

**THE EFFECT OF TURN-TAKING STRATEGY
ON STUDENTS' SPEAKING ABILITY
AT THE GRADE VIII MTs YPKS PADANGSIDIMPUAN**



A Thesis

*Submitted to the State Islamic University of Syekh Ali Hasan Ahmad
Addary Padangsidempuan as a Partial Fulfillment of the Requirement
for the Graduate Degree of Islamic Education (S. Pd) in English Department*

Written By:

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**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

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LETTER OF AGREEMENT

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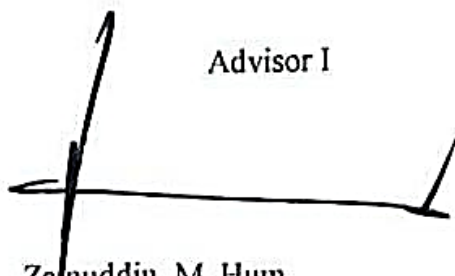
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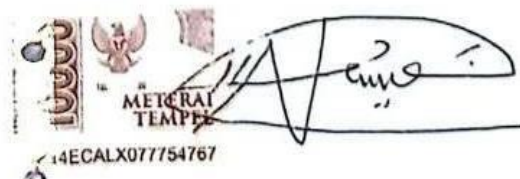
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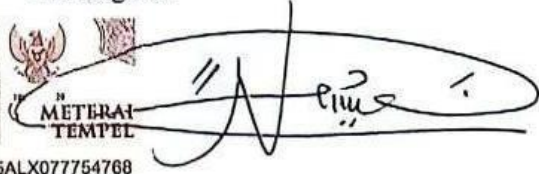
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This research problems are about students' ability derived from interview to the students and the teacher at grade VIII students' of MTs YPKS Padangsidimpuan. The problems of the students were: 1) Having lack of vocabulary, nervous, feeling shy and not confidence to speak. 2) The students use of mother tongue. 3) Lack of practice in communicating and students difficult to speak English. 4) The teacher did not use various techniques in teaching learning process and the teacher did not use speak English. The purposes of this research were: 1) To know the students' speaking ability before using Turn-Taking strategy at the grade VIII MTs YPKS Padangsidimpuan. 2) To know the students' speaking ability after using Turn-Taking strategy at the grade VIII MTs YPKS Padangsidimpuan. 3) To know whether there is a significant effect of Turn-Taking strategy on the students' ability in speaking at the grade VIII MTs YPKS Padangsidimpuan or not. This research used experimental quantitative method with pre-test and post-test design. The population was all of the students at the grade VIII of MTs YPKS Padangsidimpuan and the sample was selected by using random sampling. The samples were VIII-1 grade as experimental class consisting of 27 students and VIII-3 grade as control class consisting of 27 students. The data were collected through pre-test and post-test in speaking test and analyzed by using T-test formula. After analyzing the data, it showed that there were different score obtained in pre-test and post-test. The researcher found means score of experimental class before using Turn-Taking strategy was low and means score after learning by using Turn-Taking strategy was high. So, The score of t_{count} was higher than t_{table} and Turn-Taking strategy effect to students' speaking ability. It means (H_a) as hypothesis of this research was accepted and hypothesis null (H_0) was rejected. It can be concluded that there was significant effect of Turn-Taking strategy on students' speaking ability at the grade VIII MTs YPKS Padangsidimpuan.

Key Words: *Turn-Taking Strategy, Speaking, Ability*

ABSTRAK

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Judul Skripsi : Pengaruh Strategi Turn-Taking Terhadap Kemampuan Berbicara siswa Kelas VIII MTs YPKS Padangsidempuan

Permasalahan penelitian ini adalah tentang kemampuan siswa yang diturunkan dari wawancara kepada siswa dan guru di kelas VIII siswa MTs YPKS Padangsidempuan. Permasalahan siswa adalah: 1) Memiliki kosakata kurang, gugup, merasa malu dan tidak percaya diri untuk berbicara. 2) Para siswa menggunakan bahasa ibu. 3) Kurangnya latihan dalam berkomunikasi dan siswa sulit berbahasa Inggris. 4) Guru tidak menggunakan berbagai teknik dalam proses belajar mengajar dan guru tidak menggunakan bahasa Inggris. Tujuan penelitian ini adalah: 1) Mengetahui kemampuan berbicara siswa sebelum menggunakan strategi Turn-Taking di kelas VIII MTs YPKS Padangsidempuan. 2) Mengetahui kemampuan berbicara siswa setelah menggunakan strategi Turn-Taking di kelas VIII MTs YPKS Padangsidempuan. 3) Mengetahui apakah ada pengaruh yang signifikan dari strategi Turn-Taking terhadap kemampuan siswa dalam berbicara di kelas VIII MTs YPKS Padangsidempuan atau tidak. Penelitian ini menggunakan metode kuantitatif eksperimental dengan desain pre-test dan post-test. Populasinya adalah seluruh siswa kelas VIII MTs YPKS Padangsidempuan dan sampel dipilih dengan menggunakan random sampling. Sampel penelitian adalah kelas VIII-1 sebagai kelas eksperimen yang terdiri dari 27 siswa dan kelas VIII-3 sebagai kelas kontrol yang terdiri dari 27 siswa. Data dikumpulkan melalui pre-test dan post-test dalam speaking test dan dianalisis dengan menggunakan rumus T-test. Setelah menganalisis data, menunjukkan bahwa ada perbedaan skor yang diperoleh pada pre-test dan post-test. Peneliti menemukan rata-rata skor kelas eksperimen sebelum menggunakan strategi Turn-Taking rendah dan rata-rata skor setelah belajar dengan menggunakan strategi Turn-Taking tinggi. Jadi, skor lebih tinggi dari dan efek strategi Turn-Taking terhadap kemampuan berbicara siswa. Ini berarti $t_{count} > t_{table}$ karena hipotesis penelitian ini diterima dan hipotesis nol ditolak. Dapat disimpulkan bahwa terdapat pengaruh yang signifikan dari strategi Turn-Taking terhadap kemampuan berbicara siswa di kelas VIII $H_a H_0$ MTs YPKS Padangsidempuan.

Kata kunci: Strategi Turn-Taking, Berbicara, Kemampuan

ملخص البحث

اسم : نور حبيبة نايلان حسيوان
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الكلية/القسم : التربية وتدريب المعلمين
عنوان البحث : تأثير إستراتيجية تبادل الأدوار على قدرة التحدث لدى تلاميذ الصف الثامن
بمدرسة الثانوية مؤسسة كاريا سيجهاتيرا التعليمية بادانج سيديمبوان

تتمحور مشكلة هذا البحث حول قدرة التحدث لدى التلاميذ التي تم استخلاصها من المقابلة معهم وكذلك مع المعلمين في الصف الثامن بمدرسة الثانوية مؤسسة كاريا سيجهاتيرا التعليمية بادانج سيديمبوان. وكانت مشاكل التي يواجهها التلاميذ هي: أولاً، ضعف المفردات، والتوتر، والشعور بالإحراج، وعدم وجود الثقة بالنفس للتحدث. ثانياً، يستخدم التلاميذ لغتهم الأم. ثالثاً، قلة الممارسة في التواصل بالإنجليزية والصعوبة للتحدث بها. رابعاً، لا يستخدم المعلم التقنيات التعليمية المختلفة ولا يتكلم بالإنجليزية في عملية التعليم والتعلم. أما أهداف هذا البحث هي: تحديد قدرة التحدث قبل استخدام استراتيجية تبادل الأدوار لدى تلاميذ الصف الثامن بمدرسة الثانوية مؤسسة كاريا سيجهاتيرا التعليمية بادانج سيديمبوان، و معرفة قدرة التحدث بعد استخدام إستراتيجية تبادل الأدوار لدى تلاميذ الصف الثامن بمدرسة الثانوية مؤسسة كاريا سيجهاتيرا التعليمية بادانج سيديمبوان، ثم اكتشاف ما إذا كان هناك تأثير كبير لاستراتيجية تبادل الأدوار على قدرة التحدث لدى تلاميذ الصف الثامن بمدرسة الثانوية مؤسسة كاريا سيجهاتيرا التعليمية بادانج سيديمبوان أم لا. يستخدم هذا البحث المنهج التجريبي الكمي بتصميم الاختبار القبلي والاختبار البعدي. وكان السكان جميعهم تلاميذ الصف الثامن بمدرسة الثانوية مؤسسة كاريا سيجهاتيرا التعليمية بادانج سيديمبوان. تم اختيار العينة باستخدام أخذ العينات العشوائية. وكانت عينة البحث هي تلاميذ الصف الثامن-١ كالفصل التجريبي المكون من ٢٧ تلميذاً والفصل الثامن-٣ كالفصل الضابط المكون من ٢٧ تلميذاً. وتم جمع البيانات من خلال الاختبار القبلي والاختبار البعدي في اختبار المحادثة وتحليلها باستخدام صيغة الاختبار -ت. وبعد تحليل البيانات تبين أن هناك فروق في درجات التلاميذ بين الاختبار القبلي والاختبار البعدي. ووجدت الباحثة أن متوسط درجات التلاميذ للفصل التجريبي قبل استخدام إستراتيجية تبادل الأدوار كان منخفضاً ومتوسط درجاتهم بعد استخدام إستراتيجية تبادل الأدوار كان مرتفعاً. لذلك، كانت درجة ت-العد أعلى من ت-الجدول وتأثير إستراتيجية تبادل الأدوار على قدرة التحدث لديهم. وتعني (H_a) حيث تم قبول فرضية هذا البحث ورفض الفرضية الصفرية (H_0). ويمكن الاستنتاج أن هناك تأثير كبير لاستراتيجية تبادل الأدوار على قدرة التحدث لدى تلاميذ الصف الثامن بمدرسة الثانوية مؤسسة كاريا سيجهاتيرا التعليمية بادانج سيديمبوان.

الكلمات المفتاحية: الاستراتيجية، تبادل الأدوار، التحدث، القدرة

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First of all, I would like to say thanks to Allah SWT, lord of the universe and as most Merciful who has given the researcher the health, time, knowledge and a chance so the researcher can accomplish this thesis entitled **The effect of Turn-Taking Strategy on Students' Speaking Ability at The Grade VIII MTs YPKS**. The second Shalawat and salam to our prophet Muhammad SAW that has guided the human beings from the bad characters to the good one. This has created by knowledge like this era.

The researcher realizes that this writing would not finish without helping and the guidance from the other people, so the researcher would like to say thanks to the following person.

1. Zainuddin, M. Hum, served as my first advisor and inspired and guided me to complete this thesis. He also patiently and truly offered me an abundance of thoughts and suggestions as I was writing the thesis.
2. Sokhira Linda Vinde Rambe, M. Pd, as the second advisor who helped me write a strong thesis, has been an excellent advisor and provided me with many ideas and helpful criticism throughout the writing process of this thesis.
3. The Rector and the Vices of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan, that has accepted the researcher as the university student in State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan
4. The dean of tarbiyah and teacher training faculty and vices that have one the best improvement the faculty in creating various activities to increase student's skill.
5. All lecturers and all the academic civities of the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan

6. The chief of the school, teachers, and the students of MTs YPKS Padangsidimpuan for their permission, welcoming and contribution in doing this research.
7. The exclusive thanks to my lovely parents (Mr. Dr. H. Armyn Hasibuan, M. Ag. and Mrs. Hj. Fatimah Lubis) thank you for everything you have given. The greatest attention and love for me, and for my father and mother who always supported me, nurtured, educated, provided moral and material assistance without getting tired, who always gave me motivation, prayers, materials from the beginning of my study until to finish my study. Then, my beloved brother (Syahrial Ali Wardi Hasibuan, S.T and Yusuf Azroy Hasibuan, S. Sos) and sisters (Yusra Mizarra Hasibuan, SKM) and My Twin (Nur Hanifah Nihlam Hasibuan). And then Sister in law (Nurmahayati Sari Harahap, S. Si) who always made me happy and always give me motivation, praying and support in finishing my thesis.
8. My special friends who always give me motivation, suggestion, and help me much during the Writing of the thesis. They are, Kaipah Habeahan, Sinta Irawati, Devi Emelya, Wilda, Nahriyah Ulfa, Rabiatul Jamilah, Latifah Nurussaadah, Saddia Anshari, Hotrina Siregar, Fitri Ramadani Nasution.
9. For myself who survived and kept fighting and trying to give my best in completing this thesis.

I am aware that this thesis cannot be deemed perfect without criticism and recommendations. Oleh karena itu, I am very pleased to receive criticism and suggestions from readers about ways to improve this thesis.

Padangsidimpuan, 13th December 2023

Researcher

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CHAPTER I

INTRODUCTION

A. Background of The Problem

Speaking is principal for English students because by mastering speaking skill, they can carry out conversation with others, give the ideas and exchange the information with others.¹ Speaking is one way to communicate that is usually used and more understandable by people. Speaking ability is a skill needed in language learning. It is a mean of someone to express their opinions, feelings, ideas or information to a person orally either face to face or from a distance. According to Thornbury, speaking is so much part of daily life that we take it for granted.² Speaking is one of conveying ideas and being an effective means of sharing knowledge between groups and individuals. Speaking is the expression of the speakers. Through speaking, the speaker is actually expressing a picture of speaker self. Speaking is also a dynamic in the sense that it involves the speaker's aim to the events around him/her to the listener, or to a particular object. When talking to the interlocutor, the speaker usually talks about something related to speaker own life. So, speaker generally use speaking to express point of view or mean of sharing knowledge to interlocutors.

The aim of teaching speaking skill is to develop an effective and fluent communication. Fluency is natural language that occurred when a speaker engages in meaningful interaction, maintains comprehensible, and developing

¹Sri Rahmadhani Siregar, "Using Direct Method in Teaching Speaking", *dalam Jurnal English Education*, Volume 4, No.2, Juli 2016,hlm.34

²Scott Thornbury, "How to Teach Speaking" (New York: Pearson Longman, 2002), p.1, <http://z-lib.org>.

communication. Despite their limitations in communicative competence, they can learn if the educators provide an appropriate strategy which connects them with society in the real life. According Nunan, consequently the teachers should promote the brilliant ideas to motivate the learners in studying speaking.³ Educators should not only teach learners how to practice speaking ability, but also how to adapt into the language. Generally, speaking instruction aims to teach students how to organize their thoughts in a meaningful and logical sequence. However, many instructors were still confronted numerous difficulties in providing an adequate instructions.

Generally, the use of the speaking skill method is intended so that students can use spoken language with the aim of developing, and communicating ideas and information, as well as to integrate with other people. Speaking skill need to be mastered by students in the teaching and learning process at school. However, many instructors were still confronted numerous difficulties in providing an adequate instructions. School has prepared some tools to support the learning activities in class. Beside that, the teacher is the important one in teaching learning process, because the teacher has devoted himself to teaching a science, educating, directing, gives the motivation and also knowledge for students to achieve success in learning. Teachers use media that have been prepared by the school in the teaching process. So, from the teachers' efforts, the teacher hope that students master and are able to speak well and clearly, and also have enough speaking knowledge.

³David Nunan, *Language Teaching Methodology*, (Oxford: Prentice, 2003), p. 23.

In speaking ability, many students in MTs YPKS Padangsidimpuan at the Grade VIII have some problems in learning to speaking. Based on an interview with an English Teacher at MTs YPKS Padangsidimpuan. Students' problem in speaking ability that is First, lack of vocabulary, nervous, feeling shy and not confidence to speak. So, They got difficulty to catch the material that explained by the teacher. Second, lack of practice in communicating with fellow students and often feel that they do not know how to build communication using English. Last, use of the Mother Tongue, usually this problem often occurs in students. When the teacher asks students to talk about a topic using English, they will use their own language because the application of mother tongue is easier and very natural to use or convey.⁴

The researcher also interviewed some students at the grade VIII of MTs YPKS Padangsidimpuan. First, Halmira said, English teacher taught English without explained the lesson, and without strategy and method only asked them to open book and dictionary. That make she feel bored the lesson.⁵ Next, Saputra said, that he did not interested in learning because the teacher just list the vocabularies on the whiteboard, and the teacher instructed to students to just take a note. The teacher did not instructed to memorize them and also not instructed students for conversation in front of the class.⁶ The last is Serena said, that she still got confused and did not understand material, she is not confident to speak in front of the class, even though the teacher already give a vocabulary list, the teacher already also

⁴Lily Arwani, *English Teacher* at Grade VIII of MTs YPKS Padangsidimpuan, Private Interview, (MTs YPKS Padangsidimpuan: Mei 23-2023 at 08.00 am)

⁵AzuraHalmira, *Interview*, Tuesday 23 Mei 2023, 07.30 am

⁶Saputra, *Interview*, Tuesday 23 Mei 2023, 07.40 am

practiced good conversation, and the teacher already explained on the whiteboard about material for good conversation.⁷

Based on the problems above, it means that the learning process has not been achieved optimally and regularly, because the teacher does not use other strategies when teaching. This mean that students' speaking ability is still low. Then, to improve students' speaking skills, teachers need to use several strategies to attract students, attention to make the learning process more enjoyable.

