**CHAPTER 1**

**INTRODUCTION**

1. **Background**

The four skills (Reading, Writing, Speaking and Listening) naturally appear together in every English class, even in the English Foreign Language context. Based on the four language skills above, the skill of speaking skill is as crucial as any other language skill. Realizing that speaking is very important for English learners, it is essential for English teachers to encourage the students to speak. Talking about speaking means that talking about communication because speaking is a part of communication. In communicative activities, there are at least two people they are a speaker and a listener. In addition, communicative activities require other components of communication, namely, the topic, and the place or media of communication. A process of communication can take place if all the components of communication work together in a context where the communicators a speaker and a listener. The context of communication can determine the meaning of each word and sentence.

Speaking is oral language and it has correlation with the sound, the important think of English as a tool of communication is how we can communicate with other people. Communication is embedded in the classroom in meaning-focused activity, but in Indonesia, learning English is not easy because it is a foreign language. It is line with Jack C. Richards and Willy A. Renandya. They state that “speaking a language is difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction. Diversity in interaction involves not only verbal communication, but also paralinguistic elements of speech such as pitch, stress, and intonation.”[[1]](#footnote-1) To construct the understanding in a foreign language, learners will use their existing language resources, built up from previous experience of language use.

When the writer conduct interviews with some student of second grade of Mts Mathlaul Anwar about english language lesson, they said that they did not like speak or read english language because he or she feel english language is foreign language and english language is different with Indonesia language , especially when they practice speaking they feel shy to practice it. Because they are seldom to practice in all day, so they feel afraid in doing mistake. In addition, students are less motivated in learning English, so it is difficult for them to follow lessons speaking in the class. They speak by english language when doing task in the small group or cooperative. Typically. Cooperative Learning has been defined as a dynamic instructional model that can teach diverse content to students at different grade levels. Students work together in small, structured, heterogeneous groups to master subject matter content. However, one of the current gaps in the literature is a definition of Cooperative Learning that specifically relates to physical education.[[2]](#footnote-2)

The writer wants to know the improvement of speaking ability in the class that have the less interest in english language especially in the speak english language, because student of junior high school the is still in requires special guidance in implementing of learning in the class. In this case, teachers have responsibilities to guide the students during the learning process and to give new strategy for them to improve their English especially in speaking ability. They must be able to find out the ways of how to make speaking easier and be the fun activities for the students to learn. Teachers and textbooks make use of a variety of approaches, ranging from direct approaches focusing on specific features of oral interaction (e.g. turn-taking, topic management, questioning strategies ) to indirect approaches which create conditions for oral interaction through group work, task work and other strategies (Richards , J.C 2008).[[3]](#footnote-3)

To help that problem, there are so many teaching technique in cooperative or small group to help the teacher delivers the materials or to make the students easily get the concept of the material. The use of technique allows students to be involved in teaching and learning process. The technique that the writer use in the research is circle of interviewers technique, the interviewers technique use in cooperative or small group. Teaching Cooperative Skills: Any one Cooperative Learning technique can be Facili­tated by a wide range of cooperative skills. However, for teaching purposes, it is probably best to focus students’ attention on just one cooperative skill at a time. According to the author's understanding after reading some books, the authors conclude that circle of interviewers is another name of the three-step interview because the way of the two techniques that the author has mentioned is the same. Three-Step Interview on a current event. After reading an article, students are interviewed on their current event by a partner, and finally each student shares what they learned in the interview with the team. The goal is academic but by virtue of the interaction sequence, students develop their communication skills because students have to listen to their partner well and represent their partner’s ideas to the team. Three-Step Interview also develops personal and social skills, including listening, understanding, and responsibility. Embedded in every structure is a rich curriculum students acquire.[[4]](#footnote-4) In this technique students need to listen carefully to their partner’s responses to the interview questions. This might involve such conversation gambit as, “Let me repeat what you said to be sure I understood,” “Could you say that again a bit more slowly, please,” and “I don’t understand why you say that.”[[5]](#footnote-5)

In this research, the writer intend to use Circle of interviewers to Improve students’ Speaking ability. According to some research in the journal ICCTE FKIP UNS 2015, written by Pindha Kaptiningrum and Journal of Edulingua , Islamic University of Nahdatul Ulama written by Olivia Revalita Candraloka and other researcher this technique can improve students’ speaking ability. Hopefully in this case even though different school, this technique can improve speaking ability.

1. **Statements of the Problems**

The research is using Circle of interviewers technique to improve speaking ability. Based on the background of the research above, the writer wants to determine and formulate the problem as follow:

1. How is the students’ speaking ability in second grade of Mts Mathlaul Anwar, Citasuk, Padarincang, Serang?
2. How is the improvement of students’ speaking Ability taught by Circle of interviewers technique ?
3. **The Objectives of the Study**

According to the statement of the problems above, the writer formulated the objective of the research as follow:

1. To find out students’ speaking ability in second grade Mts Mathlaul Anwar, Citasuk, Padarincang, Serang.
2. To know the improvement of students’ speaking ability taught by Circle of Interviewers technique
3. **Hyphothesis**

Hyphothesis is a formal statement about an expected relationship between two or more variables, which can be tested through an experiment.[[6]](#footnote-6) The writer explains two variables in this study circle of interviewers technique as variable X, and teaching speaking ability as variable Y. The truth of it indeed is neccassary to be tested to know whether it is right or wrong. The explanation above can be formulated a hyphothesis of using circle of interviewers technique in teaching english and its increase on student speaking ability. The hyphothesis can be explained as follow :

Ha : Using circle of interviewers influence on students’ speaking ability at eight grade of junior High school Mathlaul Anwar, Citasuk-Padarincang.

Ho : Using circle of interviewers does not influence on students’ speaking ability at eight grade of junior High school Mathlaul Anwar, Citasuk-Padarincang.

1. **Previous Study**

Based on Pindha Kaptiningrum with the tittle Three step interview to improve students’ speaking ability in islamic higher education of bakti negara Tegal. The researcher revealed that Three Step Interview was helpful and effective to teach speaking materials. The success of three step interview was supported by the result of the questionaire, observation sheet, and test. It was proven that the students have been motivated to speak english fluently.[[7]](#footnote-7)

Based on Olivia Revalita Candraloka with the tittle Implementing Three Step Interview in Teaching Speaking. Three Step interview technique provides a basics for language acquisition. With learners working in pairs they learn how to speak effectively. They also know how to work well in cooperation with others, and they become skilled at cooperating with others, and express their own opinions, ideas and feelings, guided by the teacher. In a word, Three Step Interview help students become a real language user in. It make student more active in the learning process and at the same time make the learning more meaningful and fun for them.[[8]](#footnote-8)

1. **The Organization of writing**

The organization of this research includes five chapters

**Chapter I** is Introduction; it contains the background of study, limitation of study, Statements of Study, The Objectives of the research, The Importance of the Research, Hypothesis, The organization of writing.

**Chapter II** is Theoretical framework; it contains Definition of Speaking, The Assessment of Speaking,Definition Circle of interviewer, benefits using circle of interviewer, How to use the circle of interviewers in teaching speaking.

**Chapter III** is Research Methodology; its contains Methodology of Research, Place and Time of the research, the Population and Sample, Technique Collecting Data, and Technique of Analyzing Data.

