

CHAPTER I

INTRODUCTION

1.1 Background of The Study

In this modern world, language to be the most important thing that we must mastery. Language is a system of conventional spoken, manual, or written symbols using which human beings, as members social groups and participants in its culture, express themselves. Delahunty and Garvey (2015:5) state that Language is a system that connects thought, which can not be heard/, seen, or touched, with sound, letters, manual signs, or tactile symbols. Language has an important part in human being's life, without language there is no communication so language has so many functions in the aspect of life. The function of language includes communication, the expression of identity, play, imaginative expression, and emotional release.

English, is as an international language, is used in many countries as a means of communication and it has a great function in many aspects of life such as in politics, business, trade, and diplomatic relationships. Huddleston and Pullum (2005:1) state that English is probably the most widely used language in the world, with around 400 million native speakers and a similar number of bilingual speakers in several dozen partially English-speaking countries, and hundreds of millions more users in other countries where English is widely known and used in business, government, or media. Furthermore, English also cannot be separated from the development of technology, science, economics, and education. Considering the importance of English, the Indonesian government has

chosen English as the first foreign language and fundamental subject in our educational system.

In an educational system in Indonesia, English is included in the curriculum for elementary school, junior high school, senior high school level, vocational school/, or university. Based on Competency Curriculum, the teaching-learning of English has the purpose to develop four language skills/: listening, speaking, reading/, and writing. Many factors can influence the students' achievement of certain language skills. It might be caused by the teacher and the students. From the teacher's point of view, some factors can influence the students' achievement in language skills, such as/, the quality of the teacher, the teaching style, the performance of the teacher, and teaching technique or strategy. From the students' side, motivation, style in language learning, and personality of the students can give an impact on the students' achievement.

Speaking is one of four skills in English. It is a productive skill in the sense that the speaker produces sounds of the language. Speaking is one of the most important basic skills that someone needs to mastery so that each other can communicate and doing conversation to get information. Speaking also is a priority to foreign-language learners', they need to be mastery in speaking so they can build a good conversation.

According to Brown (2004:10) speaking as a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker listening skill, which necessarily compromises the reliability and validity of an oral production test. It means that speaking can help a human being to do interaction directly and accuracy, speaking also as a tool to do observation is invariable. Teaching speaking is one of the most demanding skills in daily life. Every person needs to

communicate with others through speaking. Speaking plays an important role in making social interaction with people to get information. To be able to convey meaning and to talk to people around the world, they must be able to speak. The process of teaching and learning the language of speaking is the most common element in the language classroom. In teaching speaking, so many students do not be able to make good communication. Speaking has some types such as Imitative, intensive, responsive, transactional, interpersonal, and extensive. In this research the writer focus on responsive speaking. The writer chooses the type because the writer wants to know the response from students when they have a conversation.

Based on the writer's experience when The writer was Teaching Practice Program(Praktek Pengenalan Lapangan (PPL) at SMA Hosana Medan, it was found that the students had problems in all aspect of English, especially in speaking English. It was so difficult for them to talk in English and did not understand what the teacher said/. it happened because some of the students had a poor vocabulary, less in motivation, knowledge/, and interest in English. They did not have the confidence to express their opinion and afraid to speak up in front of the class, not only that some of them also poor attention about English. Also, some of them did not confidence with their knowledge, so when the teacher asked them to speak up in English they\did not do it directly. According to Munjanayah (2004:17) that some possible problems in speaking including:1) *Inhibition*. 2) *Nothing to say*. 3) *Low or uneven participation*. 4) *Mother tongue use*. So, because of the explanation above the writer make it to be the reasons why the writer focuses on speaking skill. The writer makes a piece of evidence to prove the statement above as follow:

Table 1.1 The student's score in pre-observation

N o	N a m a	S
1	M C	7 5
2	J P	7 0
3	D T	7 5
4	L R	6 0
5	P A G	5 0
6	M J N	6 5
7	H	7 5
8	M J N	7 0
9	A P G P	7 0
1 0	S N	7 0
1 1	R W	7 5
1 2	R D S	7 5
1 3	A p	7 0
1 4	A F P	6 5
1 5	E D S	6 5
1 6	G V S	7 0
1 7	M F D	7 5

