CHAPTER I
INTRODUCTION

1.1 The Background of the Study

Speaking is "the process of building and sharing meaning through the use of verbal and nonverbal symbols, in variety of contexts" (Chaney, 1998, p 13). Speaking skill is one of the four skills that important for students. By mastering speaking skill, students could carry out conversation with others, give the ideas, opinions and change the information about the world.

In school, teacher had a main part in teaching speaking to the students. English teacher facilitated the students to increase the students' speaking skill in the class. In school, teacher has a main part in improve the students' speaking skill. Teacher knew how to make the students active in interaction with other students and give opportunity for all students to speak up in English class. So, the students felt enjoy speaking English in the class. It would be comfortable and easy to expressing their ideas and opinion in the class. They would not be afraid and nervous to make mistakes in expressing their idea in front of the classroom. There are several techniques which are used by the teacher for teaching speaking, such as role play, storytelling, brainstorming and story completion.

Right Is Right Technique is a technique which compels the student to answer the question correctly. Right Is Right is about the difference between partially right and all-the-way right—between pretty good and 100 percent (Dough Lemov, 2010). *Right Is Right* is a good teaching technique because it requires teachers to push kids toward the upper limit of their intelligence, which is ultimately the job of an educator. Rather than simply accepting a half-right answer, teachers *Right Is Right*push their students to give the best version of the correct answer. In Right Is Right Technique, the teacher will set the high standard for correctness in students' answer.

When the teacher tells a student if the answer is right, the other student will stop to try to answer the question. This will make the class activity become inactive.

In relation to the writer's experience while teaching training and practice (PPL) in SMP SWASTA GKPI Padang Bulan Medan, some of the students were not interested in speaking activity. In teaching and learning process, some students felt unable to say what they mean and were afraid of being wrong if they contribute. Some students were intimidated by the dominant participant and so did not speak. Another basic problem is the student lack of vocabulary. The students did not know how to say some words in English.

Based on the problem above, the writermade the students to be more active in speaking class and enjoy the speaking class without being wrong. The reason why the writer choseRight Is Right Technique for her research is because Right Is Right Techniquemadethe students more active and creative during speaking learning activity, because the teacher found the 100% correct answer from the students. They could increase their skill in English class and more enjoy during speaking activity.

1.2 The Problem of the Study

Based on the background of the study above, the writer formulates the research problem as follows:

"Does Right Is Right Technique improve students' speaking skill at SMA SWASTA HOSANA MEDAN?"

1.3 The Objective of the Study

In relation to the problem of the study, the objective of the study is:

"To find out whether Right Is Right Technique can improve Students' speaking skill".

1.4 The Scope of the Study

There are some aspects of speaking to learn speaking, they are: Accent/ Pronunciation, Grammar, Vocabulary, Fluency, and Comprehension. There are many teaching technique to teach speaking, there are: Role play, Fishbowl, Interview, Ask and Answer and Right Is Right Technique. This study focused in using Right Is Right Technique as a speaking teaching technique. This study was focused on improving all the aspect of speaking skill by using Right Is Right Technique at SMA SWASTA HOSANA Medan.

1.5 The Significance of the Study

The result of this study is expected to be used theoretically and practically:

1.5.1 Theoretically

1. The readers to be able to widen the skill in using Right Is Right Technique in order to improve students' speaking skill.

2. The writer, for doing further study in similar scope but with different area and population.

1.5.2 Practically

1. For the student, to improve the student's speaking skill to talk more active and more enjoyable.

2. For the teacher, to apply Right Is Right Technique in improving students' speaking skill and improve the quality of teaching and learning process.

3. For other researcher, as a reference to conduct further research on Right Is Right Technique in teaching speaking.

CHAPTER II
REVIEW OF LITERATURE

2.1 Theoretical Framework

In doing a research, theories are needed to explain some concept in research concern. This is considered important so that the ideas can be conveyed. The concepts which are used must be clarified in order to have the same perspective of implementation in the field.

2.2 Improving

Improving is a process to be better. According to Business Dictionary in (http://www.businessdictionary.com/definition/improve.html) improving is an act of enhancing or making better in terms of quality, value or usefulness. This can be by making ideas, objects or processes more desirable by adding or removing components. The term can be also applied to people as well, via methods such as performance reviews which are meant to try and improve someone.