**Chapter IV** is Result ofResearch; those are description data and Interpretation of the data.

**Chapter V**  is Conclusion and Suggestion.

**CHAPTER II**

**THEORETICAL FRAMEWORK**

1. **Speaking**
2. **Definition of Speaking**

Speaking is the most important skill in learning a foreign language. The focus in learning a foreign language is on communicative activities and expressive abilities and the goal is to become a fluent speaker.[[9]](#footnote-9) Speaking skills have been taught from a young age after listening. After people are trained to listen to the sound and spelling of a word to other, the next step is people are taught to speak as they do. Speaking and listening are both active uses of language, but differ in the mental activity involved and demands that they make on learners of language in term of finding and sharing meaning. According to Lynne Cameron, “Listening can be seen as (primary) the active use of language to access other people’s meaning, whereas speaking is the active use of language to express meanings so that other people can make sense of them. The labels ‘receptive’ and ‘productive’ uses of language can be applied to listening and speaking respectively.”[[10]](#footnote-10)

Speaking is one of the four language skills. If students want to speak English Fluently, as Jeremy Harmer statement “They have to be able to pronounce correctly. In addition, they need to master intonation, conversation, either transactional or interpersonal conversation. Speaking is called productive skill, when the someone speak and produce the language’.[[11]](#footnote-11) Thornbury has said that Speaking is activities that rely to share knowledge.[[12]](#footnote-12) Meaning that speaking is an opportunity to share and express their opinion and thought. In conclusion, speaking ability is the ability of a person to express his or her ideas, feeling, or something in his mind to others.

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In teaching speaking the focus is on four issues. The first is the variety of spoken language. The second is what input and how to provide it. The interaction between teacher and students is the third issue and the fourth and last is the design and the use of tasks.[[13]](#footnote-13) To speak in the foreign language in order to share understandings with other people requires attention to precise details of the language. A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely, and needs to organize the discourse so that a listener will understand. When listening, the nuances of meaning carried by grammar or discourse organization can often be constructed from other clues, but speaking doesn’t allow for this so easily. The demands of re-telling a story in the foreign mated: the language needed at word, sentence and discourse levels must be found and produced. Speaking is much more demanding than listening on language learners’ language resources and skills. Speaking supports of various types, not just support for understanding, but also support for production.

Speaking is the term that use for verbal communication between people and it have some characteristics of communicative competence. Moreover, people do communication for some reasons. According to Jeremy Harmer the reasons as follows:

“(1) they want to say something”, what is used here is general way to suggest that the speakers make definite decisions to address other people. Speaking may, be forced upon them, but we can still say that they feel the need to speak, otherwise they would keep silent; (2) “They have some communicative purpose”, and speakers say things because they want something to happen as a purpose of what they say. They want to speak to their listeners; to give some information, to express pleasure; to agree or complain, etc.; and (3) “They select from their language store.” In order to achieve this communication purpose they will select the language they think is appropriate for this purpose”.[[14]](#footnote-14)

From some of definitions above, speaking is one of central elements of communications. It is an oral language that has correlation with the sound and can be hearing and see that use part of body to get the aim and purpose of argumemtation or ideas that combination.

Speaking is one of the communicative competences that is relating to people in social relationship and social expectation. In speaking term, speaker and interlocutor outward appearance in which both yield immediate feedback form of verbal and non-verbal. In addition to appear take and give, problem and carries can be clear up and more complete transition of meaning obtained. Speaking ability is a combination of two words: “Speaking” and “Ability”. Speaking is the action of conveying information or expresing one’s feelings in speech. Ability is a natural or acquired skill or talent. Ability is possession of the means or skill to do something. Speaking ability is a condition where a speaker has a capability in using their own subconsciouss understanding to utter every single sentence.

In other to speak well, speaker must practice their ability in everyday life. speaking does not come naturally to us, to speak student have to learn some word, to listen and to read. Speaking is one of central elements of communications. It is a system that can be hearing and see that use part of body to get the aim and purpose of argumentation or ideas that combination.

1. **Purposes for Speaking**

Speaking is one of central elements of communications. It is a system that can be hearing and see that use part of body to get the aim and purpose of argumentation or ideas that combination.

Learning speaking can accelerate the learning of listening, reading and writing in English. The purposes of speaking are:

1. To train students oral ability;
2. To foster students’ talent in English language and culture;
3. To foster students’ ability of thinking in English. [[15]](#footnote-15)

In addition, speaking is mutual communication process of transferring massage to other people that involve articulation sounds in the form of utterances. Speaking also use for verbal communication between people and it have some characteristics of communicative competence, while more particular purposes involve making presentations, participating in discussions, negotiating issues and fulfilling other functions of academic discourse.

1. **Basic Types of Speaking**

Brown states the kind of oral production that students are expected to carry out in the classroom. Those objectives may be classified in term of several types of speaking performance:[[16]](#footnote-16)

1. Imitative is the ability to simply parrot back (imitate) a word or phrase or a sentence.
2. Intensive is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationship.
3. Responsive include interaction and test comprehension with short conversations, standard greetings and small talk, simple request and comment and others.
4. Interactive can take two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships.
5. Extensive (monologue). Extensive oral production tasks include speeches, oral presentations, and storytelling. Language style is frequently more deliberative and formal for extensive tasks.
6. **The Assessment of Speaking**

Assessment on speaking can be a very judgmental issue, in which people tend to relate on native/nonnative speakers on the basis of pronunciation. To speak also needs functional competence which means answering question completelly and logically. Another competence is strategic competence in which the speaker is able to use repairing strategies when conversation breaks down. More demand is placed on the test administrator to make calculated judgments, in which case a modified form of a scale such as die one suggested for evaluating interviews (below) could be used:

1. grammar
2. vocabulary'
3. comprehension
4. fluency
5. pronunciation
6. task (accomplishing the objective of the elicited task)[[17]](#footnote-17)

Each category' may be scored separately, with an additional composite score that attempts to synthesize overall performance. To attend to so many factors,

1. Grammar

Test takers are assessed on how to control its usage within sentences, to construct, to use it appropriately and accurately and to avoid grammatical errors in speaking.

1. Vocabulary

The range, precision, and the usage of vocabulary features in a conversation used by test takers indicate the level of how proficient they are.

1. Comprehension

Understanding the context of the conversation and able to give appropriate response according to the question.

1. Fluency

The language fluency indicates that the production of speech in a conversation is well delivered. Have confidence in delivering the speech and able to responds specific theme without many hesitation in choosing words.

1. Pronunciation

Pronunciation deals with how often errors in pronunciation occur and how the pronunciation aspect interfere the communication are the criteria of the assessment.

1. Task

Task deals with finishing the command given during the speaking test.

Like all test scores, speaking scores must be dependable, fair, and above all useful for the intended purposes. [[18]](#footnote-18) The test focused on five component of speaking, they are Accent, grammar, Vocabulary, Fluency, and Comprehension. Those the writer will score the students test based on five component of speaking skill.

1. **Circle of interviewers**
2. **Definition circle of interviewers**

An interview is a conversation that has a purpose. The stated purpose depends on the topics under study. In other words, it is an interaction between interviewer and interviewee where the interviewer asks the interviewee a series of questions in order to obtain information about specific predetermined subjects. The interviewer is the person tasked to complete the interview; that is, to present the questionnaires pose the questions, listen to and record the answers of the interviewees in accordance with the procedures and regulations presented in this manual. Meaning that interview is a conversation to discuss about something.

The circle of interviewers is the new technique that aplication to student in the cooperative learning. The interview doing with friend in one group like conversation. the writer hope using new technique, student can more active in speaking, and not feel wrong and shy because the interview doing with they friend in the class and in the group and the question is about the lesson in the pass or present. In conclusion, interview is the ability of the person to share his/her ideas and give and take a viewpoint from the partner.