	S	
1	A	6
8	S	0
1	V	6
9		0
2	J	5
0		5
2	J	6
1	S	0
Total Score		1
		.
		4
		1
		0

Based on the explanations above, the writer is interested in using the ARCS (Attention, Relevance, Confidence, and satisfaction) Model. Keller (2016:5) these concepts, theories, strategies, and tactics comprise the first major part of the ARCS Model, which is the synthesis of the vast motivational literature into a simple and useful number of components. They also provide the basis for the second major feature of the ARCS model which is the systematic design process that assists you in creating motivational tactics that match student characteristics and needs. The writer formulates this study under the title **“The Effect of ARCS (Attention, Relevance, Confidence, and satisfaction) Model on Speaking skill of eleventh-grade students 2020/2021”**.

1.2 The Problem of The Study

Based on the background study above-, this study is conducted to answer the problem formulated in the following question below :

Does the ARCS (Attention, Relevance, Confidence, and satisfaction) Model affect on Speaking skill of eleventh-grade students 2020/2021 ?

1.3 The Objective of The Study

“To find out whether using ARCS (Attention, Relevance, Confidence, and satisfaction) Model affects students’ speaking skill of eleventh-grade students 2020/2021”.

1.4 The scope of the study

In learning language, students found so many problems in learning English especially to say something in English. As we know there are four skills that important to learn in English namely Listening, Speaking, Reading, Writing. The writer limited the skill namely speaking skills in this study. Speaking has some types and the writer limited the type namely responsive. Some models can be used to speaking skills such as The Attitude Learning Model, Play Learning Model, and Collaborative learning Model. The writer finds and interest to use the ARCS (Attention, Relevance, Confidence, and satisfaction) Model to teach speaking to the students.

1.5 The Significances of the study

The finding of this study is expected to be useful and relevant to:

1. Theoretically

- a. The study will use to improve knowledge
- b. To be a new model in the research of speaking.
- c. To add a new perspective to teaching speaking.

2. Practically

- a. For the teacher who teaches especially speaking. This research can become a reference to teach in speaking material so that teachers can prepare suitable material and model

for learning so that the students become interested in speaking subjects and they will get better in their speaking.

b. For the reader by reading this study can add their knowledge and can apply this knowledge in their use only.

c. For the Writer. This research becomes a reference to the writer to teach speaking in the next future.

1.6 The Hypothesis

This study will answer the question about whether yes or not the effect of using ARCS (Attention, Relevance, Confidence, and satisfaction) on students' achievement in speaking skills. To get the answer/, the writer proposed an alternative hypothesis (Ha) and the null hypothesis (Ho) as below:

Ha/: Alternative hypothesis is receivable. So, there is any significant difference in using ARCS (Attention, Relevance, Confidence, and satisfaction) Model on Speaking skill of eleventh-grade students 2020/2021”.

Ho/: The Null hypothesis is rejected. So, there is no significant difference in using ARCS (Attention, Relevance, Confidence, and satisfaction) Model on Speaking skill of eleventh-grade students 2020/2021”.

CHAPTER II

LITERATURE OF REVIEW

2.1 Theoretical Framework

The basic concept of this study should be made clear from the start. This chapter presents a review of related literature and an explanation of the related materials. The writer presents this chapter to strengthen this study. The terms will be classified in the following.

2.2 Speaking

Speaking is one of four skills in English. It is a productive skill in the sense that the speaker produces sounds of the language. Speaking is one of the most important basic skills that someone needs to mastery so that each other can communicate and doing conversation to get information. Speaking also is a priority to foreign-language learners', they need to be mastery in speaking so they can build a good conversation.

According to Brown (2004:10) speaking as a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker listening skill, which necessarily compromises the reliability and validity of an oral production test. It means that speaking can help a human being to do interaction directly and accuracy, speaking also as a tool to do observation is invariable.

Furthermore, speaking is an activity to produce opinion construct the meaning, Ratih in Syakir (2009:27), speaking in the form of oral language that is inevitably used to communicate ideas and feelings, no matter what the language is.. on the other hand, speaking is an oral activity in producing a sound that expression opinion and construct the meaning. Therefore the students can get information that can understand the meaning of information and the students can share the information with others. it is a process between speaker and listener and involved productive and receptive skill of understanding.

