analysis in Measuring Homogeneity Test of Students' Posttest Score in Control and Experimental Groups Using Levene Statistics .....	65

Table 21	: Result Analysis of Significant Improvement from Students' Pretest and Posttest Score Taught Using Activation Method.....	66
Table 22	: Result Analysis of Significant Difference from Students' Posttest in Control and Experimental Group.....	66

# CHAPTER I

## INTRODUCTION

This chapter presents: (1) background; (2) problems of the study; (3) objectives of the study; and (4) significance of the study.

### **1.1. Background**

As a social culture, humans beings need to communicate among each other with languages. Language is used by people to express and receive some information, messages, emotions and so on. According to Campbell (2006, p. 184), language means any distinct linguistic entity variety which is mutually unintelligible with other such entities. While Aitchison (1991, p. 9) states language is always changing and the language change itself is an interesting topic which probably more than most others, spreads itself over a wide range of areas.

There are many languages in the world and one of them is English. The most widely spoken language in the world is English (Fromkin, Rodman & Nina, 2003, p. 449). English is an international language as it is used by many people around the world for different purposes such as to communicate to other people from different countries and to exchange knowledge. Richard and Burns (2012, p. 2) state that English is the language of globalization, international communication, commerce and trade, tourism, the media, and pop culture, different motivations for learning it come into play. English is one of the foreign languages learned by Indonesian students. It is important to learn English because based on the

Curriculum or *Kurikulum Tingkat Satuan Pendidikan* (KTSP) 2006 in Indonesia, English becomes a compulsory subject in school (from junior high school until higher education) and become one of the important subjects to be tested in the national examination. In addition, students' proficiency of English, usually measured by TOEFL and IELTS is one of very basic requirement to study abroad or get better jobs. These facts prove that English is a foreign language that must be mastered by many people because English has an important role in daily life.

In Curriculum or *Kurikulum Tingkat Satuan Pendidikan* (KTSP) 2006, there are four main skills that must be learned by the students in English subject. They are speaking, listening, reading and writing. Khameis (2006, p. 111) states that the four skills (speaking, listening, reading and writing) naturally appear together in every English class, even in EFL context. Inside the classroom, speaking skill is the most important part of language. According to Fauziati (2008, p. 126), speaking is the most important aspect of learning a second or foreign language, and the success is measured in terms of the ability to carry out a conversation in the language. Bailey (2005, p. 2) states speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Speaking is also a medium through which many languages is learnt, and which for many is particularly conducive for learning.

Many people think that mastering speaking abilities is the ultimate goal of acquiring a foreign or second language and the other skills are overshadowed by its significance. People speak for many reasons to be sociable, because they want something, because they want other people to do something, to do something

for someone else, to respond to someone else, to express feelings or opinion about something, to exchange information, to refer to an action or event in the past, present, or future, the possibility of something happening, and so on (Lindsay & Knight, 2006, p. 58). Thus, from the explanation above speaking is one of important skills in English. People can interact or carry out with many people from all countries, receive or share information, get job, help each other and etc. Perhaps, then, the teaching of speaking merits more thought (Bygate, 1987, p. 1).

Generally, teacher and students often find some problems in teaching and learning English, especially speaking English. The problems of teacher in teaching speaking English to students according to Brown (2000, p. 284) and Harmer (2007, p. 14), are from internal and external factor. Internal problems are native language, age, exposure, innate phonetic ability, identity and language ego, and motivation and concern for good speaking. An external problem is institutional context that puts English as second or foreign language in a nation.

Meanwhile Hetrakul (1995, p. 3) explains that the problems of student in speaking English are resulted from two causes. The first cause that makes the students difficult in speaking English is that the environment (outside the class) which does not support the students to speak English frequently. The second cause is the problem with English grammar. English always deals with reference of time while Indonesian does not have one. Another problem learners deal with is that takes long time to learn a foreign language. Most of them get disappointed after some months and then speaking a foreign language remains a dream forever (Shahidpour, 2014, p. 1).



In fact, Indonesian's speaking skill is not good enough. Jakarta - EF EPI (English First English Proficiency Index) 2015 reported the average level of English language skill in some countries and the data English speaking skill in Indonesia is in the rank of 32 from 70 participant countries. Based on EF EPI, Indonesia is medium level (52, 91). It means that the quality of English speaking skill in Indonesia is still satisfactory. (May, 20th 2016/okezone.com)

During the preliminary study, one of the English teachers at MAN 3 Palembang was interviewed. There were some problems faced by the teacher in teaching speaking. The class-time was often very short; it was once or twice a week, one or two hours daily for lots of subject matters to teach. The teacher also couldn't solve students' problems because it was difficult to distinguish a specific learner with a specific learning problems in very limited time and sometimes teacher felt difficult to interact with the students by using English language. Some students were also interviewed at MAN 3 Palembang and the students said that English was a difficult subject. Sometimes they couldn't speak English fluently because English was different from Indonesia. They couldn't respond the conversation given by the teacher. Although the students could understand what the teacher said, the students couldn't speak English well. Moreover, the students were very shy and afraid of making mistakes in speaking English (See Appendix 1).

Considering these problems, teaching speaking in Indonesia isn't easy (Aleksandrak, 2011, p. 37). The teacher should make the learning process more interactive. Brown (2000, p. 168-169) highlights that developing interactive

language teaching is helpful by several models practical uses. Therefore, using a suitable strategy is one of ways to improve students' speaking skill and it is important to apply an alternative strategy in teaching speaking. Related to this, one of the strategies that can solve students' problems in speaking English is activation method.

Shahidpour (2014, p. 1) designed activation method to help students learn English better and this method helps the learners speak and communicate in the target language, so that this method is appropriate for teaching speaking skill. Activation method of learning consists of three different activation stages which are designed to help students learn better. The method does not focus on teaching but it focuses on the application of the new words by students. The teacher teaches the new words and expressions by applying pictures, definitions, antonyms, translation, etc.

The original idea of the method came from the work of Medina (2008, p. 2), the American neurologist, who devoted his life to find a way to connect neuroscience and education. He presents 12 different rules by which the human's brain learns namely exercise, survival, wiring, attention, memory, sleep, stress, sense, vision, gender, and exploration. By activation, learning does not occur as long as students have not used the newly taught information by themselves. When they start to use the information by themselves and make different sentences, then the new body of knowledge is activated in their mind and they acquire it.

The most important part of this method is the activation which consists of three stages: translation, asking questions and storytelling. Students are requested

to ask questions using the new words, tell a story with the new words, and at last translate some sentences containing the new words. Shahidpour (2014, p. 1) states that the participants of this method have to be adults and have basic knowledge of the target language (English).

In relation to the explanation above, there have been many studies which used similar teaching method. The first study was entitled “Activation method of learning a foreign language; Amin Higher Education Institute, Foolad Shahr, Iran” (Shahidpour, 2014). The result of this study showed that activation method of learning could help students speak more fluently and accurately in a shorter period of time. The second study was entitled “Improving the reading comprehension of grade VIII students at SMPN 1 MLATI using schema activation strategy in the academic year of 2013/2014” (Dewi, 2014). The result of the use schema activation strategy was effective to improve the students reading comprehension.

In accordance to the explanation above, teaching speaking using activation method is expected to solve some problems faced in speaking class activities and make students speak more fluently and accurately in short period time. This method is appropriate for the eleventh grade students of MAN 3 Palembang because they had some basic English. Therefore, the use of activation method to the eleventh grade students of MAN 3 Palembang in teaching speaking is investigated in this study.

## **1.2. Problems of the Study**

Based on the background of the study, the problems of the study are formulated:

- 1) Is there any significant improvement on the eleventh grade students' speaking skill who are taught by using activation method at MAN 3 Palembang before and after the treatment?
- 2) Is there any significant difference on the eleventh grade students' speaking skill who are taught by using activation method and those who are not at MAN 3 Palembang?

## **1.3. Objectives of the Study**

Based on the research problem of the study, the objective of the study are to find out:

- 1) Whether or not there is any significant improvement on the eleventh grade students' speaking skill who are taught by using activation method at MAN 3 Palembang before and after the treatment
- 2) Whether or not there is any significant difference on the eleventh grade students' speaking skill who are taught by using activation method and those who are not at MAN 3 Palembang.

#### **1.4. Significance of the Study**

This study is expected to give some contributions in teaching speaking by using activation method. The significance of this research may benefit for the following parties:

1. Students

This study is supposed to be able to help students improve their speaking skill, motivate them how to speak naturally and spontaneously without any memorization or any planned script. And the students may train their critical thinking and self-confidence in delivering their arguments (speech).

2. Teachers of English

For the teachers of English, by reading this study, they can get a new horizon of how to arise students' speaking skill through activation method. This study can be an alternative method used by teacher English subject to encourage students' to speak, promote active speaking involvement and build the students' self confidence.

3. Writer

The findings of the research can be used as a starting point in improving the writer's teaching ability, especially teaching speaking skill.

#### 4. Other researcher

It is expected that by reading this research, other researchers will have alternative source and guidance when conducting similar research. They are also expected to expand this research for better results.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents theoretical description of: (1) Teaching; (2) Speaking; (3) The Form of Speaking; (4) Elements of Speaking; (5) Teaching Speaking; (6) Teaching Speaking in Indonesian Context; (7) Activation Method; (8) Advantages of Activation Method; (9) Teaching Procedures by Using Activation Method; (10) Previous Related Study; (11) Hypothesis; and (12) Criteria of Hypothesis Testing

#### **2.1 Theoretical Description**

##### **2.1.1 Teaching**

According to Brown (2000, p. 7), teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand and teaching also facilitating learning enabling the learner to learn, setting the conditions for learning. Teaching cannot be separated from the word “learning” because the presence of teaching is as result of the presence of learner. Learning is process of skill acquisition and increased fluency. In other words, teaching is not explaining everything by an all knowing teacher, but asking question and gives the time to think and respond, so that the classroom interactive may become enlightening for all concerned.

Richard (2002, p. 19) states that teaching is profession conducted by using a combination of art, science, and skill. It means that teaching is a kind of science which would enable anyone to practice it, irrespective of personal characteristics or particular circumstance. A teacher must engage one's students in the process of absorbing, understanding, applying, and then retaining new knowledge.

Cambridge International Dictionary of English in Harmer (2002, p. 56) explains that teaching means to give (someone) knowledge or to instruct or to train (someone). While according Al-Qur'an Surah Al-Alaq (96, 1-5), said that education is the most important things, and how to know about knowledge and everything, we should read and read:

اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ. خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ. اِقْرَأْ  
وَرَبُّكَ الْأَكْرَمُ. الَّذِي عَلَّمَ بِالْقَلَمِ. عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ.