That problems can be solved by using good strategy only. Referring to the students speaking skill problems there are many ways that can solve them, such as the students talk a lot, high motivation, it is regarded by experienced and inexperienced teacher alike as a prerequisite for effective learning, and good level of language.⁸ Success of the students is the goal of teachers in teaching English.⁹ It happens when the strategies used by teacher are highly effective. The Australian Society for Evidence Based Teaching said that to improve students' speaking ability need most teaching strategies in class.¹⁰ Those teaching strategies will be collected by the teachers during learning speaking subject. One of strategies that teachers can use in teaching speaking skill is Turn-Taking. Moreover Furo said that "Turn-Taking strategy can improve students' speaking ability and make students more freer to express opinions"¹¹

⁷Amanda Serena, *Interview*, Tuesday 23 Mei 2023, 07.50 am

⁸Nelson Tornos, *Teaching Today*, (United Kingdom: Delta Place, 2009), pp.39

⁹Penny Ur, *A Course in Language Teaching*, (Cambridge: Cambridge University Press, 1991), pp.35

¹⁰Shaun Killian, "Top-10-Evidence Based Teaching Startegies", *E-news*, vol.2, number 2, January 2014, p.6

¹¹Hiroko Furo, *Turn-Taking in English and Japanese*, (London: Roulledge, 2013), p.32 <https://books.google.co.id/books?id=hTbfAQAAQBAJ&pg=PA235&dq=turn>

Turn-Taking is one of types in dialog for making conversation while people one speak and give turn to other.¹² There are some kinds of it that are taking the floor, holding the floor, and yielding the floor. Taking the floor means that when speakers bring one topic or problem to figure out while holding the floor means that the speakers speak in long time without allowing anyone to speak. Yielding the floor means that the speaker has finished his/her speech so that the collocutor can process.¹³ In this strategy the students can play the role.¹⁴

Based on the background of research, the researcher is interested in making the research about Turn-Taking strategy in speaking ability. Because, Turn-Taking is very appropriate strategy to improve students' speaking ability, the researcher attends to do research about Turn-Taking strategy. This strategy is not like usual that have used by teacher it is will be applied like Turn-Taking talk show in classroom. This research essential to a research entitled "The Effect of Turn-Taking Strategy on speaking ability at the Grade VIII Students MTs YPKS Padangsidempuan"

B. Identification of The Problem

Based on the background the researcher find some problems in students speaking ability at grade VIII MTs YPKS Padangsidempuan. The problems are: First, students like to use native language more than English language in teaching

taking+hiroko+furo&hl=id&newbks=1&newbks_redir=1&sa=X&ved=2ahUKEwil56bqwZKCAxXGTGwGHTEPBfMQ6AF6BAgNEAI

¹²Hiroko Furo, *Turn-Taking in English and Japanese*, (London: Rouledge,2013),p.11

¹³HaruddinHanif Abdullah, "The Study of Turn-Taking in Jane Eyre Movie 2011", (Surakarta,2016).p.6

¹⁴Hastings, *Techniques For Effective Teaching*, (Washington: National Education ASSN, 1966),P.19

process. Second, students are shy to speak English especially in front of class. Third, the students are lack of vocabulary. Problem did not only come from students self, but also come from teacher. The teacher did not use various techniques in teaching learning process and the teacher also did not use English as media of instruction.

Actually there are some kinds of strategy that can be used in teaching speaking such as Turn-Taking, jigsaw, talking stick, think pair and share, and describing picture. Various strategies that are suitable and good use during the teaching and learning process in speaking class.

C. Limitation of The Problem

As mentioned in the identification of the problem, there are several types of strategies that are suitable and good to use in the teaching and learning process in the speaking class, with the aim of encouraging students speaking ability, such as Turn-Taking, jigsaw, talking stick, think pair and share, and describing picture.

In this research, not all of the strategies are discussed, but only focused on Turn-Taking as a strategy. Turn-Taking strategy is one of the cooperative learning strategy in the learning process by taking turns, in conversation and discourse where participants speak one at a time in alternating turns and also topic of speaking in this research focus on Describing People or Descriptive People. So, this strategy will be interested to be used in teaching speaking. The reason for choosing the Turn-Taking strategy is because this strategy can make students speak by expressing their ideas confidently. So, those are the reasons for choosing Turn-Taking as a strategy in this research.

D. Formulations of The Problem

Based on the background of the problem above, the researcher formulates the problem as follows:

1. How is the students' speaking ability before using Turn-Taking strategy at the grade VIII MTs YPKS Padangsidempuan?
2. How is the students' speaking ability after using Turn-Taking strategy at the grade VIII MTs YPKS Padangsidempuan?
3. Is there any significant effect of Turn-Taking strategy on students' ability in speaking at the grade VIII students of MTs YPKS Padangsidempuan?

E. Purposes of The Research

According to the formulation above, the purposes of this research as follow:

1. To know the students' speaking ability before using Turn-Taking strategy at the grade VIII MTs YPKS Padangsidmpuan
2. To know the students' speaking ability after using Turn-Taking strategy at the grade VIII MTs YPKS Padangsidmpuan
3. To know whether there is a significant effect of Turn-Taking strategy on the students' ability in speaking at the grade VIII MTs YPKS Padangsidempuan or not.

F. Significances of the research

The research was be intended to be useful for:

1. Headmaster

In this research, it also can motivate the headmaster to improve students speaking ability by using Turn-Taking.

2. Teachers

This research can be as an additional reference in teaching speaking to encourage students' speaking ability in learning speaking.

3. Readers

This research will be useful for the reader as an additional references for teaching speaking in the future an as comparison for using strategy in teaching speaking.

G. Definitions of Operational Variable

To avoid misunderstanding, this research is consisted of two variables, the key terms of this research are Turn-Taking Strategy and Speaking ability. The explanation of these variables as follow:

1. Turn-Taking Strategy (Variable X)

Turn-taking is a sort of organization where participants take turns speaking one at a time. In many contexts, turns in are a useful way to participate in social life and have been the topic of competition.

2. Speaking Ability (Variable Y)

Speaking is expressing feeling, opinion and information to others and speaking also is the process of building and sharing meaning through the use of verbal and non verbal symbols, in a variety of context.

H. Outline of The Research

The systematic of this research is divided into five chapters. Each chapter consist of many sub chapters with detail as follow:

In chapter one, it consists of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, purpose of research, significances of the research, and systematic of the thesis. In chapter two, it consist of the theoretical description, which consist of sub chapters such as theoretical description of speaking , description of speaking ability, and Turn-Taking Strategy. Then review of related findings, conceptual frame work and hypothesis. In chapter three, it is consist of research methodology which consist of time and place of the research, research methodology, population and sample, instrument of research, the techniques of data and then the technique of data analysis and outline of the thesis. In chapter four, it talks about the result of data analysis. It consist of description of data, hypothesis testing, discussion and threats of research. Finally, in chapter five, it talks about conclusion about this result of study. Cause, some suggestion is given for the students and teacher by research.

CHAPTER II

LITERATURE REVIEW

A. Review of Related Literature

1. Speaking

a. Definitions of Speaking

Speaking is one of the important communication tools to be able to declare themselves as member of the people.¹⁵ Speaking is the process of creating intentional verbal utterances to express ideas. Speaking is an essential component of teaching and learning a second language. Speaking instruction has long been underestimated, and English language instructors have kept teaching speaking only as memorization of dialogues or drill repetition.

Nunan states speaking is the productive aural/oral skill. It is consist of producing systematic verbal utterances to convey meaning.¹⁶ According to Bailey speaking is “an interactive process of constructing meaning that involves producing and receiving and processing information”. It is “often spontaneous, open-ended, and evolving” , however, it is not entirely random. Speaking is such a basic human action that we rarely stop to consider it unless something stands out.¹⁷

¹⁵Anggi Laila, Rayendriani Fahmei Lubis, Zainuddin, “The Effect of Suggestedia Method on Students’ Speaking Ability at Grade VIII MTsN Model Padangsidempuan Lokasi Ujung Gurap”, *dalam Jurnal English Education*, Volume 06, No.2, December 2018, hlm.186

¹⁶David Nunan, *Practical English Language Teaching*, (Singapore: Mc. Graw Hill,2003),p.48.

¹⁷Kathleen M.Bailey, *Practical English Language Teaching 1 Edition* (New York: The Mc. Graw-Hill company),p.52

Michael says, “speaking is a productive skill that can be directly and empirically observed, those observations are invariably collared by the accuracy and effectiveness of a test-takers’ listening skill, which necessarily compromises the reliability and validity of an oral production test”.¹⁸ Based on the explanation above, According to the researcher, speaking is a process of direct (face-to-face) communication between speakers and listeners with the goal of transmitting sentiments, expressions, facts, ideas, and experiences so that they may both grasp what is being addressed.

Speaking ability is in the middle between dialogue and monologue. While all native speakers have the ability to talk extempore on a given subject to a group of listeners, their ability to provide an uninterrupted oral presentation is quite obvious through communicating with other individuals and speakers from various purposes.¹⁹ Speaking proficiency is very imperative of learning English, and the success of it is measured by the ability to use English in spoken communication.²⁰

Based on the theory above can be conclude that speaking is one of the skills in language that must be master by students, because it is very crucial in studying English Language. When the students master in

¹⁸J.Michael, *Authentic Assesment for English Language Learners* (USA: Addison-Wesley Publishing Company, 1996),p.140.

¹⁹MukminatusZuhriyah, “The influence of Students creativity to Construct Sentences Toward Their Speaking Skill”, *Register Journal*, Vol. 11, Number 1, March 2018, p.1-18.

²⁰Syarifudin, “Compensatory Communication Strategies Employed by EFL Students in Taking Turns Talking of a Speaking Class”, *Asian EFL Journal*, Vol. 23, Number.6, 2 November 2019.p.110.

speaking ability mean that the students can share their idea and opinion using English

b. Kinds of Speaking

Some kind of speaking that we teach for communication with other.

According to Douglas Brown, there are types of spoken language:

- 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 maybe included In the criterion performance.
- 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 task 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 task include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple request and comments, and the like.
- 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.
- 5) *Extensive (monologue)*. 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.²¹

²¹H.Douglas Brown, *Language Assessment Principles and Classroom Practices*, New Jersey: Prentice Hall, 2000.p.141-142.

In addition, according to Brown there are two types of oral language:

1) Monologue

Monologue is when one speaker uses spoken language for any length of time, as in speeches, lectures, readings, news broadcast, and the like, the hearer must process long stretches of speech without interruption the stream of speech will go on whether or not the hearer comprehends.

2) Dialogue

Dialogue is involve two or more speakers and can be sub divided in those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey propositional or factual information (transactional).²²

Based on define the researcher concluded that there is a kinds of speaking can be used in teaching learning process. In this research, the test that used is oral test. Actually the oral test has two types, monologue and dialogue. The kinds of oral test that used is monologue.

c. Purposes of Speaking

Purposes of speaking not only for communicate with other but also for producing and receiving meaning, there are purpose of speaking:

1. Informative speaking, seeks to inform. Its goal is the listener understanding something what the speaker understand about the subject what speaker talks and to get information.
2. Invitation speaking is hence an invitation to listener in agreement or evaluation of some sort. When we speak to persuade, we attempt to get listener to take a point of view that they would not have done otherwise.

²²H.Douglas Brown, *Teaching Principles(An Interactive Approach Language Pedagogy)*.New Jersey: Prentice Hall, 2000.p.358

3. Dispositional speaking is more persuasive than it seeks to gain agreement on an attitude, value or belief. This can be very difficult thing to do because it is recreating identity.
4. Actuation speaking seeks to get people to act, to perform in some way. Maybe when the speaker speak is need to act to get understand between the speaker and the listener. Actuation speaking can be considered to be ultimate in persuasive speaking.²³

Speaking has the general purpose and specific purpose. In general, the purpose of speaking as follows:

1. To Inform
To share information with listener by defining, describing, or explanation a thing, place, concept, process, or function. This is about helping audience members acquire information that they do not already process. In this way, the speaker is sharing meaning and ways to understand meaning.
2. To Persuade
To change or reinforce a listeners attitude, belief, value, or behavior. When speak to persuade, we attempt to get listener to embrace a point of view or adopt a behavior that they would not have do otherwise.
3. To Entertain
To help listeners have a good time by getting them to relax, smile and laugh. Where as information and persuasive speech making is focused on the result of the speech process entertainment speaking is focused on the theme and occasion of the speech.²⁴

Based on the explanation above according to O'hair defines that there are some of purposes of speaking and all of the purpose is to get and receive information from the speaker.

d. Principles of Speaking

As a speaker, people must know what the principles of speaking.

Nunan stated there are five principles that teacher aware in teaching speaking, they are:

²³Isaiah, Purpose of speaking, accessed at November 13 2022 retrieved on 15:18 am <http://www.changingminds.org/techniques/speaking/preparingpresentation/purpose-speaking.htm>

²⁴Dan O' hair, A Pocket to Public Speaking (New York: Bedford St, Martin's, 2012

1. Be aware of the differences between second language and foreign language learning context
2. Give students practices with both fluency and accuracy
3. Provide opportunities for students to talk by using group work and limiting teacher talk
4. Plan speaking task that involve negotiation for meaning
5. Design classroom activities involve guidance and practice in both transactional and interactional speaking.²⁵

In additional, there are principles of speaking:

1. Perceptions: Stop trying to be a great speaker. People want to listen to someone who is interesting, relaxed, and comfortable. In the daily conversations we have spoken very day, we have no problem being ourselves.
2. Perfection: When you make a mistake, no one cares but you. Even the speaker will make a mistake at some point. But just keep in your mind that your mistake is notice for you.
3. Visualization: If you can see it, you can speak it. Winner in all aspect of life have this in common: they practice visualization to achieve their goals.
4. Discipline: Practice make perfectly good. Your goal is not to be a perfect speaker. There is no such thing. Your goal is to be an effective speaker. Like anything else in life, it takes practice over and over.
5. Description: Make it personal. Whatever the topic, audiences respond best when speakers personalize their communication. Take every opportunity to put a face on the facts of your presentation.
6. Anticipation: Always leave'em wanting more. Always make your presentation just a little wrong and anticipated.²⁶

From explanation above, there are several principles in teaching speaking. So, teachers can use the principles to make students more active in the teaching and learning process. Teachers can also make the teaching and learning process more interesting.

²⁵David Nunan, *Practical English Language Teaching*, (Singapore: McGraw-Hill, 2003)p.54-56

²⁶Richard Zeoli, Seven Principles of Effectives Public Speaking, retrieved from <http://www.ammanet.org/training/articles/Seven-Principles-of-Effective-Public-Speaking.aspx> accessed at November 14 2022 on 09:50 am

e. Speaking Difficulties

Each people have some difficulties in speaking. According to Douglas there are eight characteristic makes speaking difficulties:

1. Clustering
Fluent speech is phrasal, not word by word. Learners can organizes their out pout both cognitively and physically (in breath group) through such clustering.
2. Redundancy
The speaker has opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.
3. Reduced form
Contractions, elisions, reduced vowels, etc. All from special problem in teaching spoken English (see below, section on pronunciation).
4. Performance variables
One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitation, pauses, backtracking, and corrections.
5. Colloquial language
Make sure your students are reasonably well acquainted with the words and idioms and phares of colloquial language and those they get practice in producing these forms.
6. Rate of delivery
Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.
7. Stress, rhythm and intonation
This is the more important characteristic of English pronunciation, as will be explained below. The stress-timed rhythm of spoken English and its intonation pattern convey important message.
8. Interaction
As noted in the previous section, learning to produce waves of language in a vacuum-without interlocutors would find speaking skill of its richest component: the creativity of conversational negotiation.²⁷

²⁷Brown, H Douglas, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (United States of American: Inc: San Fransisco States University, 1994)p.256

So, based on In context of the rationale provided above, speaking problems are a difficulty for students. Students must be aware of the challenges of speaking if they want to be good communicators. Knowing the challenges beforehand will help them avoid them and talk clearly.

f. Test of English Speaking

According to Hughes there are five categories to measure speaking skills such as: accent, grammar, vocabulary, fluency and comprehend.²⁸

1. Accent, the term accent is used to refer to speech of someone who speaks a language non-natively. For example a French person speaking English is described as having a French accent.
2. Grammar, grammar is a system of rules governing the conventional arrangement and relationship of words in sentence.
3. Vocabulary
 - a) Vocabulary inadequate for even the simplest conversation
 - b) Vocabulary limited to basic personal and survival areas (time, food, family, transportation, etc)
 - c) Choice of word sometime inaccurate, limitation of vocabulary prevents discussion of some common professional and social topics
 - d) Professional vocabulary adequate to discuss special interest: general vocabulary permits discussion of any non-technical subject with some circumlocutions
 - e) Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problem and varied social situation.
 - f) Vocabulary apparently as accurate and extensive as that of a native speaker.

²⁸ Arthur Hughes, *Testing for Language Teachers*, (USA: Cambridge University Press, 1990), p.112

4. Fluency

Fluency is the features which give speech the qualities of being natural and normal, including native-like use pausing, rhythm, intonation, stress, rate of speaking, and use of interjection and interruptions.

In second and foreign language teaching, fluency describes a level of proficiency in communication, which includes:

- a) The ability to produce written and or spoken language with ease
- b) The ability to speak with a good but not necessarily perfect command of intonation, vocabulary and grammar
- c) The ability to communicate ideas effectively
- d) The ability to produce continuous speech without causing comprehension difficulties or a breakdown of communication.²⁹

5. Comprehension

Homby states that “Comprehension is the mind’s act or power of understanding”.

Comprehension can be identified looks like this:

- a) Understand too little for the simplest types of conversation
- b) Understands only slow, very simple speech or common social and touristic topics; requires constant repetition and rephrasing
- c) Understand careful, somewhat simplified speech when engaged in a dialogue but may require considerable repetition and rephrasing
- d) Understand quite well normal educated speech when engaged in a dialogue but require occasional repetition and rephrasing

²⁹Jack C. Richard, Richard Schmidt, *Dictionary of Language Teaching & Applied Linguistic*. (New York: Longman, 2002, p.204.

- e) Understand everything in normal educated conversation except for very colloquial or low frequency items or exceptionally rapid or slurred speech
- f) Understand everything in both formal and colloquial speech to be accepted of an educated native speaker.³⁰

As was already mentioned, the speaker needs to be proficient in a number of speaking evaluations, including accent, grammar, vocabulary, fluency, and comprehension.

Therefore, the evaluation of speaking is to determine whether or not the teacher has succeeded in teaching speaking. Likewise, assess the extent to which pupils can talk in class.