Based on this idea it is understood that through speaking, someone can communicate or express what she or he wants to understand one another and not only that/, speaking also has functions to help someone to deliver what they think and feel directly, so their interaction well good communication and get the point from their communication.

Based on the definitions above the writer concludes that speaking is an activity that doing by two or more people to share information/, so each other can change some information. The main aim of speaking is to communicate and express ideas/, which conveys the message from the speaker to the listener. The mastery of speaking skills in English is a priority for many second or foreign language learners.

2.2.1.Types of Speaking

Six similar categories that can be applied to a kind of oral production that students are expected to carry out in the classroom (Brown,2004:271-275) they are:

1. Imitative

Imitation of this kind is carried out not for though the purpose of meaningful interaction, but for focusing on some particular element language from. Drills offer the students an opportunity to orally speaking they offer limited practice through repetition and grammatical form with their appropriate context. Here are some useful guidelines for successful drills :

- a) keep them short
- b) keep them simple
- c) keep them snappy
- d) Make sure students know why they were doing the drills
- e) Limit them to phonology of grammar points
- f) Make sure they ultimately lead to communicate goals.
- g) Do not overuse them.

2. Intensive

Intensive speaking goes one step beyond to include any speaking performance that is designed to practice some phonological or grammatical aspects of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity where learners over a certain form of language.

3. Responsive

A good deal of students speaking in the classroom is responsive/: short replies to the teacher or students-initiated questions or comments. These replies are usually sufficient and do not extend into dialogue. Such can be meaningful and authentic

4. Transactional

Transactional language/ carried to conveying or exchanging specific informational is an extended form of responsive language/. Learners would need to learn how such features as the relationship among interlocutors, causal style/, and sarcasm will be coded linguistically in this conversation.

5. Interpersonal

In this form, the conversation carried out more to maintain social relationships than for the transmission of facts and information.

6. Extensive

Finally, the students at intermediate to advanced levels will be called on to give extended monologues in the form of oral reports, summaries, or perhaps should speeches. Here the register is more formal and declarative. These monologues can be planned.

Based on the explanations above/, the writer can conclude that in speaking people should be good in communicate so they can get the point of the communication. People need to understand well how to give and receive a production in the speaking process. People also need to know what they want to do and what they want to get, so their communication gives some benefits to each other.

2.2.2 Elements of Speaking skill

Harmer (1991:21) categorized those things in six skills, they are:

1.Vocabulary

It is impossible to speak without mastering vocabulary. Therefore this element is somewhat essentials to learn before practicing speaking.

2.Pronunciation

Either four or five components are generally recognized in the analysis of the speech process. Certainly they all realize that pronouncing is one of the speaking elements that have a strong relation with vowel and consonant, stress, and intonation.

3.Grammar

Grammar is the study of language which deals with many forms. The forms mentioned are the forms and the structure of words and with the customary in phrases and sentences.

4.Fluency

Fluency refers to how well a learner communicates meaning rather than how many mistakes they make in grammar, pronunciation, and vocabulary.

5.Comprehensibility

Comprehensibility is an ability to understand, know/, or get the speakers' point (message) to other or partner.

6.Self-Confidence

Self-confidence becomes an important factor in the speaking learning process. A student with good grammatical and vocabulary master usually has big confidence to express ideas, suggestions, or answer the question.

2.2.3 Problems in Teaching and Learning Speaking

Learners sometimes have some obstacles when they want to talk in class. Munjanayah (2004:17) argues that some possible problems in speaking including:

1) *Inhibition*. Learners are often inhibited about trying things in the foreign language classrooms, afraid to make mistakes or to be criticized, and shy to utter words.

2) *Nothing to say*. Learners sometimes find fault that they do not have something to say. In other words, they cannot express themselves.

3) *Low or uneven participation*. Only one participant talks because some learners dominate, while others speak a little or not at all.

4) *Mother tongue use*. In the class, all learners share the same mother tongue, so they feel unnatural to speak in a foreign language.