2.3 Speaking

People have to speak to communicate with other people. Speaking is one of language skill which is very important to be mastered by students in order to be good communicator. According to Hall in Fulcher (2003:22)"speaking is an ability that taken for granted, learned as it is through a process of socialization through communicating".Speaking is the simple ability because it can be taught in communication. Communicating through speaking is performed face to face interaction between the speaker and listener.

Thornbury (2005:iv) says that "speaking is an interactive and requires the ability to cooperate in the management of speaking turn". It means, the speaker have to find someone who can be the listener. According to Cameron (2001:40) "speaking is the active use of language to express meanings so that other people can make sense of them". Speaking is an interactive media used to express meaning, idea, opinion, emotion and feelings. People have own communication purpose to speak to other people.

Based on the explanation above, the writer can conclude that speaking is a tool for people to communicate to other people to share the ideas, feeling, knowledge, and emotions.

2.3.1   Speaking Skill

Speaking skill is one of the four language skills (listening, speaking, reading and writing) that must be mastered in learning language foreign language. According to Fulcher (2003:23) "speaking is the verbal use of language to communicate with others". Speaking is a process in conveying one feeling or ideas to other with verbal language. In speaking, there is process of communication which conveys the message from the speaker to listener.

To speak, the speaker must first decide what to say, be able to articulate the words, and create the physical sounds that carry meaning (Fulcher, 2003:25).Speaking skill should be taught and practiced in the language classroom. Good speaking activity should engage the students to take part in class. It means the students should be active. By practicing the speaking, the students will be able to speak up and improve their speaking skill.

2.3.2   Types of Speaking

There are fivebasic types that can be applied to kind of oral production that students are expected to carry out in classroom (Brown, 2004: 141-142) they are:

1. Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance. We are interested only in what is traditionally labeled "pronunciation"; no inferences are made about the test-taker's ability to understand or convey meaning or to participate in an interactive conversation. The only role of listening here is in the

short-term storage of a prompt, just long enough to, allow the speaker to retain the short stretch of language that must be imitated

2. Intensive

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements-intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best. Examples of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion; limited picture-cued tasks including simple sequences; and translation up to the simple Sentence level.

3. Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like. The stimulus is almost always a spoken prompt (in order to preserve authenticity), with perhaps only one or two follow-up questions or retorts:

A. Mary: Excuse me, do you have the time?

   Doug: Yeah. Nine-fifteen.

B. T: What is the most urgent environmental problem today?

   S: I would say massive deforestation.

C. Jeff: Hey, Stef, how's it going?

   Stef: Not bad, and yourself?

   Jeff: I'm good.

Stef: Cool. Okay, gotta go.

4. Interactive

The difference between responsive and interactive" speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships. (In the three dialogues cited above, A and B were transactional, and C was interpersonal). In interpersonal exchanges, oral production can become pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic conventions.

5. Extensive

Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and for extensive tasks, but we cannot rule out certain informal monologues" such as casually delivered speech (for example, my vacation in the mountains, a recipe for outstanding pasta primavera, recounting the plot of a novel or movie).

2.3.3 The Aspect of Speaking Skill

There are some essential aspects of language which must be mastered by people. According to Nurhadi and Heaton in Juli Rose (2014) they are consists of utterance or pronunciation, grammar, vocabulary, fluency, content and comprehension.

1. Pronunciation

Pronunciation is one of the important thing in order that message is acceptable.

2. Vocabulary

Vocabulary cannot separate with the words, it can be a message, an idea, and etc. the idea (message) must to convey through speaking. Speaking is an expression of words orally and clearly. In this case, vocabulary should be mastered a lot in order that communication is developed.

3. Fluency

Fluency is a goal at this level but only within limited utterance lengths fluency does not have to apply to long utterance.

4. Grammar

Grammar is a paradigm of structure generally covers the segment of phonology, morphology, and sentence. According to Harmer (2003:12) "grammarof a language is the description of the ways in which words can change their forms and can be combined into sentences in that language".

5. Content and meaning

Content and meaning are important in speaking process, so the speaker should plan or prepare material before expressing his/her ideas.

