THE EFFECT OF GROUP PRESENTATION TECHNIQUE TO STUDENTS' SPEAKING SKILL AT GRADE XI SMA NEGERI 3 PADANGSIDIMPUAN

A THESIS

Submitted to State College for Islamic Studies (STAIN)
Padangsidimpuan as a Partial Fulfillment of the Requirement
for the Degree of Islamic Educational Scholar (S. Pd. I)
in English Program

BY:

ENI FAUZIAH HARAHAP
Reg. No. 09340 0006

ENGLISH EDUCATION STUDY PROGRAM

TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN)
PADANGSIDIMPUAN
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ENGLISH EDUCATION STUDY PROGRAM

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STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN)
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2013

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a.n. **EniFauziahharahap**   To:
item: 5 (five) exemplars   **BapakKetua STAIN Padangsidimpuan**
                                 Di _

                                 Padangsidimpuan

Assalamu'alaikumWr. Wb.

After reading, studying and giving advice for necessary revise on thesis belong to *EniFauziahHarahap*, entitle *"The Effect of Group Presentation Technique to Students' Speaking Skill at Grade XI SMA Negeri 3 Padangsidimpuan"*, we assume that the thesis has been acceptable to complete the assigments and fulfill the requirements for the degree of SarjanaPendidikan Islam (S.Pd.I), department of education in STAIN Padangsidimpuan.

Therefore, we hope that she could be to defend her thesis in Munaqosyah. That's all and thank you for the attention.

WassalamualaikumWr. Wb.

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DECLARATION OF SELF THESIS COMPLETION

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Thesis   : THE EFFECT OF GROUP PRESENTATION TECHNIQUE TO STUDENTS' SPEAKING SKILL AT GRADE XI SMA NEGERI 3 PADANGSIDIMPUAN.

Had written this thesis with consultative aids of advisors, devoiding plagiarism and others' un-registered advice based on students' code case 14 verses 2.

This statement is accomplished fully responsibility. The writer will receive every chastisement if there is inaccurate on this statement as sentenced in students' code case 19 verses 4 including taking off the academic degree un-respectfully based on the official authorized norms.

Padangsidimpuan, April 28th 2013
Assertive Writer

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Cumulative Achievement index : 3.69
Predicate   : Cumlaude

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SEKOLAH TINGGI AGAMA ISLAM NEGERI

PADANGSIDIMPUAN

PENGESAHAN

Skripsiberjudul	: THE EFFECT OF GROUP PRESENTATION TECHNIQUE TO STUDENTS' SPEAKING SKILL AT GRADE XI SMA NEGERI 3 PADANGSIDIMPUAN

Ditulisoleh	: ENI FAUZIAH HARAHAP
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ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

First of all, writer would like to say thank you to Allah the Almighty who has given me time and healthy in writing and finishing this thesis. Next, the writer does not forget to send Shalawat to our prophet Muhammad SAW who has brought us from the darkness into the lightness.

In finishing this thesis, I got a lot of advices, suggestions, and aids from the following;

1. The Chief of STAIN Padangsidimpuan, Dr.H. Ibrahim Siregar, M.CL, who has given chance and time. So, I could learn and got some knowledge from STAIN Padangsidimpuan.

2. Dr. MahmuddinSiregar, M. A., as the first advisor who has given suggestions and helps in writing this thesis.

3. Zainudin,S.S., M.Hum, as the second advisor who has helped, supported and suggested writer to finish this thesis. May God bless Him.

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5. Mrs. RayendrianiFahmeiLubis, M.Ag., the dean of English Department.

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9. My beloved friends Tri', Nica', Aisyah Java, Misbah, and Bang Ben thanks for your help, patience and care to support the writer.

10. All my friends in STAIN Padangsidimpuan, good luck for you.

11. All the people who have helped the writer to finish my study that I can't mention one by one.

May Allah, the Almighty bless them all, Amin.Finally, I realize that there must be some weaknesses in this thesis. Therefore, I welcome to all good and value critics that can improve this thesis.