2.3 General Concept of ARCS (Attention, Relevance, Confidence, and Satisfaction) Model

In this concept, the meaning of the ARCS (Attention, Relevance, Confidence, and Satisfaction) Model, how to use this model in the class, why does the writer choose the ARCS (Attention, Relevance, Confidence, and Satisfaction) Model in teaching speaking, the rationale, and the action hypothesis.

2.3.1 ARCS (Attention, Relevance, Confidence, and Satisfaction) Model

Keller (2010:1) the ARCS model (an acronym for attention, relevance, confidence, satisfaction) contains a synthesis of motivational and volitional concepts and theories that provide a foundation for a motivational design process that has been validated in many contexts. The Arcs Model is an instructional model that focuses on motivation. It is important to motivate learners/ and ensure the continuity of motivation during the instruction. It means that this model is one of the teaching models that focuses on the motivation of learners. Motivation is important to support the learners to be happy and want to learn some lessons especially English.

Sarsar (2012: 46) The ARCS model is an attempt to synthesize behavioral, cognitive, and affective learning theories and demonstrates that learner motivation can be influenced through external conditions. The purpose of the ARCS model is to employ strategies that are used to improve the motivational appeal of instruction. It means the ARCS model can be a good model in teaching learners because of this model as an attempt to synthesize the behavioral, cognitive/, and affective of learners.

Hodges (2004: 5) The ARCS model is a method for systematically designing motivation strategies into instructional materials. It consists of three parts: a set of four categories for concepts of human motivation, a set of strategies for enhancing motivation in instruction, and a design model for motivational design. The ARCS model works under the assumption that learners will be motivated if they feel they can be successful and that there is value in their learning. Hence, this model works within the boundaries of the expectancy-value theory.

Schneider (2014:12) ARCS is an instructional design model developed by John Keller and that focuses on motivation. ARCS stands for: Attention, Relevance, Confidence, Satisfaction. This model is particularly important for distance education/ since motivation seems to be a key factor that determines learners complete their training. Motivation is a diametral responsibility for learners and teachers, and so it has to be boost over the entire learning process respectively the developing of a learning environment. The purpose of the ARCS model is to employ strategies that are used to improve the motivational appeal of instruction

The ARCS model works under the assumption that learners will be motivated if they feel they can be successful/, and that there is value in their learning. The learners can be master in one major if they believe in their ability and they're motivated by something that will make them successful. Also, they believe with knowledge and skill they can get what they want to be. Hence, this model works within the boundaries of the expectancy-value theory.

Based on an extensive review of the motivational literature which led to a clustering of motivational concepts based on their shared attributes, Keller (1979, 1983b) found they could be sorted into four categories.

ARCS Model Categories, Definitions, and Process Questions.

Major Categories and Definitions	Process Questions
Attention/: Capturing the interest of learners; stimulating the curiosity to	How can I make this learning experience stimulating and interesting?

learn	
Relevance/: Meeting the personal needs/goals of the learner to effect a positive attitude	In what ways will this learning experience be valuable for my students?
Confidence/: Helping the learners believe/feel that they will succeed and control their success	How can I via instruction help the students succeed and allow them to control their success?
Satisfaction/: Reinforcing accomplishment with rewards (internal and external)	What can I do to help the students feel good about their experience and desire to continue learning?

Hodges (2004: 5) a systematic design process is part of the ARCSmodel. The process is used to develop a motivational strategy for a specific instructional experience. The process has four steps: define, design, develop, and evaluate. When applying this process for motivation when developing an instructional experience, one should first define the problem formally.

First, determine if the problem is one of motivation. If motivation is an issue, analyze the learners, and prepare motivational objectives. Next, design your motivational strategies. After selecting your motivational strategies, you must develop the instructional

materials that will make use of them. Finally, evaluate the learning experience, the proposes that the evaluation is based on motivational as well as learning outcomes. To judge motivational consequences, it is best to use direct measures of persistence, the intensity of effort, emotion, and attitude. Schneider (2014: 12) the significance of motivation was early developed by some scientists. The implementation of multimedia elements isn't enough to reach permanently motivational goals.