From the explanation above, the writerconcludes that every student in learning speaking have to consider five aspects of speaking, they are: Pronunciation, Vocabulary, Fluency, and Content and Meaning. So the students can speak properly.

2.4 Teaching Technique

Technique is any of wide variety of exercise, activities, or tasks used in the language classroom for realizing lesson objectives (Douglas, 2001:16). Technique refers to what actually take place in the classroom. It is particular trick, strategy, or special skill used to do a particular

job. According to Wikipedia in (https://en.wikipedia.org/wiki/Teaching_method) "teaching method comprises the principles and methods used by teacher to enabled student learning". A teacher will choose the right technique to teach students.

According to Lemov (2010:3) "Atechnique is a thing you say or do in a particular way". In teaching activity, the class will be success if the teacher knows to decide the best and appropriate teaching technique that will increase the students' skill. By using the teaching technique the teacher will be able to teach the students easier. Teaching technique will make the class become more interesting.

2.4.1 Types of Teaching Technique

To interest the students in teaching and learning process, a teacher should use teaching technique. Teaching technique can help the teacher to make the class easier. According to FadliEha in (http://www.sekolahoke.com/2010/12/9-tehnik-mengajar-speaking-technique.html) there are 9 teaching techniques which can be used, they are:

1. Ask and Answer

The students are asked to do the "ask and answer" process. A teacher asks all the students to note some interview questions, and ask them to memorize. Then, the student will ask to another student. For final process, ask the students to make a note from the questions.

2. Describe and Draw

Here, the teacher will ask the students to make a group consist of two people. The A student have a picture that B don't know, and vice versa. The A and B will explain the picture each other.

3. Discussion

In discussion, the teacher will choose a topic that will be taught to the students, and ask a student to discuss the picture in group.

4. Guessing

Here, the teacher will prepare some picture and students have an information that will be guessed.

5. Remembering

The teacher shows a picture to the students, then they will close their eyes and keep remember the picture of things in the class.

6. Miming

A student will practice a mimic about something, like feeling, or do something.

7. Ordering

The teacher will ask a student to arrange something by asking where it placed till she/he finds it.

8. Completing a form/ questionnaire.

The students will ask and answer, or prepare an information to complete a quiz or form.

9. Role Play

According to Brown (2004:174) "role playing is a popular pedagogical activity in communicative language-teaching classes". Within constraints set forth by the guidelines, it frees students to be somewhat creative in their linguistic output. In some versions, role play allows some rehearsal time so that students can map out what they are going to say. This technique is suitable for the students that have intermediate level. The students will practice a situation like in police office, market, or other place.

There are so many techniques which can be used by teacher in teaching process. By using the right techniques, teacher can teach students easily. Right Is Right also one of teaching technique that makes the class become easy and fun.

2.4.2 Definition of Right Is Right Technique

According to Lemov (2010:35) "Right Is Right is about the difference between partially right and all-the-way right—between pretty good and 100 percent". Right Is Right Technique, discuss about the students to answer the question correctly. Here, the teacher must set the standard of correct answer, so the students can answer the question completely.

According to Webster in Aryanti(2013:6) states that "Right Is Right means when a teacher ask question, they hold out for a complete answer, or one that would be acceptable on the test". It means, when the teacher asks the students a question, then the students not answer completely. Here, the teacher tries to gives a praises and encourages the students to complete the question. The teacher can give a clue and information so the students can answer it.

Norman in Aryanti (2013:6) state that "Right Is Right means that partial answer aren't good enough: only a 100% correct answer is the correct answer". Commonly, many teachers respond the students' answer by concluding the answers. They will affirm the students answer and repeat it, then add some detail of their mind to make it correct. Here, in Right Is Right Technique, the teacher should respond the students answer by praising the students and encourage them to answer the question 100% correct. According to Lauren Elizabeth in (https://prezi.com/1re7xzga02hv/teach-like-a-champion-right-is-right/) Right Is Right is the job of the teacher is to set a high standard for correctness 100%

From the experts' definition above, the writer concludes that, Right Is Right Technique discuss about the students' answer. When the teacher asks a question, the students have to

answer the question correctly. The students can't answer by giving a synonym or an example. To answer the question, the teacher may praise and give clues/ information to the students.