Padangsidimpuan, April 28th 2013

Writer

ENI FAUZIAH HARAHAP

iii

Name	:	**ENI FAUZIAH HARAHAP**
Reg. No	:	**09 340 0006**
Faculty	:	**Tarbiyah**
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Title of Thesis	:	**THE EFFECT OF GROUP PRESENTATION TECHNIQUE TO STUDENTS' SPEAKING SKILL AT GRADE XI SMA NEGERI 3 PADANGSIDIMPUAN.**

ABSTRACT

This research discussed about students' problem in speaking at grade XI SMA Negeri 3 Padangsidimpuan. It came from the phenomenon that was found when the writer asked one of English teacher of grade XI SMA Negri 3 Padangsidimpuan about what is the students' problem in facing the teaching speaking. Then, the writer formulated the problems became three questions: to what extent was grade XI SMA Negeri 3 Padangsidimpuan students' speaking skill before using group presentation technique?, to what extent was grade XI SMA Negeri 3 Padangsidimpuan students' speaking skill after using group presentation technique?, and is there any significant effect of using group presentation technique in teaching learning process towards students' speaking skill?

This research intended to know the description of the effect of group presentation technique on students' achievement in speaking skill at SMA Negeri 3 Padangsidimpuan. The research was conducted by quantitative method. The population of this research was 290 students of the grade XI. Then, the sample of research intended 62 students. Next, the pre-test and post-test about speaking skill were given to the respondent. To analysis the data, the writer used formulation of T-test.

After calculating the data to show the description of the data was found thatthe mean score of experimental class higher than control class (85.36 > 81.10) and the score of t_0 was bigger than t_s (2.91 >1.67). It means that the hypothesis was accepted. It was concluded that there was a significant effect of group presentation technique on Students' Achievement in speaking skill at SMA Negeri 3 Padangsidimpuan. Finally, the writer suggested using group presentation technique was effective to improve the speaking skill.

APPENDIX I

The List of Interview

A. **Interviews to the Teachers**

1. Tekhnik-tekhnikapasaja yang digunakanbapak/ibudalammengajarkanspeaking di SMA Negeri 3 Padangsidimpuan?

   (What are the speakings that used by English teachers in teaching speaking SMA Negeri 3 Padangsidimpuan?)

2. Apa-apasaja yang bapak/ibuajarkansebelummenugaskansiswauntukspeaking di SMA Negeri 3 Padangsidimpuan?

   (What are that English teachers teach before order the students to speak at SMA Negeri 3 Padangsidimpuan?

3. (Bagaimanakansistempengajarandalammengajarkanspeaking di SMA Negeri 3 Padangsidimpuan?

   (How is the teaching system in teaching speaking at SMA Negeri 3 Padangsidimpuan?)

4. Bagaimanakahhasilbelajarsiswadalambelajar speaking?

   (How about the students result in speaking learning?)

5. Kesulitan-kesulitanapasaja yang dihadapisiswadalambelajar speaking?

   (What are the student difficulties in learning speaking?)

6. Bagaimanabapak/ibumemecahkanmasalahtersebut?

(How the English teachers to solve this problems?)

C. Interviews to the Students

1. Apakahadikmenyenangibahasainggris?

    (are you interest English subject?)

2. Apakahadikseringmempraktek speaking adikkepadateman-temandisekitaradik?

    (Do you often practice your speaking to your friends?)

3. Apakahadikmenyukaipelajaranbahasainggris, khususnyapelajaran speaking?

    (Are you interest English subject especially in learning speaking?)

4. Bagaimanatekhnikmengajarkan speaking di sekolahadik, danapakahmenurutadiktekhnikitucukupbagus?

    (How is the technique in teaching speaking in your school, and is it good or not?)

5. Apakahtekhnikmengajarkan speaking disekolahinisudahsesuaidengankeinginanadik?

    (Is the technique in teaching speaking has been suitable to your desire?)