2.3.2 The Using of ARCS (Attention, Relevance, Confidence, and Satisfaction) Model.

Edori (2014: 18)The ARCS model can be merged within other instructional design models because it is just a means of meeting the motivational needs of students. The ARCS model terms are reached, the learners are possibly more motivated and just in the current instruction but also maintaining the motivation to learn. ARCS model attends to the motivational needs of the learner during a specific lesson and due to its flexibility long term, motivational goals can be defined. According to Keller (1987: 66) Integrating the ARCS model into an instructional design model is a systematic process that contains four steps: define, design, develop/, and evaluate.

a) Define: The defined phase involves three steps; classify the problem, analyze the audience, and define motivational objectives. The needs of the students might be different, some students may have low confidence, and others might lack perceived relevance. In other words, there are motivational challenges in various circumstances therefore it is important to find the problem of the class, analyze the students' behavior to see which ones are intrinsically and those that are extrinsically motivated, and finally set motivational objectives according to on the requirements of the students.

b) Design: The design phase has two steps; create potential strategies and select the ones to use. It is important to brainstorm to have a variety of potential strategies and critically review all these strategies to choose the best one that will produce the optimal result. The motivational strategy used should not derail from the instructional objectives, it should not take up too much time from the instruction, and also compatible with how the instruction is delivered. Motivational strategies ought to stir up the zeal to learn and not derail learners from the process.

c) Develop: The development phase has two steps; create any extra material needed and integrate it into the instructional material. This can cause to revise the instructional material for consistency and continuity.

d) Evaluate: Evaluation should be centered on motivational and learning outcomes. To evaluate the motivational outcome, the use of direct measures like the intensity of effort, attitude, persistence, emotion is important.

Ten steps of teaching ARCS Model/, Keller (2010:57-58) :

1. Obtain course information
2. Obtain Audience Information
3. Analyze Audience
4. Analyze existing materials
5. List objectives & assessments
6. List potential tactics
7. Select & design tactics

8. Integrate with instruction Combine motivational and instructional plans

9. Select & develop materials

10. Evaluate & revise

In the analyzing phase, information about the learner and course are collected and analyzed (steps 1 to 5). Before designing the course using the ARCS model, information about the course, the course description and rationale, the teachers and the students plus their attitudes and skill levels are collected. This data is then analyzed to find out the motivational problem (steps 4 and 5). This will then provide information about what kind(s) of the ARCS category needs to be improved. This helps the teacher to design the teaching goals and the appropriate kinds of assessment for the teaching-learning. Then, the process is continued to the design phase (steps 6-8). In this phase, the teacher designs the motivational learning systems based on the problem(s). At step six, the teacher lists the probable solutions, as many as possible, without checking whether they are appropriate or not for the students. At step seven, the teacher selects the probable appropriate solutions and design tactics for beginning and carrying on throughout the teaching-learning processes. Later, at step eight, the most applicable solution is selected and the teacher predicts what will happen in the future.

For example, after analyzing the problems, it is found that the students are not confident when performing in front of the class. In this phase, the teacher lists as many solutions as possible to increase the confidence of the students, such as giving praise, letting students lead the program, giving students more opportunities to perform in front of the class or front of a group, and so on. The teacher cannot apply all of the possible solutions because the time for teaching is limited. The best possible solution is chosen by

considering the skill level of the students, the limited time for teaching, etc. Then, by looking at the skill level of the students (for example, intermediate level), the time available for teaching-learning, for example. ninety minutes, the best possible solution for this problem may be giving the students the chance to perform dialogues in front of the class.

Later, in the development phase, the material is further selected and developed (step 9). The material can be selected by using available materials, modifying materials based on the situation or, developing or producing new materials. For example, if the teacher selected dialogues for speaking activities about introducing one's self, it is possible to look at many existing materials that are already appropriate for students. Otherwise, the materials should be developed if and as they are needed. Development and evaluation is the last process in the ARCS design (step10). This last step is designed based on the students' reactions and satisfaction after the implementation of the initial program of ARCS.