2. Turn-Taking Strategy

a. Definitions of Turn-Taking Strategy

Turn-taking is a sort of conversational organization where participants take turns speaking one at a time. In many contexts, turns in conversations are a useful way to participate in social life and have been the topic of competition. According to Evers that, “Turn-taking is based on the participation of diverse speaker, nevertheless There is a hierarchy dividing them”.³¹ Then according to Bublitz, “who focussed on conversations with more than two participants, we should divide the role of participants into a primary speaker, a secondary speaker and a hearer in everyday communications”.³²

³⁰A. S Hornby, *Oxford Learner's Pocket Dictionary* (New York: Oxford University Press, 2008, p.234.

³¹Bernd Evers, *The Turn-Taking System* (German: GRIN Verlag, 2004), p. 4.

³²Cf. Bublitz, Wolfram: *Supportive Fellow Speakers and Co-operative Conversation* (Amsterdam, Philadelphia: Benjamins, 1988), p. 144

According to Harrison, The Turn-Taking that is a component of conversational patterns but also incorporates working group turn-taking (tanda).³³ The other researcher, Making a point turn in casual conversation is an impressive accomplishment. At the start of any interaction, neither side is aware of how many turns they will take, the topics they will discuss, how long each turn will last, whether or not someone else will join in, and if they do, how the turns will be divided among the many participants, etc. Furthermore, the duration of a speaker's turn is not predetermined from the outset.³⁴ Additionally, there are three allocations in turn taking, namely current speaker select next, Next speaker self-select, and Current speaker continuous.³⁵ Turn-allocation strategies help to some extent prepare what appears to be the foundation of social interaction: face-to-face contact between people.³⁶

So, the writer can conclude from the explanation above, that Turn-taking is a suitable approach to assist students develop their speaking abilities because it will make them more confident, make it easier for them to converse with others, and discourage the usage of their native tongue.

³³Regina Harisson, *Sin and Confession in Colonial Peru: Spanish-quechua Penitential Text* (America: University of Texas Press, 2014), p. 192

³⁴RobbinWoofiitt, *Conversation Analysis and Discourse Analysis: A comparative and Critical Introduction*, (London: SAGE Publication Ltd, 2005), p. 46

³⁵Vivian Zamel, *Enriching Esol Pedagogy: Readings and Activities for Engagement Reflection, and Inquiry*, (London: Lawrence Erlbaum Associates, 2002), p. 211

³⁶Jonathan Culpeper, *Exploring The Language of Drama: From The Text To Context*, (Taylor and Francis e- Library: Routledge, 2002), pp. 14

b. Purposes of Turn-Taking Strategy

In our daily life, people have different communication situation such as ordinary talk and institutional talk. Turn-Taking strategy is important to be studied because it can be used to find out how the participants manage and take to exchange of speaking turn in interaction so the goals of the conversation can be achieved.³⁷

So, this research is important to do because we can know how teacher build the conversation, how students give respond, how they engage the conversation, and how they take their turn in conversation so the learning process can run smoothly.

c. Procedures of Turn-Taking Strategy

Some of procedures of Turn-Taking strategy will be applied in teaching learning process speaking. According to Furo the procedures in Turn-taking strategy are:

- 1) Recognizing when to take a turn
- 2) Signalling that you want to speak and interrupting
- 3) Holding the floor during your turn
- 4) Recognizing when others want to speak
- 5) Yielding a turn
- 6) Signalling that you are listening.³⁸

³⁷YanuarisYanuDharmawan, "The Analysis of Turn Taking strategies in EFL Classrooms," *Journal of Linguistics & Language Education*, Vol 3, No. 2, Oktober 2020, hlm. 1

³⁸Hiroko Furo, *Turn-Taking in English and Japanese*, (London: Rouledge,2013)

So, One of students' learning strategies for developing speaking ability is Turn-Taking, the researcher choose this strategy because it is really effective way to make students active in speaking.

d. Advantages of Turn-Taking Strategy

Having back and fourth conversation with students may seem like a small thing, but it help them learn language especially in speaking competence. A new study has shown that more than children participate in back and forth interaction with their caregivers the more opinion they have in the brain the more responsible for language production and processing.

According to Koohi, Using Turn-Taking strategies to teach speaking in the classroom has several benefits, they are:

- 1) The study also showed a strong connection between the number of turns students taken in conversation and the scores they receive on standardized speaking test.
- 2) The more students are involved in giving each other feedback turn to speak, the greater impact on their language skills.
- 3) Turn-Taking strategy will be able to improve students' self confidence because they used to have turn to speak.
- 4) It can help the students to communicate very well.
- 5) This strategy will detract the use of their mother tongue use.³⁹

³⁹Andrea Lynn Koohi, *Beyond the 30 Milion Word Gap: Back and Forth Exchange Boost Children's Brain Response to Language*, (The Hanen Centre: Hanen Early Language Program, 2018), p. 2-3

3. Teaching Speaking by Using Turn-Taking Strategy

To conduct this research, the researcher mentioned there are process that must be followed before learning, while learning and after learning. Below is a process that must be followed when carrying out the teaching and learning process.

Table 2. 1
Teaching Speaking by Using Turn-Taking Strategy⁴⁰

Learning Activities	Teacher Activities	Procedures	Students Activities
Pre-Teaching	<ol style="list-style-type: none"> 1. Teacher and students greet each other 2. Read a prayer before studying and then check student attendance 3. The teacher asks the students to stand up to warm up 4. The teacher prepares a method or strategy in the learning process 	Opening	<ol style="list-style-type: none"> 1. Students sit on chairs 2. Students pray together 3. Students listen and pay attention 4. Students are attentive and action
While-Teaching	<ol style="list-style-type: none"> 1. The teacher introduces material about explaining pictures clearly and clearly 		<ol style="list-style-type: none"> 1. Students listen to the teacher's explanation 2. Students understands the

⁴⁰Hiroko Furo, *Turn-Taking in English and Japanese*, (London: Roulledge,2013)

Learning Activities	Teacher Activities	Procedures	Students Activities
	<p>2.The teacher instructs the students to show the picture that will be explained</p> <p>3.The teacher explains the material related to explaining the picture "Describing People"</p> <p>4.The teacher gives examples to students how to explain pictures in English</p>		<p>explanation of the material explained by the teacher</p> <p>3.The students imitate what the teacher says</p>
Groups			
	1. Form several groups		1.Sit with their group mates
	2.The teacher asks students to pay attention to the "Idol" image related to the material		2.Students pay attention to the "Idol" picture
	3.Ask students to speak according to the turn of each group	Recognizing when to take a turn	<p>3.Listen to instructions from the teacher</p> <p>4.Students must know their turn to speak</p>
	1.The teacher gives the opportunity for each group to talk by holding a picture	Signalling that you want to	1.Students give their opinion to other students,

Learning Activities	Teacher Activities	Procedures	Students Activities
		speak and interrupting	related to the picture 2. Other students can also give their opinion to those who are talking
	1. Listen to students' opinions/explanations related to pictures	Holding the floor during your turn	1. Students speak out opinions related to the picture for a long time without letting anyone speak
	1. The teacher gives an opportunity to other students who want to speak or give their opinion	Recognizing when others want to speak	1. Students express their opinions in an unvaried manner
	1. The teacher provides feedback to each student who has provided an opinion/explanation related to the picture	Yielding a turn	1. Students have completed their opinion/explanation related to the picture 2. Other students can provide feedback to the speaker
	1. The teacher asks the students to listen to understand the speaker's explanation regarding the picture	Signalling that you are listening	1. Students who speak can listen to the explanation

Learning Activities	Teacher Activities	Procedures	Students Activities
			from the next speaker
Pos-Teaching	<ol style="list-style-type: none"> 1.The teacher gives conclusions/feedback 2.The teacher gives homework to students 3.The teacher informs the material to be discussed at the next meeting 	Closing	<ol style="list-style-type: none"> 1.Students listen to the teacher 2.Studentresponse to the teacher's orders 3.Students do their homework at home 4.Students listen to the teacher 5.Students discuss the next material outside the class with their friends 6.Appropriate action, students all respond confidently

4. Teaching Speaking by Using Teacher Strategy

a. Definition of Teacher Strategy

One of the teaching strategy is conventional strategy where the teacher is the centre of learning and the students as listener. “Conventional (traditional) learning required students to memorize the material given by

the teacher and not to relate the material to the real situation”⁴¹. It means that, conventional strategy educate the students by giving explanation in front of the class.

This strategy has been used for a long time. Where, a learning can be said to be conventional if the students are passive recipients of information, the learning very abstract and theoretical, the teacher is determinant of the learning process, less interaction among students.

From explanation above, conventional strategy can be defined as a traditional strategy used by teachers in schools with mutual agreement. Conventional strategy is also teacher learning center that most of the speaking time is spent by teacher than students in the class.

b. The Steps of Conventional Strategy

The technique used in teaching speaking usually apply in K13 program. There are some steps of teacher method in general:

- 1). Preparation (create the learning condition to students)
- 2). Implementation (Teacher conveys the material then give opportunity to students for connecting and comparing the material of teacher that had accepted through catechizing)
- 3). Evaluation (Give a test to students for looking students' comprehension about material that had learned)⁴²

There are some steps of teacher method:

- 1) Explain the subject matter
- 2) Identify the difficult word
- 3) Ordering the students translate in target language

⁴¹Ilyas, “Ciri-ciri Model Pembelajaran Konvensional” 3 (2012): p. 56, shortul.at/ghrBJ

⁴²Syaiful Bahri Djamarh, *Strategy Belajar Mengajar* (Jakarta: PT. Asdi Mahasatya, 2006), p.99

- 4) Ordering the students to memorize.

c. The Advantages and Disadvantages of Conventional Strategy

There are several advantages as the reason why teacher are often used the conventional strategy: The advantages are:

- 1) The strategy is cheap and easy to do, cheap in the sense that the teacher activity does not require complete equipment, in contracts to other strategy such as demonstration. While easy, the teacher only relies on teacher's voice.
- 2) The teacher can present a wide range of topics. Much of what is learned can be summarized or explained quickly by the teacher.
- 3) Teachers can indicate important points that need to be emphasized. This means teachers can adjust which key points need to be emphasized according to the needs and goals to be achieved.
- 4) Class organization can be made simple. The teacher does not require a variety of class setting, or do not require complicated.⁴³

It can be concluded that, the conventional strategy is easier and cheaper because does not take more energy even costs in the teaching and learning process. The delivery of learning is more directed and also complete because it is discussed one by one by the teacher. The atmosphere of the classroom also conductive, because the students only need to listen to the teacher's explanation and students are silent in their chair.

In addition to some of the Advantages above, the conventional strategy also have some disadvantages, including:

- a. The material that can be mastered by the students as a result of the teacher will be limited to what is mastered by teacher. This weakness is indeed the most dominant weakness, because what the teacher gives is what the masters, so what is mastered by students will depend on what is mastered by the teacher.

⁴³Iyas, "Ciri-ciri Model Pembelajaran Konvensional," p. 64.

- b. Teacher that are not accompanied by demonstration can lead to verbalism.
- c. Teacher who lack good speaking skill are often considered a boring situation.
- d. It is very difficult to know whether all students have understood what is being explained or not.⁴⁴

From the explanation above, it should be note that a conversational strategy will work well if supported by other strategy. Because the conventional strategy still reasonable to do if there is a new topic, if there are no sources of learning material for students, also if face a large number of students, so a conventional strategy can be combined with other strategy to achieve maximum goals.

B. Review of Related Research

In fact, this paper is not the first study conducted. There are some related studies previously done by others. You can use it as a reference to do better research. Below is a completed study:

The first is the researches by Islamiyah about conversation analysis of Turn-Taking mechanism in Piers Morgan Tonight Talk Show. The method of this research is qualitative method. The purpose of this research is to analyze the turn taking mechanism in Piers Morgan Tonight Talk Show between Piers Morgan and Bruno Mars which every conversation always occurs the turn and the taking to make conversation flows well. The result of this research shows that there are twenty one data collected from random sampling, those collected data resulted three kinds of

⁴⁴Dewo, "Metode pembelajaran modern dan konvensional pada sekolah menengah Atas .: p.21.

turn taking mechanism, such as taking the floor, holding the floor, and yielding the floor. The differentiate between previous research and present is the previous research only determine the mechanism of Turn-Taking in Piers Morgan and Bruno Mars while the present focus on using Turn-Taking strategy to improve the students' speaking ability.⁴⁵

The second research is about Turn-Taking analysis in Pitch perfect 1 Movie 2012 by Laila. The writer analyzes the data by describing the finding. The method of this research is qualitative research which is observed people and behavior. This research have some aims, such as to identify the types of turn taking in Pitch Perfect 1 movie, to describe the intention of turn taking was used by participants in Pitch Perfect 1movie, and to give reason why certain types of turn taking indicate politeness. The comparison of this research and the present research are this research focus on analysis of Turn-Taking in the Pitch perfect movie only while my research focus on the students in class who use the Turn-Taking strategy to increase the students' speaking ability.⁴⁶

The third research is about Turn-Taking in classroom interactions: overlapping, interruptions, and pauses in primary by Maroni, The method of this research is qualitative research which describe analysis of the collected data revealed a transformation of children's class activity and a change in the use of turn-taking strategies (overlaps, interruptions and pauses). The aims of this research are to observe and to analyze the different turn transitions. This studies showed that turn-

⁴⁵NuryatulIslamiyah, "Conversation Analysis of Turn-Taking Mechanism In Piers Morgan Tonight Talk Show", (*Thesis*, UIN SyarifHidayatullah, Jakarta, 2015), p. 1

⁴⁶WredhatriMulyandri, "Turn-Taking analysis in Pitch Perfect 1 Movie 2012", (*Thesis*, UniversitasMuhammadiyah Surakarta, Sukrakarta, 2017), p. 1

taking in conversation is a central issue in classroom interaction and an important constituent of teaching- learning process. The different or the comparison between Barbara's research and the presentation research are this research talk about how to observe and to analyze the different turn transitions.⁴⁷ My research talk about Turn-Taking can improve the students' speaking ability in junior high school.

The fourth research is conducted by Turuhi. The finding shows that "there were the score of the students increased in each cycle, in cycle 1 when the researcher do the speaking test, the students' score was 73, it means that the students still got under the standard score. In cycle 2 the students' score was 80, it means that the students got high score.⁴⁸ It means Turn-Taking strategy was appropriate strategy to improve students' speaking ability.

C. Conceptual Framework

In speaking, there is a process of communication between the speaker and listener. Speaking is a process of expressing opinion, feeling, perceptions, comment or refuse opinion from others. It is necessary to find a way in teaching speaking in order to improve students' speaking skill and purposed to get communication well. Having good fluently in speaking can make students and teacher work together in the class. So, the purpose of teaching English in the class can be reached optimally.

Based on the students problem or students difficulties in mastering speaking, it must be solve by doing new strategy in teaching namely Turn-Taking strategy.

⁴⁷Barbara Maroni "Turn-Taking in classroom interactiona: overlapping, interruptions, and pauses in primary", *European Journal of Psychology of Education*, Vol. 23, Number 1, March 2008, p. 59-76

⁴⁸LatifahTuruhi, "Improving Students, Speaking ability Using Turn-Taking Strategy" (UniversitasIslam NegeriMataram, 2020), p 18, <http://etheses.uinmataram.ac.id/1545/1/Latifa%20Turuhi%20160107100>

Turn-Taking strategy is a sort of conversational organization where participants take turns speaking one at a time.

To know the effect of this strategy, the researcher must research two classes. The class named experimental class and control class. Experimental class is a class that teach by using Turn-Taking Strategy. Then, control class is a class that teach by using teachers' strategy or teachers' method.

In this research, the test will be given before doing strategy named pre-test for each class. After that, researcher teaches personal invitation sub topic by using teacher method in control class and using Turn-Taking Strategy in experimental class. To know the effect of Turn-Taking Strategy, the researcher give back test named post-test.

This test is to whether the hypothesis is accepted or rejected. The process of researcher activities in doing research can be seen as picture follow:

Student problem are:

Having lack of vocabulary, nervous, feeling shy and not confidence to speak. The students use of the mother tongue.

Lack of practice in communicating and students difficult to speak English. The teacher did not use various techniques in teaching learning process and the teacher did not use speak English.

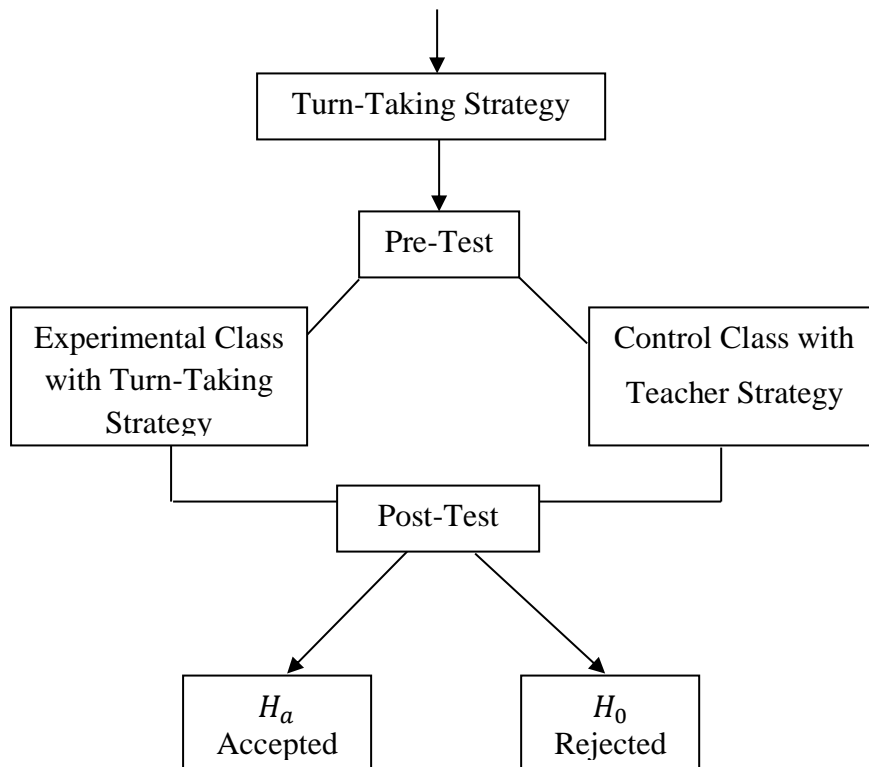


Figure 2. 1: Conceptual Framework

D. Hypothesis

The hypothesis is needed to show the researchers thinking and expectation about the result to the study. In this research hypothesis stated that: Alternative Hypothesis (H_a): There is a significant effect of Turn-Taking Strategy on students' speaking ability at the grade VIII MTs YPKS Padangsidempuan. Null Hypothesis (H_0) : There is no a significant effect of Turn-Taking Strategy on students' speaking ability at the grade VIII MTs YPKS Padangsidempuan.