2.4.3 The Procedure of Right Is Right Technique

According to Lemov (2010:37-39) there are four categories within the Right Is Right Technique:

1. Hold out for all the way.

Great teachers praise students for their effort but never confuse effort with mastery. A right answer includes the negative sign if a negative sign is warranted. There no such thing as "Right! Except you need a negative sign". When you ask for the definition of a noun and get "a person, place, or thing," don't do students the disservice of overlooking the fact that the answer incomplete: a noun is a person, thing, or idea.

2. Answer the question.

Students learn quickly in school that when you don't know the right answer to a question, you can usually get by if you answer a different one, especially if you say something true and heartfelt about the wider world. Can't identify the setting in the story? Offer an observation about the theme of injustice in the novel instead: "This reminds me of something from my neighborhood." Most teachers can't pass up a student's taking on issues of justice and fairness, even if what they asked about was the setting. Over time, students come to recognize this.

3. Right answer, right time.

Students sometimes want to show you how smart they are by getting ahead of your questions, but it's risky to accept answers out of sequence.

4. Use technical vocabulary.

Good teachers get students to develop effective right answers using terms they are already comfortable with: "Volume is the amount space something takes up." Great teachers get them to use precise technical vocabulary: "Volume is the cubic units of space an object occupies." This response expands student vocabularies and builds comfort with the terms students will need when they compete in college.

Norman in Aryanti (2013:7) states that, there are four ways to teach of Right Is Right Technique, as follows:

1. Praise what the students said, but ask for more.

2. Make sure the students answer the actual question you asked, not some other question. Example when they are asked to define something.

3. Similarly, make sure the student doesn't get ahead of you, answer a subsequent question. Sometimes you want to lead students down a path, but some students want to jump right to the end of the path.

4. Use technical vocabulary, and insist students to use it, too.

From the explanation above, the writerconcludes if the procedure of Right Is Right Technique are:

1. Praise the students for they answer.

2. Ask the students to answer the question you asked.

3. Do not let the students to answer the question, before you finish the question.

4. Ask the students to use technical vocabulary they are comfortable with.

2.4.4 The Advantages of Right Is Right Technique

There are some advantages of Right Is Right Technique, there are: first, Right Is Right Technique helps students to communicate in the class. Second, the students know how to answer well the question. Third, Right Is Right Technique helps the students about to set and defend a high standard of correctness in classroom. Fourth, the students know about the difference between good and a 100% correct in answer the questions.

Based on the conclusion above, the writer concludes if the advantages of Right Is Right is to increase the students' English by answering the questions from teacher, and the students know how to answer the question 100%.

2.5 Previous Research

Right Is Right Technique is a technique that can be used in process teaching and learning. According to SiskaAryanti (2013), who is a researcher with the title Encouraging students' speaking activity by using Right Is Right Technique at SMPN 30 Padang. The result of the research showed that Right Is Right Techniquewas useful in teaching learning process to improve the students' speaking.

Right Is Right Technique made the students active and more interested to learn speaking. It helped the students to increase their English in answer the question from their teacher, students can know how to answer the question well. The students also know how to set and defend a high standard of correctness. In this technique described about how the teacher guide the students in detailed and explain step by step how his/her way to encourage the students to be more correct in answer the question in speaking class.

Juli Rose LumbanBatu(2014) her research is about the Improving Students' Speaking Skill Through Jigsaw Technique. She did her research in SMK Negeri 1 PercuitSei Tuan Medan. This

study was conducted by using Classroom Action Research. Based on the observation sheets and questionnaire sheets, the students are active to follow the teaching learning process in the second cycle, and the students' speaking test result improved in every test. In orientation test score was 50,5, in the test cycle 1 the mean score was 61,0 and the mean score in test cycle 2 was 71,8. In line with the data, it was found that Jigsaw Technique can improve students' speaking skill.

The previous research in above have similarity with this research. This research and the previous research are about the improving speaking skill by using teaching technique. This research will prove if the teaching technique can improve the students' speaking skill.