6. Strategiapa yang adikgunakandalammempelajari speaking?

    (What is the strategi that you used in learning speaking?)

7. Apakahadikmengalamikesulitandalambelajar speaking?

    (Do you find any difficulties in learning speaking?)

8. Kesulitan-kesulitanapasaja yang adikhadapidalammempelajari speaking?

    (What are the difficulties that is often found by you inlearning speaking?)

9. Apasolusi yang diberikan guru kepadaadikjikamenemuikesulitan-kesulitandalammempelajari speaking?

(What is the solution that is given by the teacher to you if you find the difficulties in learning speaking?)

APPENDIX II

TEST

NAME :
CLASS :
GROUP :

1. Complete the following text for each student
2. Identify the generic structure of the text
3. Perform/ present it by group presentation in front of the class.
   They are as follows:

1st text for Pre-Test:

Is it Good or bad to Watch Television?

Television is a form of 1………….. Television gives 2……………. to those who are 3………… and fills the time of those who have nothing better to do. This medium is enjoyed by the youngand the old.

For children, television watching can be a 4……………… way of passing the time. Educational programs teach and at the same time provide pleasure and entertainment. Children learn faster and remember better if they are interested in what they are learning. Television can be a 5…………. teacher.

However, without restriction, it may be 6……………. for children to watch too much television. Some children sit in front of the television set all day long. As a result, they become 7………..and8………… their studies and homework.

Therefore, parents must 9…………… and choose 10…………..the hours and the kinds of television programs their children watch.

2nd text for Post-test:

Social Network

Nowadays, social network has become a 1……..of the world where people can 2………….interact with other people, even across the world. So many sites that give us this feature like Facebook which we know as the biggest social network media in the world, twitter, Skype, My Space, and many more. Most of 3………..people who know the social network possibly have an account from those media.

Social network influences the human life. People can share anything here; express what they think with words, pictures, and videos. Or we can build our own image in public to reach 4…………. Even, a person can be more popular in social network but in reality is so different. For some people, updating their status or commenting someone's status or something like that is a need. That's why social network has big 5……….. in human life.

Besides those benefits of social network, there must be 6…………. impact. Social network can be a 7……….. for criminals. In social network there are so many manipulation and falseness because not all people give the 8………. information of themselves. And it can also decrease the 9………….. When people only interact in an unreal world without communicate in real world. They can't be themselves in reality.

All the facts above prove that something always has good and 10………. side. Social network can be alternative way to express ourselves, but considering it as a need or even thinking we can't live without it, is so wrong. We must not depend on social network to interact, open your eyes and be realistic.

APPENDIX III

KEY ANSWER

1st key answer for Pre-Test:

Is it Good or bad to Watch Television?

Television is a form of **1.entertainment**. Television gives **2.pleasure** to those who are **3.bored** and fills the time of those who have nothing better to do. This medium is enjoyed by the youngand the old.

For children, television watching can be a **4.beneficial** way of passing the time. Educational programs teach and at the same time provide pleasure and entertainment. Children learn faster and remember better if they are interested in what they are learning. Television can be a **5.good** teacher.

However, without restriction, it may be **6.harmful** for children to watch too much television. Some children sit in front of the television set all day long. As a result, they become **7.lazy** and **8.neglect** their studies and homework.

Therefore, parents must **9.limit** and choose **10.carefully** the hours and the kinds of television programs their children watch.

2nd key answer for Post-Test:

Social Network

Nowadays, social network has become a **1.gate** of the world where people can **2.easily** interact with other people, even across the world. So many sites that give us this feature like Facebook which we know as the biggest social network media in the world, twitter, Skype, My Space, and many more. Most of **3.modern** people who know the social network possibly have an account from those media.

Social network influences the human life. People can share anything here; express what they think with words, pictures, and videos. Or we can build our own image in public to reach **4.popularity**. Even, a person can be more popular in social network but in reality is so different. For some people, updating their status or commenting someone's status or something like that is a need. That's why social network has big **5.roles** in human life.