CHAPTER III

RESEARCH OF METHODOLOGY

A. Place and Time of Research

This research was done in MTs YPKS Padangsidimpuan. It is located at Jl. Sutan Soripada Mulia. No. 52 A, Kelurahan. Tano Bato, subdistrict Padangsidimpuan Utara. Padangsidimpuan City. North Padangsidimpuan Province, The research was conducted from 26 July until 04 August 2023.

B. Research Design

The design of this research is quantitative design in experimental research. Two classes were used in this method. Experimental classes are classes taught using turn-taking strategies as therapy, and control classes are classes taught using conventional strategies. This study used a true experimental design in which pre-test and post-test control class design. The pre-test and post-test control class design involves two groups of subject, one was given experimental treatment (experimental class). From this design, the effect of treatment on the dependent variable was tested by comparing the state of the dependent variable in the experimental class after being treated with a control class that was not treated. The research designed for pre-test and post-test control class design by using one treatment can be seen below:

Table 3. 1
Research Design

Class		Treatment	
Experimental Class	Pre-test	Teaching by using Turn-Taking strategy	Post-test
Control Class	Pre-test	Teaching by using teacher strategy	Post-test

In this research, researcher gave the Pre-test before give the treatment and gave the Post-test after give the treatment to experimental class and control class.

It can be seen from the following table:

Table 3. 2
Experimental and Control Class

Class	Pre-test	Treatment	Post-test
Experimental Class	√	√	√
Control Class	√	×	√

C. Population and Sample of Research

1. Population

Based on the information from a teacher that the students in VIII grade of MTs YPKS Padangsidimpuan, population of the research consist of 5 classes with 148 students. It can be seen from the table follow:

Table 3. 3
Population of The Research

No.	Class-VIII	Total Students
1.	VIII-1	27
2.	VIII-2	32
3.	VIII-3	27
4.	VIII-4	31
5.	VIII-5	31
Total		148

2. Sample

The population in this research is big enough. So, it was needed to be classified into class or groups. So, sample is the part of population that is chosen as respondent of the research. By using simple random sampling, the research chose VIII-1 consisting of 27 students and VIII-3 consisting of 27 students as a respondents. So, the total samples of the research are

54 students. They are experimental class and control class. So, one class is an experimental class and the other is control class.

Table 3. 4
The Sample of the Research

No.	Class	Number
1.	Experimental Class VIII-1	27
2.	Control Class VIII-3	27
Total		54

D. Instrument of Collecting Data

The instrument of this research is speaking test. Testing speaking is the test to measure the student's ability to speak. In testing speaking, there are two types of test, they are oral test and written test. In this research, the test that used is oral test. Actually the oral test has two types, monologue and dialogue. The kinds of oral test that used is monologue. So, test is about making describing people include the topic that is about descriptive people or my idol. In this research, pretest and post-test will be given to compare the student's speaking ability before and after the implementation of the strategy.

The way of collecting data is very important in conducting the research. In this research, the oral speaking test that used as the instrument of this study. In order to established the validity of the speaking test, the researcher determines that the ability of the students to speak is indicated by his/her ability to speak: Accent, Grammar, Vocabulary, Fluency, and Comprehension.

Table 3. 5
The Indicators of Speaking

No.	The Indicators of Speaking	Score
1.	Accent	
	1. The pupil has ability to pronounce the word	1
	2. The pupil has ability to require foreign accent	2
	3. “Foreign accent” which do not interfere with understanding	3
	4. The pupil has ability to diffenciate abd understand difficult pronouncation	4
5. No conspicuous mispronunciation, but not would not be taken for native	5	
2.	Grammar	
	1. The pupil makes inaccurate phrase	1
	2. Constant error showing control of very fe major patterns and frequently preventing communication	2
	3. The pupil makes frequent error showing some majors patterns uncontrolled and causing occasional irritation and misunderstanding	3
	4. The pupil show imperfect control of some pattern but or weakness that cause misunderstanding	4
5. Few errors, with no pattern of failure	5	
3.	Vocabulary	
	1. Vocabulary inadequate for even the simplest conversation	1
	2. The pupil’s vocabulary is limited to basic personal and survival area	2
	3. The pupil sometimes choose inaccurate, limitations of vocabulary prevent discussion of some common professional and sicial topic	3
	4. Professional vocabulary adequate to discuss special interest, general vocabulary permits discussion of any not technical subject with some circumlocution	4
5. Professional vocabulary broad and pracise, general vocabulary adequate to cope with practical problems and varied situations.	5	
4.	Fluency	
	1. Speech so halting and fragmentary that conversation is virtual impossible.	1
2. Speech is very low and uneven for short or routine sentences.	2	

No.	The Indicators of Speaking	Score
	3. Speech is frequently hesitant and jerky, sentences any be left uncompleted.	3
	4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping words.	4
	5. Speech is effortless and smooth, but perceptibly	5
5.	Comprehension	
	1. Understand too title for the simplest type of conversation.	1
	2. Understand only slow, very simple speech on common social tourist topic, requires repetition rephrasing.	2
	3. Understand careful, somewhat simplified speech when engaged in a dialogue, but many requires considerable repetition and rephrasing.	3
	4. Understand quite well normal educated speech when engaged in a dialogue, but requires occasional repetition conversation or phrasing.	4
	5. Understand everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech. ⁴⁹	5

From above indicators, the researcher give the speaking test, pre-test and post-test to the students. The experimental class and control class are give some materials. Which consisted of communication aspect that will be taught by Turn-Taking strategy.

The qualification the percentage of criteria in students' speaking ability can be drawn as follows:

⁴⁹Arthur Hughes, *Testing for Language Teachers*, (USA: Cambridge University Press, 1990), p. 110-113

Table 3. 6
The Criteria of the Qualification Score

No.	Criteria	Percentage	High Score
1.	Accent	20%	20
2.	Grammar	20%	20
3.	Vocabulary	20%	20
4.	Fluency	20%	20
5.	Comprehension	20%	20
Total		100%	100

So, based on the description above, the classification of the students' speaking ability can be seen as follow:

Table 3. 7
Classification of The Students' Score in Term of the Level Ability

No.	Score	Classification
1.	80-above	Very good
2.	66-79	Good
3.	56-65	Enough
4.	41-55	Less
5.	40-down	Failed

(Adapted by Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud)

From the above indicators, the researcher gave the speaking test to the students

E. Validity and Reliability of Instrument

1. Validity

Validity is important in all forms of research, kind of test and measurements. Validations begins with understanding the interpretations made to the selected test or tool. A good test must be valid. Test must to be valid in order to measure the sample ability accurately. In this research, the researcher used construct validity to get validity of the instrument. It seems to validate the content of the instrument. Indeed researchers validate the test against English teachers. There are two validation of test in this research,

they are post-test and pre-test. Each level has the test. A test is completed for each pre-test and post-test. Another important requirement for researchers is reliability.

2. Reliability

Reliability means that the test results show similarity. A research tool has a high reliability score if the test produces measurably consistent results. Construct validity and reliability are aspect of instrument which based on the experts. The researcher tried to give a point of view of this instrument whether the instrument can be used or still needs improvement, or is not in use. Researchers used speech tests to test students' ability to speak. Then assessment in speaking ability based on the indicator of speaking. The general indicator usually used when the teacher need to see the students ability.

F. Procedures of Collecting Data

To get the data from the students, the research collects by giving test, it consist of pre-test and post-test to students. This research used three steps. The step that used in this research as follow:

a) Pre-test

The researcher distributed the pre-test in both of classes to find out the students' prior knowledge of speaking competence before conducting the treatment. The data collector trained for data collection. Each data collector collected data from two classes which the same question test between control class and experiment class.

1. The researcher distributes the paper of the test, which is to describing people or description I dol to the control class and experimental class.
2. The researcher explains what the students to do.
3. The researcher gives time to pay attention to the picture test.
4. Students do the test by describing picture in front of the class.
5. The researcher take a recording as an assessment.
6. The researcher check it the students test by recording and find out the mean score of both of class.

b) Treatment

The researcher gave the treatment by teaching the experiment class using Turn-Taking strategy. The procedures was:

1. In the material understanding session, the teacher provides an explanation of the material to students regarding the material being discussed. Followed by a discussion of grammar and vocabulary about the material describing people and asking whether they understand the material or not.
2. In the speaking session, the teacher prepares pictures related to describing people who have been discussed in the material understanding session. Aims to make it easier for students to explain the picture. The teacher gives examples of how to speak by using speaking turns. After that asks students to practice with their friends.
3. The last activity is to describe the picture. In this activity, the teacher asks students to carry out speaking activities in front of the class individually by

describing the picture. The teacher also invites students to bring pictures when performing. In control class is taught by using conventional strategy.

c) Post-test

After giving the treatment, both of the classes again was given the final test in order to measure their speaking skill. This test was used for investigating the difference of speaking skill between the experimental class and control class.

1. The researcher distributes the paper of the test to students
2. The researcher gave the task of describing the picture
3. The researcher asked the students to practice speaking orally taking turns related to the test describing pictures in groups
4. The researcher gives time to question and answer based on the topic
5. The researcher gave feedback to the group that was talking

G. Technique of Data Analysis

The researcher applied a statistical calculation called a simple regression formula to analyze the data. The regression formula is used to determine whether or not the Turn-Taking strategy has a substantial effect on the students' ability for speaking test. The SPSS 26.0 version is used to statistically analyze the data.

a) Requirement

1) Normality Test

The function of normality test is to know whether the data of research is normal or not. The normality test is a test for determining if the research's data of sample will be taken is representative or not, so

that the research conclusions drawn from a number of samples can be accounted for. The hypothesis for normality test is formulated as follows:

H_0 =The data is normally distributed

H_a =The data is not normally distributed

The significant level chosen in analyzing the score of $F_{calculated}$ through using SPSS 26.0 version is 5% or 0.05. Statistically the hypothesis is:

$H_0: F_{calculated} > F_{0.05}$ or $significant_{calculated} > significant \alpha (0.05)$

$H_a: F_{calculated} < F_{0.05}$ or $significant_{calculated} < significant \alpha (0.05)$

Table 3. 8
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		27
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	2.92662152
Most Extreme Differences	Absolute	.156
	Positive	.156
	Negative	-.077
Test Statistic		.156
Asymp. Sig. (2-tailed)		.088 ^c

From the data above can be seen that the significance is 0.088. It means $0.088 > 0.05$. H_0 is accepted and H_a is rejected. So, the data are normal.

2) Homogeneity Test

Homogeneity test is used to find homogeneity of the variances of each class. If the both of classes are same the variant or not. The researcher used test of homogeneity of variances with using SPSS 26.0 version.

Table 3. 9
Test of Homogeneity of Variance

Levene Statistic	df1	df2	Sig.
.019	1	52	.890

Based on the table above, it showed that variance between groups based on Mean have significance 0.890. It means $\text{sig} > \alpha = 0.05$. $0.890 > 0.05$. The data in both of groups are homogenous.

3) Hypothesis test

The data analysis of data was done to find out the achievement of the two groups that have been divided in to experimental and control class. To know the difference between the two classes, the researcher used t-test to the test the hypothesis. The researcher use Independent Sample T-test with using SPSS 26.0 version. The researcher made the hypothesis from the data that have been analyzed by looking at the t_{count} and compare it to t_{table} . If $t_{count} > t_{table}$, it means the alternative hypothesis is accepted (there is a significant effect), mean while, if $t_{count} < t_{table}$ means hypothesis is rejected (there is no significant effect).

CHAPTER IV

THE RESULT OF THE RESEARCH

As mentioned in earlier chapter, in order to evaluate the effect of Turn-Taking strategy on students' speaking ability, the researcher has calculated the data using pre-test and post-test. The researcher conducted the research with a pre-test to know the students' speaking ability before given the treatment and a post-test to know the students' speaking ability after given the treatment that was performed through the use of the Turn-Taking strategy. Researcher applied quantitative analysis by using the formulation of T-test and SPSS version 26.0 application to test the hypothesis. It is done to know the effect of Turn-Taking strategy on students' speaking ability. Here the researcher would like to describe the result based on data that has been researcher as follow:

A. The Description of Data

1. The Description of Data before using Turn-Taking Strategy

a. Score of Pre-Test in Experimental Class

In pre-test of experimental class, the result of the test before using Turn-Taking strategy on students' speaking ability can be seen in the following table:

Table 4. 1
The Score of Pre-test in Experimental Class
Statistics

Pre-Test Experimental		
N	Valid	27
	Missing	0
Mean		60.74
Median		60
Mode		50
Standard Deviation		11.743
Range		45
Minimum		45
Maximum		90
Sum		1640

Based on the table above, the researcher got that the from experimental class can be described as The sum (Total Score) of the experimental class in the previous test was 1640, the Mean was 60.74, the Median was 60, the Mode was 50, the Range was 45, the Minimum score was 45 and the maximum score was 90. Then, the calculation of the frequency distribution of the students' score in experimental class can be seen in the table below:

Table 4. 2
Frequency Distribution (Pre-test) in Experimental Class

No.	Interval	Middle Point	Frequenc y	Percentage (%)
1.	45-52	48.5	8	29%
2.	53-60	56.5	9	33%
3.	61-68	64.5	3	11%
4.	69-76	72.5	4	14%
5.	77-84	80.5	2	7%
6.	85-92	88.5	1	3.7%
	<i>I=8</i>		27	100%

Based on the table above, the students' number that there was in the class interval between 45-52 was 8 students (29%), class interval between 53-60 was 9 students (33%), class interval 61-68 was 3 students (11%), class interval 69-76 was 4 students (14%), class interval 77-84 was 2 students (7%), class interval 85-92 was 1 students (3.7%). Based on the table above, it could be seen on the histogram in the following figure:

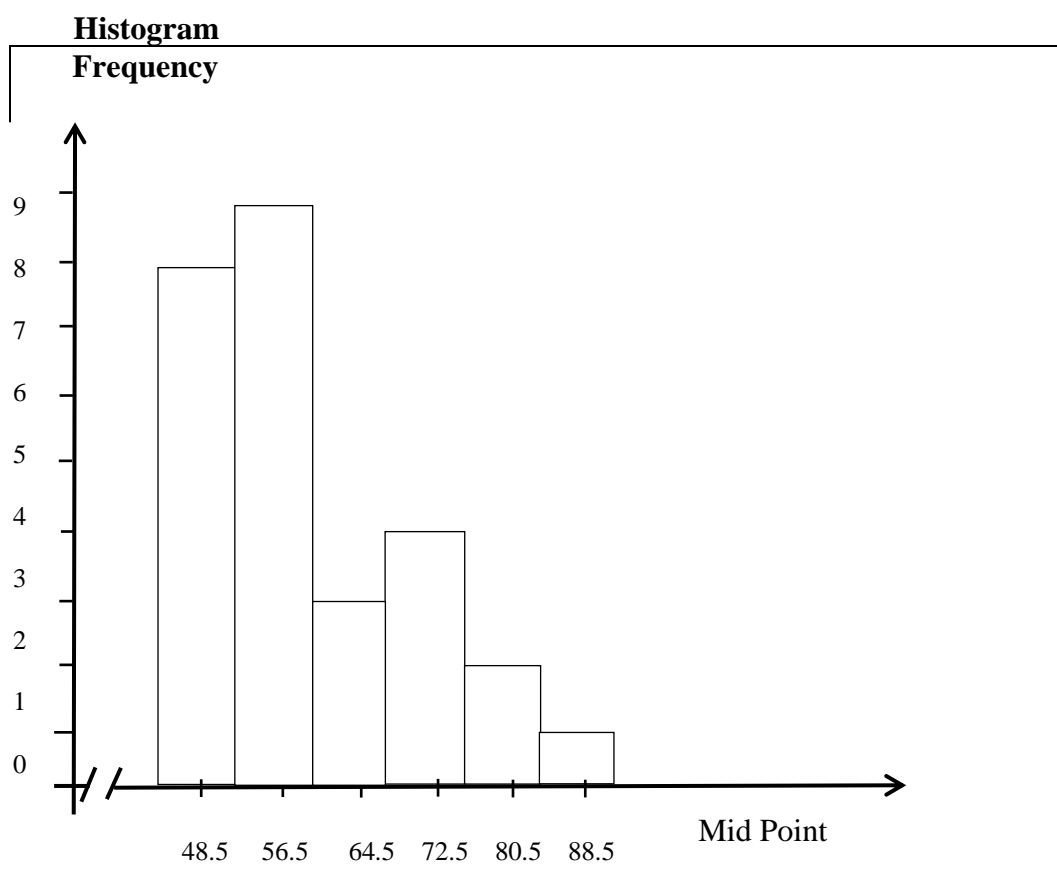


Figure 4. 1: Description of (Pre-test) in Experimental Class

Based on the histogram above, the comparison between the students' highest score and the lowest score can be seen. From that histogram of students' of score experimental class in pre-test, it was shown that the

highest interval 85-92 was 1 students and then the lowest interval 45-52 was 8 students.