According to Sali (2008: 151) according to the learner characteristics, the motivational quality of instruction can be enhanced with the instructional methods suitable to learners' motivational qualities. Each factor of the ARCS Model has three elements, the benefit includes:

- a). Perceptual arousal: use of strategies to gain initial interest;
- b). Inquiry arousal-use of problem-solving, questioning, a sense of mystery/, and progressive disclosure to increase interest;

c).Variability-use of variety (lecture with visuals, group activity, or game) for a change of pace

2.3.3 Procedure of ARCS Model in Teaching Speaking

According to Keller (2010:57-58), There is a procedure of the ARCS Model in teaching speaking

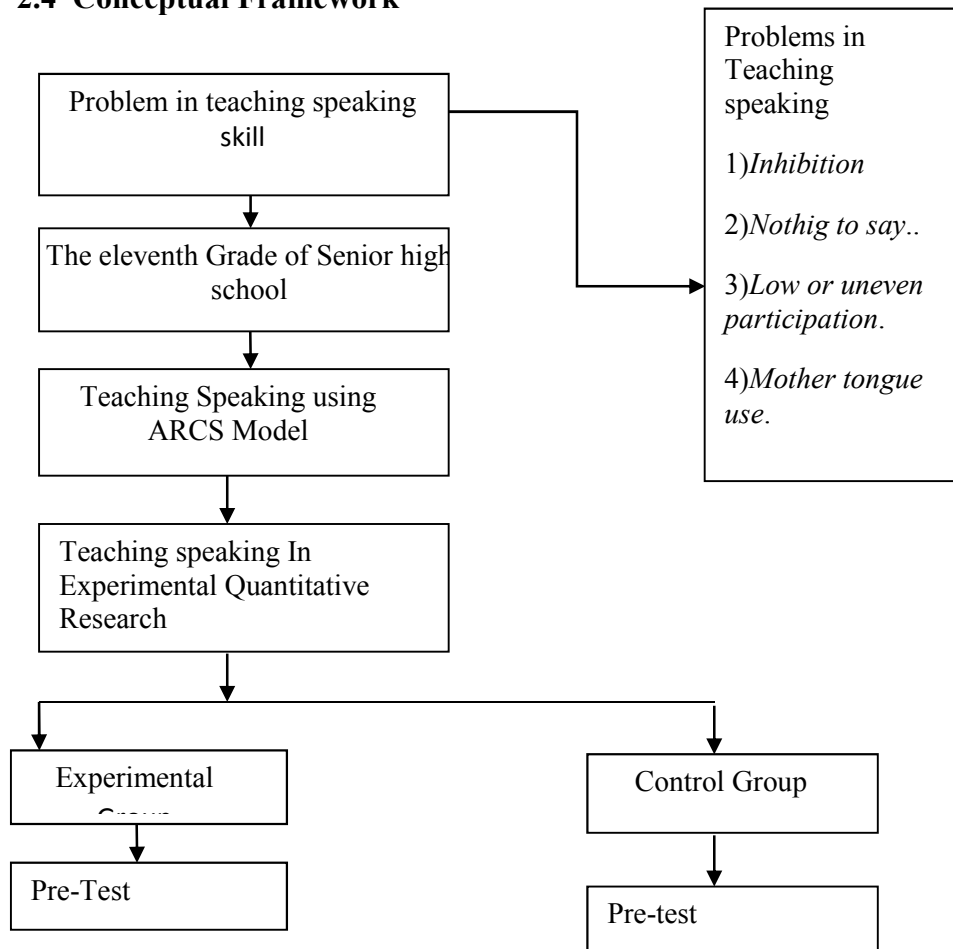
1. The teacher obtain course information
2. The teacher obtain students' Information
- 3.The teacher analyze the students
- 4.The teacher will analyze existing materials and share them to the students
5. The teacher will List objectives and assessments
- 6.The teacher make a list of potential tactics
- 7.Select and design tactics
- 8.the teacher Integrate with instruction Combine motivational and instructional plans
9. the teacher will Select and develop materials
- 10.Evaluate and revise

2.3.4 The Advantages of ARCS (Attention, Relevance, Confidence, and Satisfaction) Model

Based on Chen (2015: 19) the attention, relevance, confidence, and satisfaction (ARCS) model is a training–learning motivation model that combines teaching design and learning motivation efficiently. The ARCS model has the following benefit as follows