According to the author's understanding after reading some books, the authors conclude that circle of interviewers is another name of the three-step interview because the way of the two techniques that the author has mentioned same. Concept development of three step interview ; students interview each other in pairs, first one way, then the other. Students each share with the group information they learned in the interview. Three step interview could be used as an ice breaker for team members to get to knowone another or can be used to get to know concepts depth, by assigning roles to student[[19]](#footnote-19) Three-Step Interview Strategy is one of the Kagan’s cooperative learning structures that can be used for making interaction in a teammate.[[20]](#footnote-20)

The Circle of Interviewers technique use in cooperative or small group. Teaching Cooperative Skills: Any one Cooperative Learning technique can be facili­tated by a wide range of cooperative skills. However, for teaching purposes, it is probably best to focus students’ attention on just one cooperative skill at a time.

1. **Advantages and disadvantages Circle of interviewers technique in cooperative learning**
	1. The advantage using circle of interviewers in cooperative learning according to Jacobs and Farrell, T. S[[21]](#footnote-21) :
2. Positive Interdependence

Circle of Interviewers encourages stu­dents to feel that they cannot succeed unless their groupmatcs suc­ceed, for instance, when speaker 1 needs speaker 2 to answer the interview questions and then speaker 3 need speaker 4 to answer question.

(picture 1)

1. Individual Accountability: Each group member needs to play the roles of interviewer, interviewee.

 (picture 2)

1. Equal Opportunity to Participate: The steps in Circle of Interviewers provide everyone the chance to play at least three speaking roles.
2. Heterogeneous Grouping: In mixed groups, students hear about a wide range of books during the Circle of Interviewers. This may whet their interest to read different titles, genres, and authors.
3. Teaching Cooperative Skills: Any one Coopearive Learning technique can be facili­tated by a wide range of cooperative skills. However, for teaching purposes, it is probably best to focus students’ attention on just one cooperative skill at a time. In Circle of Interviewers students need to listen carefully to their partner’s responses to the interview questions.
4. Group Autonomy: In Circle of Interviews, students are in charge of coordinating the interaction in the group, although the teacher will be observing the groups.
	1. Disadvantages of circle of interviewers in cooperative learning

Disadvantages of circle of interviewers that student who do not understand the intens of the friend they interviewed may have the little difficulty in writing the results of the interview, then during the interview process it is fearedthat the class will be a bit noisy.

1. **Step to use the Circle of Interviewers in Teaching Speaking**

This Technique is good for teambuilding and many other purposes as well. Each student in a foursome has a number: 1, 2, 3, or 4.

1. Student 1 interviews student 2. At the same time, student 3 interviews student 4. ( picture 1)
2. Roles are reversed. Student 2 interviews student 1, and student 4 interviews student 3. (picture 2)
3. The interviewers take a turn to report what they learned in their interview.
4. If time permits, group members ask each other follow-up questions.

As groupmates show interest in each other’s lives and react positively to the information that peers disclose about themselves, a feeling of trust grows. Like all Coopeartive Learning techniques, Circle of Interviewers can be used with any topic, in any subject area, and at various points in a lesson. For instance, we can use it at the beginning of a lesson for pupils to discuss what they already know about the topic of the lesson or what they recall from the last lesson. Alternatively, students can do Circle of Interviewers near the end of a lesson to discuss what they learned, what wasn’t clear, and what they want to know more about.





Picture 3.

(Adapted from Jacobs.george M. Power and Wan Inn)[[22]](#footnote-22)

Interviewers take a turn reporting what they learned about their interviewee while the other students listen. Circle of Interviewers works best when interview questions are likely to produce different answers.

**CHAPTER III**

**METHODOLOGY OF RESEARCH**

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1. **Research Method**

This study use Experimental Research because it had purpose to test the theory of using circle of interviewers technique to improve speaking ability. Quantitative method was used because the data which used in analysis were in the form of numbers. Researchers study variables, which are characteristics that take on different values across people or things. Experimental researchinvolves a study of the effect of the systematic manipulation of one variable(s) on another variable.[[23]](#footnote-23)It means experimental research is a method of research that can used to find out the influence of particular treatment toward other under controlled condition.

Moreover, this research uses quasi experimental design, because the purpose of this research is to find whether there is significant of difference of students’ speaking ability after given treatment by using circle of interviewers Technique. Creswell says that, “A quasi experiment is a design, which is widely used in educational setting, in which there is no random assignment of subjects because randomly assigning subjects or students to the groups would disrupt classroom learning.”[[24]](#footnote-24) It means quasi experiment is a design of experimental method that assigns sample of treatment group and control group not randomly.

1. **Place and Time of Research**

The writer conducts this research at second grade of junior High school Mathlaul Anwar, Citasuk-Padarincang. The writer wants to know the improvement of speaking ability in the class that have the less interest in english language especially in the speak english language, because student of junior high school the is still in requires special guidance in implementing of learning in the class. The writer use a new technique to improve speaking ability . The technique that use for teaching speaking is circle interviewers.The writer conducts research in the school from 5 Mei 2018 until finish the research when the learning teaching process is going on.

1. **Population and sample**
2. Population

The population is taken of whole subject or person in study to get required data. According to David Nunan, “Population is all cases, situation or individuals who share one more characteristic.”[[25]](#footnote-25) The population of this research is the students of the second grade of Mts Mathlaul Anwar that consist of 52 students divided into two classes. Number of VIII A is 27 students; number of VIII B is 25 students.

1. Sample

Sample is a part or representative of population. In this research, the writer has taken only 50 of students at second grade. The writer has taken two classes as sample for the research. The first is VIII A class as experiment class which consists of 25 students and they have taught Speaking ability using Circle of interviewers. The second is VIII B class as control class which consists of 25 students and they have taught Speaking ability without using Circle of interviewers.

1. **Instrument of the research**

Research instrument is the entire tool that used by researcher in collecting data. To investigate the use of Circle of Interviewers to improve students Speaking ability, the writer uses test.

Test is a method of measuring persons ability or knowledge in a given domain. The writer uses two kinds of tests namely pre-test and post-test. The aim of these test are to compare and measure the use of Circle of Interviewers from both groups before and after giving treatment. Test is a series of tests or exercises that are used to measure skill, knowledge, intelligence, ability or talent possessed by individuals or groups. Tests were conducted to determine student learning outcomes is subjects in learning English speaking. Test used in this study is oral test. carries out pre-test.

1. Pre-test

The pre-test is administered at the beginning of first meeting . pre-test which is aimed at knowing the student speaking ability, before having treatment

1. Post-test

The post-test is carried out in order to check the differences between learning English using circle of interviewers technique and without the technique.

1. **Technique of collecting data**

The technique of collecting data is a systematic procedure and standard that used by the researcher to collect necessary data. The writer obtained the data by conducting teaching activity and collecting students’ test score from experiment class and control class after they have been taught Speaking Ability. The test has given twice, pre-test and post-test. The pre-test has conducted at the first meeting before treatment. The student asked to speak about introducing her self and daily activity. The post-test has conducted at the last meeting after given several time of treatments by using Circle of Interviewers.

1. **Technique of Data Analysis**

Data obtained in the form of test and observation, techniques are used to know the improvement of the student speaking ability, the process of using the English language circle of interviewers contained in the observation sheet teaching practices.

The criteria used to evaluate students’ performance are based on those developed by Brown (2007).[[26]](#footnote-26) He suggests there are at least are six criteria to assess speaking skill: pronunciation, fluency, grammar, vocabulary, discourse feature, and task accomplishment. In addition, presentation skill checklist will be added to oral presentation assessment criteria. However, the point is not more than twenty percent of overall score to maintain the validity of assessment which focuses on speaking skill.[[27]](#footnote-27)

The writer analyzed the data of students oral test and scored their speaking ability by statistic calculation of the test formula. Based on the sample the test can be clasified into two, they are :

1. t- test for small sample (N is no more than 30)
2. t-test for big sample (N is similar with or more than 30)

Because of the sample in this research have no correlation and the writer take as many as VIII grade of Mts Mathlaul Anwar as sample, there for in calculating the data the writer T-test formula for the big sample where the two sample have no correlation with significance 5%. The formula as follows : It means t-test is used to know how significant the differences between two samples. The writer uses this test to measure the final test between experiment class and control class.