b. Score of Pre-Test in Control Class

In a control class pre-test, researchers calculated the results from the students' performance. The score of pre-test in control class can be seen in the table below:

Table 4. 3
Score of Pre-test in Control Class
Statistics

Pre-test Control Class		
N	Valid	27
	Missing	0
Mean		55.19
Median		55
Mode		55
Standard Deviation		7.53
Range		30
Minimum		40
Maximum		70
Sum		1490

Based on the table above, the researcher got that the pre-test total score was 1490, mean was 55.19, median was 55, mode was 55, range was 30, minimum score was 40, and maximum score was 70. Then calculation of the frequency distribution of the students' score in control class can be seen in the table frequency distribution below:

Table 4. 4
Frequency Distribution (Pre-test) in Control Class

No.	Interval	Middle Point	Frequency	Percentage (%)
1.	40-44	42	1	0.37%
2.	45-49	47	3	11%
3.	50-54	52	6	22%
4.	55-59	52	7	29%
5.	60-64	62	6	22%
6.	65-69	67	2	0.74%
7.	70-74	72	2	0.74%
	<i>I=5</i>		27	100%

Based on the table above, the students' number that there was in the class interval between 40-44 was 1 students' (0.37%), class interval between 45-49 was 3 students' (11%), class interval between 50-54 was 6 students' (22%), class interval between 55-59 was 7 students (29%), class interval between 60-64 was 6 students (22%), class interval between 65-69 was 2students (0.74%), then class interval between 70-74 was 2 students (0.74%).Based on the table above, it can be seen on histogram in the following figure:

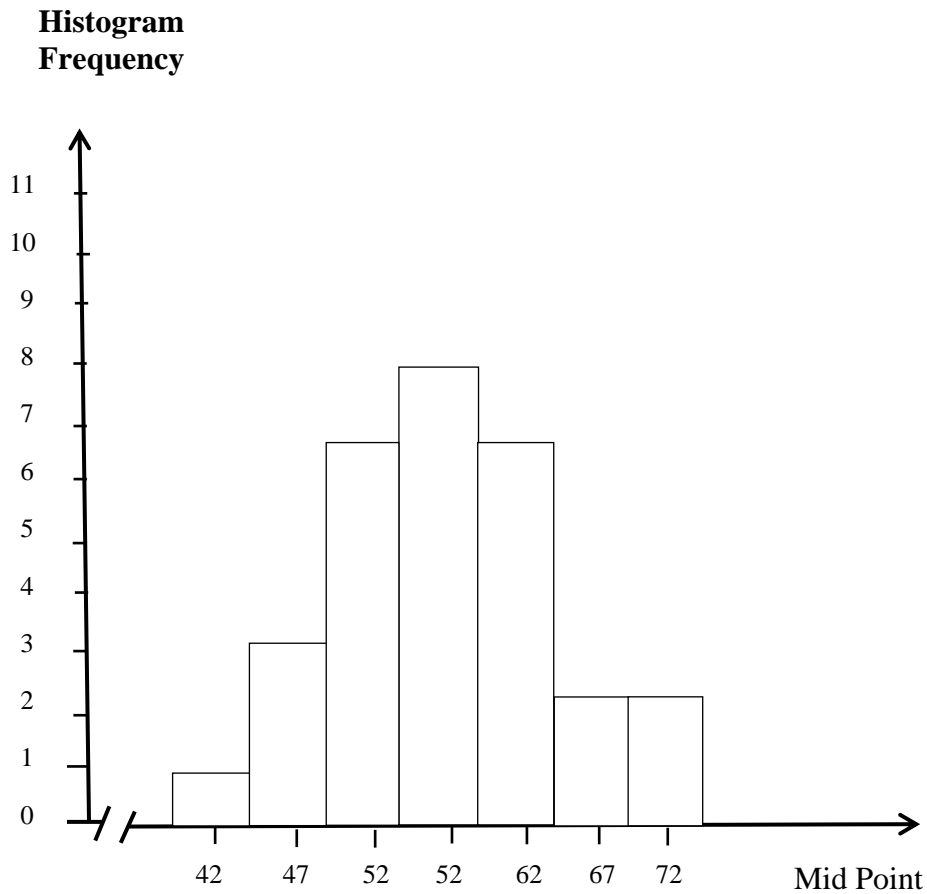


Figure 4. 2: Description of (Pre-test) in Control Class

Based on the histogram above, the comparison between the students' highest score and the lowest score can be seen. From that histogram of students' score of control class in pre-test, it shown that the highest interval 70-74 was 2 students and then the lowest interval 40-44 was 1 students'.

2. The Description of Data after using Turn-Taking Strategy

a. Score of Post-Test in Experimental Class

In post-test for experimental class, the researcher calculated that had been gotten by the students in answering the test after researcher did the treatment by using Turn-Taking strategy. Researcher could give the score to students about their speaking ability based on their

performance. The score of post-test for experimental class can be seen the following table:

Table 4. 5
Score of Post-test in Experimental Class
Statistics

Post-test Experimental		
N	Valid	27
	Missing	0
Mean		69.07
Median		65
Mode		65
Standard Deviation		9.203
Range		40
Minimum		55
Maximum		95
Sum		1865

Based on the table above, the total score of experimental class for post-test was 1865, mean was 69.07, median was 65, mode was 65, range was 40, minimum score was 55, and maximum score was 95. Then, the computer of the frequency distribution of the students' score of experimental could be applied into table frequency distribution as follow:

Table 4. 6
Frequency Distribution (Post-test) in Experimental Class

No.	Interval	Middle Point	Frequency	Percentage (%)
1.	55-61	58	7	25%
2.	62-68	65	8	29%
3.	69-75	72	6	22%
4.	76-82	79	5	18%
5.	83-89	86	0	0%
6.	90-96	93	1	3.7%
	<i>I=7</i>		27	100%

From the table above, the students' number in class interval between 55-61 was 7 students (25%), class interval between 62-68 was 8 students' (29%), class interval between 69-75 was 6 students' (22%), class interval between 76-82 was 5 students (18%), class interval between 83-89 was 0 students (0%), then class interval between 90-96 was 1 students (3.7%). In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

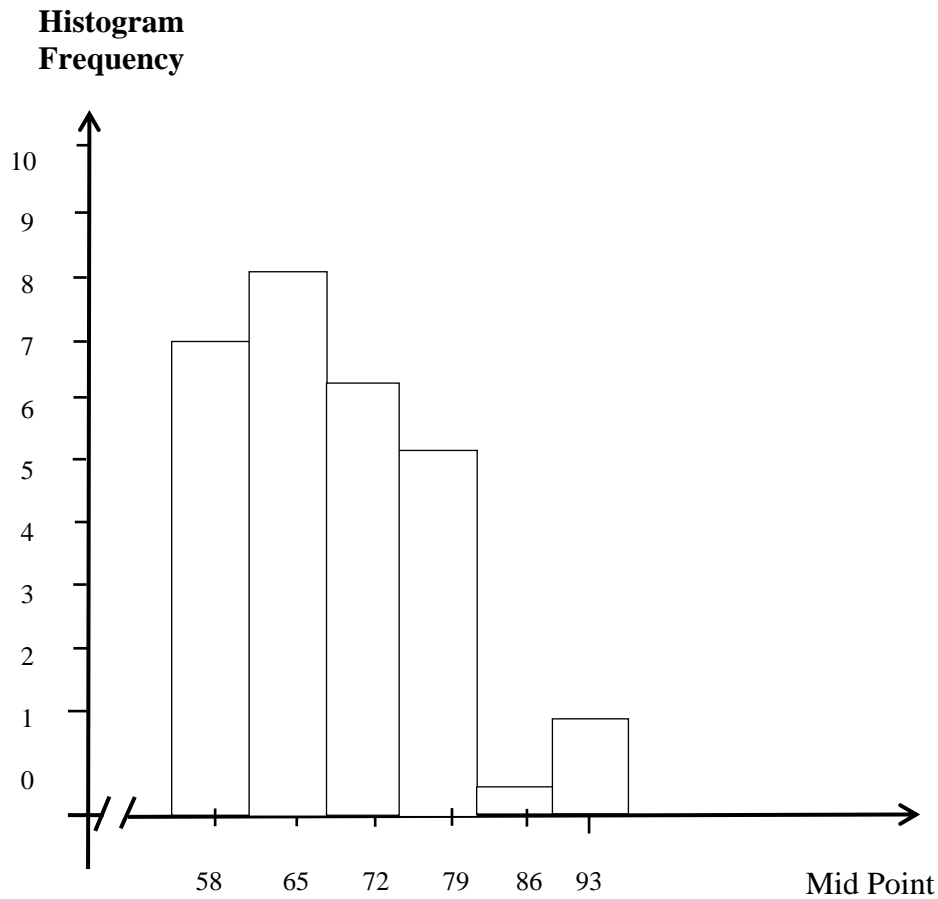


Figure 4. 3: Description of (Post-test) in Experimental Class

Based on the histogram above, the comparison between the students' highest score and the lowest score can be seen. From that histogram of students' score of experimental class in post-test, it shown that the highest interval 86-93 was 1 students and then the lowest interval 55-61 was 7 students.

b. Score of Post-Test in Control Class

The result of control class in post-test after answering the test that taught by using conventional strategy can be seen in the table below:

Table 4. 7
Score of Post-test in Control Class
Statistics

Post-test control class		
N	Valid	27
	Missing	0
Mean		60.74
Median		60
Mode		60
Standard Deviation		9.375
Range		35
Minimum		45
Maximum		80
Sum		1640

Based on the table above, the researcher got that the post-test total score was 1640, mean was 60.74, median was 60, mode was 60, range was 35, minimum score was 45, and maximum score was 80. Then calculation of the frequency distribution of the students' score in control class can be seen in the table frequency distribution below:

Table 4. 8
Frequency Distribution (Post-test) in Control Class

No.	Interval	Middle Point	Frequency	Percentage (%)
1.	45-50	47.5	5	19%
2.	51-56	53.5	6	22%
3.	57-62	59.5	7	26%
4.	63-68	65.5	3	11%
5.	69-74	71.5	2	7%
	75-80	77.5	4	15%
	<i>I=6</i>		27	100%

From the table above, the students' number in class interval between 45-50 was 5 students (19%), class interval between 51-56 was 6 students' (22%), class interval between 57-62 was 7 students' (26%),

class interval between 63-68 was 3 students (11%), class interval between 69-74 was 2 students (7%), then class interval between 75-80 was 4 students (15%) Based on the table above, it can be seen on histogram in the following figure:

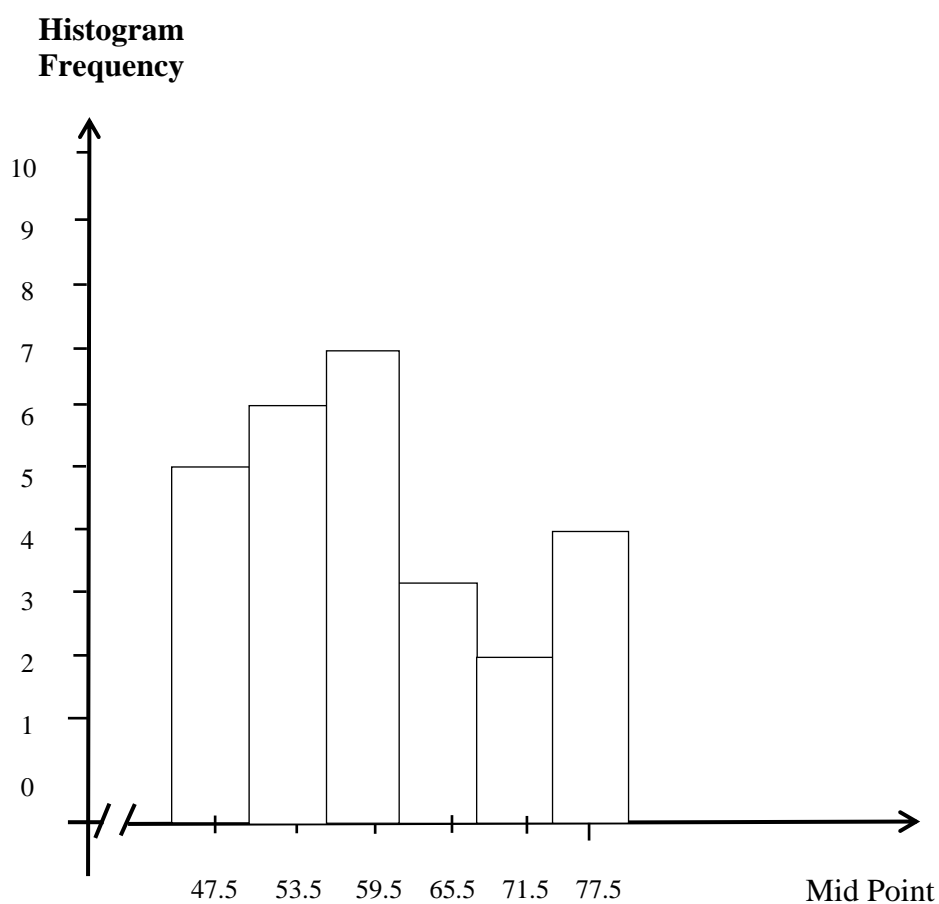


Figure 4. 4: Description of (Post-test) in Control Class

Based on the histogram above, the comparison between the students' highest score and the lowest score can be seen. From that histogram of students' score of control class in post-test, it shown that the highest interval 75-80 was 4 students' and then the lowest interval 45-50 was 5 students.

3. Description of Score Comparison in Experimental Class and Control Class

In comparing the sample used, the researcher interpreted the paired sample t-test by using SPSS version 26.0 as below:

Table 4. 9
Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pre-test control	55.19	27	7.530	1.449
Pre-test experiment	60.74	27	11.743	2.260
Post-test control	60.74	27	9.375	1.804
Post-test experiment	69.07	27	9.203	1.771

Based on the table, it can be seen that summary of the result of the descriptive statistics of the two samples, namely the pre-test and post-test scores both in experimental class and control class. The mean score in pre-test experimental class is 60.74 and 69.07 in post-test experimental class. Meanwhile, the mean score in pre-test control class is 55.19 and 60.74 in post-test control class. The participants consisted of 27 students for each class.

Then, Std. Deviation in pre-test experimental class is 11.743 and 9.203 in post-test experimental class. Std. Deviation in pre-test control class is 7.530 and 9.375 in post-test control class. Because the mean score in pre-test is lower than post-test, it means descriptively there is the different mean score between pre-test and post-test.

B. Hypothesis Test

The researcher has know the data normal and homogen. It means the researcher has to choose the next hypothesis. If the data is normal and homogen so that the researcher has to use the parametric statistics to analyze the hypothesis. Parametric statistics such as independent sample t-test. The researcher used independent sample t-test with using SPSS version 26.0 examine the hypothesis. The result can be seen from the mean of score.

Before using the technique (pre-test) in experimental class, means score is 60.74 and after using the technique in experimental class (post-test), mean score is 69.07. To see the effect on students' speaking ability, the researcher would present the data analyze in the table below:

Table 4. 10
Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Result	Post-Test Control	27	60.74	9.375	1.804
	Post-Test Experiment	27	69.07	9.203	1.771

The table above shows that both samples have 27students. The mean of experimental class improvement was 69.07 and mean of control class improvement was 60.74. Standard deviation for the experimental class was 9.203 and while for the control class was 9.375. It means there is a different point on students' speaking test after using Turn-Taking strategy. For significance (2-tailed) can be seen in the table below:

Table 4. 11
Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.019	.890	3.296	52	.002	8.333	2.528	3.260	13.407
Equal variances not assumed			3.296	51.982	.002	8.333	2.528	3.260	13.407

Based on the table above, it can be seen that t_{count} is 3.296 and t_{table} is 1.675. It means that $t_{count} > t_{table}$ ($3.296 > 1.675$). So, H_a is accepted and H_0 is rejected. It is “there is a significant effect of Turn-Taking to speaking ability at the VIII grade students of MTs YPKS Padangsidempuan”.

In this case, gain of mean score in pre-test and post-test in control class and experimental class can be seen in the table below:

Table 4. 12
Gain of Score in Experimental Class and Control Class

	Pre-Test	Post-Test	Enhancement	Gain Score
Experimental Class	60.74	69.07	8.96	3.41
Control Class	55.19	60.74	5.55	

Based on the table above, the mean score for experimental class pre-test was 60.74 post-test was 69.07. The enhancement between pre-test and post-

test in experimental class was 8.96. The mean score for control class pre-test was 55.19 and post-test was 60.74. The enhancement between pre-test and post-test in control class was 5.55. The totality from 8.96-5.55 was 3.41.

C. Discussion

This research is about the effect students' speaking ability using turn-taking strategy at the grade VIII students' of MTs YPKS Padangsidimpuan. Moreover, the objectives of this research is to improve students' speaking ability using turn-taking strategy. The observer analyzed the students' progress and participants during teaching and learning process. There were many problems that happened to the students in speaking ability, such as lack of vocabulary, lack of self confidence and never communicate using English language. Based on the problems the researcher decided to do research about effect students' speaking ability using turn-taking strategy. The instrument of this research are speaking test, test monologue and speaking. This research use Experimental research, the goal of this research is to solve the problems that happened in the classroom. The researcher was taken the data of the result from pre-test and post-test of experiment and control class. To prove whether the method is effective or not.

The researcher discussed the result of this research based on the result of the data analysis on the effect of Turn-Taking strategy on students' speaking ability, where the result of mean score experimental class was higher than control class. The researcher has been count the result in data analysis where the mean score in pre-test experimental class was 60.74 and control class was

55.19, in post-test mean score in experimental class was 69.07 and control class was 60.74. So, based on its comparing can be concluded that the improvement of experimental class was higher than control class. So, turn-taking strategy can help students' to improve their speaking ability and teachers can use this strategy as an effective method.