2.6 Conceptual Framework

Speaking is a main tool of communication. To communicate with other people, people need to speak to others. People speak not only to communicate, but also for share the information, their idea and feelings. The speakers must know the topics discussed in order to convey other information. Speaking comprises mastering not only one ability but some integrated abilities like grammar, accent, vocabulary, comprehension and fluency.

To improve the students' speaking skill, a teacher has to support the teaching and learning process by using techniques. Many techniques are available to be used to teach and improve the students' speaking skill. Right Is Right Technique is one of them. Right Is Right Techniquelet the students to answer the question without feeling afraid to be wrong.
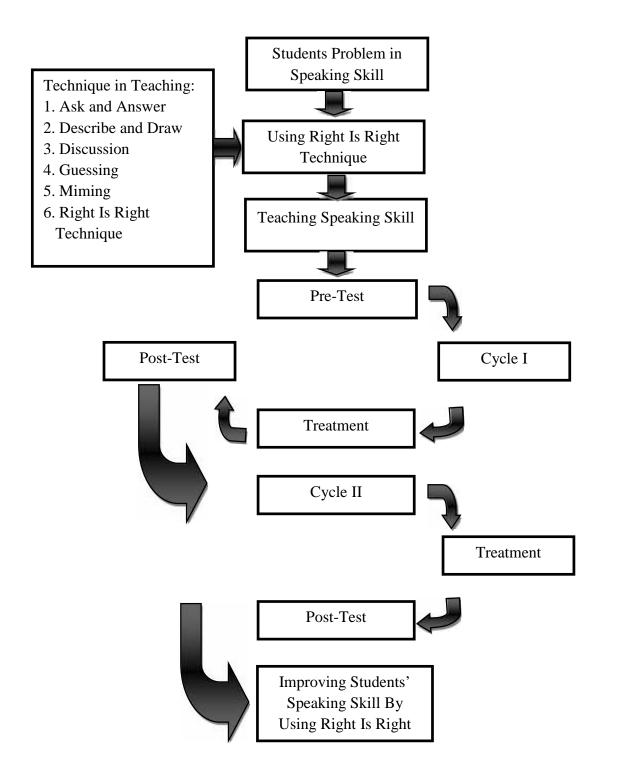
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                          ┌─────────────────────┐
                          │ Students Problem in  │
                          │   Speaking Skill     │
                          └─────────────────────┘
                                    │
                                    ▼
┌──────────────────────┐  ┌─────────────────────┐
│ Technique in Teaching:│─▶│ Using Right Is Right │
│ 1. Ask and Answer    │  │     Technique        │
│ 2. Describe and Draw │  └─────────────────────┘
│ 3. Discussion        │           │
│ 4. Guessing          │           ▼
│ 5. Miming            │  ┌─────────────────────┐
│ 6. Right Is Right    │  │ Teaching Speaking Skill │
│    Technique         │  └─────────────────────┘
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                                    ▼
                          ┌─────────────────────┐
                          │      Pre-Test        │──┐
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│      Post-Test       │              │       Cycle I        │
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          │       ◀──┌─────────────────────┐◀──┘
          │          │      Treatment       │
          │          └─────────────────────┘
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                                               ▼
                                    ┌─────────────────────┐
                                    │      Treatment       │
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          ┌─────────────────────┐
          │ Improving Students'  │
          │  Speaking Skill By   │
          │  Using Right Is Right│
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Figure 2.1 Conceptual Framework of Improving Students' Speaking Skill By Using Right

Is Right Technique

(RikeGracia Sri UlinaSembiring: 2018)

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

In this research, the writerused classroom action research. A form of research which is becoming increasingly significance in language education is action research. According to Burns (1999:30)"Action research is contextual, small-scale and localized – it identifies and investigates problems within a specific situation". Action research is a type of research insider investigation by researchers, in their own area as a focus for their study.

While according to Sagor (2005:4) "a definition of action research that is an investigation conducted by the person or the people empowered to take action concerning their own actions, for purpose of improving their future actions". Classroom action research helped teachers to understand more about teaching and learning, to develop teaching skill and knowledge and to take action to improve student learning. There are four components in one cycle for conducting classroom action research. It consisted of planning, action, observation, and reflection.