The procedures for statistic analyze that are:

1. Determining mean of variable $X\_{2}$with formula:

$M\_{1}$= $\frac{\sum\_{}^{}X2}{N}$

1. Determining mean of variable $Y\_{2}$ with formula:

$M\_{2}$ = $\frac{\sum\_{}^{}Y2}{N}$

1. Determining deviation score variable X with formula:

$$X = x-M\_{1}$$

1. Determining deviation score variable Y with formula:

$$Y = y-M\_{2}$$

After collecting the data from pre-test and post-test, the researcher analyze it by using statistic calculation of t-test with significance degree 5% and 1%. The formula is as follows:

 $t\_{o}= \frac{M\_{1}-M\_{2}}{\sqrt{\left(\frac{\sum\_{}^{}X\_{}^{2}+\sum\_{}^{}Y\_{}^{2}}{N\_{1}+N\_{2}-2}\right)\left(\frac{N\_{1}+N\_{2}}{N\_{1}.N\_{2}}\right)}}$

Notes:

M1 = Mean score of post-test of experimental class

M2 = Mean score of post-test of control class

$\sum\_{}^{}x\_{}^{2}$= Sum of square deviation score in experiment class

$\sum\_{}^{}y\_{}^{2}$= Sum of square deviation score in control class

N1 = Number of students of experimental class

N2 = Number of students of control class

d*f* = Degree of Freedom *(*d*f* : N1 + N2 – 2)

1. **Research Procedure**

In general, the procedure of this research can be described as follows:

1. Provide pre-test of the experimental class and control class.
2. Provide treatment to the experimental class using gallery walk technique and control class without gallery walk technique as follows:
3. **Experimental Class**
4. Preparation
5. Preparing the lesson plan
6. Preparing the material
7. Preparing the Circle of interviewers for students
8. Implementation
9. Teacher explain the material
10. Teacher gives the example
11. Teacher guide students to make group and discuss the material by using Circle of interviewers technique
12. The result of discussion, analyzes the results of the other group.
13. **Controlled Class**
14. Preparation
15. Preparing the lesson plan
16. Preparing the material
17. Implementation
18. Teacher explain the material
19. Teacher gives the example
20. Teacher ask the students to write the sentence of Invitations
21. Provide post-test of the experimental class and control class.
22. Analyzing the data from pre-test and post-test.
23. Drawing the interpretation based on the result of the test and conclusion.
24. **Scoring**

The student test will be scored by using the rating score of oral test by Arthur Hughes as follows[[28]](#footnote-28)

**Table 1. Rating Score of Oral test**

|  |  |
| --- | --- |
| Proficiency description | Score |
| Accent1. Pronounciation frequently unintelligible
2. “ frequent gross” errors and very heavy accent make understanding difficult, require frequent repetition
3. Foreign accent requires concentrated listening, and mispronounciations lead to occasional misunderstanding and apparent arrors in grammar or vocabulary.
4. Marked foreign accent and occasional mispronounciations which do not interfere with understanding.
5. No conspicuous mispronounciations, but would not be taken for a native speaker.
6. Native pronounciation, with no trace of “foreign accent”
 | 012234 |
| Grammar 1. Grammar almost entirely inaccurate expect in stock phrases.
2. Constant errors showing control of very few major patterns and frequently preventing communication.
3. Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding.
4. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
5. Few errors, with no pattern of failure.
6. No more than two errors during the interview.
 | 61218243036 |
| Vocabulary1. Vocabulary inadequate for even the simplest conversation.
2. Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc)
3. Choice of word words sometimes innacurate, limitations of vocabulary of prevent discussion of some common profesional and and social topic.
4. Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any nontechnical subject with some circumlocution.
5. Profesional vocabulary broad and precise; general vocabulary to cope with complex practical problems and varied social situations.
6. Vocabulary apparently as accurate and extensive as that of an educate native speaker.
 | 4812162024 |
| Fluency1. Speech is so halting and fragmentary that conversation is virtually impossible.
2. Speech is very slow, uneven expect for short or routine sentences.
3. Speech is frequently hesitant jerky; sentence may be left uncompleted
4. speech is occasionally hesitant, with some unevennness caused by rephrasing and groping for word
5. speech is effortless and smooth, but perceptively non native in speed and evenness.
6. Speech on all profesional and general topics as effortless and smooth as a native speaker’s.
 | 24681012 |
| Comprehension1. Understands too litte for the simplest type of conversation.
2. Understands only on ly slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing.
3. Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
4. Undersatnds quite well normal educate speech when engaged in a dialogue, but requires occasional repetition or rephrasing.
5. Understands everything in normal educated conversation except for very colloquial or low-frequency item, or exceptionally rapid or slurred speech.
6. Understands everything in both formal and colloquial speech to be of an educated native speaker.
 | 4812151923 |

|  |
| --- |
| **WEIGHTING TABLE** |
|  | 1 | 2 | 3 | 4 | 5 | 6 |
| Accent | 0 | 1 | 2 | 2 | 3 | 4 |
| Grammar | 6 | 12 | 18 | 24 | 30 | 36 |
| Vocabulary | 4 | 8 | 12 | 16 | 20 | 24 |
| Fluency  | 2 | 4 | 6 | 8 | 10 | 12 |
| Comprehension  | 4 | 8 | 12 | 15 | 19 | 23 |
| Total  |  |

Note : The relative weightings for the various components .

1. = Less score 4 = Good Score
2. = Low Score 5 = Very Good Score
3. = Enough Score 6 = Excellent Score

And the total of weighted score is then looked up in the following table :

|  |
| --- |
| **CONVERSION TABLE** |
| **Score** | **Rating** |
| 83-105 | Excellent |
| 65-82 | Very good |
| 50-64 | Good |
| 33-49 | Enough |
| 16-32 | Low |

**CHAPTER IV**

**RESULT AND DISCUSSION**

1. **Description of the Data**

In this chapter, the writer attempts to submit the data as outcome of research at Mts Mathlaul Anwar, Citasuk Padarincang. This research is only directed to the students of second grade. To investigate students’ Speaking Ability by using Circle of Interviewers, the writer has taken the data by using pre-test and post-test. The result from both tests is used as data in this research. The writer has divided sample into two classes, 25 students of class VIII A as Experimental class and 25 students of class VIII B as control class.

The writer gives the reports concerning of the data description. The writer compares the achievement of pre-test and post-test, to know whether circle of interviewers is effective in teaching speaking and then the writer makes table of student’s score. The writer get two data, the first data is the result of pre-test and the second data is the result of post-test. Pre-test contain practice introduce self and daily activity and post- test contains practice the conversation about invitation birthday party.

The test focused on five component of speaking, they are Accent, grammar, Vocabulary, Fluency, and Comprehension. Those the writer will score the students test based on five component of speaking skill.