The first research by Islamiyah about conversation analysis of Turn-Taking mechanism in Piers Morgan Tonight Talk Show. The result of this research shows that there are twenty one data collected from random sampling, those collected data resulted three kinds of turn taking mechanism, such as taking the floor, holding the floor, and yielding the floor. The differentiate between previous research and present is the previous research only determine the mechanism of Turn-Taking in Piers Morgan and Bruno Mars while the present focus on using Turn-Taking strategy to improve the students' speaking ability.⁵⁰

The second research is about Turn-Taking analysis in Pitch perfect 1 Movie 2012 by Laila. The comparison of this research and the present research are this research focus on analysis of Turn-Taking in the Pitch perfect movie only while my research focus on the students in class who use the Turn-Taking strategy to increase the students' speaking ability.⁵¹

⁵⁰ NuryatulIslamiyah, "Conversation Analysis of Turn-Taking Mechanism In Piers Morgan Tonight Talk Show", (*Thesis*, UIN SyarifHidayatullah, Jakarta, 2015), p. 1

⁵¹ WredhatriMulyandri, "Turn-Taking analysis in Pitch Perfect 1 Movie 2012", (*Thesis*, UniversitasMuhammadiyah Surakarta, Sukrakarta, 2017), p. 1

The last research is conducted by Turuhi. The finding shows that “there were the score of the students increased in each cycle, in cycle 1 when the researcher do the speaking test, the students’ score was 73, it means that the students still got under the standard score. In cycle 2 the students’ score was 80, it means that the students got high score.⁵² It means Turn-Taking strategy was appropriate strategy to improve students’ speaking ability.

Based on explanation above, researcher concluded that there is an improvement of students’ speaking ability after using turn-taking strategy. The effect of the students’ speaking ability by using turn-taking strategy was supported by the previous research by Caroline Nonye Osuchukwu and Bahman Gorjian. Caroline said that teaching speaking skill using turn-taking make effective in communication. While Bahman said that speaking using turn-taking can make people speak longer. From that both researchers found that turn-taking strategy can improve students’ speaking ability.

The differences between this research with previous research are the researcher focused on solving the students’ difficulties in communication strategies, confidence, and less of mother tongue use. The similarity was the result of this research. This research found that the turn-taking strategy could improve the students’ speaking ability.

The success of this research is influenced by two factors that are the teacher’s and students’ factor. The teacher’s factor was classroom management

⁵² LatifahTuruhi, “Improving Students, Speaking ability Using Turn-Taking Strategy” (UniversitasIslam NegeriMataram, 2020), p 18, <http://etheses.uinmataram.ac.id/1545/1/Latifa%20Turuhi%20160107100>

and explanation of material while practicing speaking using turn-taking strategy. The students' factors were their attention, participation, and interest.

D. Threats of Research

In this research, The researcher found the threats to do the research as follow:

1. There were some students were noisy while teaching and learning process. So, it could disturb the concentration of others.
2. Limited of time for doing the test because speaking test need more time
3. Students always shy to share their ideas in English
4. Some of them were not interested in learning English and give the impact to their answer
5. Limited of instrument of research

CHAPTER V

CONCLUSION, IMPLICATIONS AND SUGGESTION

A. Conclusion

Based on the result of this research, the conclusions of this research are:

- 1) Before using Turn-Taking strategy, students speaking ability was still low. It can be seen from the means score of pre-test for experimental class was 60.74 and the mean score of pre-test for control class was 55.19.
- 2) After using Turn-Taking strategy, the mean score of experimental class is higher than control class which taught by using teacher strategy. The mean score of post-test of experimental class was 69.07 and the mean score of control class in post-test was 60.74.
- 3) There was a significant effect of using Turn-Taking strategy at the grade VIII of MTs YPKS Padangsidempuan. The result found that t_{count} was higher than t_{table} . t_{count} was 3.296 and t_{table} was 1.675 ($3.296 > 1.675$). It means that H_a was accepted and H_0 was rejected. So, there is a significant effect of using Turn-Taking strategy on students' speaking ability at the grade VIII MTs YPKS Padangsidempuan.

B. Implications

Implications are made based on the research findings. The research discovered a statistically significant difference between students who are taught utilizing the turn-taking strategy and those who are not when it comes to their ability to speaking. Additionally, this research implies that teaching speaking requires of the turn-taking strategy.

Considering the conclusion research above, it is implied that the employment of the turn-taking strategy is can able of assisting in the improvement of students' speaking ability, as seen by the progression of the students' speaking scores after treatment using the turn-taking strategy. To help students speaking, it is intended that teachers will be recommended to use the turn-taking strategy.

C. Suggestion

After finishing the research, the researcher got many information in English teaching and learning. Therefore, from that experience, the researcher show some things need to be proven. It makes the researcher give some suggestion, as follow:

- 1) From the researcher result it is expected to the headmaster to suggest the English teacher to apply various strategy in learning process such as Turn-Taking strategy because this strategy can achieve the students speaking.
- 2) The English teacher at MTs YPKS Padangsidempuan have to try the Turn-Taking strategy to teach English especially, for improving speaking ability.
- 3) The English teacher should control the students' activities.
- 4) The students must practice using English to communicate in class for less mother tongue use finally, the researcher realizes that this research still have some weakness and mistakes. Therefore, the researcher would like to accept any constructive suggestion to make research better.

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APPENDIX 1

Experimental Class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Madrasah : MTs YPKS Padangsidempuan
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII
Materi Pokok : Describing People
Alokasi Waktu : 2x45 Menit

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (Toleransi, gotong royong) santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/ teori.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Mengungkapkan rasa syukur setiap saat mendapat kesempatan belajar Bahasa Inggris
2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	2.1.1 Menyapa Guru dan teman dengan santun
2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.2.1 Menjawab pertanyaan guru dengan jujur 2.2.2 Bertanya kepada guru tentang materi pelajaran yang belum mengerti 2.2.3 Melaksanakan tugas sesuai dengan waktu yang diberikan
3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis untuk menyatakan dan menanyakan tentang menjelaskan gambar My Idol sesuai konteks 3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis untuk menyatakan	Menyebutkan ungkapan-ungkapan yang akan digunakan untuk menyatakan pernyataan dan pertanyaan tentang menjelaskan gambar My Idol. Merespon pertanyaan mengenai ungkapan-ungkapan terkait tentang menjelaskan gambar My Idol.

Kompetensi Dasar	Indikator
<p>dan menanyakan tentang menjelaskan gambar sesuai konteks</p> <p>3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis untuk menyatakan dan menanyakan tentang menjelaskan gambar My Idol sesuai konteks</p>	
<p>4.1 Menyusun teks lisan dan tulis pendek yang sederhana yang melibatkan pernyataan dan pertanyaan tentang My Idol dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>Praktek berbicara sesuai dengan ungkapan- ungkapan tentang pernyataan dan pertanyaan tentang menjelaskan gambar My Idol.</p> <p>Mendemostrasikan karakteristik terkait tentang gambar My Idol.</p>

C. Materi Pembelajaran

1. Describing Picture
 - a. I will describe this picture
 - b. Characteristics of picture
 - c. Physical appearance

D. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Menyatakan secara lisan tentang ungkapan-ungkapan terkait menjelaskan gambar My Idol dengan memperhatikan fungsi social, dan unsur kebahasaan yang benar sesuai konteks
2. Menanyakan secara lisan tentang ungkapan-ungkapan terkait menjelaskan gambar My Idol dengan memperhatikan fungsi social, dan unsur kebahasaan yang benar sesuai konteks
3. Melafalkan ungkapan-ungkapan terkait materi tentang menjelaskan gambar
4. Mendemostrasikan karakteristik yang berhubungan dengan gambar menggunakan bahasa inggris yang baik dan benar

E. Metode Pembelajaran

- 1) Pendekatan :Saintifik
- 2) Model Pembelajaran :Discovery Learning, Problem Based Learning (PBL)
- 3) Metode :Presentation

F. Media Pembelajaran

1. Media
Picture, Paper, Worksheet atau lembar kerja (siswa),
2. Alat
Whiteboard, Marker, Eraser, Laptop
3. Sumber
 - 1) Buku bahasa inggris kelas VIII BRIGHT 2 An English Course for Junior High School Students Kurikulum 2013
 - 2) Kamus bahasa inggris

G. Langkah-langkah Kegiatan Pembelajaran

Kegiatan Pembelajaran	Kegiatan Guru	Procedures	Kegiatan Siswa
Pre-Teaching	<ol style="list-style-type: none">1. Guru dan siswa saling menyapa2. Membaca doa sebelum belajar dan kemudian memeriksa kehadiran siswa3. Guru meminta siswa berdiri untuk pemanasan4. Guru menyiapkan Metode atau Strategy dalam proses pembelajaran	Opening	<ol style="list-style-type: none">1. Siswa duduk di kursi2. Siswa berdoa bersama-sama3. Siswa mendengarkan dan memperhatikan4. Siswa penuh perhatian dan tindakan
While-Teaching	<ol style="list-style-type: none">1. Guru mengenalkan materi tentang menjelaskan gambar secara terang dan jelas2. Guru menginstruksikan kepada para siswa untuk menunjukkan gambar yang akan dijelaskan		<ol style="list-style-type: none">1. Siswa mendengarkan penjelasan guru2. Siswa memahami penjelasan materi yang dijelaskan oleh guru3. Para siswa meniru apa yang diucapkan oleh guru

Kegiatan Pembelajaran	Kegiatan Guru	Procedures	Kegiatan Siswa
	3. Guru menjelaskan materi terkait menjelaskan gambar "Describing People" 4. Guru memberikan contoh kepada para siswa cara menjelaskan gambar dalam bahasa Inggris		
	Kelompok		
	1. Membentuk beberapa kelompok		1. Duduk bersama teman kelompoknya
	2. Guru meminta siswa memperhatikan gambar "Idol" yang terkait dengan materi		2. Siswa memperhatikan gambar "Idol" tersebut
	3. Meminta siswa untuk berbicara sesuai giliran dari kelompok masing-masing	Recognizing when to take a turn	3. Mendengarkan instruksi dari guru 4. Siswa harus Mengetahui giliran untuk berbicara
	1. Guru memberikan kesempatan kepada setiap kelompok untuk berbicara dengan memegang gambar	Signalling that you want to speak and interrupting	1. Siswa memberikan pendapatnya kepada siswa lain, terkait dengan gambar 2. Siswa lain bisa juga memberikan pendapatnya kepada yang sedang berbicara

Kegiatan Pembelajaran	Kegiatan Guru	Procedures	Kegiatan Siswa
	1. Mendengarkan pendapat/penjelasan siswa terkait dengan gambar	Holding the floor during your turn	1. Siswa berbicara mengeluarkan pendapat terkait dengan gambar tersebut dalam waktu lama tanpa membiarkan siapa pun berbicara
	1. Guru memberikan kesempatan kepada siswa lain yang ingin berbicara atau pun memberikan pendapatnya	Recognizing when others want to speak	1. Siswa mengeluarkan pendapatnya secara tidak bervariasi
	1. Guru memberikan feedback kepada setiap siswa yang telah memberikan pendapat/penjelasan terkait dengan gambar tersebut	Yielding a turn	1. Siswa telah menyelesaikan pendapatnya/ penjelasannya terkait dengan gambar tersebut 2. Siswa lain bisa memberikan feedback kepada pembicara
	1. Guru meminta siswa-siswa untuk mendengarkan memahami penjelasan dari pembicara terkait dengan gambar	Signalling that you are listening	1. Siswa yang berbicara dapat mendengarkan penjelasan dari pembicara selanjutnya
Pos-Teaching	1. Guru memberikan kesimpulan/feedback 2. Guru memberikan tugas rumah kepada siswa 3. Guru menginformasikan	Closing	1. Siswa mendengarkan guru 2. Respon siswa terhadap perintah guru

Kegiatan Pembelajaran	Kegiatan Guru	Procedures	Kegiatan Siswa
	materi yang akan dibahas pada pertemuan selanjutnya		3. Siswa mengerjakan pekerjaan rumahnya di rumah 4. Siswa mendengarkan guru 5. Siswa mendiskusikan materi selanjutnya di luar kelas dengan teman-temannya 6. Tindakan yang tepat, siswa semua merespon dengan percaya diri

H. Penilaian Hasil Pembelajaran

Penilaian Pembelajaran terdiri atas:

1. Penilaian Sikap

Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrument penilaian sikap:

No.	Nama Siswa	Aspek Perilaku Yang Dinilai				Jumlah Skor	Skor Sikap	Predikat
		BS	JJ	TJ	DS			
1.								
2.								
3.								

Keterangan:

- BS : Bekerja Sama
- JJ : Jujur

- TJ : Tanggung Jawab
- DS : Disiplin

Catatan:

- Aspek Perilaku Dinilai dengan kriteria:
 - 100 : Sangat Baik 25 : Kurang
 - 75 : Baik
 - 50 : Cukup
- Skor maksimal = jumlah sikap yang dinilai x jumlah kriteria = $100 \times 4 = 400$
- Skor sikap = jumlah skor : jumlah sikap = $275 : 4 = 68,75$
- Predikat:
 - 75-100 = Sangat Baik (SB) 25-50 = Cukup (C)
 - 50-75 = Baik (B) 0-25 = Kurang (K)

2. Penilaian Keterampilan

No.	Aspek yang dinilai	Baik	Kurang Baik
1.	Organisasi presentasi (pengantar, isi, kesimpulan)		
2.	Isi presentasi		
3.	Koherensi dan kelancaran berbahasa		
4.	Bahasa:		
	Ucapan		
	Tata bahasa		
	Kosakata		
5.	Penyajian (tatapan, ekspresi wajah, bahasa tubuh)		
	Skor yang dicapai		
	Skor maksimum	10	

Keterangan:

- Baik : 2
 Kurang Baik : 1

3. Penilaian Kemampuan berbicara

No.	The Indicators of Speaking	Score
1.	Accent	1-5
	6. Pronunciation frequently unintelligible.	1
	7. Frequent gross errors and a very heavy accent make understanding difficult.	2

No.	The Indicators of Speaking	Score
	8. "Foreign Accent" requires concentrated listening and mispronunciation, which do not interfere with understanding.	3
	9. "Marked Foreign" accent and occasional mispronunciation which do not interfere with understanding.	4
	10. No conspicuous mispronunciations, but would not be taken for a native speaker.	5
2.	Grammar	1-5
	6. Grammar almost entirely inaccurate phrases.	1
	7. Constant error showing control of very few major patterns and frequently preventing communication.	2
	8. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.	3
	9. Occasional errors showing imperfect control of some patterns but or weakness that causes misunderstanding.	4
	10. Few errors, with no patterns or failure.	5
3.	Vocabulary	1-5
	6. Vocabulary inadequate for even the simplest conversation	1
	7. Vocabulary limited to basic personal and survival areas.	2
	8. Choice of words sometimes inaccurate, limitation of vocabulary prevent discussion of some common professional and social topic.	3
	9. Professional vocabulary adequate to discuss special interest, general vocabulary permits discussion of any non technical subject with some circumlocution.	4
	10. Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situation.	5
4.	Fluency	1-5
	6. Speech is no halting and fragmentary that conversation is virtually impossible.	1
	7. Speech is very low and uneven expect for short or routine sentences.	2
	8. Speech is frequently hesitant and jerky, sentences may be left uncompleted.	3

No.	The Indicators of Speaking	Score
	9. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping words.	4
	10. Speech is effortless and smooth, but perceptibly non native in speech and evenness.	5
5.	Comprehension 6. Understands too little for the simplest type of conversation. 7. Understands only slow, very simple speech on common social and touristic topics, requires constant repetition and rephrasing. 8. Understands careful, some what simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing. 9. Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition conversation or rephrasing. 10. Understanding everything in normal educated conversation expect for very colloquial or low frequency items, or exceptionally rapid or slurred speech.	1-5 1 2 3 4 5
	MAXIMAL SCORE: 25 x 4	100

Padangsidempuan, Oktober 2022

Mengetahui

Guru Bahasa Inggris

Researcher

Lily Arwani, S.Pd
NIP.198011032006042019

Nur Habibah Nailan Hasibuan
NIM. 1920300112

APPENDIX 2

Control Class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Madrasah : MTs YPKS Padangsidempuan
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII
Alokasi Waktu : 2x45 Menit

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (Toleransi, gotong royong) santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/ teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

3.2 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan, sesuai dengan konteks penggunaannya

4.2 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. Tujuan Pembelajaran

Setelah selesai pembelajaran peserta didik dapat:

1. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi social menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan sesuai dengan konteks penggunaannya
2. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

D. Materi Pembelajaran

Teks lisan dan tulis untuk menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan.

Fungsi Sosial

Menjaga hubungan interpersonal dengan guru dan teman

Struktur teks

Sifat yang menjadi pencirinya: Fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri orang, binatang, atau benda yang dibicarakan.

E. Metode Pembelajaran

Teacher's Method

Metode: Saintifik, PBL (Problem Based Learning)

F. Sumber Belajar

1. Buku Teks
2. gambar-gambar atau benda benda yang berkaitan dengan materi
3. Internet

G. Media Pembelajaran

1. Buku
2. Media pembelajaran yang sesuai

H. Langkah-langkah Kegiatan Pembelajaran

Kegiatan Pembelajaran	Kegiatan Guru
Pendahuluan	<ol style="list-style-type: none">a) Guru mempersiapkan peserta didik dalam pembelajaran dengan kebersihan kelas, berdoa, absensib) Guru memotivasi peserta didik dengan menunjukkan gambar kemudian menanyakan gambar tersebut kepada peserta didikc) Guru member informasi tentang kompetensi dan tujuan pembelajaran yang akan dicapai
Kegiatan Inti	<ol style="list-style-type: none">a) Guru meminta siswa menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang dengan sederhanab) Guru meminta siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannyac) Guru meminta siswa untuk menulis teks deskriptif sederhana tentang orang, binatang dan benda.d) Guru meminta siswa untuk membacakan teks deskriptif sederhana tentang orang, binatang dan benda.