Form all the definition above, the writer concluded that classroom action research is a research that will be done in small scale and conducted by people for some purpose to improve something.

3.2 Population and sample

3.2.1 Population

According to Arikunto (2006:130) "population is all the subject of a research". There weretwo classes of XII grade in the school, namely: XII IPA, XII IPS.The population in the researchwasthe thirdgrade students of SMA SWASTA HOSANA MEDAN.

3.2.2 Sample

According to Arikunto (2006:131) "sample is some or the representative of population which is going to be observed". The sample of this research was taken randomly by using probability sampling. According to Arikunto (2010:171) "random sampling was done by the writer by mixing all of the subject research in one population and then the writer chooses the sample". The sample of this research wasXII IPA which consist 17 students.

3.3 The Instrument of Collecting Data

In this research, the instrument of collecting the datawas an oral test. The test was used to measure the students' improvement during the process. The test was used in this research was pre-test and post-test. The pre-test was given in the beginning of the research to know their skill before they get the treatment. The post-test was given after using the Right Is Right Technique. This test was held in each cycle.

3.4 Scoring of the Test

There are five categories of speaking assessment adapted from FSI (Foreign Service Proficiency) rating, namely accent/ pronunciation, grammar, vocabulary fluency and comprehension (Fulcher: 2003: 228-229). Each category is ranted on six-point scale. The highest score possibly acquired is 100 if the students get the highest point in each category.

Tables 3.4 Speaking Assesment

Proficiency	Feature	Score
Accent	Pronunciation frequently unintelligible.	0
	Frequent gross errors and a very heavy accent make understanding difficult, require frequent, repletion.	1
	Foreign accent requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.	2

	Market "foreign accent" and occasional mispronunciation that to do not interfere with misunderstanding.	2
	No conspicuous mispronunciation, but would not be taking for a native speaker.	3
	Native pronunciation, with no trace of "foreign accent".	4
Grammar	Grammar almost entirely inappropriate or inaccurate, except in stock phrases.	6
	Constant errors showing control of very few controversial micro skill or major patterns, andfrequently preventing communication.	12
	Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding.	18
	Occasions errors showing imperfect control of same conversation micro skill or some pattern, but no weakness that causes misunderstanding.	24
	Few, errors with no pattern of failure.	30
	No more than errors during the conversation.	36
Vocabulary	Vocabulary limited to minimum courtesy requirements.	4
	Vocabulary limited to the basic personal areas and very familiar topics (time, food, transportation, family).	8
	Choice of the words sometimes inaccurate, limitations of vocabulary prevent discussion of some common familiar topics.	12
	Vocabulary adequate to discuss special interest and any nontechnical subject with some circumlocutions.	16
	Vocabulary broad, precise and adequate to cope with complex practical problem and varied social situations.	20
	Vocabulary apparently as accurate and as extensive as that of an educated native speaker.	24
Fluency	Speech is not halting and not fragmentary sol that conversation virtually possible.	2
	Speech is never doing slowly and uneven except for short or routine sentences: frequently punctuated by silence or long pause.	4
	Speech is never doing frequently hesitant or jerky: so that sentence may be left uncompleted.	6
	Speech is never do rephrasing and grouping for words so that it is like occasionally hesitant.	8
	Speech is effort to hear smooth and easy to understand.	10
	Speech on all general topics as effortless and smooth as native speaker.	12
Comprehension	Understand to respond the topics	4
	Understand only slow, very simple speech on topics of general interest: requires constant repetition and rephrasing.	8
	Understand careful, somewhat simplified speech directed to him, with considerable repetition and rephrasing.	12
	Understand quite well normal educated speech directed to him, but requires occasional repetition or rephrasing.	15
	Understand everything in normal educated conversation, except for every colloquial or low frequently items or exceptionally rapid or slurred speech.	19

3.5 The Procedure of Collecting Data

This research was conducted in two cycles, each cycle consist of two meetings. Each cycle contained four steps, they are: planning, action, observation, and reflection.