Besides those benefits of social network, there must be **6.negative** impact. Social network can be a **7.mask** for criminals. In social network there are so many manipulation and falseness because not all people give the **8.true** information of themselves. And it can also decrease the **9.confident** when people only interact in an unreal world without communicate in real world. They can't be themselves in reality.

All the facts above prove that something always has good and **10.bad** side. Social network can be alternative way to express ourselves, but considering it as a need or even thinking we can't live without it, is so wrong. We must not depend on social network to interact, open your eyes and be realistic.

APPENDIX IV

a. **Name of Students in Experimental Class**

Number of Students (n)	Name of Students
(1)	(2)
1	Ade Ito
2	AfraRahmaulydina
3	Andre Roganda
4	Devi Rizky
5	DewiAzwita
6	FifyMalisyah
7	FrichlesKristianto
8	Hardi Amos
9	Indah AmaliaLubis
10	IndraDoliNst
11	JeksonParulian
12	Johannes Hasoloan
13	MelvaliaCristin
14	Muhammad Hamdi
15	NazlahHilfahLubis
16	NurHidayah
17	NyatalyaYulyla
18	Raja Doli
19	RakhmadHidayad
20	ReunisahDarwanti
21	RiniYati
22	RiskiSwandi
23	RiskiAnanda
24	RismanKornelius
25	RiskiMulliRanto
26	RoniRahmad
27	SitiHrdiantiHsb
28	SuhendraLesmana
29	Syahnan Ali Lubis
30	Tri ErawatiJayanti
31	WahyuAnnisaHsb
32	YeniAfriliaHrp
33	YonaHidayatHrp

b. Name of Students in Conventional Class

Number of Students (n)	Name of Students
(1)	**(2)**
1	Abdul HadiLubis
2	Ahmad KurniaAnanda
3	Azizar Noor Siregar
4	Dedek Sahara Dewi
5	Edi RahmadSuhendraHrp
6	ErmilaHafniNst
7	FitriGaluniaArianto
8	FitriyaniRiskiHapipah
9	IkaApriyani
10	Indah RiskiSimbolon
11	JuniantoS.Btb
12	MikrajniHrp
13	Mhd.Tahir Raja
14	Muliano Sari Chaniago
15	NailaRahmadani
16	NizarFuadiNst
17	NovitaWahyuniDaulay
18	NurulLitaEviliaSrg
19	NurAinunNst
20	PutriAdelinaBtb
21	PutriAlkashmiHrp
22	RahayuSakinahPurba
23	RahmiAnggraini
24	Rami Fuazi
25	Riri Tri PutriNst
26	RiskaDewiSrg
27	RiskiaPutriNst
28	Tri MahendraSrg
29	SaidahSafitriNst

APPENDIX V

LESSON PLAN 1
EXPERIMENTAL CLASS

Instructional Unit   : Speaking

School   : SMA Negeri 3 Padangsidimpuan

Subject   : English

Topic   : *Hortatory Exposition*

Class   : XI IPA 1

Time   : 2 x 40 minutes

Meeting   : 1

A. Competence Standard

10. Express meaning in the functional text and short essay in the forms of *narrative, spoof* dan *hortatory exposition* in daily life context.

B. Basic Competence

10.2 Express meaning in the short essay by using variety of speaking skill accurately, fluently, and acceptance in daily life context.

C. Indicator

Maximum Indicator	Culture Value and nationality character
▪ Listening to spoken *Hortatory Exposition* text that present by group presentation. ▪ Presenting spoken *Hortatory Exposition* text in a group. ▪ A group explain the generic structure of the text ▪ Each group discusses the text that has been presented.	Religious, hardly, be own master, self-confidence, have a spirit nationality, peace love, care to environment, social caring, and responsible.