Penutup	<ul style="list-style-type: none"> a) Guru menyimpulkan materi yang telah dipelajari b) Guru memberikan feedback tentang materi yang sudah dijelaskan c) Siswa memberikan umpan balik dengan mengajukan pertanyaan d) Guru memberikan siswa tugas dirumah (PR) e) Guru memberitahukan materi selanjutnya f) Guru menutup pembelajaran.
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I. Penilaian

- a) Penilaian sikap spiritual, sikap social, pengetahuan dan keterampilan
- b) Remedial dan pengayaan

Padangsidempuan, Oktober 2022

Mengetahui

Guru Bahasa Inggris

Researcher

Lily Arwani, S.Pd
NIP.198011032006042019

Nur habibah Nailan Hasibuan
NIM. 1920300112

APPENDIX 3

INSTRUMENT FOR PRE-TEST



Look at and describe the picture above. Then present it in front of the class!

APPENDIX 4

INSTRUMENT FOR POST-TEST



Look at and describe the picture above. Then present it in front of the class with your group!

APPENDIX 5

Form of Construct Validity for Speaking Ability Test

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/Ganjil

Penelaah : Lily Arwani, S.Pd

A. Petunjuk pengisian format pengisian butir soal

1. Analisislah instrument soal berdasarkan semua kriteria yang tertera didalam format!
2. Berilah tanda ceklis (\checkmark) pada kolom “Ya” apabila soal yang ditelaah sudah sesuai dengan kriteria
3. Berilah tanda silang (X) pada kolom “Tidak” apabila soal yang ditelaah tidak sesuai dengan kriteria
4. Kemudian tuliskan catatan pada ruang catatan atau pada teks soal dan perbaikannya.

B. Form of Construct Validity for Speaking Ability Test (Pre-Test)

No.	Aspek	Ya	Tidak	Catatan
1.	Apakah Instrument sudah sesuai dengan kompetensi dasar dan indicator untuk siswa kelas VIII Di semester Ganjil?			
2.	Apakah isi materi dan topik sesuai dengan jenjang sekolah atau tingkat kelas			
3.	Apakah instruksi dapat dipahami?			
4.	Apakah instruksi sudah sesuai dengan aspek yang akan diukur?			

Mengetahui,
Validator

Lily Arwani, S.Pd
NIP.198011032006042019

APPENDIX 6

Form of Construct Validity for Speaking Ability Test

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/Ganjil

Penelaah : Lily Arwani, S.Pd

A. Petunjuk pengisian format pengisian butir soal

1. Analisislah instrument soal berdasarkan semua kriteria yang tertera didalam format!
2. Berilah tanda ceklis (\checkmark) pada kolom “Ya” apabila soal yang ditelaah sudah sesuai dengan kriteria
3. Berilah tanda silang (X) pada kolom “Tidak” apabila soal yang ditelaah tidak sesuai dengan kriteria
4. Kemudian tuliskan catatan pada ruang catatan atau pada teks soal dan perbaikannya.

B. Form of Construct Validity for Speaking Ability Test (Post-Test)

No.	Aspek	Ya	Tidak	Catatan
1.	Apakah Instrument sudah sesuai dengan kompetensi dasar dan indicator untuk siswa kelas VIII Di semester Ganjil?			
2.	Apakah isi materi dan topik sesuai dengan jenjang sekolah atau tingkat kelas			
3.	Apakah instruksi dapat dipahami?			
4.	Apakah instruksi sudah sesuai dengan aspek yang akan diukur?			

Mengetahui,
Validator

Lily Arwani, S.Pd
NIP.198011032006042019

APPENDIX 7

THE SCORE OF PRE-TEST (The Experimental Class)

No.	Students' Initial Name	Score
1.	KHT	80
2.	MRS	50
3.	FA	55
4.	RAS	80
5.	AP	50
6.	AZD	65
7.	IH	45
8.	RM	60
9.	ANM	55
10.	ROD	55
11.	MRR	50
12.	RRA	50
13.	DH	65
14.	AS	55
15.	RF	50
16.	NSM	60
17.	RAMN	70
18.	NZW	75
19.	RRT	90
20.	NV	70
21.	NA	60
22.	APR	75
23.	NF	60
24.	RIS	65
25.	NRA	50
26.	MH	55
27.	QAH	45

APPENDIX 8

THE SCORE OF PRE-TEST (The Control Class)

No.	Students' Initial Name	Score
1.	NAS	45
2.	SA	55
3.	YR	50
4.	HS	55
5.	JW	45
6.	ASH	65
7.	AR	60
8.	AMSB	55
9.	ARS	60
10.	ARSG	60
11.	HDM	55
12.	KH	50
13.	MKH	70
14.	NA	65
15.	RSH	55
16.	AAS	60
17.	CAB	50
18.	HNS	60
19.	RS	55
20.	SP	55
21.	ARP	50
22.	PAF	45
23.	WP	50
24.	ZNFS	70
25.	SM	60
26.	SD	50
27.	AS	40

APPENDIX 9

THE SCORE OF POST-TEST (The Experimental Class)

No.	Students' Initial Name	Score
1.	KHT	80
2.	MRS	65
3.	FA	70
4.	RAS	80
5.	AP	60
6.	AZD	75
7.	IH	55
8.	RM	65
9.	ANM	65
10.	ROD	75
11.	MRR	60
12.	RRA	65
13.	DH	70
14.	AS	60
15.	RF	65
16.	NSM	60
17.	RAMN	80
18.	NZW	80
19.	RRT	95
20.	NV	65
21.	NA	60
22.	APR	80
23.	NF	75
24.	RIS	70
25.	NRA	65
26.	MH	60
27.	QAH	65

APPENDIX 10

THE SCORE OF POST-TEST

(The Control Class)

No.	Students' Initial Name	Score
1.	NAS	50
2.	SA	55
3.	YR	55
4.	HS	65
5.	JW	45
6.	ASH	75
7.	AR	70
8.	AMSB	60
9.	ARS	60
10.	ARSG	60
11.	HDM	60
12.	KH	60
13.	MKH	80
14.	NA	75
15.	RSH	60
16.	AAS	60
17.	CAB	55
18.	HNS	65
19.	RS	65
20.	SP	55
21.	ARP	50
22.	PAF	50
23.	WP	55
24.	ZNFS	80
25.	SM	70
26.	SD	55
27.	AS	50

APPENDIX 11**THE RESULT OF PRE-TEST
(The Experimental Class)**

No.	Name	Score					Total
		Ac	Gr	Vo	Fl	Co	
1.	KHT	1	5	2	4	4	80
2.	MRS	1	3	2	2	2	50
3.	FA	2	3	2	2	2	55
4.	RAS	2	5	2	4	3	80
5.	AP	1	2	2	2	3	50
6.	AZD	2	3	3	3	2	65
7.	IH	1	2	2	2	2	45
8.	RM	2	2	2	4	2	60
9.	ANM	1	2	3	3	2	55
10.	ROD	2	2	2	3	2	55
11.	MRR	1	2	2	3	2	50
12.	RRA	1	2	2	3	2	50
13.	DH	2	3	3	3	2	65
14.	AS	1	3	2	3	2	55
15.	RF	1	2	2	3	2	50
16.	NSM	1	2	2	2	4	60
17.	RAMN	1	4	2	4	3	70
18.	NZW	3	3	3	3	3	75
19.	RRT	3	5	4	3	3	90
20.	NV	2	3	3	4	2	70
21.	NA	1	3	2	4	2	60
22.	APR	2	4	2	4	3	75
23.	NF	1	4	2	3	2	60
24.	RIS	2	3	2	3	3	65
25.	NRA	1	2	2	3	2	50
26.	MH	1	2	2	4	2	55
27.	QAH	1	3	1	2	2	45

APPENDIX 12**THE RESULT OF PRE-TEST
(The Control Class)**

No.	Name	Score					Total
		Ac	Gr	Vo	Fl	Co	
1.	NAS	1	2	2	2	2	45
2.	SA	1	3	2	3	2	55
3.	YR	1	2	2	2	3	50
4.	HS	2	2	2	3	2	55
5.	JW	1	2	2	2	2	45
6.	ASH	2	3	3	3	2	65
7.	AR	1	2	2	2	4	60
8.	AMSB	1	3	2	3	2	55
9.	ARS	1	4	2	3	2	60
10.	ARSG	1	2	2	2	4	60
11.	HDM	2	2	2	3	2	55
12.	KH	1	2	2	3	2	50
13.	MKH	1	4	2	4	3	70
14.	NA	2	3	3	3	2	65
15.	RSH	1	2	2	4	2	55
16.	AAS	1	3	2	4	2	60
17.	CAB	1	2	2	3	2	50
18.	HNS	1	2	2	2	4	60
19.	RS	1	3	2	3	2	55
20.	SP	1	3	2	3	2	55
21.	ARP	1	2	2	3	2	50
22.	PAF	1	2	2	2	2	45
23.	WP	1	2	2	3	2	50
24.	ZNFS	1	4	2	4	3	70
25.	SM	1	3	2	4	2	60
26.	SD	1	2	2	3	2	50
27.	AS	1	1	2	2	2	40

APPENDIX 13**THE RESULT OF POST-TEST
(The Experimental Class)**

No.	Name	Score					Total
		Ac	Gr	Vo	Fl	Co	
1.	KHT	1	5	2	4	4	80
2.	MRS	1	4	2	4	2	65
3.	FA	2	3	3	2	4	70
4.	RAS	2	5	2	4	3	80
5.	AP	2	3	2	2	3	60
6.	AZD	2	3	3	4	3	75
7.	IH	1	3	2	3	2	55
8.	RM	2	3	3	3	2	65
9.	ANM	2	3	3	3	2	65
10.	ROD	2	3	3	4	3	75
11.	MRR	1	3	2	3	3	60
12.	RRA	2	3	2	3	3	65
13.	DH	2	3	3	4	2	70
14.	AS	1	3	2	3	3	60
15.	RF	2	2	3	3	3	65
16.	NSM	1	2	2	2	4	60
17.	RAMN	2	5	3	4	2	80
18.	NZW	2	5	2	4	3	80
19.	RRT	3	5	4	4	3	95
20.	NV	2	3	2	3	3	65
21.	NA	1	3	2	3	3	60
22.	APR	2	4	2	4	4	80
23.	NF	2	4	3	4	2	75
24.	RIS	2	3	2	4	3	70
25.	NRA	2	2	2	4	3	65
26.	MH	1	3	2	4	2	60
27.	QAH	2	3	2	4	2	65

APPENDIX 14**THE RESULT OF POST-TEST****(The Control Class)**

No.	Name	Score					Total
		Ac	Gr	Vo	Fl	Co	
1.	NAS	1	2	2	2	3	50
2.	SA	1	3	2	2	3	55
3.	YR	1	3	2	2	3	55
4.	HS	2	4	2	2	3	65
5.	JW	1	2	2	2	2	45
6.	ASH	2	3	3	4	3	75
7.	AR	2	3	3	2	4	70
8.	AMSB	2	3	2	2	3	60
9.	ARS	1	3	2	3	3	60
10.	ARSG	1	2	2	2	4	60
11.	HDM	1	3	2	4	2	60
12.	KH	2	3	2	2	3	60
13.	MKH	2	5	2	4	3	80
14.	NA	2	3	3	4	3	75
15.	RSH	1	2	2	2	4	60
16.	AAS	2	3	2	2	3	60
17.	CAB	2	2	2	3	2	55
18.	HNS	2	2	2	4	3	65
19.	RS	2	3	3	3	2	65
20.	SP	1	3	2	3	2	55
21.	ARP	1	2	2	3	2	50
22.	PAF	1	2	2	3	2	50
23.	WP	2	2	2	3	2	55
24.	ZNFS	2	5	3	4	2	80
25.	SM	2	3	2	4	3	70
26.	SD	1	3	2	3	2	55
27.	AS	1	2	2	3	2	50

APPENDIX 15

The Score of Pre-Test and Post-Test at Experimental Class

No.	Students' Initial Name	Pre-Test	Post-Test
1.	KHT	80	80
2.	MRS	50	65
3.	FA	55	70
4.	RAS	80	80
5.	AP	50	60
6.	AZD	65	75
7.	IH	45	55
8.	RM	60	65
9.	ANM	55	65
10.	ROD	55	75
11.	MRR	50	60
12.	RRA	50	65
13.	DH	65	70
14.	AS	55	60
15.	RF	50	65
16.	NSM	60	60
17.	RAMN	70	80
18.	NZW	75	80
19.	RRT	90	95
20.	NV	70	65
21.	NA	60	60
22.	APR	75	80
23.	NF	60	75
24.	RIS	65	70
25.	NRA	50	65
26.	MH	55	60
27.	QAH	45	65
Total		1640	1865

APPENDIX 16

The Score of Pre-Test and Post-Test at Control Class

No.	Students' Initial Name	Pre-Test	Post-Test
1.	NAS	45	50
2.	SA	55	55
3.	YR	50	55
4.	HS	55	65
5.	JW	45	45
6.	ASH	65	75
7.	AR	60	70
8.	AMSB	55	60
9.	ARS	60	60
10.	ARSG	60	60
11.	HDM	55	60
12.	KH	50	60
13.	MKH	70	80
14.	NA	65	75
15.	RSH	55	60
16.	AAS	60	60
17.	CAB	50	55
18.	HNS	60	65
19.	RS	55	65
20.	SP	55	55
21.	ARP	50	50
22.	PAF	45	50
23.	WP	50	55
24.	ZNFS	70	80
25.	SM	60	70
26.	SD	50	55
27.	AS	40	50
Total		1490	1640

APPENDIX 17

RESEARCH DOCUMENTATION

Experimental Class

1. Pre-Test in Experimental Class



2. Treatment in Experimental Class



3. Post-Test in Experimental Class





Control Class

1. Pre-Test in Control Class



2. Teacher's Strategy



3. Post-Test in Control Class



APPENDIX 18

**The Result of Pre-Test in Experimental Class
Statistics**

Pre-Test Experimental

N	Valid	27
	Missing	0
Mean		60.74
Median		60
Mode		50
Standard Deviation		11.743
Range		45
Minimum		45
Maximum		90
Sum		1640

Score

45	45	50	50	50	50	50	50	55	1640
55	55	55	55	60	60	60	60	65	
65	65	70	70	75	75	80	80	90	

Mean : $1640 \div 27$
= 60.74

Mode : 50

Median: $(n+1) \div 2$
 $27+1 \div 2$
= $28 \div 2$

High score : 90

Low score : 45

Range : $90-45 = 45$

n = 14

= 60

i: $\frac{R}{K} = \frac{45}{6} = 7.5$
= 8

Total of class : $1+3.3(\log.n)$
 $1+3.3(\log.27)$
 $1+3.3(1.4)$
 $1+4.62$
= 5.62
= 6

No.	Interval	Middle Point	Frequency	Percentage (%)
1.	45-52	48.5	8	29%
2.	53-60	56.5	9	33%
3.	61-68	64.5	3	11%
4.	69-76	72.5	4	14%
5.	77-84	80.5	2	7%
6.	85-92	88.5	1	3.7%
	I=8		27	100%

APPENDIX 19

**The Result of Pre-Test in Control Class
Statistics**

Pre-test Control Class

N	Valid	27
	Missing	0
Mean		55.19
Median		55
Mode		55
Standard Deviation		7.53
Range		30
Minimum		40
Maximum		70
Sum		1490

Score

40	45	45	45	50	50	50	50	50	1490
50	55	55	55	55	55	55	55	60	
60	60	60	60	60	65	65	70	70	

Mean : $1490 \div 27$
= 55.19

Mode : 55

Median: $(n+1) \div 2$
 $27+1 \div 2$
= $28 \div 2$

High score : 70

Low score : 40

Range : $70-40 = 30$

n = 14
= 55

i: $\frac{R}{K} = \frac{30}{6} = 5$

Total of class : $1+3.3(\log.n)$
 $1+3.3(\log.27)$
 $1+3.3(1.4)$
 $1+4.62$
= 5.62
= 6

No.	Interval	Middle Point	Frequency	Percentage (%)
1.	40-44	42	1	0.37%
2.	45-49	47	3	11%
3.	50-54	52	6	22%
4.	55-59	52	7	29%
5.	60-64	62	6	22%
6.	65-69	67	2	0.74%
7.	70-74	72	2	0.74%
	$I=5$		27	100%

APPENDIX 20

**The Result of Post-Test in Experimental Class
Statistics**

Post-test Experimental

N	Valid	27
	Missing	0
Mean		69.07
Median		65
Mode		65
Standard Deviation		9.203
Range		40
Minimum		55
Maximum		95
Sum		1865

Score

55	60	60	60	60	60	60	65	65	1865
65	65	65	65	65	65	70	70	70	
75	75	75	80	80	80	80	80	95	

Mean : $1865 \div 27$
= 69.07

Mode : 65

Median: $(n+1) \div 2$
 $27+1 \div 2$
= $28 \div 2$
n = 14
= 65

High score : 95
Low score : 55
Range : $95-55 = 40$

i: $\frac{R}{K} = \frac{40}{6} = 6.66$
= 7

Total of class : $1+3.3(\log.n)$
 $1+3.3(\log.27)$
 $1+3.3(1.4)$
 $1+4.62$
= 5.62
= 6

No.	Interval	Middle Point	Frequency	Percentage (%)
1.	55-61	58	7	25%
2.	62-68	65	8	29%
3.	69-75	72	6	22%
4.	76-82	79	5	18%
5.	83-89	86	0	0%
6.	90-96	93	1	3.7%
	$I=7$		27	100%

APPENDIX 21

**The Result of Post-Test in Control Class
Statistics**

Post-test control class

N	Valid	27
	Missing	0
Mean		60.74
Median		60
Mode		60
Standard Deviation		9.375
Range		35
Minimum		45
Maximum		80
Sum		1640

Score

45	50	50	50	50	55	55	55	55	1640
55	55	60	60	60	60	60	60	60	
65	65	65	70	70	75	75	80	80	

Mean : $1640 \div 27$
= 60.74

Mode : 60

Median: $(n+1) \div 2$
 $27+1 \div 2$
= $28 \div 2$

High score : 80

Low score : 45

Range : $80-45 = 35$

n = 14

= 60

i: $\frac{R}{K} = \frac{35}{6} = 5.83$
= 6

Total of class : $1+3.3(\log.n)$
 $1+3.3(\log.27)$
 $1+3.3(1.4)$
 $1+4.62$
= 5.62
= 6

No.	Interval	Middle Point	Frequency	Percentage (%)
1.	45-50	47.5	5	19%
2.	51-56	53.5	6	22%
3.	57-62	59.5	7	26%
4.	63-68	65.5	3	11%
5.	69-74	71.5	2	7%
6.	75-80	77.5	4	15%
	<i>I=6</i>		27	100%

APPENDIX 22

**THE RESULT OF NORMALITY
Test of Normality
One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		27
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	2.92662152
Most Extreme Differences	Absolute	.156
	Positive	.156
	Negative	-.077
Test Statistic		.156
Asymp. Sig. (2-tailed)		.088 ^c

APPENDIX 23

**THE RESULT OF HOMOGENEITY
Test of Homogeneity of Variance**

Levene Statistic	df1	df2	Sig.
.019	1	52	.890

APPENDIX 24

CALCULATION OF GAIN SCORE

	Pre-Test	Post-Test	Enhancement	Gain Score
Experimental Class	55.19	63.89	8.7	2.95
Control Class	54.70	60.45	5.75	

APPENDIX 25

**CALCULATION OF HYPOTHESIS TEST
Independent Samples Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.019	.890	3.296	52	.002	8.333	2.528	3.260	13.407
Equal variances not assumed			3.296	51.982	.002	8.333	2.528	3.260	13.407

APPENDIX 26

Transcript of Students' Speaking Test

1. Students' Score in Pre-Test in Experimental Class

Name : Qouli Adzkia Hsb

Class : VIII-1

My Idol

^{His}
He is full name Jokowi dodo, he is from Indonesia. He is ^a president ⁱⁿ indonesia.