Meanings: 1. Read! In the Name of your Lord, Who created (all that exists), 2. Created man from a clinging substance, 3. Read! And your Lord is the most Generous, 4. Who taught (the writing) by the pen [the first person to write was Prophet Idrees (Enoch)], 5. Taught man that which he knew not.

From surah Al-Alaq reading is one of important thing in teaching/learning. By reading, people can get a lot of information and knowledge and how to teach well it needs to read something more. Based on explanation above, teaching is a process of giving material included of information, knowledge, instruction, guiding, advice and everything about knowledge by



teachers or parents to the students' or children's with comprehension and we should read more to know everything about education.

### **2.1.2 Speaking**

Speaking is one of the most important and essential skills that must be practiced to communicate orally. By speaking, people are able to know what kinds of situations the world. Speaking is a part of productive skill in English Language Teaching. It consists of producing systematic verbal utterance to convey meaning. According to Bailey (2005, p. 2), speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Speaking activities may well form one part of a much longer sequence which includes reading or listening and after the activity study work. It will often use such activities simply to provide welcome relief from more formal work (Harmer, 1998, p. 95).

Meanwhile Itkonen (2010, p. 23) states that speaking is the verbal use of the language to communicate with others. Speaking not only means interacting with people about different subjects in different places, speaking is also the resource through which people can reflect on their identity and their culture. Furthermore, Louma (2004, p. 9) explain that speaking is a way to distinguish aspects of speaker's personality and attitudes through the manner the spoken language sounds. Teaching speaking is not like listening, reading, and writing. It needs habit formation because it is a real communication and speaking is a productive skill so it needs practicing as often as possible.

According to Cornbleet & Carter (2001, p. 16), there are some aspects of speaking, these aspects pose some challenges and identify some guidelines for understanding this skill and hence design instructional activities to prepare learners to communicate effectively in real life situations. They are:

a. Speaking is face to face

Most conversations take place face to face which allows speakers to get immediate feedback, thus communication through speaking has many assets, such as facial expressions, gestures and even body movements.

b. Speaking is interactive

Whether peoples are speaking face-to –face or over the telephone, to one person or a small group, the wheels of conversation usually turn smoothly, with participants offering contributions at appropriate moments, with no undue gaps 35 or everyone talking over each other.

Turn taking, a main feature in interaction, is an unconscious part of normal conversation. Turn takings are handled and signaled differently across different cultures, thus causing possible communication difficulties in conversation between people of different cultures and languages (Mc Donough & Mackey, 2000, p. 84).

c. Speaking happens in real time

During conversations, responses are unplanned and spontaneous and the speakers think on their feet, producing language which reflects this (Foster, Tonkeyn & Wigglesworth, 2000, p. 368).

These time constraints affect the speaker's ability to plan, to organize the message, and to control the language being used. Speakers often start to say something and change their mind midway; which is termed a false start. The speaker's sentences also cannot be as long or as complex as in writing. Similarly, speakers occasionally forget things they intended to say; or they may even forget what they have already said, and so they repeat themselves (Miller, 2001, p. 27)

Furthermore, Kubiszyn and Borich (2007, p. 214) state that there are four aspects of speaking, they are as follows:

- (1) Pronunciation-ability to pronounce words correctly,
- (2) Loudness-ability to speak in appropriate word,
- (3) Word usage-ability to use the words correctly,
- (4) Rate-ability to speak in standard rate.

Based on explanation above, speaking is the activity of communication between speaker and hearer with spoken language that involves producing and receiving and processing information.

### **2.1.3 The Form of Speaking**

There are the micro skills of oral communication form suggested by Brown (2001, p. 271):

1. Produce chunks of language of different lengths.
2. Orally produce differences among the English phonemes and allophonic variants.

3. Produce English, stress patterns, words in stressed and unstressed positions, rhythmic structure, and into national contours.
4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
6. Produce fluent speech at different rates of delivery.
7. Monitor oral production and use various strategic devices—pauses, fillers, self-corrections, back tracking—to enhance the clarity of the message.
8. Use grammatical word classes (nouns, verbs, etc), systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituent – in appropriate phrases, pause groups, breath groups, and sentences.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.
12. Accomplish appropriately communicative functions according to situations, participants, and goals.
13. Use appropriate registers, implicature, pragmatics conventions, and other sociolinguistics features in face – to – face conversations.
14. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
15. Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.

16. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well interlocutor to understanding.

MCDonough & Mackey (2000, p. 90) state that more details about the form of speaking, it also examine the various forms of language which are most frequently used by speakers of the language. There are:

- a). Incomplete sentences
- b). Very little subordination (subordinate clause etc.)
- c). Very few passives
- d). Not many explicit logical connectors (moreover, however)
- e). Topic comment structure (as in ‘the sun-oh look it’s going down’) the syntax of the written language world probably have a subject-verb-predicate structure)
- f). Replacing/refining expression (e.g. ‘this fellow/this chap she was supposed to meet’)
- g). Frequent reference to things outside the ‘text’, such as the weather for example. This kind of referencing is called ‘exophoric’
- h). The use of generalized vocabulary (thing, nice stuff, place, a lot of)
- i). Repetition of the same syntactic form
- j). The use of pauses and ‘fillers’ (‘erm’, ‘well’, ‘uhuh’, ‘if you see what I mean’, and so on).

### 2.1.4 Elements of Speaking

The elements of speaking are divided by two features. They are Language features and mental or social processing. (Harmer, 2001, p. 269):

#### a. Language Features

Among the elements necessary for spoken production, are the following:

##### a). Connected speech

Effective speakers of English need to be able to produce the individual phonemes of English. In connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weakened (through contractions and stress patterning). It is for this reason that it should involve students in activities designed specifically to improve their speaking comprehension.

##### b). Expressive devices

Native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non verbal (paralinguistic) means how they are feeling (especially in face to face interaction).

##### c). Lexis and grammar

Spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language function.

##### d). Negotiation language

Effective speaking benefits from the negotiator language, it uses to seek clarification and show the structure of what are saying.

#### b. Mental or social processing

##### a). Language processing

Effective speakers need to be able to process language in students' 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. Language processing involves the retrieval of words and phrases from memory and students' assembly into syntactically and propositionally appropriate sequences. One of the main reasons for including speaking activities in language lessons is to help students develop habits of rapid language processing in English.

b). 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 how linguistic knowledge makes turns or allows others to do.

c). (On the spot) information processing

Quite apart from response to others' feelings, it also needs to be able to process the information from students' explanations (telling). The longer it takes for the penny to drop, the less effective are the instant communicators. However, it should be remembered that this "instant responses" is very culture-specific and is not prized by speakers in many other language communities.

### **2.1.5 Teaching Speaking**

In this modern era, English is one of the most important languages in Indonesia, since many job vacancies should be mastered, both in orally and written and based on curriculum in Indonesia, English becomes a compulsory

subject in school and become one of the important subjects to be tested in the national examination. Improving the speaking skills of students is difficult, but the added benefit is building confidence in students for speaking skills and strategies. Either four components are generally recognized in analyses of the speaking process:

a. Pronunciation

Pronunciation is producing the sounds of speech, including articulation, stress, and intonation, often with reference to some standard of correctness or acceptability: sound of words that can be listening with the communicant when someone speaks. English pronunciation is difficult to learn because it is not related to the spelling of words.

b. Grammar

Grammar is study or science of, rules for, the combination of words into sentences (syntax), and the forms of words (morphology). in the other hand, explained that grammar is the study of structural relationships in language or in a language, sometimes including pronunciation, meaning, and linguistic history.

c. Vocabulary

Vocabulary is the stock of words used by people or particular uses or person, or a list of collection of the word of a language, book, author and branch of science that, in alphabetical order and define. Webster (1990, p. 2560). Someone always needs vocabulary to communicate effectively or express his/her ideas in oral communication.



#### d. Fluency

Fluency is quality or condition of person to speak a language easily and well. Adequate preparation before delivering a speech increases 14 fluencies, as ideas are organized ahead of time and can be effectively presented.

These should probably be added (e) comprehension, for oral communication certainly requires a subject to respond to speech as well as to initiate it (Harris, 1969, p. 81). When speaking should be able to:

- a). Use different part of the mouth and body from those needed in own language
- b). Make individual sounds and combine them
- c). Produce correct stress on individual word and on longer stretches depending on the meaning you want to convey
- d). Use intonation (including tones across discourse)
- e). Work with appropriate rhythm and pace
- f). Express own meaning and own personality by choosing from a range of physical and verbal expression
- g). Interact with people appropriately, repairing breakdown of messages, taking turns and speaking alone for short and long periods. (woodward, 1988, p. 93).

Before assessing speaking, it needs to acknowledge five basic types of speaking. Brown and Abeywickrama (2010, p. 184-185) propose five types of speaking as explained in the following:

### 1. Imitative

This type of speaking requires the test takers to copy a word, phrase, or a sentence. Pronunciation is the main aspect of the assessment although grammar also takes part as the scoring criteria. What needs to be highlighted in imitative speaking is that the communicative competence of the language is not essential. They need to acquire some information, and then reproduce it orally without having to add extra explanation. What comes out from them is solely the information they hear.

### 2. Intensive

Unlike imitative, intensive speaking does not emphasize on pronunciation or phonological aspect. Understanding meaning is needed to respond certain tasks but the interaction with the counterpart is minimal. The activity sample is reading aloud, sentence and dialogue completion.

### 3. Responsive

Authenticity in a conversation is important. Therefore, the speaker is stimulated to speak promptly. To response a short conversation, making a simple request comment is a kind of activity that belongs to this type of speaking.

### 4. Interactive

The load and complexity of the sentences is the major different between responsive and interactive speaking. The number of the speakers also matter as sometimes it needs more than two people in the conversation.

### 5. Extensive (monologue)

Extensive speaking involves a wide range of speech production. Also, the speaker will need to interact with the counter speakers, which could be answering question, making discussion. It can be said that extensive speaking is the ultimate speaking skill that requires strong language components.

Meanwhile, three principles which can influence and inform teaching speaking to beginning and false learners are (Bailey, 2005, p. 36):

1). Provide something for learners to talk about

When people choose to speak, it is usually about something. They want something, or they find a topic or incident interesting and want to comment on it. They wish to share ideas or emotions. There is usually some communicative need that moves people to talk.

2). Create opportunities for students to interact

By using group work can improve learners' motivation and promote choice, independence, creativity, and realism. Pair work and group work also provide feedback to the learner from sources other than the teacher. Pair work, as the name suggests, involves two students working together to complete a task or exercise using the target language. Group work is three or more students working together.