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1. **The score of pre-test and post-test of experimental class.**

The students’ score of VIII A as the experiment class get ∑$x\_{1}1393$ pre-test and ∑$x\_{2 }1834$ post-test. The score of pre-test and post-test will be described in the following table:

**Table 2.1**

**The Pre-test Score of experimental class**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Initial Name** | **Criteria** | **Score** |
| A | G | V | F | C |
| 1 | AS | 2 | 12 | 12 | 8 | 15 | 49 |
| 2 | AW | 2 | 12 | 16 | 8 | 15 | 53 |
| 3 | AM | 2 | 12 | 16 | 6 | 15 | 51 |
| 4 | A | 2 | 18 | 12 | 8 | 19 | 59 |
| 5 | HI | 2 | 12 | 16 | 8 | 15 | 53 |
| 6 | HM | 2 | 12 | 16 | 8 | 12 | 50 |
| 7 | IR | 2 | 18 | 12 | 8 | 19 | 59 |
| 8 | I | 2 | 18 | 16 | 10 | 19 | 65 |
| 9 | IW | 2 | 18 | 16 | 8 | 12 | 56 |
| 10 | KR | 2 | 12 | 16 | 8 | 15 | 53 |
| 11 | MS | 2 | 18 | 12 | 8 | 19 | 59 |
| 12 | M | 2 | 18 | 16 | 12 | 19 | 67 |
| 13 | MH | 2 | 18 | 12 | 8 | 12 | 52 |
| 14 | NS | 2 | 12 | 16 | 8 | 12 | 51 |
| 15 | N | 2 | 18 | 16 | 12 | 12 | 58 |
| 16 | SN | 2 | 12 | 16 | 8 | 12 | 50 |
| 17 | S | 2 | 18 | 16 | 6 | 19 | 61 |
| 18 | SZH | 2 | 18 | 12 | 8 | 19 | 59 |
| 19 | SK | 2 | 12 | 16 | 6 | 15 | 54 |
| 20 | W | 2 | 12 | 12 | 6 | 19 | 51 |
| 21 | SM | 2 | 18 | 20 | 12 | 15 | 70 |
| 22 | SR | 2 | 12 | 16 | 8 | 12 | 50 |
| 23 | SY | 2 | 12 | 12 | 8 | 12 | 46 |
| 24 | NN | 2 | 18 | 16 | 8 | 15 | 59 |
| 25 | R | 2 | 12 | 12 | 8 | 15 | 49 |
| **N=25** | **Total score** | 50 | 370 | 368 | 206 | 383 | 1393 |
| Averange  | 2 | 14,8 | 14,6 | 8,24 | 15,32 | 55,72 |

The above table 2.1 showed that the result of the student pre-test score on the speaking ability at the experimental class. The data showed that maximum score was 70, and the minimum score was 46. Two student who got the maximum score and two student who got minimum score.

It mean, almost all students who are very hard to understand because of pronunciation problems, most frequently be asked to repeat and have mistake in grammar and word order error make difficult for understood.

The average score of the pre-test was 55,72. While the result of post-test at the experimental class got better score. It can be describe as follow:

**Table 2.2**

**The Post-test Score at the experimental class**

|  |  |  |  |
| --- | --- | --- | --- |
| No | Initial Name | Criteria | Score |
| A | G | V | F | C |
| 1 | AS | 2 | 18 | 24 | 10 | 23 | 77 |
| 2 | AW | 3 | 18 | 20 | 10 | 19 | 70 |
| 3 | AM | 3 | 24 | 16 | 10 | 23 | 76 |
| 4 | A | 3 | 18 | 24 | 12 | 19 | 76 |
| 5 | HI | 3 | 18 | 24 | 10 | 23 | 78 |
| 6 | HM | 2 | 18 | 20 | 12 | 23 | 75 |
| 7 | IR | 2 | 18 | 20 | 12 | 19 | 71 |
| 8 | I | 3 | 18 | 20 | 10 | 19 | 70 |
| 9 | IW | 3 | 18 | 20 | 12 | 23 | 75 |
| 10 | KR | 3 | 24 | 24 | 10 | 19 | 80 |
| 11 | MS | 2 | 18 | 20 | 10 | 19 | 69 |
| 12 | M | 3 | 30 | 24 | 12 | 19 | 88 |
| 13 | MH | 2 | 18 | 24 | 10 | 23 | 77 |
| 14 | NS | 3 | 18 | 16 | 10 | 19 | 66 |
| 15 | N | 3 | 24 | 24 | 12 | 23 | 86 |
| 16 | SN | 2 | 18 | 16 | 12 | 15 | 63 |
| 17 | S | 2 | 24 | 20 | 8 | 19 | 74 |
| 18 | SZH | 3 | 24 | 20 | 12 | 23 | 82 |
| 19 | SK | 3 | 18 | 20 | 12 | 19 | 72 |
| 20 | W | 2 | 24 | 16 | 10 | 15 | 67 |
| 21 | SM | 2 | 18 | 20 | 12 | 19 | 74 |
| 22 | SR | 3 | 24 | 18 | 12 | 19 | 76 |
| 23 | SY | 2 | 18 | 20 | 12 | 15 | 67 |
| 24 | NN | 3 | 18 | 16 | 12 | 15 | 65 |
| 25 | R | 2 | 18 | 20 | 10 | 15 | 65 |
| **N=25** | **Total score** | 64 | 504 | 506 | 274 | 487 | 1834 |
| Averange  | 2,56 | 20,16 | 20,24 | 10,96 | 19,48 | 73,36 |

The table 2.2, showed that the results of the student post-test scores on the criteria in speaking ability at the experimental class. That the data showed the maximum score was 88 and the minimum score was 63, The average score of the post-test was 73,3. Mean by formula:

|  |  |
| --- | --- |
|  Pre-test  |   Post-test |
| M1 = $\frac{\sum\_{}^{}XI}{N}$M1 = $\frac{\sum\_{}^{}1393}{25}$ = 55,72 | M1 = $\frac{\sum\_{}^{}X2}{N}$M1 = $\frac{\sum\_{}^{}1834}{25}$ = 73,36 |

Note:

*∑*X1: The score of pre-test experimental class

*∑*X2 : The score of post-test experimental class

M1 :Mean of pre-test and post-test experimental class

N: Numbers of students of experimental class

 It mean, many student who are no conspicuous mispronunciations because of pronunciation problem, no more than two grammar errors during speaking , understanding everithing in both formal and collocuial speech. The averange score of post test was 73,36. Based on explanation above it showed the result of post test at the experiment class got the significant improvement after giving treatment, it is seen from the averange of the post-test was better than the averange of pre-test, that 55,72< 73,36

1. **The Score of pre-test and post-test of Control class**

The students’ score of VIII B as the control class get ∑$x\_{1}1297$ pre-test and ∑$x\_{2 }1540$ post-test. The score of pre-test and post-test will be described in the following table:

**Table 2.3**

**The Pre-test Score at the control class**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Initial Name** | **Criteria** | **Score** |
| A | G | V | F | C |
| 1 | AA | 2 | 6 | 12 | 8 | 15 | 43 |
| 2 | AM | 2 | 6 | 16 | 6 | 15 | 45 |
| 3 | AMY | 2 | 12 | 12 | 8 | 15 | 49 |
| 4 | ARS | 2 | 12 | 16 | 8 | 19 | 57 |
| 5 | B | 2 | 12 | 12 | 8 | 15 | 49 |
| 6 | D | 2 | 12 | 16 | 8 | 12 | 50 |
| 7 | DS | 2 | 18 | 12 | 6 | 18 | 56 |
| 8 | ET | 2 | 18 | 12 | 10 | 15 | 55 |
| 9 | F | 2 | 12 | 16 | 8 | 12 | 50 |
| 10 | HA | 2 | 12 | 12 | 8 | 15 | 49 |
| 11 | J | 2 | 18 | 12 | 8 | 19 | 59 |
| 12 | M | 2 | 18 | 16 | 10 | 19 | 65 |
| 13 | MAF | 2 | 18 | 12 | 8 | 12 | 52 |
| 14 | MAM | 2 | 12 | 16 | 6 | 12 | 48 |
| 15 | MF | 2 | 12 | 12 | 4 | 12 | 42 |
| 16 | MT | 2 | 12 | 12 | 6 | 12 | 44 |
| 17 | NSP | 2 | 18 | 12 | 6 | 19 | 57 |
| 18 | R | 2 | 18 | 12 | 8 | 19 | 59 |
| 19 | RR | 2 | 12 | 16 | 6 | 15 | 51 |
| 20 | SA | 2 | 12 | 12 | 8 | 19 | 53 |
| 21 | SF | 2 | 18 | 20 | 6 | 15 | 61 |
| 22 | SH | 2 | 6 | 12 | 8 | 12 | 40 |
| 23 | SM | 2 | 12 | 12 | 8 | 12 | 46 |
| 24 | SRH | 2 | 18 | 12 | 6 | 12 | 50 |
| 25 | UU | 2 | 12 | 12 | 6 | 15 | 47 |
| **N=25** | **Total score** |  50 | 342 | 340 | 184 | 381 | 1297 |
| Averange  | 2 | 13,68 | 13,6 | 7,36 | 15,24 | 51,88 |