Jokowi dodo has a wife and children.

^{is wearing}
He use shirt white and coat black.

In the behind there is bird garuda, flag ^{are} red and white, he is very famous. He as president indonesia very responsible. He is friendly too.

He has brown skin and short black hair, he has small eyes. He is tall and thin.

AL: 1
Gr: 3
VO: 1
Fi: 2
Co: 2

9 +
5

45 x

Name : Raimi Ibra Safitri

Class : VIII-1

My Idol

Picture 1

In the picture 1 this is Jokowi ^{Dodo} ^{He is a} dod. ^{or} His president in republic ^{of} indonesia, his so kind and handsome, his help many people, his famous in jakarta because always give speech for country in republic. Jokowi dodo has wife and three ^{children} child, Jokowi ^{wearing} use shirt white and coat, his was born in Javanese, solo. He is ^{was} have black skin and so sweet. Flag in indonesia is red and white, and in behind is ^{garuda bird} bird garuda.

AC: 2

Gr: 3

Vo: 2

F1: 3

Co: 3

_____ +

13

_____ x

65

Name : Rahmawati Rizqia Tambunan

Class : VIII-1

My Idol

This is Mr. Jokowi, the president of Indonesia. He was born on June 21 1961 and ^{now it} is now 62 years old.

Mr. Jokowi has brown skin and a nose that is not too sharp.

Mr. Jokowi has a wife named Iriana and has 2 ^{sons} son and one daughter.

Mr. Jokowi always wears a suit, Jokowi dodo is the president of indonesia. Who took office on 20 October 2014.

Elected in the 2014 president electied, Jokowi become the first Indonesian indonesia president

Who did not come from the Indonesian political or military elite.

In the picture, Mr. Jokowi is talking and standing. Next to the red and white flag and wearing a suit.

And in the picture there is also display of the garuda bird.

$$\begin{array}{r} Ac : 3 \\ Gr : 5 \\ Vo : 4 \\ F1 : 3 \\ Co : 3 \\ \hline 18 \\ \hline 5 \\ \hline 90 \end{array}$$

2. Students' Score in Post-Test in Experimental Class

Name : Ibnu Hafiz Ashari

Class : VIII-1

My Idol

This is a picture, his name is ustad abdul somad. He is from Pekanbaru, he is very handsome, he work is preach, he is famous in Indonesia, he use cap, he colour eyes black, he is face oval. He is use sholder sheach, he is has hair short and colour black, he use shirt colour white, he is skin white.

preaching *uses a his*
black eyes *oval face*
black colour

$$\begin{array}{r} AC = 1 \\ Gr = 3 \\ VO = 2 \\ Pl = 3 \\ GO = 2 \quad + \\ \hline 11 \\ 5 \quad \times \\ \hline 55 \end{array}$$

Name : Raima Riski Amanda Hrp

Class : VIII-1

My Idol

This is ustad Abdul somad batubara, ustad abdul somad famous in indonesian, ustad abdul somad is an ^{Indonesian} indonesia pracher and scholar who often explains islamic religious studies. Especially studies related ^{to} (of) hadith and ^{JurisPrudence} jurisprudence. He is ^{known} know by various groups of people ^{to} ^{because} because of his preaching that is straight forward and easy digest. Around his neck is a red sheath, his shirt is ^{colour} ^{white} colour white, he ^{use} ^a ^{skul} use a skul cap, his skin is dark brown.

Ac : 2
Ar : 3
Vd : 2
Pl : 3
W : 3 +
13
5 *
65

Name : Rahmawati Rizqia Tambunan

Class : VIII-1

My Idol

Is a Da'i or islamic religious lecturer

From Indonesia who mainly focuses on the fields of hadith and fiqh.

He has two children and two ~~wifes~~
wives

He divorced his first wife in 2018.

He was born on ~~may~~ 18, 1977
May

He usually wears a cap

He often lectures in every region, almost all areas have been covered ustadz abdul somad is very famous ~~amongt~~
among the people.

In the picture, ustadz abdul somad is wearing a cap and wearing white clothes and smiling.

$$\begin{array}{r} AC = 3 \\ Er = 5 \\ \surd O = 4 \\ Fl = 4 \\ W = 3 \quad + \\ \hline 19 \\ \surd \quad \times \\ \hline 95 \end{array}$$

3. Students' Score in Pre-Test in Control Class

Name : Amaruddin Sin

Class : VIII-3

My Idol

He is jokowi dodo, He live in jakarta, he has a black hair and short hair. He has a black eyes. He use suit black and tie red. He ^{is wearing} use shirt white, he is use cup red and ^{red cup} red cup.
jokowi dodo often give speech in front of public. ^{white shirt} \hookrightarrow he is wearing

Accent	:	1	
Grammar	:	1	
Vocabulary	:	2	
Fluency	:	2	
Comprehension	:	2	+
		<hr/>	
		8	
		5	x
		<hr/>	
		40.	
		<hr/>	
		<hr/>	

Name : Syahlina Amirah

Class : VIII-3

My Idol

He is Jokowi, he lives in Jakarta. Jokowi is famous in Jakarta because he

is a president. He has a wife and three children. Jokowi uses a white shirt. Was ~~wearing white shirt~~

born in Javan in the side of Mister Jokowi, there is a flag. The Indonesian flag is red and white

and behind Mister Jokowi, there is a Garuda bird.

$$\begin{array}{r} AC = 1 \\ GR = 3 \\ NO = 2 \\ FI = 3 \\ WO = 2 \end{array} \quad +$$

$$\begin{array}{r} 11 \\ 5 \\ \hline 55 \\ = \end{array}$$

Name : Zahra Nurul Fadilah Srg

Class : VIII-3

My Idol

He is full name Jokowi dodo, he is from Indonesia. He is ^a president indonesia. Jokowi dodo has a wife and children. He ^{is} use shirt white and coat black. In the behind there is bird garuda, flag ^{are} red and white, he is very famous. He as president indonesia very responsible. He is friendly. Flag in indonesia is red and white, and in behind is bird garuda. In the picture, jikowi is talking, Mr. Jokowi is a president, he has a wife name Irana, jokowi has 3 children.

$$\begin{array}{r} Ac : 1 \\ Gr : 4 \\ VO : 2 \\ Pl : 4 \\ Co : 3 \\ \hline 142 \\ 5x \\ \hline 70 \end{array}$$

4. Students' Score in Post-Test in Control Class

Name : Jahra Wahyuni

Class : VIII-3

My Idol

He ^{is} has fullname Abdul Somad

He is Preecher and famous in Indonesia as preacher

And he use Shirt white he has diligent

wearing white
shirt

$$\begin{array}{r} AC : 1 \\ Gr : 2 \\ VO : 2 \\ fl : 2 \\ CO : 2 \\ \hline 9 \\ \hline 5 \\ \hline 45 \\ \hline \hline \end{array}$$

Name : Khusnul Khotimah

Class : VIII-3

My Idol

He's name is Abdul Somad, He is tall, He's hair is black. He is famous, and nice smile. He is white tooth, He is pointed, He is use Peci black, He is use white blouse, He is used red cloth.

black hair
wearing black peci *wearing*

AC : 2
Gr : 3
VO : 2
fl : 2
CO : 3

$$\begin{array}{r} 12 \\ 5 \\ \hline 60 \\ // \end{array}$$

Name : Miftah Khoiriyah Harahap

Class : VIII-3

My Idol

Ustad Abdul somad is a Lecturer. Ustad Abdul somad bold and assertive in speaking. Ustad Abdul somad has forwarded the tratise of the apostie. Ustad Abdul somad willing to go to jail for the sake of defending religion islam. I'm froud of ustad somad with that sluggle.

$$\begin{array}{r} AC = 2 \\ Gr = 5 \\ VO = 2 \\ fl = 4 \\ CO = 3 + \\ \hline 163 \\ 5x \\ \hline 80 \end{array}$$

APPENDIX 27

t-Table

Upper critical values of Student's t distribution with ν degrees of freedom

ν	Probability of exceeding the critical value					
	0.10	0.05	0.025	0.01	0.005	0.001
1.	3.078	6.314	12.706	31.821	63.657	318.313
2.	1.886	2.920	4.303	6.965	9.925	22.327
3.	1.638	2.353	3.182	4.541	5.841	10.215
4.	1.533	2.132	2.776	3.747	4.604	7.173
5.	1.476	2.015	2.571	3.365	4.032	5.893
6.	1.440	1.943	2.447	3.143	3.707	5.208
7.	1.415	1.895	2.365	2.998	3.499	4.782
8.	1.397	1.860	2.306	2.896	3.355	4.499
9.	1.383	1.833	2.262	2.821	3.250	4.296
10.	1.372	1.812	2.228	2.764	3.169	4.143
11.	1.363	1.796	2.201	2.718	3.106	4.024
12.	1.356	1.782	2.179	2.681	3.055	3.929
13.	1.350	1.771	2.160	2.650	3.012	3.852
14.	1.345	1.761	2.145	2.624	2.977	3.787
15.	1.341	1.753	2.131	2.602	2.947	3.733
16.	1.337	1.746	2.120	2.583	2.921	3.686
17.	1.333	1.740	2.110	2.567	2.898	3.646
18.	1.330	1.734	2.101	2.552	2.878	3.610
19.	1.328	1.729	2.093	2.539	2.861	3.579
20.	1.325	1.725	2.086	2.528	2.845	3.552
21.	1.323	1.721	2.080	2.518	2.831	3.527
22.	1.321	1.717	2.074	2.508	2.819	3.505
23.	1.319	1.714	2.069	2.500	2.807	3.485
24.	1.318	1.711	2.064	2.492	2.797	3.467
25.	1.316	1.708	2.060	2.485	2.787	3.450
26.	1.315	1.706	2.056	2.479	2.779	3.435
27.	1.314	1.703	2.052	2.473	2.771	3.421
28.	1.313	1.701	2.048	2.467	2.763	3.408
29.	1.311	1.699	2.045	2.462	2.756	3.396
30.	1.310	1.697	2.042	2.457	2.750	3.385
31.	1.309	1.696	2.040	2.453	2.744	3.375
32.	1.309	1.694	2.037	2.449	2.738	3.365
33.	1.308	1.692	2.035	2.445	2.733	3.356
34.	1.307	1.691	2.032	2.441	2.728	3.348
35.	1.306	1.690	2.030	2.438	2.724	3.340
36.	1.306	1.688	2.028	2.434	2.719	3.333
37.	1.305	1.687	2.026	2.431	2.715	3.326
38.	1.304	1.686	2.024	2.429	2.712	3.319
39.	1.304	1.685	2.023	2.426	2.708	3.313
40.	1.303	1.684	2.021	2.423	2.704	3.307
41.	1.303	1.683	2.020	2.421	2.701	3.301
42.	1.302	1.682	2.018	2.418	2.698	3.296
43.	1.302	1.681	2.017	2.416	2.695	3.291
44.	1.301	1.680	2.015	2.414	2.692	3.286
45.	1.301	1.679	2.014	2.412	2.690	3.281
46.	1.300	1.679	2.013	2.410	2.687	3.277
47.	1.300	1.678	2.012	2.408	2.685	3.273
48.	1.299	1.677	2.011	2.407	2.682	3.269
49.	1.299	1.677	2.010	2.405	2.680	3.265
50.	1.299	1.676	2.009	2.403	2.678	3.261

51.	1.298	1.675	2.008	2.402	2.676	3.258
52.	1.298	1.675	2.007	2.400	2.674	3.255
53.	1.298	1.674	2.006	2.399	2.672	3.251
54.	1.297	1.674	2.005	2.397	2.670	3.248
55.	1.297	1.673	2.004	2.396	2.668	3.245
56.	1.297	1.673	2.003	2.395	2.667	3.242
57.	1.297	1.672	2.002	2.394	2.665	3.239
58.	1.296	1.672	2.002	2.392	2.663	3.237
59.	1.296	1.671	2.001	2.391	2.662	3.234
60.	1.296	1.671	2.000	2.390	2.660	3.232

CURRICULUM VITAE



I. PERSONAL IDENTITY

1. Name : Nur Habibah Nailan Hasibuan
2. Reg. Number : 19 203 00112
3. Gender : Female
4. Place/Birth : Padangsidimpuan/ March 21th 2001
5. Religion : Islam
6. Address : Padangsidimpuan, Jl. Dr. Payungan Gg. Abadi
7. No. Hp : 081396404850
8. E-mail : nailanhasibuan21@gmail.com

II. PARENT'S IDENTITY

1. Father
 - a. Name : Dr. H. Armyn Hasibuan, M. Ag
 - b. Job : Lecturer
 - c. Address : Padangsidimpuan, Jl. Dr. Payungan Gg. Abadi
 - d. No. Hp : 081362087375
2. Mother
 - a. Name : Hj. Fatimah Lubis
 - b. Job : Housewife
 - c. Address : Padangsidimpuan, Jl. Dr. Payungan Gg. Abadi
 - d. No. Hp : 081396469454

III. EDUCATIONAL BACKGROUND

1. Elementary School : SDN 12 Padangsidimpuan (2013)
2. Junior High School : MTs.N 1 Padangsidimpuan (2016)
3. Senior High School : MAN 2 Padangsidimpuan (2019)
4. Institute : UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan (2023)



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Penyelesaian Skripsi.

26 Juli 2023

Yth. Kepala MTs YPKS Padangsidempuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Nur Habibah Nailan Hasibuan
NIM : 1920300112
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Jln. Dr. Pinayungan DLt. Gg. Abadi Kmp. Tobat

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul **"The Effect of Turn-Taking Strategy on Students' Speaking Ability at the Grade VIII MTs YPKS Padangsidempuan"**

Demikian disampaikan, atas kerjasama yang baik diucapkan terimakasih.

a.n Dekan
Wakil Dekan Bidang Akademik



Dr. Lis Yuliahty Syafrida Siregar, S.Psi, M.A
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Nomor : B.333/Un.28/E.1/PP.009/07/2023

20 Juli 2023

Lamp : -

Perihal : **Pengesahan Judul dan Penunjukan
Pembimbing Skripsi**

Yth.

1. Zainuddin, M.Hum. (Pembimbing I)
2. Sokhira Linda Vinde Rambe, M.Pd. (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama	: Nur Habibah Nailan Hasibuan
NIM	: 19 203 00112
Program Studi	: Tadris Bahasa Inggris
Judul Skripsi	: The Effect of Turn-Taking Strategy on Students' Speaking Ability at the Grade VIII MTs YPIKS Padangsidimpuan

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
an. Dekan
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PADANGSIDIMPUAN 22715

SURAT KETERANGAN

Nomor: MTs.1/1/YPKS/VIII/573/2023

Sehubungan dengan Surat Mohon Izin Mengadakan Penelitian Nomor : B-3646/Un.28/E.1/TL.00/07/2023 tanggal 26 Juli 2023 tentang izin Melaksanakan Penelitian di MTs YPKS Padangsidimpuan, maka bersama hal ini kami menerangkan bahwa :

Nama : Nur Habibah Nailan Hasibuan
NPM : 1920300112
Program Studi : Tadris Bahasa Inggris
Alamat : Jl. Dr. Payungan Dlt. Gg Abadi Kmp. Tobat

Telah mengadakan Penelitian di MTs YPKS Padangsidimpuan dan telah diberikan informasi data-data yang diperlukan. Penelitian tersebut berlangsung sejak tanggal di keluarkannya Surat Izin Melaksanakan Penelitian sampai dengan tanggal 04 Agustus 2023, dengan judul :

“ The Effect of Turn-Taking Strategy on Students’ Speaking Ability At The Grade VIII MTs YPKS Padangsidimpuan”

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan seperlunya.

Padangsidimpuan, 30 Agustus 2023

Kepala Madrasah,



ROMANDO YUSRAT, S.Pd