3). Manipulate physical arrangements to promote speaking practice

Changing the physical environment can encourage speaking activities, partly because it partially alters the power structure of the traditional English

classroom. Here are some ways with the seating and other aspects of the environment to encourage speaking. Firstly, the inside outside circle is a technique for giving students the chance to repeat a conversation or interview with several new people, in order to build fluency and confidence. Secondly, tango seating is simple seating arrangement designed to force people to use oral communication during information gap tasks that involve drawing, pictures, following maps, or creating designs or structure from verbal descriptions. Thirdly, the cocktail party technique is a quick way to get students talking to new partners and to break up the routine of sitting during language lessons.

Based on explanation above, speaking is the most important skill and how to teaching speaking are used some method depend on learners need and learners level to develop the learners speak fluency and accuracy.

#### **2.1.6 Teaching Speaking in Indonesian Context**

Considering the current status of English as a foreign language in Indonesia, not so many people use it in their day-to-day communication. However, in certain communities in this country English has been used for various reasons (Musyahda, 2002, p. 13), leading to the fact that some people use it as the second language. For example, in the academic level, some of the scholars are quite familiar with English and occasionally use it as a means for communicating.

Those involved in the main level of management such as bankers and government officials also use code-mixing and code-switching in Indonesian and

English. The use of English among teenagers such as in seminars for youth or among middle-level workers in the workplaces and the use of English by radio announcers or television presenters can be easily found (Azis, 2003, p. 143). Moreover, the developments of tourism lead to the growing number of people from this sector, such as tour guides and hotel receptionists, who use English.

In spite of the fact that more Indonesians use English in their daily life, many (e.g., Nur, 2004; Renandya, 2004) consider that English instruction is a failure in this country. One of the reasons for the failure is that there has been no unified national system of English education (Huda, 1997, p. 281-282) and, therefore, improvements of English communicative ability are painstakingly made. In reality, as the world is changing very rapidly towards a global village, human resource development becomes a central issue and an ability to communicate internationally is an important quality of the manpower. Global market places often require the ability to use English. The main challenge for this country thus is to develop an educational system resulting in human quality competitive at international level.

In the last quarter of the century, the teaching of EFL speaking in Indonesia has been closely connected to the concept of communicative competence which is emphasized within the Communicative Language Teaching (CLT) approach. As this approach values interaction among students in the process of language learning, classroom activities have a central role in enabling the students interact and thus improve their speaking proficiency. This section presents reports, either based on research or classroom practice, on how speaking

teaching has been carried out in Indonesia. The reports, mostly dealing with tertiary-level students, can be categorized into those dealing with teaching problems, classroom activities, teaching materials, and assessment. Such reports will provide a glimpse view of teaching EFL speaking in Indonesian classrooms.

a. Reports on teaching problems

An issue which has been extensively discussed in the literature concerns the level of Indonesian learners EFL speaking proficiency. A number of reports show that Indonesian learners commonly have not attained a good level of oral English proficiency. For example, Mukminatien (1999) found that students of English departments have a great number of errors when speaking. The errors include pronunciation (e.g., word stress and intonation), grammatical accuracy (e.g., tenses, preposition, and sentence construction), vocabulary (e.g., incorrect word choice), fluency (e.g., frequent repair), and interactive communication (i.e., difficulties in getting the meaning across or keeping the conversation going). Similarly, Ihsan (1999) found that students are likely to make errors which include the misuse of parts of speech, syntactical construction, lexical choice, and voice. Both Ihsan's and Mukminatien's research studies supported earlier results of research conducted by Eviyuliwati (1997) who reported that students had difficulties in using grammar and in applying new vocabulary items in speaking class. With regards to the students' frequent errors in speaking, Mukminatien (1999, p. 237) suggested teachers provide their learners with more sufficient input for acquisition in the classroom and encourage them to use English either in or outside the classroom.

In short, the problems that Indonesian EFL learners face in developing their speaking performance relate not only to their linguistic and personality factors, but also the types of classroom tasks provided by the teachers. Thus, this section suggests that teachers have an important role in fostering learners' ability to speak English well. For this, teachers need to help maintain good relation with EFL learners, to encourage them to use English more often, and to create classroom activities in order to enhance students' interaction. The next section specifically presents reports on types of activities in EFL speaking classroom.

b. Reports on classroom activities

The teaching of EFL speaking can be focused on either training the students to speak accurately (in terms of, for example, pronunciation and grammatical structures) or encouraging them to speak fluently. Form-focused instruction aims to provide learners with language forms (e.g., phrases, sentences, or dialogues) which can be practiced and memorized so that these forms can be used whenever the learners need them. The activities, usually teacher-centered, include repetition and substitution drills which are essentially used to activate phrases or sentences that learners have understood. In contrast, meaning-focused instruction, usually student-centered, aims to make learners able to communicate and the teacher, therefore, plays a role more as a facilitator than a teacher.

While many activities in the classrooms have been oriented to speaking for real communication (e.g., Rachmajanti, 1995), some activities are conducted merely for giving students opportunities to practice speaking, such as to speak through games. In terms of the number of students involved, EFL speaking

activities can be classified into individual and group activities. Individual activities such as story-telling, describing things and public speech are usually transactional, while group activities such as role-plays, paper presentation, debates and small group/panel discussions are interactional. Unlike group activities which have been given much attention in the literature, individual activities are usually listed as activities which can be taught in EFL speaking, yet rarely explored in-depth. Therefore, in the following discussion, group activities are highlighted.

As Kasim's (2004) research showed, EFL speaking classroom was of five interaction patterns: teacher-class, teacher-group, teacher-student, student-student, and student-teacher. Moreover, the frequency of group over individual activities increases the teacher's role as a facilitator in the students' negotiation of meaning. Kasim pointed out that the increasing motivation of the students to talk to each other in the target language as the semester progressed was partly due to the facilitation of the speaking class, which was done by focusing more on meaning rather than on form. While many of the group activities seem to increase interaction among EFL learners, only some (e.g., small group discussion and combining arrangement) uphold the information-gap feature of natural conversation. As a result, not all of the classroom activities have been conditioned for triggering students more spontaneous expressions.

#### c. Reports on teaching materials

An important aspect of speaking activities is how students are made ready to speak. This deals with the importance of materials for communicative activities in the classroom. A traditional approach is to assign the students to



search for materials of their own from any sources (e.g., magazines, books, and the Internet) and use them to complete tasks in the EFL classroom. The speaking tasks can be in the forms of individual and transactional message delivery such as describing objects, reporting, and telling stories (Rachmajanti, 2005, p. 21), the presentation of which may be accompanied by the use of common media such as reality, pictures and puppets.

A variation of the conventional approach is to assign the students to construct materials of their own based on their own prior knowledge and searched materials and then share these materials to other students in a small group before members of this group disperse to share the materials to classmates in other groups (Purjayanti, 2005, p. 37). Because the students get the materials before they attend their speaking class, there is a possibility that they practice before performing in the class, thus the type of speech can be prefabricated utterances or it may lack spontaneity.

Another approach is to provide the students with input for speaking activities right in the classroom. Unlike the traditional approach which is based on the independent effort of the students in searching materials, this approach mainly depends on the teacher's decision making. The teacher designs tasks for the speaking activities, chooses types of materials, and determines the media for presenting the materials. As the students get the materials for speaking when they are in the classroom, they are likely to be more spontaneous, which is more natural, when expressing messages. Due to the importance of this classroom input

provision approach, the remainder of this section focuses on various input providing activities to supply materials for students speaking activities.

#### d. Reports on speaking assessment

In addition to the pedagogical issues, it is important to be aware of aspects related to the teaching of EFL speaking such as the availability of standards of EFL speaking proficiency that can be used as a guideline for instructional activities and the results of tests used to measure learners speaking proficiency.

Rusdi (2003, p. 7) emphasized the importance of having standards for students speaking proficiency as standards will ensure their good command of English. The standards include what functions of language should be mastered by students and what type of evaluation should be used to assess students speaking proficiency.

Once the standards for students speaking proficiency have been determined and the language functions included in the instructional materials, the next thing to do is to test the students speaking proficiency. Speaking tests may be classified into two: direct approach, which aims at measuring students speaking proficiency by asking them to speak, and indirect approach, which requires them to give or choose best responses for a speech situation (Mukminatien, 1995, p. 19). Our literature review shows that discussion and research results addressing students speaking proficiency (e.g., Mukminatien, 1999) have been commonly based on the direct approach of testing (e.g., Sulisty, 1998). The results of such testing are usually presented in the form of description of the level of students

speaking proficiency, problems the students face, and suggested methods to improve students speaking proficiency.

### **2.1.7 Activation Method**

Shahidpour (2014, p. 2) explains that activation method is a method that uses to make students' speak more fluently and accurately. Activation method of learning consists of three different activation stages: translation, asking questions and storytelling which are designed to help students learn English better. By activation, learning process does not occur as long as students have not used the newly taught information by themselves. When they start to use the information by themselves and make different sentences then the new body of knowledge is activated in their mind and they acquire it.

The original idea of the method came from the work of John Medina (2008, p. 2), the American neurologist, who devoted his life to find a way to connect neuroscience and education. He presents 12 different rules by which the human's brain learns namely exercise, survival, wiring, attention, memory, sleep, stress, sense, vision, gender, and exploration. A short definition of each has been given in the following: exercise (rule 1): exercise boosts brain power, survival (rule 2): the human brain evolved, too, wiring (rule 3): every brain is wired differently, attention (rule 4): don't pay attention to boring things, short-term memory (rule 5): repeat to remember, long-term memory (rule 6): remember to repeat, sleep (rule 7): sleep well, think well, stress (rule 8): stressed brains don't learn the same way, sensory integration (rule 9): stimulate more of the senses,

vision (rule 10): vision trumps all other senses, gender (rule 11): male and female brains are different and exploration (rule 12): powerful and natural explorers.

Like John Medina mentions before that it leads to the fact that it is better to have a schedule which is hectic and full of different activities, like activation method in which different stages are at work, this way before the neural system gets bored, attention is drawn to something new which gives neurons the chance to refresh quickly.

Meanwhile, (Bonwell and Eison, 1991, p. 5) state that use of active strategy in the classroom is vital because of students' powerful impact upon students' learning. For example, several studies have shown that students prefer strategies promoting active learning to traditional lectures. Other research studies evaluating students' achievement have demonstrated that many strategies promoting active learning are comparable to lectures in promoting the mastery of content but superior to lectures in promoting the development of students' skills in thinking and writing.

Active learning strategy includes a wide range of activities that share the common element of involving students in doing things and thinking about the things they are doing. It should also be noted that active learning strategies can (a) be completed by students either in-class or out-of-class, (b) be done by students working either as individuals or in group, and (c) be done either with or without the use of technology tools (Eison, 2010, p. 1).