The table 2.3 above showed that the result of the studet pre-test scores on the criteria in speaking ability at the control class. That the data showed the maximum score was 65 and minimum score was 40. Accent and fluency are very slow and affected by language problem. The averange score of pre-test was 51,88. While the result of a post-test got better score . it can be seen as follow:

**Table 2.4**

**The student score of post –test at the control class**

|  |  |  |  |
| --- | --- | --- | --- |
| No | Initial Name | Criteria | Score |
| A | G | V | F | C |
| 1 | AA | 2 | 18 | 16 | 8 | 19 | 63 |
| 2 | AM | 2 | 18 | 12 | 6 | 15 | 53 |
| 3 | AMY | 2 | 24 | 16 | 8 | 19 | 69 |
| 4 | ARS | 2 | 18 | 16 | 10 | 19 | 61 |
| 5 | B | 2 | 18 | 16 | 8 | 19 | 63 |
| 6 | D | 2 | 12 | 12 | 6 | 19 | 51 |
| 7 | DS | 2 | 18 | 12 | 8 | 15 | 55 |
| 8 | ET | 2 | 18 | 16 | 8 | 18 | 64 |
| 9 | F | 2 | 12 | 16 | 8 | 19 | 58 |
| 10 | HA | 2 | 24 | 16 | 8 | 15 | 65 |
| 11 | J | 2 | 18 | 16 | 10 | 19 | 65 |
| 12 | M | 2 | 30 | 20 | 8 | 19 | 79 |
| 13 | MAF | 2 | 18 | 20 | 10 | 19 | 69 |
| 14 | MAM | 2 | 18 | 16 | 8 | 15 | 59 |
| 15 | MF | 2 | 12 | 16 | 10 | 19 | 59 |
| 16 | MT | 2 | 12 | 16 | 4 | 12 | 46 |
| 17 | NSP | 2 | 24 | 12 | 8 | 12 | 58 |
| 18 | R | 2 | 18 | 20 | 8 | 19 | 67 |
| 19 | RR | 2 | 18 | 16 | 6 | 19 | 61 |
| 20 | SA | 2 | 18 | 16 | 6 | 15 | 57 |
| 21 | SF | 2 | 18 | 16 | 8 | 12 | 63 |
| 22 | SH | 2 | 18 | 16 | 12 | 15 | 65 |
| 23 | SM | 2 | 18 | 16 | 8 | 15 | 65 |
| 24 | SRH | 2 | 18 | 16 | 6 | 15 | 57 |
| 25 | UU | 2 | 18 | 12 | 6 | 12 | 50 |
| **N=25** | **Total score** | 50 | 450 | 384 | 194 | 408 | 1540 |
| Averange  | 2 | 18 | 15,36 | 7,76 | 16,32 | 61,6 |

The table 2.4 above showed that results of the student pre-test scores on the criteria in speaking ability at the control class. That the data showed the maximum score was 70, and the minimum score was 46, a student who got the maximum score and a student who got the minimum score.

Mean by formula:

|  |  |
| --- | --- |
| Pre-test | Post-test |
| M2 = $\frac{\sum\_{}^{}Y1}{N}$M2 =$\frac{\sum\_{}^{}1297}{25}$ *=* 51,88 | M2 = $\frac{\sum\_{}^{}Y2}{N}$M2 = $\frac{\sum\_{}^{}1540}{25}$ *=* 61.6 |

Note:

*∑*Y1: The score of pre-test control class

*∑*Y2: The score of post-test control class

M2 : Mean of pre-test and post-test control class

N: Numbers of students of control class

It mean, their speech and fluency are effortless and smooth, understanding quite well normal speech and colloquial when enggaged in a dialogue, but requires occasional repetition or rephrasing. The averange score of the pre-test was 51,32. Based on explanation above, it showed the result of post test at the control class got the significant improvement, it seen from the averange of post test better than the averange of pre-test that 51,88< 61,6

1. **Data analysis**

Based on the data collected from post-test of experiment and control class, the writer got the averange score of test in experimental class and was 73,36. While of the averange score of control class was 61,6.

1. **Experimental class**

The writer analysis the data by comparing students’ score in pre-test and post-test in experimental class, explaining by the table below :

**Table 2.5**

**The different score between pre-test and post test experimental class**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Initial Name** | **Pre-test****(X1)** | **Post-test****(X2)** | **Devitiation****( X = X2-X1)** | **Squarred Deviation (X2)** |
| 1 | AS | 49 | 77 | 28 | 784 |
| 2 | AW | 53 | 70 | 17 | 289 |
| 3 | AM | 51 | 76 | 25 | 625 |
| 4 | A | 59 | 76 | 17 | 289 |
| 5 | HI | 53 | 78 | 25 | 625 |
| 6 | HM | 50 | 75 | 25 | 625 |
| 7 | IR | 59 | 71 | 12 | 144 |
| 8 | I | 65 | 70 | 5 | 25 |
| 9 | IW | 56 | 75 | 19 | 361 |
| 10 | KR | 53 | 80 | 27 | 729 |
| 11 | MS | 59 | 69 | 10 | 100 |
| 12 | M | 67 | 88 | 21 | 441 |
| 13 | MH | 52 | 77 | 25 | 625 |
| 14 | NS | 51 | 66 | 15 | 225 |
| 15 | N | 58 | 86 | 28 | 786 |
| 16 | SN | 50 | 63 | 13 | 169 |
| 17 | S | 61 | 74 | 13 | 169 |
| 18 | SZH | 59 | 82 | 23 | 529 |
| 19 | SK | 54 | 72 | 18 | 324 |
| 20 | W | 51 | 67 | 16 | 256 |
| 21 | SM | 70 | 74 | 4 | 16 |
| 22 | SR | 50 | 76 | 26 | 676 |
| 23 | SY | 46 | 67 | 21 | 441 |
| 24 | NN | 59 | 65 | 6 | 36 |
| 25 | R | 49 | 65 | 16 | 256 |
| **Total** | ∑X1 = 1393 | ∑X2 = 1834 | ∑X=455 | ∑X2 =9545 |

The table 2.5 above showed that the score Difference between pre-test and post-test at the experimental class. The different score was the result from the post –test score substract pre-test score. There was significant different score between pre-test and post – test at the experimental class, the biggest difference was 28 and the smaller difference was 4. From the data above it appears that pronunciation and fluency of student is still low, from level of student understanding good, student can understand the material submitted by researcher and can follow the activities in the class.