- a) Emphasize eliciting motivation and affect,
- b) Combine other teaching theories or design steps for application, and
- c) Focus on enhancing teaching effects, especially interest in learning

2.4 Conceptual Framework



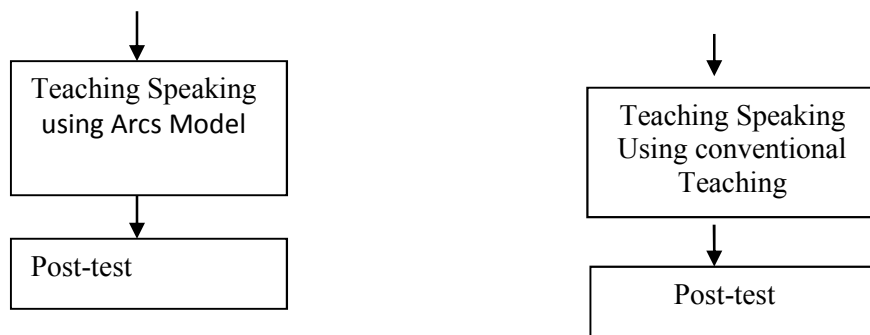


Figure 2.1. The Effect of ARCS (Attention, Relevance, Confidence, and Satisfaction) Model On speaking skill at eleventh-grade students 2020/2021 (Asnia Wati Sirait : 2020).

CHAPTER III RESEARCH METHODOLOGY

3.1. Research Design

This study was used in experimental quantitative research. This study has two variables: dependent and independent variables. In this study, The experimental class was a class that has been given the treatment by using the ARCS model/, and the control group has been not given treatment. The procedures to gain the data are/: pre-test, treatment (teaching presentation), and post-test. In the pre-test, The experimental group has been given a pre-test before the treatment. The function of the pre-test to know the mean score of the experimental group. When treatment was used, It is to found out the effect of teaching speaking by the ARCS model, a treatment has been conducted to the experimental group. At last in the post-test, The post-test has been given to the experimental group after treatment. It is found out the difference in mean score.

Table 3.1

Research Design

Group	Pre-test	Treatment	Post-test
Experimental	√	Using Arcs Model	√
Control	√	Using Conventional teaching	√

3.2. The Population and Sample

a. The Population

The population of this study is eleventh-grade students of Aek Batu, kab. Labuhan Batu Selatan.

b. The Sample

The Sample is a procedure of taking the data, where only a part of the population would take and was used to determine the characteristic of the population. The writer was used purposive sampling, based on Sugiono' theory. A Sample was taken with some specific considerations that aim to obtain data that can be more representative. According to the criteria, the writer chooses 20 students and then 10 students as the Experimental Group and 10 students as the Control Group.

3.3. Instrument of Collecting Data

To collect the data, the writer was given a speaking test and record it. Both the control and experimental group were given pre-test and post-test. The treatment was conducted after the administration of the pre-test. The experimental group has been taught

by using the ARCS model, while the control has been taught by using conventional teaching. The writer was recorded the students speaking performances in pre-test and post-test.

3.4 The Procedure of Collecting Data

The technique of teaching the experimental group and the control group is different. The experimental group was taught by using ARCS Model while the control group was taught by using conventional teaching. In this study, the procedures of collecting data are divided into three parts. They are pre-test, treatment , and post-test.

Table 3.2

Teaching Procedure for Experimental Group and Control Group

Experimental Group	Control group
<p><i>Opening phase</i></p> <p>1. Teacher greets the students to open the class (introduction)</p> <p>2. Teacher motivates the students and instructs the students before the test</p> <p><i>Pre-Test</i></p> <p>1. Teacher gives an oral pre-test to the students by giving atopic and make the students in pairs Times gave 35 minutes.</p>	<p><i>Opening phase</i></p> <p>1. Teacher greets the students to open the class(introduction)</p> <p>2. Teacher motivates the students and instructs the students before the test</p> <p><i>Pre-Test</i></p> <p>1. Teacher gives an oral pre-test to the students by giving a topic and make the students in pairs Times gave 35 minutes.</p>