In this method, choosing the text book is of high importance. The source chosen has to be a vocabulary book focusing on everyday words and more

importantly on verbs. Participants have to be adults and have to basic knowledge of the target language (elementary level). The method does not focus on teaching but on application of the new words by students. The teacher teaches the new words and expressions applying by pictures, definitions, antonyms, translation, etc. Students are requested to ask questions using the new words, tell a story with the new words and at last translate some sentences containing the new words. The focus is not on grammar and it is taught in the context and in the format of fixed expressions (Shahidpour, 2014, p. 1).

### **2.1.8 Advantages of Activation Method**

Shahidpour (2014, p. 1) proposed advantages of activation method as follows:

- (1) Help students to speak more fluently and accurately in a shorter period of time.
- (2) It is not used long time to learn a foreign language.
- (3) Help students learn better.
- (4) When students start to use this method they start to use their formation by themselves and make different sentences then the new body of knowledge is activated in their mind and they acquire it.

Meanwhile, another advantages of active learning strategies are to engage students in (a) thinking critically or creatively, (b) speaking with a partner, in a small group, or with the entire class, (c) expressing ideas through writing, (d) exploring personal attitudes and values, (e) giving and receiving feedback, and (f) reflecting upon the learning process. And when an instructor employs active

learning strategies, it typically will (a) spend greater proportion of time helping students develop their understanding and skills (promoting deep learning) and a lesser proportion of time transmitting information (i.e., supporting surface learning). In addition, the instructor will provide opportunities for students to (a) apply and demonstrate what they are learning and to (b) receive immediate feedback from peers and/or the instructor. (Eison, 2010, p. 1)

Based on explanation above, activation has many advantages such as make the students learn better, help the students speak English fluently and accurately, it is not use a long time for study and students can develop their brain by used this method, make the students critical thinking and it can improve students' self (confidence) to speak English.

### **2.1.9 Teaching Procedures by Using Activation Method**

Shahidpour (2014, p. 6) explains the procedures of teaching speaking by activation method, as steps the following:

Step 1 : The teacher reviews the words taught in the previous session.

Step 2 : The teacher starts to teach. One of students reads the new lesson aloud.

Whenever students get to a new word-in this book bold ones- the teacher explains that using pictures, definitions, antonyms, synonyms, etc.

Step 3 : Right after covering the new words, teacher gives some examples using the words and then gives student's different examples in their mother tongue and asks them to translate them into English.

Step 4 : The teacher writes some questions and explaining the structure and how to answer them, the teacher asks students to work in pairs.

Step 5 : After some sessions, students can ask any kind of questions related with the topic without the teacher's help.

Step 6 : When the students have finished the second stage, the teacher asks them to tell one another a story using a new words.

Step 7 : Students are asked to prepare speech about the topic and the teacher checks them at the beginning of each session.

Step 8 : At the end of each class students are assigned to watching a film. The teacher gives a film for the students and after watching a film, the students retell about the film briefly.

## **2.2 Previous Related Study**

Related previous study is important enough to be as a guide in conducting this study. In this study, the writer takes review of related literature from the other thesis. The first thesis was entitled "Activation method of learning a foreign language; Amir Higher Education Institute, Foolad Shahr, Iran" (Shahidpour, 2014). The objective of this study was to find whether or not there is any significance improvement students' speaking who are taught by using activation method. And the result of this study showed that activation method of learning could help students speak more fluently and accurately in a shorter period of time. The similarities between her studies with the writer's study are in independent and dependent variables namely it use activation method in teaching

speaking. However, the difference between her studies with the writer's study is in population of the study. In the writer's study, the population of this study is the eleventh grade students of MAN 3 Palembang while the population of Shahidpour's study is the Iranian collegian.

The second was entitled "Improving the reading comprehension of grade VIII students at SMPN 1 MLATI using schema activation strategy in the academic year of 2013/2014" (Dewi, 2014). The objective of this study was to improve the reading comprehension of grade VIII students at SMPN 1 MLATI by using schema activation strategy. The result of the use schema activation strategy was effective to improve the students reading comprehension. The similarity between her studies with the writer's study is in independent variables namely it use activation. Meanwhile, the differences between her studies with the writer's study are in dependent variable and population. In the writer's study, the dependent variable is speaking skill while in Dewi's reading comprehension. The population of this study is the eleventh grade students of MAN 3 Palembang while the population of Dewi's study is grade VIII students at SMPN 1 MLATI.

### **2.3 Hypothesis**

The hypotheses of this study are proposed in the forms of null and research hypotheses below:

1.  $H_a$ : there is any significant improvement on the eleventh grade students' speaking skill who are taught by using activation method at MAN 3 Palembang before and after the treatment



2.  $H_0$ : there is no significant improvement on the eleventh grade students' speaking skill who are taught by using activation method at MAN 3 Palembang before and after the treatment
3.  $H_a$ : there is any significant difference on the eleventh grade students' speaking skill who are taught by using activation method and those who are not at MAN 3 Palembang.
4.  $H_0$ : there is no significant difference on the eleventh grade students' speaking skill who are taught by using activation method and those who are not at MAN3 Palembang.

## **2.4 Criteria of Hypothesis Testing**

### **2.4.1 Measuring significant improvement**

Measuring a significant improvement, paired sample t-test was used. The criteria of testing the hypothesis are as follows:

- If the p-output (Sig.2-tailed) is lower than 0.05, the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_a$ ) is accepted.
- If the p-output (Sig.2-tailed) is higher than 0.05, the null hypothesis ( $H_0$ ) is accepted, and the alternative hypothesis ( $H_a$ ) is rejected.

### **2.4.2 Measuring significant difference/ influence**

Measuring significant difference/ influence of two group, and independent sample t-test was used. It was administered to measure two independent variables. The criteria of testing the hypothesis are as follows:

- If the p-output (Sig.2-tailed) is lower than 0.05, the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_a$ ) is accepted.
- If the p-output (Sig.2-tailed) is higher than 0.05, the null hypothesis ( $H_0$ ) is accepted, and the alternative hypothesis ( $H_a$ ) is rejected.

## **CHAPTER III**

### **METHODS AND PROCEDURES**

This chapter presents: (1) method of the study; (2) variable of the study; (3) operational definitions; (4) population and sample; (5) techniques for collecting data; (6) research instruments analysis; (7) technique for analyzing data; and (8) hypothesis testing.

### **III. Research and Procedure**

#### **3.1 Research and Procedure**

This research belongs to an experimental design. In this study used quasi-experimental design. Quasi-experimental designs do not include the use of random assignment (Fraenkel, Wallen & Hyun, 2012, p. 275). In this design, a popular approach to quasi-experiments, the experimental Group A and the control Group B were selected without random assignment. Both groups took a pretest and posttest. Only the experimental group receives the treatment (Cresswell, 2013, p. 219). The experimental group was given treatments by using activation method, but the control group was not. This method was applied in 12 meetings including the pretest and posttest.

This research used Pretest-Posttest Non-equivalent Group Design. Cohen (2007, p. 283) defines the figure of Pretest-Posttest Non-equivalent Groups Design as follows:

<b>O1</b>	<b>X</b>	<b>O2</b>
-----		
<b>O3</b>		<b>O4</b>

Where:

O<sub>1</sub> : Pretest in experimental group

O<sub>3</sub> : Pretest in control group

X : Treatment in experimental group using activation method

O<sub>3</sub> : Posttest in experimental group

O<sub>4</sub> : Posttest in control group

### 3.2 Variables of the Study

Based on Fraenkel, et. al. (2012, p. 77), variables a concept or a noun that stands for variation within a class of objects, such as chair, weight, gender, color, size, shape, achievement, motivation. A variable can be considered as a construct, operational construct or particular property in which the researcher is interested (Cohen & Keith, 2007, p. 504).

There were two kinds of variables in this study. They were independent variable and dependent variable. Creswell (2012, p. 115-116) argues that dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable. An independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable. The independent variable in this study was activation method and the dependent variable was the students' speaking skill.

### **3.3 Operational Definition**

In order to avoid misunderstanding the terms used in this research, it is necessary to presented operational definitions of some key words used in the research under the title “Improving the Eleventh Grade Students’ Speaking Skill by Using Activation Method at MAN 3 Palembang”. They are: improving, speaking and activation method.

The term improving means to increase the productivity, this refers to get better achievement. On the other hand, the term improving refers to measure the improvement of the students speaking achievement.

Speaking is activity of communication between speaker and hearer with spoken language that involves producing and receiving and processing information. The role of speaking are to do something for someone else, to respond to someone else, to express feelings or opinion about something, to exchange information, to refer to an action or event in the past, present, or future, and the possibility of something happening. To know the score of the student’s speaking skill, it uses speaking scoring rubric by Brown (2001, p. 173).

Activation method is a method that uses to make students’ speaks more fluently and accurately. Activation method of learning consists of three different activation stages: translation, asking questions and storytelling which are designed to help students learn better.

### 3.4 Population and Sample

#### 3.4.1 Population

Population is a group of individuals who have the same characteristics (Cresswell, 2012, p. 142). Population is the group to which the results of the study are intended to apply (Fraenkel, 1990, p. 66). The population of this study was the eleventh grade students of MAN 3 Palembang consisting of nine classes. The total of the students were 306 students. The distribution of population is shown in the following table:

**Table 1**  
**The population of the study**

<b>NO</b>	<b>CLASS</b>	<b>TOTAL STUDENTS</b>
1	XIMIA I	31
2	XI MIA II	31
3	XI MIA III	34
4	XI MIA IV	35
5	XI MIA V	36
6	XI MIA VI	35
7	XI IS I	32
8	XI IS II	37
9	XI IS III	35
<b>TOTAL</b>		<b>306</b>

*Source: Administration of MAN 3 Palembang 2016*

#### 3.4.2 Sample

Fraenkel (2012, p. 122) states that sample is one of the most important which steps in the research process is the selection of the sample of individuals who will participate (be observed or questioned) which refers to the process of

select these individuals. Trochim (2006, p. 134) explains that sampling is the process of selecting units from a population of interest.

In this research, the writer chose XI MIA I and II class with 62 students as the sample to observe by using purposive sampling method but two students in XI MIA I and XI MIA II were not including for the sample. According to Fraenkel (1990, p. 76), purposive sampling is different from others sampling, in this sampling researchers don't simply study whoever is available, but use their judgment to select the sample for a specific purpose.