Cycle I

The procedure of action research in the first cycle done as follows:

a. Planning

Planning was the first step in which the writer planned by used teaching technique that applied in the research. In planning the writermade some preparation which related to action that had done in teaching and learning process. Some activities that the writerhad prepared namely:

1. Preparing lesson plan

2. Conducted the test before doing cycles as the instrument to know students' basic skill in speaking.

3. Prepared the teaching facilities, for example a technique which will be used in teaching.

4. Prepared the assessment in this cycle.

b. Action

Action was the process of doing something. In this step there were many activities that the writerhad done. Here, the writerapplied the lesson plan in teaching process. In teaching process, the writerapplied the Right Is Right Technique.

c. Observation

Observation was done while the action was done. Observation was some activities that consisted of gathering data to identify the result of action. Observing was the most thing to get the information of action during the teaching learning process. It was important to know the

students' attitudes, and even the obstacles that happened. Not only know about them but also to collect the data. This was used as a basic of reflection.

d. Reflecting

Reflection was a feedback process from the action which is has done before. Reflection wasvery necessary to help the teacher made decision. In this phase the writer reflected everything that is done and made conclusion.

Cycle II

Cycle II was done if the mean score at the first cycle is not satisfying. This cycle needed the previous mean score do not fulfill the minimum completeness criteria (KKM). This cycle consisted of the same four phrases like cycle I: planning, action, observation, and reflection. The weakness that the writer find in cycle I will be solved in this cycle.

3.6 Technique of Data Analysis

The data was analyzed by employing the implementation of Right Is Right Technique to improve students' speaking skill. In this research, the writer also used mean formula to know the average of students' score and to check students' improvement in speaking.

The formula is as follow:

$$X = \frac{\Sigma x}{N}$$

Where:

  x : The mean of the students

X   : The total score

N   : The number of students

Next, to know the percentage of students' score who pass the completeness criteria (KKM).The formula is as follows:

$$P = \frac{R}{T} \ X \ 100\%$$

P: The percentage of students

R: The number of students who get the point above 70

T: The total number of students

3.7 Validity and Reliability of the Text

There are two important in a research in text. There are validity and reliability.

3.7.1 The Validity of the Test

Validity refers to the extent to which a test actually measure what it is supposed to measure and nothing else. According to Best and Kahn (2006:289), "validity is the quality of a data gathering instrument or procedure that enables it to measure what it is supposed to measure. An instrument can be valid if it can measure what is supposed to be measured". It concerned with how well the test measured the subject matter and learning outcomes covered during the instruction period, to show that the test would be valid in terms of contents.

Arikunto (2010:211) "The validity is measure that shows the levels of validity or the validity of something". Validity refers to the test. A test will be said is good if it valid and reliable. To ensure that the test is good, the validity should be established clearly with the points of the test.The test in this research will use writing test form.

Table 3.7.1 Content Validity

Content	Speaking Assesment	Test Item	Kinds of Test	Score
Asking and Giving Suggestion	Accent	Speaking	Speaking	20
	Grammar	Speaking	Speaking	20
	Vocabulary	Speaking	Speaking	20
	Fluency	Speaking	Speaking	20
	Comprehension	Speaking	Speaking	20
Total				**100**

3.7.2 The Reliability of the Test

Reliability also determined how well the test is. It is one of good characteristic test. According to Brown (2004:20) "reliability is consistence and dependable. It means if the same test given to the same student or matched students on two or different occasions, the test should yield similar results."

The test in this study will use writing test form. The scoring of the writing test involved the subjectively, thus to find out whether the test are reliable, the writer use inter-rater reliability. The coefficient correlation can be obtained by using pearson product moment formula as follows:

$$r = \frac{N \sum xy - (\sum x)(\sum y)}{N \sum X^2 - \sum x^2)) (N \sum y^2 - (\sum x)^2}$$

Where: r = the reliability

$\sum y$ = sum of scores y

$\sum x$ = sum of scores x

N   = the number of students

According to Arikunto (2010:313), the categories of coefficient correlation is one of tools statistic that uses to compare the result of measurements from two variables which has different so that determine the levels of relationship between other variables. The categories of coefficient correlation are as the following:

0.00 – 0.20   = the reliability is very low

0.21 – 0.40   = the reliability is low

0.41 – 0.60   = the reliability is fair

0.61– 0.80   = the reliability is high

0.81– above   = the reliability is very high