	<p>2. Teacher asks students in pairs to come in front of the test.</p>
<p>Treatment.</p> <ol style="list-style-type: none"> 1. The teacher obtain course information 2. The teacher obtain students' Information 3. The teacher analyze the students 4. The teacher will analyze existing materials and share it to the students 5. The teacher will List objectives & assessments 6. The teacher make a list of potential tactics 7. Select & design tactics 8. the teacher Integrate with instruction Combine motivational and instructional plans 9. the teacher will Select & develop materials 10. Evaluate & revise 	<ol style="list-style-type: none"> 1. Teacher asks the students to open their book to get information about the conversation 2. Teacher gives a topic and asks the students to practice it

<p><i>Closing activity-</i></p> <p>1. Teacher gives a conclusion about the lesson for around 10 minutes.</p> <p>2. Teacher gives Post-Test</p>	<p><i>Closing activity-</i></p> <p>1. Teacher gives a conclusion about the lesson around 10 minutes</p> <p>2. Teacher gives Post-Test</p>
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3.5 Scoring the Test

In scoring the data of this research, an oral test was given to the students to evaluate the students' speaking competence. five aspects that had been scored. They are pronunciation, vocabulary, structure, fluency, and content. We chose these scoring criteria since it is suitable to score speaking skill ability. The scoring criteria can be described as follows:

Table 3.3

NO	Score Description
1. Pronunciation	<p>1 Incomprehensible or no response</p> <p>2 Many Phonetic errors: Very difficult to perceive the meaning</p> <p>3 Occasional phonemic errors, but generally comprehensible</p> <p>4 Phonemically accurate pronunciation throughout</p>
2. Vocabulary	<p>1 Vocabulary inaccurate throughout or no response</p> <p>2 Vocabulary usually inaccurate, escape for the occasional correct word</p>

	<p>3 Mirror lexical problems, but Vocabulary generally appropriate</p> <p>4 Consistently use appropriate words during presentation</p>
3. Structure	<p>1 Virtually no correct structure or no response</p> <p>2 Error of basic structure, but some phrase rendered correctly</p> <p>3 Generally accurate structure, occasional slight</p> <p>4 No error of morphology or syntax</p>
4. Fluency	<p>1 Long pause, utterances left unfinished, or no response</p> <p>2 Some definite stumbling, but manages to rephrase and continue</p> <p>3 Speech is generally natural and continues occasional slightstumbling or pauses at unnatural points in utterance</p> <p>4 Speech is natural and continuous; any pauses correspond to those which might be made by a native speaker</p>

3.6 The Validity The Research

a.The Validity of The Research

Arikunto (2010:168) stated that validity is a measurement with shows the level of the validity of the instrument. An instrument can be said valid if it can measure what is supposed to be measured. There are four types of validity, namely, content validity, construct validity, concurrent validity, and predictive validity. this research was conducted

with content validity. Content validity considers whether a test will the necessary and appropriate content to measure what is supposed to. So in this case the validity of the test is to know whether the test measures the students' speaking skill or not.

3.7. Technique of Analyzing Data

In this study, the data were analyzed from the experimental and control group. The data was analyzed using a/ t-test formula. The reason for choosing this formula because it is simple enough to be presented. The T-test is one of the methods in analyzing the data in scientific writing. Before the writer uses this formula, the first one the writer was given the test to the students/, after then the writer has assessed the paper, the writer was used the formula of scoring can be seen below:

$$\frac{\text{Total score}}{\text{Maximum Score}} \times 100$$

After that, the writer will determine the mean score/, the standard deviation , and the total samples. The formula is described as follow :

$$t_{obs} = \frac{Mx - My}{\frac{\sqrt{dx^2 + dy^2}}{Nx + Ny - 2}} \left(\frac{1}{Nx} + \frac{1}{Ny} \right)$$

Where :

t= the effect

Mx = the mean score of the experimental group

My = the mean score of the control group

Dx^2 = the standard deviation of the experimental group

Dy^2 = the standard deviation of the control group

N_x = the total number of samples of the experimental group

N_y = the total number of samples of the control group.