The reason why this method was applied because after the writer had an interviewed and discussed with one of the English teachers and curriculum deputy at MAN 3 Palembang, the writer was asked to use two classes as the sample for experimental group and control group. Then the teacher and curriculum deputy recommends class XI MIA I and II since they had the same characteristics, they had same teacher, they were adult (16-17 years old), the total number of students were same and they had some basic English (the students could speak English in target language). The number of sample from two classes were sixty two students. This is a sample:

**Table 2**  
**The sample of the study**

No	Class	Gender		Total
		Female	Male	
1	XI MIA I	25	5	31
2	XI MIA II	22	9	31
<b>Total</b>		47	14	62

*Source: Administration of MAN 3 Palembang 2016*

### **3.5 Techniques for Collecting Data**

#### **3.5.1 Tests**

According to Brown (2004, p. 3), test is a method of measuring someone's knowledge, ability or performance in a given domain. It means that, test used to measure the students' skill of students' learning achievement.

In this research used experimental design with oral test. In doing an experimental research usually two groups (experimental and control group) were involved and compared to find the improvement of a treatment. In collecting the obtained data used two kinds of test, there were pretest and posttest. The source of the test was taken from the syllabus for eleventh grade students. The purpose was to know how was the students' achievement in speaking skill especially in performing daily expression. To know the score of the student's speaking skill, it used speaking scoring rubric by Brown (2001, p. 173).

##### **3.5.1.1 Pre-test**

The pretest is the test that is given before giving some treatments. It was gave the pre-test to the students in oral test form. There were 60 students joined the pretest. The oral test procedures were divided into some steps: 1) asking the students to do an oral test, 2) dividing the students randomly into some groups which consisted of two students (pairs) in each group to did role play, 3) the students chose a situation to perform their dialogues by using expression of asking and giving suggestion, offering thing, asking and giving opinion, giving hopes and formal invitation in 3-5 minutes. 4) recording the dialogue when the three raters gave the scores. 5) The scores were taken in five criteria, which are the scores of



pronunciation, grammar, vocabulary, fluency and comprehension. 6) finally, to get the mean, the scores from all criteria were sum and divided into five.

**Table 3**  
**Assessment Format for Speaking**

To assess students' speaking skill, the writer uses the table below:

**Grade/ Semester : II/ I**  
**Topic : Daily Expressions**

No	Name	Aspects of Assessment					
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehe nsion	Total
1							
2							
3							
4							
5							
...							

- The highest score is 5
- The lowest score is 1
- The maximum score is 25
- True answer =  $x4$

<b>Student's score =</b>
--------------------------

### 3.5.1.2 Post-test

The posttest is the test that is given after giving some treatments. The test was similar with the pre-test. There were 60 students joined the posttest. The oral test procedures were divided into some steps: 1) asking the students to do an oral test, 2) dividing the students randomly into some groups which consisted of two students (pairs) in each group to did role play, 3) the students chose a situation to perform their dialogues by using expression of asking and giving suggestion, offering thing, asking and giving opinion, giving hopes and formal invitation in 3-5 minutes. 4) recording the dialogue when the three raters gave the scores. 5) The scores were taken in five criteria, which are the scores of pronunciation, grammar,

vocabulary, fluency and comprehension. 6) finally, to get the mean, the scores from all criteria were sum and divided into five. The test was used to know the improvement and significant difference students' speaking skill after giving the treatment by using activation method.

### **3.6 Research Instrument Analysis**

#### **3.6.1 Validity Test**

Fraenkel, et. al. (2012, p. 147) states that validity is the most important idea to consider when preparing or selecting an instrument for use. Validity is the development of sound evidence to demonstrate that the intended test interpretation (of the concept or construct that the test is assumed to measure) matches the proposed purpose of the test (Creswell, 2012, p. 164). Validity test was carried out to measure whether the instruments for pre test and pos test activities was valid or not. This study used content validity.

##### **3.6.1.1 Content Validity**

According to Brown (2000, p. 8), content validity includes any validity strategies that focus on the content of the test. To demonstrate content validity, testers investigate the degree to which a test is a representative sample of the content of whatever objectives or specifications the test was originally designed to measure. To investigate the degree of match, test developers often enlist well-trained colleagues to make judgments about the degree to which the test items matched the test objectives or specifications.

While Hughes in Holandyah (2014, p. 48) said that a test have content validity if its content constitutes a representative sample of the language skills, structure, etc, with which it is meant to be concerned. In order to judge whether or not a test has content validity, a specification of the skills or structures should be made based on the curriculum and syllabus. Then the result analysis in constructing the content validity was presented in the test specification table including: objectives of the test items, text's title, test indicators, number of the test items, total of the questions and type of test (Holandyah, 2013, p. 46). The table of specification test is displayed in table 4

**Table 4**  
**Table of Test Specification**

<b>No</b>	<b>Objective</b>	<b>Material</b>	<b>Indicator</b>	<b>Number of Items</b>	<b>Type of Test</b>
1	The students are able to:  Respond and perform a good conversation  Use a conversation in appropriate functions and conditions	Discussions of the topic	Indicator of the study:	1	Oral Test
		Asking and giving suggestion	- Students are able identify the meaning of oral expressions. - Students are able to response the expressions. - Students are able to apply the conversation in appropriate functions and conditions.		
				- Students are able identify the meaning	

		Offering thing	<p>of oral expressions.</p> <ul style="list-style-type: none"> <li>- Students are able to response the expressions.</li> <li>- Students are able to apply the conversation in appropriate functions and conditions.</li> </ul>		
		Asking and Giving Opinion	<ul style="list-style-type: none"> <li>- Students are able identify the meaning of oral expressions.</li> <li>- Students are able to response the expressions.</li> <li>- Students are able to apply the conversation in appropriate functions and conditions.</li> </ul>	1	
		Giving Hopes	<ul style="list-style-type: none"> <li>- Students are able identify the meaning of oral expressions.</li> <li>- Students are able to response the expressions.</li> <li>- Students are able to apply the conversation in appropriate functions and</li> </ul>	1	

			conditions.		
		Formal Invitation	<ul style="list-style-type: none"> <li>- Students are able identify the meaning of oral expressions.</li> <li>- Students are able to response the expressions.</li> <li>- Students are able to apply the conversation in appropriate functions and conditions.</li> </ul>	1	
	<b>Total</b>			<b>5</b>	

In addition in doing this measurement, three lecturers were asked as validators to validate the instruments whether they were valid or not. There were Deta Desvitasari, M.Pd (Lecturer of Sriwijaya and UIN RF University), Ira Haiyu, M.Pd (lecturer of Sriwijaya University) and Nurul Hafidzah, M.Pd (lecturer of Sriwijaya University). There are five aspects of determining the appropriateness based on liker scale, those are (absolutely inappropriate, inappropriate, moderate, appropriate and absolutely appropriate) with the score 1 until 5. The validators scored some of items (instructions, topic, time allocation, content and rubric) for speaking test. The result showed that instruction, topic, time allocation, content and rubric were appropriate. (See appendix 6)

### **3.6.2 Reliability Test**

Reliability test measures whether research instrument used for pre test and post test activities was reliable or not. Reliability means that the scores from an instrument are stable and consistent (Creswell, 2012, p. 159). The score of reliability were obtained from oral test analysis which is done twice using the same sample and instruments.

To estimate the reliability of the test, inter-rater reliability was applied. According to Brown (1996, p. 30), inter-rater reliability is essentially a variation of the equivalent forms type of reliability in that the score are usually produced by raters and a correlation coefficient is calculated among them. Inter-rater reliability is a common occurrence for classroom teachers because of unclear scoring criteria, fatigue, and bias toward particular good and bad students (Brown, 2004, p. 20).

Further, the reliability of speaking test was obtained. Since, it was measured as the result of three expert judgments. The result showed that speaking test with the instruction, topic, time allocation, content and rubric were appropriate. All in all, speaking test was reliable (See appendix 6).

### **3.7 Technique for Analyzing the Data**

After the data obtained, the data from the test, pretest and posttest between two groups, experimental and control groups was analyzed. To analyzed the data used t-test. It was run by SPSS version 16 software. There were two kinds of how to do t-test. They were paired sample t-test and independent sample t-test.

The paired sample t-test measured whether or not there is any significant improvement on the eleventh grade students' speaking skill who are taught by using activation method before and after the treatment. Meanwhile, the independent sample t-test measured whether or not there is a significant difference on the eleventh grade students' speaking skill who are taught by using activation method and those who are not.

In analyzed the data, it would describe some techniques as follows:

### **3.7.1 Data Description**

In analyzing the data distribution, there were two analyses to be done; they were distribution of data frequency and descriptive statistics.

#### **3.7.1.1 Distribution of the Data Frequency**

In distribution of data frequency, the students score, frequency, percentage are achieved. The distribution of data frequency were from students pretest scores in control group, students' posttest scores in control group, the students pretest scores in experimental group, and students posttest scores in experimental group. Then, the distribution of data frequency was displayed in a table analysis.

#### **3.7.1.2 Descriptive Statistics**

In descriptive statistics, number of sample, the score of minimal, maximal, mean and standard deviation. Descriptive statistics were obtained from students pretest scores in control group, student's posttest scores in control group, the students pretest scores in experimental group, and student's posttest scores in experimental group.

### **3.7.2 Prerequisite Analysis**

Before analyzing the obtained data, prerequisite analysis was done to see whether the data obtained was normal and homogeneous. The procedure in prerequisite analysis was described, as follows:

#### **3.7.2.1 Normality Test**

Normality test was used to measure whether the obtained data was normal or not. The data could be classified into normal whenever the p-output was higher than 0,05. In measuring normality test, I-sample *Kolmogoro- Smrinov* was used. The normality test was used to measure students pretest and posttest scores in control and experimental groups. Then, the result analysis in measuring the normality test of students pretest scores in control and experimental groups.

#### **3.7.2.2 Homogeneity Test**

Homogeneity test was to measure the obtained scores whether it was homogeny or not. The data could be categorized homogeny when the p-output was higher than mean significant difference at 0.05 levels. In homogeneity test, *Levene Statistics* in SPSS was used. The homogeneity test was used to measure students pretest and posttest scores in control and experimental groups.

### **3.8 Hypothesis Testing**

To prove the formulated research problem, the instruments of research hypothesis testing was required. The null hypothesis ( $H_0$ ) is accepted whenever the p-output is higher than 0.05. It means that the alternative hypothesis ( $H_a$ ) is rejected. On the other hand, the alternative hypothesis is accepted ( $H_a$ ) whenever the p-output is equal or lower than 0.05. It means that the null hypothesis ( $H_0$ ) is



rejected. The followings of research hypothesis testing and research questions to prove whether the hypothesis was accepted or rejected as follows:

### **3.8.1 Significant Improvement**

To know the significant improvement of the speaking achievement on the eleventh grade students' speaking skill who were taught by using activation method before and after the treatment, the data from the students' pretest and posttest in experimental group was used. In this study used paired sample t-test. The significant of improvement was accepted whenever the p-output (Sig.2-tailed) is lower than 0.05 and t-obtained was higher than  $t_{table}$  (2.045). While the significant of experimental group was rejected when the p-output (Sig.2-tailed) was higher than 0.05 than t value was lower than t table (2.045).