1. **Control class**

The writer analysis the data by comparing students’ score in pre-test and post-test in Control class, explaining by the table below:

**Table 2.6**

**The different score between pre test and post test Control class**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Initial Name** | **Pre-test****(Y1)** | **Post-test****(Y2)** | **Devitiation****( Y = Y2-Y1)** | **Squarred Deviation (Y2)** |
| 1 | AA | 43 | 63 | 20 | 400 |
| 2 | AM | 45 | 53 | 8 | 64 |
| 3 | AMY | 49 | 69 | 20 | 400 |
| 4 | ARS | 57 | 61 | 4 | 16 |
| 5 | B | 49 | 63 | 14 | 196 |
| 6 | D | 50 | 51 | 1 | 1 |
| 7 | DS | 55 | 56 | 1 | 1 |
| 8 | ET | 55 | 64 | 9 | 81 |
| 9 | F | 50 | 58 | 8 | 64 |
| 10 | HA | 49 | 65 | 16 | 256 |
| 11 | J | 59 | 65 | 6 | 36 |
| 12 | M | 65 | 79 | 14 | 196 |
| 13 | MAF | 52 | 69 | 17 | 289 |
| 14 | MAM | 48 | 59 | 11 | 121 |
| 15 | MF | 42 | 59 | 17 | 289 |
| 16 | MT | 44 | 46 | 2 | 4 |
| 17 | NSP | 57 | 58 | 1 | 1 |
| 18 | R | 59 | 67 | 8 | 64 |
| 19 | RR | 51 | 61 | 10 | 100 |
| 20 | SA | 53 | 57 | 4 | 16 |
| 21 | SF | 61 | 63 | 2 | 4 |
| 22 | SH | 40 | 65 | 25 | 625 |
| 23 | SM | 46 | 65 | 19 | 361 |
| 24 | SRH | 50 | 57 | 7 | 49 |
| 25 | UU | 47 | 50 | 3 | 9 |
| **Total** | **∑Y1 = 1297** | **∑Y2=1540** | **∑Y= 247** | **∑Y2= 3643** |

Table 2.6 above showed the difference score between pre-test and post-test at the Control class. The difference score was the result from post-test score subtrsct pre-test score. There was the significant difference between pre-test and post –test at control class, the highest difference score was 25 and the worst difference was one.

**Table 2.7**

**The Comparison of Score Each of the Students of the Experiment Class and Control Class**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **NO** | **SCORE** | **X** | **Y** | $$X^{2}$$ | $$Y^{2}$$ |
| $$x\_{2}$$ | $$y\_{2}$$ | $$(x\_{2}-M\_{1})$$ | $$(y\_{2}-M\_{2})$$ |
| 1 | 77 | 63 | 3,64 | 1,4 | 13,25 | 1,96 |
| 2 | 70 | 53 | -3,36 | -8,6 | 11,29 | 73,96 |
| 3 | 76 | 69 | 2.64 | 7,4 | 6,97 | 54,76 |
| 4 | 76 | 61 | 2.64 | -0,6 | 6,97 | 0,36 |
| 5 | 78 | 63 | 4,64 | 1,4 | 21,53 | 1,96 |
| 6 | 75 | 51 | 1,4 | -10,6 | 1,96 | 112,36 |
| 7 | 71 | 56 | -2,6 | -5,6 | 6,76 | 31,36 |
| 8 | 70 | 64 | -3,36 | 2,4 | 11,29 | 5,76 |
| 9 | 75 | 58 | 1,4 | -3,6 | 1,96 | 12,96 |
| 10 | 80 | 65 | 6,64 | 3,4 | 44,09 | 11,56 |
| 11 | 69 | 65 | -4,36 | 3,4 | 19,01 | 11,56 |
| 12 | 88 | 79 | 14,64 | 17,4 | 214,33 | 302,76 |
| 13 | 77 | 69 | 3,64 | 7,4 | 13,25 | 54,76 |
| 14 | 66 | 59 | -7,37 | -2,6 | 54,32 | 6,76 |
| 15 | 86 | 59 | 12,64 | -2,6 | 159,77 | 6,76 |
| 16 | 63 | 46 | -10,36 | -15,6 | 107,33 | 243,36 |
| 17 | 74 | 58 | 0,64 | -3,6 | 0,41 | 12,96 |
| 18 | 82 | 67 | 8,64 | 5,4 | 74,65 | 29,16 |
| 19 | 72 | 61 | -1,36 | -0,6 | 1,85 | 0,36 |
| 20 | 67 | 57 | -6,36 | -4,6 | 40,45 | 21,16 |
| 21 | 74 | 63 | 0,64 | 1,4 | 0,41 | 1,96 |
| 22 | 76 | 65 | 2,64 | 3,4 | 6,97 | 11,56 |
| 23 | 67 | 65 | -6,36 | 3,4 | 40,45 | 11,56 |
| 24 | 65 | 57 | -8,36 | -4,6 | 69,89 | 21,16 |
| 25 | 65 | 60 | -8,36 | -1,6 | 69,89 | 2,56 |
| **Total Score** | 1834 | 1540 |  |  | 987,76 | 1045,4 |
| **Average** | **73,36** | **61,6** |  |  | **39,51** | **41,81** |

**Note:**

$x\_{2}$= Score Post-test (Experimental Class)

$y\_{2}$ = Score Post-test (Control Class)

X = $x\_{2} $- M (Mean x)

Y=$ y\_{2} $- M (Mean y)

$X^{2}$= the squared value of X

$Y^{2}$= the squared value of Y

Based on the data above, the writer has seen that the comparison between experiment class ∑$x\_{2}$= 1834 and control class ∑$y\_{2}$= 1540 had different values. The experiment class is higher than control class. It is caused by the use of different method of experiment and control class as mentioned above that experiment class used Circle of Interviewers technique and control class used explanatory method. For more detail, the writer has written this comparison in statically.

From the table above, the writer get the data ∑
$x\_{2} $= 1834, ∑$y\_{2} $= 1540, ∑X2 = 987,76 and ∑Y2 = 1045,4 whereas N1=25 and N2=25. After getting the data from pre-test and post-test, the writer analyzed it by using statistic calculation of t-test formula with the degree of significance 5% and 1% the formula as follow:

1. Determine mean of variable $x\_{2}$

 $M\_{1}$ = $\frac{∑x\_{2}}{N\_{1}}$

 = $\frac{1834}{25}$

= 73,36

1. Determine mean of variable $y\_{2}$

 $M\_{2}$ = $\frac{∑y\_{2}}{N\_{2}}$

= $\frac{1540}{25}$

 = 61,6

1. Determine t-test

$$t\_{o}= \frac{M\_{1}-M\_{2}}{\sqrt{\left(\frac{\sum\_{}^{}X\_{}^{2}+\sum\_{}^{}Y\_{}^{2}}{N\_{1}+N\_{2}-2}\right)\left(\frac{N\_{1}+N\_{2}}{N\_{1}.N\_{2}}\right)}}$$

$$t\_{o}= \frac{73,36-61,6}{\sqrt{\left(\frac{987,76+ 1045,4}{25+25-2}\right)\left(\frac{25+25}{25.25}\right)}}$$

$$t\_{o}= \frac{11.76}{\sqrt{\left(\frac{2033,16}{48}\right)\left(\frac{50}{625}\right)}}$$

$$t\_{o}= \frac{11.76}{\sqrt{\left(42,36\right)\left(0,08\right)}}$$

$$t\_{o}= \frac{11.76}{\sqrt{3,39}}$$

$$t\_{o}= \frac{11.76}{1,84}$$

$$=6,39$$

From the result of the calculation above, it is obtained that the value of $t\_{o}$ (t observation) is 6,39, after found the data the writer compared it with $t\_{t}$ (t table) both in degree significant 5% and 1%

1. df = $N\_{1}$+ $N\_{2}$ – 2

 = 25 + 25 – 2

 = 50 – 2

 = 48

1. **Hypothesis Testing (t-test)**

Data obtained from both pre-test and post-test are analysed and calculated using t-test formula. The data obtained from the experiment class and the control class is calculated with the assumption as follow:

If $t\_{0 }>t\_{t}$ : the alternative hypothesis ($H\_{a})$ is accepted and null hypothesis ($H\_{o}$) is rejected. It means there is significant effect of using Circle of Interviewers in teaching students’ Speaking ability.

If $t\_{0 }$<$ t\_{t}$ : the alternative hypothesis ($H\_{a})$ is rejected and null hypothesis ($H\_{o}$) is accepted. It means there is no significant effect of using Circle of Interviewers in teaching students’ Speaking ability.

Based on assumption above, it is obtained that the value of $t\_{0 }$is 6,39 and the degree freedom (df) is 48 in degree of significant 5% from t table is 1.67 while in degre of significant 1% from t table is 2.40. After get the data, the writer compared it with $t\_{t}$ (t table) both in degree significant 5% and 1% by formula:

$t\_{t}$ 5% <$ t\_{0 }>t\_{t}$ 1% = 1.67 <$ 6,39$ > 2.40

$t\_{0 }:t\_{t}$ = $6,39>$ 1,67 in degree of significant 5%

$t\_{0 }:t\_{t}$ = $6,39>2.40 $in degree of significant 1%

Since $t\_{0 }$ score obtained from the result of calculating, so that the alternative hypothesis ($H\_{a})$ is accepted and the null ($H\_{o}$) is rejected. It means there is significant effect using Circle of Interviewers in teaching students’ Speaking ability.

1. **Data interpretation**

After analysing the pre-test and the post-test from two groups, experiment group and control group, the writer get the data of pre-test and post-test score. In the experiment class, the highest score of pre-test is 70 and the lowest score is 46. The highest score of post-test is 88 and the lowest score is 63. The mean of pre-test score obtained by students in this class is 55,72 and the mean of post-test is 73,36. The mean of pre-test and post-test score has improvement it seen 73,36 $>$ 55,72. The improvement caused by the experimental class learns using Circle of Interviewers in speaking ability that not used yet before.

In the control class, the highest score of pre-test is 65 and the lowest score is 40. The highest score of post-test is 70 and the lowest score is 46. The mean of pre-test score obtained by students in this class is 51,88 and the mean of post-test is 61,6. This class also realized improvement but lower than experimental class, it seen from the mean that is 73,36 on experimental class and 61,6 on control class. It means experimental class gets significant improvement be higher than control class that is 73,36 > 61,6. The writer made two graphic for more detail of two averange of pre- test and post-test can be seen below:

**Graphic 1.**

**The averange pre-test and post test experiment and control class**

Then, the writer analysis using t-test after the data has obtained from both pre-test and post-test with the formula as follow:

If $t\_{0 }>t\_{t}$ : the alternative hypothesis ($H\_{a})$ is accepted and null hypothesis ($H\_{o}$) is rejected. It means there is significant effect of using Circle of Interviewers in teaching students’ Speaking ability.

If $t\_{0 }$<$ t\_{t}$ : the alternative hypothesis ($H\_{a})$ is rejected and null hypothesis ($H\_{o}$) is accepted. It means there is no significant effect using Circle of Interviewers in teaching students’ Speaking ability.

According to the data, the value of to is bigger than $t\_{t}$. $t\_{o}$ = 6,39 > $t\_{t}$= 1.67 (5%) or $t\_{o}$ = 6,39 > $t\_{t}$ = 2.40 (1%), so Ho is rejected and Ha is accepted.

Based on the data obtained from control and experimental class among the average scores and *t* observation, the writer summarizes that teaching using Circle of interviewers has significant effectiveness toward students’Speaking ability. According to Jacobs and Farrell, T. S[[29]](#footnote-29) The advantage using circle of interviewers in cooperative learning are :

Positive Interdependence, Individual Accountability, Equal Opportunity to Participate, Heterogeneous Grouping, Teaching Cooperative Skills, and for Group Autonomy. The student more interesting to learn speaking in the communicative way and can solve their problem each other in their group, such as their accent and fluency are very slow and affected by language problem. They also can more braver and fun to speak english because Circle of Interviewers gives student an opportunity to practice their speaking ability in group. The Circle of Interviewers technique use in cooperative or small group. Teaching Cooperative Skills: Any one Cooperative Learning technique can be facili­tated by a wide range of cooperative skills. However, for teaching purposes, it is probably best to focus students’ attention on just one cooperative skill at a time.

The interview doing with friend in one group like conversation. the writer hope using new technique, student can more active in speaking, and not feel wrong and shy because the interview doing with friends in the class and in the group and the question is about the lesson in the pass or present. In conclusion, interview is the ability of the person to share his/her ideas and give and take a viewpoint from the partner.

From the explanation above, the writer gives conclusion that there is improvement on students’ achievement after using Circle of Interviewers. The improvement could be seen after comparing the score pre-test (before Circle of Interviewers ) and post-test (after using Circle of Interviewers) in class VIII A as experiment class and VIII B as control class. It means that there is significant effect in teaching students’ speaking ability using Circle of Interviewers.

**CHAPTER V**

**CONCLUSION AND SUGGESTION**

1. **Conclusion**

Based on the research entitled “The Effectiveness of Circle of Interviewers in Teaching Student Speaking Ability the writer conclude :

1. The conditions of students’ speaking ability at second grade of MTs Mathlaul Anwar , Citasuk Padarincang before using Circle of Interviewers is still less. It can be known from the result of pre-test at experimental class which has been conducted at class VIII A that the highest score is 70 and the lowest score is 46. The average of students’ score at experimental class is 55,72. In other side, the result of pre-test at control class which has been conducted at VIII B that the highest score is 65 and the lowest score is 40. The average of students’ score at control class is 51,88. Based on students’ score of pre-test, it can be concluded that the students at control class have not much different than students at experimental class therefore the writer gave special treatment for students at experimental class in order to get the better achievement.
2. There is the improvement of use Circle of Interviewers Technique in teaching speaking ability. It can be seen from the result of the data calculation it shown that$ t\_{o}$= 6,39 and the degree freedom (df) is 48 in degree of significant 5% from t table is 1.67 while in degre of significant 1% from t table is 2.40. After get the data, the writer compared it with $t\_{t}$ (t table) both in degree significant 5% and 1%. According to the data, the value of to is bigger than $t\_{t}$. $t\_{o}$ = 6,39 > $t\_{t}$= 1.67 (5%) or $t\_{o}$ = 6,39 > $t\_{t}$ = 2.40 (1%), so Ho is rejected and Ha is accepted. It means there is significant effect of using Circle of Interviewers Technique to improve students speaking ability at second grade of MTs Mathlaul Anwar, Citasuk, Padarincang.

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1. **Suggestion**

Dealing with the conclusion above, the writer would like to offer some suggestions which may be useful not only for teachers as the practitioner but also for students as the learners as follow:

1. For Teachers:
2. The teacher should be creative in developing English learning process in the classroom in order to make students interested and mastery the material well.
3. The teacher should use appropriate teaching aids, strategy and Technique such as Circle of Interviewers.
4. The teacher should give more exercise for the students about Speaking ability so that the difficulties can be solved easily.
5. For Students:
6. Students must ask to the teacher on teaching learning process if they have not understanding about the material.
7. Students should study hard to understand and mastery the vocabularies, pronunciation and also grammar.
8. Students should be more practice to write in English in order to improve their quality of Speaking.
9. By using Circle of Interviewers , students are hoped to be more active in learning process.
10. For Schools:

It will be better for school to give more attention toward the facilitation of study because it can effect to the students’ achievement in learning process.

1. For The Next Researchers:

The next researchers who want to conduct this technique should apply it in the wider subject to know whether it is effectiveness or not for students.

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