### **3.8.2 Significant Difference**

To know the significant difference of the speaking achievement on the students' speaking skill who were taught by using activation method and those who were not, the data from the student's result of posttest in control group and posttest in experimental group was used. In this study used independent sample t-test. The significant of improvement was accepted whenever the p-output (Sig.2-tailed) is lower than 0.05 and t-obtained is higher than  $t_{table}$  (2.001). While the significant of experimental group was rejected when the p-output (Sig.2-tailed) is higher than 0.05 than t value was lower than t table (2.001).

## **CHAPTER IV**

### **FINDINGS AND INTERPRETATION**

This chapter presents: (1) findings and (2) interpretation

#### **4.1 Findings**

The findings of this study were divided into three parts. They were: (1) data descriptions, (2) prerequisite analysis, and (3) result of hypothesis testing.

##### **4.1.1 Data Descriptions**

As mentioned in chapter III, two analyses should be done in data descriptions, they were distributions of data frequency and descriptive statistics.

##### **4.1.1.1 Distribution of Data Frequency**

In the distribution of data frequency, score, frequency, and percentage were analyzed. There were two kinds of expository speaking tests used in this research: the pretest and the posttest. The pretest was administered before the treatment was conducted. It was aimed to measure the students' skill before the treatment. The posttest was given at the end of the treatment. It was aimed to know whether or not the treatment to the experimental group had any significant improvement and differences in expository speaking skill compared to the control group. The scores were obtained from: (1) pretest scores in control group, (2) posttest scores in control group, (3) pretest scores in experimental group, and (4) posttest scores in experimental group.

#### 4.1.1.2 Students' Pretest Score in Control Group

The analysis of distribution data frequency in pretest score of control group showed that there were two students got the score 56 (6.70%), one student got the score 57 (3.30%), two students got the score 59 (6.70%), three students got the score 60 (10.0%), four students got the score 61 (13.3%), two students got the score 63 (6.70%), three students got the score 64 (10.0%), two students got the score 65 (6.70%), two students got the score 67 (6.70%), one student got the score 68 (3.30%), one student got the score 69 (3.30%), one student got the score 71 (3.30%), two students got the score 72 (6.70%), two students got the score 73 (6.70%), and two students got the score 76 (6.70%). Further description of distribution data frequency could be seen in Table 5 and 6:

**Table 5**  
**Distribution Data Frequency of Students' Pretest**  
**Score in Control Group**

<b>Score</b>	<b>Frequency</b>	<b>Percent</b>
56	2	6.7
57	1	3.3
59	2	6.7
60	3	10.0
61	4	13.3
63	2	6.7
64	3	10.0
65	2	6.7
67	2	6.7
68	1	3.3
69	1	3.3
71	1	3.3
72	2	6.7
73	2	6.7
76	2	6.7
<b>Total</b>	<b>30</b>	<b>100.0</b>

**Table 6**  
**Speaking Skill Category of Students' Pretest Scores in Control Group**

Score Interval	Category	Pretest Score	
		Frequency	Percentage
85-100	Excellent	-	0%
71-84	Very Good	7	23.3%
55-70	Fair	23	76,7%
<54	Poor	-	0%
<b>Total</b>		30	100%

Based on the analysis of students' pretest scores in control group of 30 students, it could be seen that there were seven students included in very good category and twenty three students included in fair category, and no student included in excellent and poor category.

#### **4.1.1.3 Students' Pretest Score in Experimental Group**

Similarly, the analysis of distribution data frequency in pretest score of experimental group showed that one student got the score 53 (3.30%), one student got the score 55 (3.30%), two students got the score 56 (6.70%), two students got the score 57 (6.70%), one student got the score 59 (3.30%), one student got the score 60 (3.30%), one student got the score 61 (3.30%), four students got the score 63 (13.3%), three students got the score 64 (10.0%), one student got the score 65 (3.30%), two students got the score 67 (6.70%), one student got the score 68 (3.30%), three students got the score 69 (10.0%), two students got the score 71 (6.70%), two students got the score 72 (6.70%), one student got the score 73 (3.30%), one student got the score 75 (3.30%), and one student got the score 81 (3.30%). Further description of distribution data frequency could be seen in Table 7 and 8:

**Table 7**  
**Distribution Data Frequency of Students' Pretest**  
**Score in Experimental Group**

<b>Score</b>	<b>Frequency</b>	<b>Percent</b>
53	1	3.3
55	1	3.3
56	2	6.7
57	2	6.7
59	1	3.3
60	1	3.3
61	1	3.3
63	4	13.3
64	3	10.0
65	1	3.3
67	2	6.7
68	1	3.3
69	3	10.0
71	2	6.7
72	2	6.7
73	1	3.3
75	1	3.3
81	1	3.3
<b>Total</b>	<b>30</b>	<b>100.0</b>

**Table 8**  
**Speaking Skill Category of Students' Pretest Scores in Experimental Group**

<b>Score Interval</b>	<b>Category</b>	<b>Pretest Score</b>	
		<b>Frequency</b>	<b>Percentage</b>
85-100	Excellent	-	0%
71-84	Very Good	7	23.3%
55-70	Fair	22	73,4%
<54	Poor	1	3.3%
<b>Total</b>		30	100%

Based on the analysis of students' pretest scores in experimental group of 30 students, it could be seen that there were seven students included in very good

category, twenty two students included in fair category and one student included in poor category and no student included in excellent category.

After analyzing the distribution of data frequency pretest score of control and experimental group above, it also analyze the results score of posttest in control and experimental group.

#### **4.1.1.4 Students' Posttest Score in Control Group**

From the result analysis of data frequency of posttest control group, it was found that one student got the score 57 (3.30%), one student got the score 63 (3.30%), one student got the score 65 (3.30%), two students got the score 67 (6.70%), three students got the score 68 (10.0%), one student got the score 69 (3.30%), one student got the score 71 (3.30%), one student got the score 72 (3.30%), one student got the score 73 (3.30%), three students got the score 75 (10.0%), two students got the score 76 (6.70%), two students got the score 79 (6.70%), one student got the score 80 (3.30%), four students got the score 81 (13.3%), three students got the score 83 (10.0%), two students got the score 84 (6.70%), and one student got the score 88 (3.30%). The illustration of the result analysis was described in Table 9 and 10:

**Table 9**  
**Distribution Data Frequency of Students' Posttest**  
**Score in Control Group**

Score	Frequency	Percent
57	1	3.3
63	1	3.3
65	1	3.3
67	2	6.7
68	3	10.0
69	1	3.3
71	1	3.3
72	1	3.3
73	1	3.3
75	3	10.0
76	2	6.7
79	2	6.7
80	1	3.3
81	4	13.3
83	3	10.0
84	2	6.7
88	1	3.3
<b>Total</b>	<b>30</b>	<b>100.0</b>

**Table 10**  
**Speaking Skill Category of Students' Posttest Scores in Control Group**

Score Interval	Category	Posttest Score	
		Frequency	Percentage
85-100	Excellent	1	3.3%
71-84	Very Good	20	66,7%
55-70	Fair	9	30.0%
<54	Poor	-	0%
<b>Total</b>		30	100%

Based on the analysis of students' posttest scores in control group of 30 students, it could be seen that there were one student included in excellent category, twenty students included in very good category and nine students included in fair category and no student included in poor category.

#### 4.1.1.5 Students' Posttest Score in Experimental Group

The distribution data frequency analysis of posttest experimental group, it was found that there were one student got the score 69 (3.30%), one student got the score 72 (3.30%), two students got the score 73 (6.70%), three students got the score 75 (10.0%), three students got the score 76 (10.0%), four students got the score 77 (13.3%), one student got the score 78 (3.30%), one student got the score 79 (3.30%), two students got the score 80 (6.70%), one student got the score 81 (3.30%), four students got the score 83 (13.3%), one student got the score 84 (3.30%), one student got the score 87 (3.30%), one student got the score 88 (3.70%), two students got the score 89 (6.70%), one student got the score 91 (3.30%) and one student got the score 92 (3.30%). Further description could be seen in Table 11 and 12:

**Table 11**  
**Distribution Data Frequency of Students' Posttest**  
**Score in Experimental Group**

Score	Frequency	Percent
69	1	3.3
72	1	3.3
73	2	6.7
75	3	10.0
76	3	10.0
77	4	13.3
78	1	3.3
79	1	3.3
80	2	6.7
81	1	3.3
83	4	13.3
84	1	3.3
87	1	3.3
88	1	3.3
89	2	6.7



91	1	3.3
92	1	3.3
<b>Total</b>	<b>30</b>	<b>100.0</b>

**Table 12**  
**Speaking Skill Category of Students' Posttest Scores in Experimental Group**

Score Interval	Category	Posttest Score	
		Frequency	Percentage
85-100	Excellent	6	20.0%
71-84	Very Good	23	76.7%
55-70	Fair	1	3.3%
<54	Poor	-	0%
<b>Total</b>		30	100%

Based on the analysis of students' posttest scores in experimental group of 30 students, it could be seen that there were six students included in excellent category, twenty three students included in very good category and one student included in fair category and no student included in poor category.

#### **4.2.1 Descriptive Statistics**

In descriptive statistics, number of sample, the score of minimal, maximal, mean and standard deviation of mean were analyzed. The scores were obtained from, (1) students' pretest scores in control group, (2) students' pretest score in experimental group, (3) students' posttest score in control group, and (4) students' posttest score in experimental group.

##### **4.2.1.1 Students' Pretest Score in Control Group**

In descriptive statistics of students' pretest scores in control group, it was found that the total number of sample was 30 students, the minimum score was 56, the maximum score was 76, the mean score was 64.7667 and the standard deviation was 5.82316, for detailed description it was described in Table 13:

**Table 13**  
**Descriptive Statistics of Students' Pretest Score in Control Group**

Students' Pretest Score in Control Group	N	Minimum	Maximum	Mean	Std. Deviation
	30	56.00	76.00	64.7667	5.82316

#### 4.2.1.2 Students' Pretest Score in Experimental Group

Equally, in descriptive statistics of students' pretest score in experimental group, it was also found that the total number of sample was 30 students, the minimum score was 53, the maximum score was 81, the mean score was 64.9000 and the standard deviation was 6.65582, for detailed description it was described in Table 14:

**Table 14**  
**Descriptive Statistics of Students' Pretest Score in Experimental Group**

Students' Pretest Score in Experimental Group	N	Minimum	Maximum	Mean	Std. Deviation
	30	53.00	81.00	64.9000	6.65582

#### 4.2.1.3 Students' Posttest Score in Control Group

The result analysis in descriptive statistics of students' posttest score in control group was found that the total number of sample was 30 students. The lowest score was 57, the highest score was 88, the mean score was 75.0667 and the standard deviation was 7.50601, further description was described in Table 15:

**Table 15**  
**Descriptive Statistics of Students' Posttest Score in Control Group**

Students' Posttest Score in Control Group	N	Minimum	Maximum	Mean	Std. Deviation
	30	57.00	88.00	75.0667	7.50601

#### 4.2.1.4 Students' Posttest Score in Experimental Group

The result analysis in descriptive statistics of students' posttest score in experimental group showed that the total number of sample was 30 students. The lowest score was 69, the highest score was 92, the mean score was 79.9333 and the standard deviation was 5.98811, further description was described in Table 16:

**Table 16**  
**Descriptive Statistics of Students' Posttest Score in Experimental Group**

Students' Posttest Score in Experimental Group	N	Minimum	Maximum	Mean	Std. Deviation
	30	69.00	92.00	79.9333	5.98811

#### 4.3.1 Prerequisite Analysis

In prerequisite analysis, there were two analyses done. They were normality test and homogeneity test.

##### 4.3.1.1 Normality Test

Normality test was done to know whether the results of the students' pretest and posttest in control and experimental groups were normal or not. The data could be classified into normal when the p-output was higher than mean

significant difference 0.05. In measuring normality test, *1-sample Kolmogronov Smrinov* was used.

#### 4.3.1.2 Students' Pretest Score in Control and Experimental Groups

From the statistical analysis in normality test using *1-sample Kolmogronov Smrinov*, it was found that the Kolmogorov-Smirnov test of the pretest in control group was 0.773 and experimental group was 0.480, it can assumed that the score from pretest in control and experimental group were categorized normal since p-output was higher than mean significant different 0.05. The result analysis was figured out in the Table 17:

**Table 17**  
**Result Analysis in Measuring Normality Test of Students' Pretest in Control and Experimental Groups Using 1-Sample Kolmogronov-Smirnov Test**

No	Students' Pretest	N	Kolmogronov Smrinov Z	Sig.	Result
1	Control Group	30	0.773	0.589	Normal
2	Experimental Group	30	0.480	0.975	Normal

#### 4.3.1.3 Students' Posttest Score in Control and Experimental Groups

Additionally, the analysis of normality test was also done to students' posttest score in control and experimental groups. Based on the analysis, it was found that the Kolmogorov-Smirnov test of the control group was 0.730 and experimental group was 0.847, it can assumed that the score in data of posttest control and experimental group were categorized normal since p-output was higher than mean significant different 0.05. The results analysis was figured out in the Table 18:

**Table 18**  
**Result Analysis in Measuring Normality Test of Students' Posttest in Control and Experimental Groups Using 1-Sample Kolmogronov-Smirnov Test**

No	Students' Pretest	N	Kolmogronov Smrinov Z	Sig.	Result
1	Control Group	30	0.730	0.662	Normal
2	Experimental Group	30	0.847	0.471	Normal

#### 4.4.1 Homogeneity Test

Homogeneity test was done to know whether the results of the students' pretest and posttest in control and experimental groups were homogeny or not. The data was categorized homogeny when p-output was higher than mean significant difference 0.05. In measuring homogeneity test, *Levene Statistics* was used.

##### 4.4.1.1 Students' Pretest Score in Control and Experimental Groups

Firstly, based on the result of analyzing the data of students' pretest score in control and experimental groups, it was found that the Levene Statistics was 0.379, it means that the obtained score from students' pretest score in control and experimental groups were homogenous since the p-output was higher than 0.05. The result of homogeneity test was illustrated in Table 19:

**Table 19**  
**Results Analysis in Measuring Homogeneity Test of Students' Pretest Score in Control and Experimental Groups Using Levene Statistics**

No	Students' Pretest Score	N	Levene Statistics	Sig.	Result
1	Control Group	30	0.379	0.541	Homogenous
2	Experimental Group	30			

#### 4.4.1.2 Students' Posttest Score in Control and Experimental Groups

Secondly, the result analysis of homogeneity test of students' posttest score in control and experimental groups, it was found that the Levene Statistics was 1.775, it means that the obtained score from students' posttest score in control and experimental groups were homogenous since the p-output was higher than 0.05. The result of homogeneity test was illustrated in Table 20:

**Table 20**  
**Results Analysis in Measuring Homogeneity Test of Students' Posttest Score in Control and Experimental Groups Using Levene Statistics**

No	Students' Posttest Score	N	Levene Statistics	Sig.	Result
1	Control Group	30	1.775	0.188	Homogenous
2	Experimental Group	30			

#### 4.5.1 Result of Hypothesis Testing

##### 4.5.1.1 Measuring means significant improvement

In measuring the significant improvement on students' pretest and posttest scores in experimental group, a significant improvement was found since the p-output is lower than 0.05 and the t-obtained exceeded the t-table 2.045. The result of analysis in measuring the significant improvement figured out in Table 21.

**Table 21**  
**Result Analysis of Significant Improvement from Students' Pretest and Posttest Score Taught Using Activation Method**

Activation Method	Paired Sample T-test			Ho
	T	Df	Sig.(2-tailed)	Rejected
	11.515	29	0.000	

From the table analysis, it was found that the p-output 0.000 and the t-obtained was 11.515. At the significant level of 0.05 for two-tailed test and degree

of freedom 29, t-table is 2.045. Since the p-output was lower than 0.05 and the value of t-obtained exceeded the critical value of the t-table, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It could be stated that there was a significant improvement on the eleventh grade students' speaking skill who were taught by using activation method at MAN 3 Palembang.

#### 4.5.1.2 Measuring means significant difference

In measuring the significant difference on students' posttest to posttest scores in control and experimental group, a significant difference was found since the p-output is lower than 0.05 and the t-obtained exceeded the t-table 2.001. The result of analysis in measuring the significant difference figured out in Table 22.

**Table 22**  
**Result Analysis of Significant Difference from Students' Posttest in Control and Experimental Group**

Posttest (Control and Experimental )	Independent Sample T-Test			Ho
	T	Df	Sig. (2-tailed)	Rejected
	2.776	58	0.007	

From the table analysis, it was found that the p-output 0.007 and the t-obtained was 2.776. At the significant level of 0.05 for two-tailed test and degree of freedom 58, t-table is 2.001. Since the p-output was lower than 0.05 and the value of t-obtained exceeded the critical value of the t-table, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It could be stated that there was significant difference between the eleventh grade students' speaking skill who were taught by using activation method and the eleventh grade students' speaking skill who were taught by using teachers' method at MAN 3 Palembang.

## 4.2 Interpretation

The first, from the result analysis used paired sample t-test, it was found that p-output was lower than 0.05 and the t-obtained was higher than t-table. It could be interpreted that there was significant improvement from students' pretest and posttest score in experimental group, it meant that activation method was significantly improved for the eleventh grade students' speaking skill at MAN 3 Palembang especially XII MIA 2. The factor was in applied of activation method, it was some good influences in teaching and learning process. This result was consistent with many studies, some of them were conducted by Shahidpour (2014, p. 9) who found that activation method significantly affects on students' speaking skill and Dewi (2014, p. 115) who also found that activation strategy was effective to improve students' reading comprehension. It could be stated that the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected.

Second, from the result analysis used independent sample t-test measuring means significant difference from students' posttest score in control and experimental group, it was found that there was significant difference in control and experimental groups since the p-output was lower than 0.05 and the t-obtained was higher than t-table. It could be interpreted that improving the eleventh grade students' speaking skill who were taught by using activation method and those who were not (teachers' method) was significantly difference. Thus, it meant that the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected.



There were some factors showed the reason why activation method could improve students' speaking skill at MAN 3 Palembang especially XI MIA 2. First, activation method could made the students were accustomed to used English in their real life communication especially in their conversation class because they got many new vocabularies and they can make some sentences and dialogues by themselves. Second, the students could apply the conversation in the class. It means that the students might apply the conversation with others in the class or their real daily life. Third, the students interested and fun in learning English especially speaking skill. They showed their contribution and participated well in teaching and learning process by giving some questions that they wanted to know and always speak English during the class. It is necessary with (Bonwell and Eison, 1991, p. 5) who state that use of this strategy in the classroom is vital because of students' powerful impact upon students' learning because this strategy has good impact for teacher and students.

Compared to the students from the experimental group, the students in the control group were given a pretest and posttest only without the treatment by using activation method. However, they were still taught by the teacher of English at MAN 3 Palembang. The findings shows that students in control group also had some significant difference, the teacher gave a good explanation and contribution for students about English especially speaking skill. Meanwhile, the students in control group also have a significant but not as significant as the experimental group.

Based on the statement above, it could be interpreted that activation method could increase students' score in learning English especially speaking skill. It is line with (Eison, 2010, p. 1) active learning strategy includes a wide range of activities that share the common element of involving students in doing things and thinking about the things they are doing. It should also be noted that active learning strategies can (a) be completed by students either in-class or out-of-class, (b) be done by students working either as individuals or in group, and (c) be done either with or without the use of technology tools.

On the other hand, it was related to Shahidpour (2014, p. 1) who states that activation method is a method in teaching speaking English and the functions of this method were to make the students' speak more fluency and accuracy in English. Activation method of learning consists of three different activation stages: translation, asking questions and storytelling which were designed to help students learn English better. In conclusion, this study was answered that activation method was an effective method that could be used as an alternative in teaching English especially speaking English because this method had some advantages for teacher and students.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

The last chapter presents: (1) conclusions and (2) suggestions based on the findings and interpretations presented in the previous chapter.

#### **5.1 Conclusions**

Based on the findings of the test results, the significant improvement from students' pretest and posttest score in experimental class by using paired sample t-test showed that the p-output 0.000 was lower than 0.05. It means that the analysis result of students' pretest and posttest score in experimental class showed the students in experimental class had a good improvement on the mean score after they were given the treatments by using activation method for twelve meetings.

Furthermore, the significant difference between those two classes could be seen after comparing the result of posttest both of classes by using independent sample t-test. It was found that the p-output 0.007 was lower than 0.05. It means that there was significant difference statistically between the mean scores in the experimental and the control class. In other words, the using of activation method and teachers' method in control and experimental group had different characteristics. Thus, the students' score in control and experimental group was a significantly difference.

It can be concluded that teaching speaking skill by using activation method to the eleventh grade students especially in MIA 2 at MAN 3 Palembang had positive improvement on students' speaking achievement. Therefore, it could be inferred that teaching speaking through activation method can be considered as a good alternative strategy to be used in teaching English.

## **5.2 Suggestions**

After covering up the conclusions of the research, the writer had some suggestions for the English teachers, students and further researchers to be considered.

### **5.2.1 For the English Teachers**

In the process of teaching and learning English, especially speaking, English teachers should be able to create some activities which can accommodate the students to access their prior knowledge and connect it with the new knowledge from the new material. Such activities helped the students in understanding the conversation. Accessing prior knowledge and connecting it to the new knowledge had a big role in the process of understanding English language. In addition, media such as pictures, videos and music should be used in order to attract the students' attention and interest. As a result, the process of teaching and learning speaking becomes more interesting.

### **5.2.2 For the Students**

In this study hoped that the students are more creative and active to increase their ability in speaking English, the students are hoped to enrich their

vocabulary, and bravery is also an important thing for the students when they try to speak in English. Students should pay attention to the teacher explanation when teaching learning process happen and students should try to understand about their English material.

### 5.2.3 For Futher Research

The implementation of activation method can improve the students' speaking skill. Further research are recommended to use activation method on different levels and different skill (writing, reading and listening) of education in order to see the effectiveness of activation method in improving the students' skill.

Due the fact that one of the limitation of this study was the less meeting in teaching and learning process, it is recommended that future research be conducted by considering more meetings in teaching and learning process that writer's present study in order for the results of the study can be more representative. Next, future research may also consider conducting an interview to the samples to dig more information on their speaking skill.

## REFERENCES

- Aitchison, J. (1991). *Language change: progress or decay* (2nd ed). Cambridge: Cambridge University Press.
- Aleksandrzak. M. (2011). *Problems and challenges in teaching and learning speaking at advanced level*. Adam Mickiewicz: University Press Poznan.
- Azis, E. A. (2003). Indonesian English: What s det tuh ? *TEFLIN Journal*, 14 (1): 140-148
- Bailey, K. M., & David, N. (2005). *Practical English language teaching speaking*. New York, NY: McGraw-Hill.
- Bonwell, C. C., & James A. E. (1991). *Active learning: Creating excitement in the classroom*. ASHE-ERIC Higher Education Report. Washington, D.C: The George Washington University, School of Education and Human Development.
- Brown, J. D. (2000). *Principle of language learning and teaching* (2nd ed). Englewood Cliffts, NJ: Prentie Hall, Inc.
- Brown, H. D. (2001). *Teaching by principles: An introduction to language pedagogy* (3rd ed). San Francisco, CA: State University.
- Brown, H. D. (2004). *Language assessment principle and classroom practice*. San Francisco, CA: Longman.
- Brown, H. D., & Abeywickrama, P. (2010). *Language assessment: Principles and classroom practice* (2nd ed.). New York, NY: Pearson Education Inc.
- Bygate, M. (1987). *Speaking*. New York, NY: Oxford University Press.
- Campbell, L. (2006). *Historical linguistics*. Cambridge, Massachusetts: The MIT Press.
- Cornbleet, S., & Carter, R. (2001). *The Language of Speech and Writing*. London, UK: Routledge
- Cohen, L. L. M., & Keith, M. (2007). *Research method in education*. London, UK: Routledge.
- Creswell, J. W. (2012). *Educational research planning, conducting and evaluating quantitative and qualitative research* (3rd ed). Boston, MA: Pearson Educational, Inc.

- Cresswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Thousand Oaks, UK: Sage Publications Ltd.
- Dewi, K. C. (2014). *Improving the reading comprehension of grade VIII students at SMP N 1 MLATI using schema activation strategy in the academic year of 2013/2014*. Presented as partial fulfillment of the requirements for the attainment of a sarjana pendidikan degree in English education. Yogyakarta, Indonesia: English Language Education Department Faculty of Arts and Language Yogyakarta State University.
- Eison, J. (2010). *Using active learning instructional strategies to create excitement and enhance learning*. Florida, USA: Department of Adult, Career and Higher Education University of South Florida.
- Eviyuliwati, I. (1997). *The teaching of functional skills and communicative expressions at SMU IKIP Malang based on the 1994 English curriculum: A case study*. *English Language Education*, 3(1), 55-60.
- Fauziati, E. (2008). *Teaching of English as a foreign language (TEFL)*. Surakarta, Indonesia: Muhammadiyah University Press.
- Fraenkel, J. R., & Wallen, N. E. (1990). *How to design and evaluate research in education* (7th ed). New York, NY: McGraw-Hill International Edition.
- Fraenkel, J. R., Wallen, N. E., & Hyun H. H. (2012). *How to design and evaluate research in education* (8th ed). New York, NY: McGraw-Hill.
- Foster, P., Tonkeyn, A., & Wigglesworth, G. (2000). Measuring Spoken Language/: A Unit for all Reasons. *Applied Linguistics*, 21 (3), 354-375.
- Fromkin, V., Rodman, R., & Nina, M. H. (2003). *An introduction to language* (7th ed). Boston, MA: Thomson Heinle.
- Harmer, J. (1998). *How to teach English: An introduction to the practice of English language teaching* (2nd ed). England, ENG: Longman.
- Harmer, J. (2001). *How to teach to English. An Introduction to the practice of English language teaching* (3rd ed). England, ENG: Longman.
- Harmer, J. (2002). *The practice of English language teaching* (4th ed). England, ENG: Longman
- Harmer, J. (2007). *How to teach English*. England, ENG. Longman.
- Harris, D. P. (1969). *Teaching English as a second language*. United State of America, USA: McGraw- Hill Book Company.

- Hetrakul, K. (1995). *The Second Language*. Received from: <http://eserver.org/courses/spring95/76100g/KavinHetrakul.html>. (Accessed on May 28, 2015).
- Holandyah. (2013). *How to design a quantitative research* (3rd ed). Palembang, Indonesia: Noer Fikri Offset.
- Holandyah. (2014). *Quantitative research in education* (4th ed). Palembang, Indonesia: Noer Fikri Offset.
- Huda, N. (1997). A national strategy in achieving English communication ability: Globalization perspectives. *Jurnal Ilmu Pendidikan*, (4Ed), 281-292.
- Ihsan, D. (1999). Speaking and writing errors made by students of English education. *Jurnal Ilmu Pendidikan*, 6(3), 222-234.
- Itkonen, T. (2010). *Spoken Language Proficiency Assessment: Assessing Speaking or Evaluating acting*. Retrieved on 3rd November 2017, from <http://blogs.helsinki.fi/hy-talk/files/2010/06/Itkonenpro-gradu.pdf>
- Kasim, U. (2004). Classroom interaction in the English Department speaking class at State University of Malang. *Jurnal Ilmu Pendidikan*, 11(3), 232-243.
- Khameis, M. (2006). *Using creative strategies to promote student's speaking skill*. Bachelor Thesis from Fujairah Woman Collage.
- Kubiszyn, T., & Borich, G. (2007). *Educational testing and measurement: Classroom application and practice* (8th ed). New York, NY: Harper College Publisher.
- Lindsay, C., & Knight, P. (2006). *Learning and teaching English*. Oxford, ENG: OUP
- Louma, S. (2004). *Assessing Speaking* (Cambridge Language Assessment). Cambridge: Cambridge University Press.
- McDonough, K. & Mackey, A. (2000). Communicative Tasks, Conversational Interaction and Linguistic Form: An Empirical study of Thai. *Foreign Language Annals*, 33 (1), 82-91.
- Miller, L. (2001). A Speaking Lesson. How to Make the Course Book More Interesting. *MET*, 10 (2), 25-29.
- Medina, J. (2008). *Brain rules*. United States, US: Pear Press.



- Mukminatien, N. (1995). The scoring procedures of speaking assessment. *English Language Education*, 1(1), 17-25.
- Mukminatien, N. (1999). The problem of developing speaking skills: *Limitations of second language acquisition in an EFL classroom*. *English Language Education*, 5(1), 1-10.
- Musyahda, L. (2002). Becoming bilingual: A view towards communicative competence. *TEFLIN Journal*, 13(1): 12-21
- Nur, C. (2004). English language teaching in Indonesia: Changing policies and practical constraints. In H. W. Kam & R. Y. L. Wong (Eds.), *English language teaching in East Asia today: Changing policies and practice* (pp. 178-186). Singapore: Eastern Universities Press.
- Okezone.com. (2015). *Kemampuan bahasa Inggris orang Indonesia meningkat*. Retrieved on 15th September 2016 from: [http://news.okezone.com/read/2016/05/20/65/1393621/kemampuanbahasai-nggrisorangindonesiameningkat](http://news.okezone.com/read/2016/05/20/65/1393621/kemampuanbahasai-<u>nggrisorangindonesiameningkat</u>).
- Purjayanti, A. (2005, December). *Shared materials in a speaking class*. Paper presented at the 53rd TEFLIN International conference, Yogyakarta, Indonesia
- Rachmajanti, S. (2005). *Course outline: Speaking II*. Course outline used in the first semester of 2005/2005 academic year at the English department of the State University of Malang
- Renandya, W. A. (2004). Indonesia. In H. W. Kam & R. Y. L. Wong (Eds.), *Language policies and language education: The impact in East Asian countries in the next decade* (pp. 115-131). Singapore: Eastern Universities Press.
- Richards, J. C., & Renandya, W. A. (2002). *Methodology in language teaching: An anthology of current practice*. New York, NY: Cambridge University Press.
- Richards, J. C., & Burns, A. (2012). *Pedagogy and practice in second language teaching*. New York, NY: Cambridge University Press.
- Rusdi. (2003). *Developing standards for students speaking skill at high schools*. Paper presented at the 51st TEFLIN International conference, Bandung, Indonesia

- Shahidpour, S. (2014). Activation method of foreign language. *The Asian EFL Journal Professional Teaching Articles*. 80(2014), 34-43.
- Sulistyo, G. H. (1999). Developing a scoring grid for assessing speaking abilities. *English Language Education*, 5(1), 13-26.
- Trochim, W. (2006). *Sampling*. Retrieved on 6th January 2016, from: <http://www.socialresearchmethods.net/kb/sampling.php>.
- Webster, R. (1990). *Studying literary: An introduction*. London, UK: Edward Arnold.
- Woodward, T. (1988). *Planning lesson and courses: Designing Sequences of Work for the Language Classroom*. Cambridge University Press.