D. Source

Buku paket Darjis, Desmal dkk, *English: Natural and Social Programme grade XI SMA/MA*, Jakarta: Penerbit Bumi Aksara, 2008.

E. Material

Hortatory Exposition

Hortatory exposition text is a text which represents the attempt of the writer to have the addressee do something or act in a certain way.

Its structure:
1. ***Thesis*** : Introduce a topic, main idea or point of view to be presented (thesis assessment).

2. ***Arguments :*** Provides the evidence (arguments) to support the thesis statement. Each paragraph identifies a particular point. The elaboration may be further description, analysis, justification, giving examples, comparing and contrasting, etc.

3. ***Recommendation*** *:* Makes a recommendation for readers.

Is it Good or bad to Watch Television?

Television is a form of entertainment. Television gives pleasure to those who are bored and fills the time of those who have nothing better to do. This medium is enjoyed by the youngand the old.

For children, television watching can be a beneficial way of passing the time. Educational programs teach and at the same time provide pleasure and entertainment. Children learn faster and remember better if they are interested in what they are learning. Television can be a good teacher.

However, without restriction, it may be harmful for children to watch too much television. Some children sit in front of the television set all day long. As a result, they become lazy and neglect their studies and homework.

Therefore, parents must limit and choose carefully the hours and the kinds of television programs their children watch.

1. Generic Structure of the text

Thesis	Television is a form of entertainment. Television gives pleasure to those who are bored and fills the time of those who have nothing better to do. This medium is enjoyed by the youngand the old.
Arguments	**Argument 1:** For children, television watching can be a beneficial way of passing the time. Educational programs teach and at the same time provide pleasure and entertainment. Children learn faster and remember better if they are interested in what they are learning. Television can be a good teacher. **Argument 2:** However, without restriction, it may be harmful for children to watch too much television. Some children sit in front of the television set all day long. As a result, they become lazy and neglect their studies and homework.
Recommendation	Therefore, parents must limit and choose carefully the hours and the kinds of television programs their children watch.

2. Discuss what is the text talking about and do the other group agree with the writers' recommendation.

Tentative of Students' Discussion:

1. What does television give to those who are bored?

   Answer: <u>television gives pleasure to those who are bored</u>.

2. What is enjoyed by the young and the old?

   Answer: <u>television.</u>

3. For who can television-watching be a most beneficial way of passing the time?

   Answer: <u>for children.</u>

4. What do educational programs teach at the same time?

   Answer: <u>provide pleasure and entertainment.</u>

5. Who learn faster?

   Answer: <u>children.</u>

6. Can television be a good teacher?

   Answer: <u>yes, it can.</u>

7. Why is watching television harmful for children?

   Answer: <u>because some children sit in front of the television set all day long</u>.

8. What is the bad result for children who sit in front of the television set all day long?

   Answer: <u>they become lazy and neglect their studies and homework.</u>

9. What do parents have to do to protect their children from the bad effect of watching television?

   Answer: <u>the parents must limit and choose carefully the hours and the kinds of television programs their children watch.</u>

F. Learning Technique

Group Presentation technique

G. Teaching Learning Activity

1. Opening
   a. Greeting and introducing patiently
   b. Explain the aim of the research

  c. Asking the absent

  d. Giving a motivation

  e. Asking the background knowledge of the students.

2. Main Activity

  a. One of the group present their hortatory text

  b. They explain the generic structure of the text presented

  c. The other group ask the group presentation about the text presented that they have not understood

  d. Each group discusses the questions.

3. Closing

  a. Concluding the lesson

  b. Reminding the students to learn at home and tell them the next lesson.

H. Evaluation

  The evaluation will be done by conducting the speaking task, that is

1. Complete the following text for each student
2. Identify the generic structure of the text for each student
3. Perform/ present it by group presentation in front of the class.

I. The Instrument of Test

  Group presentations areexpected to complete the following text, identify the generic structure of the text then perform/ present it in front of the class.

J. The Indicator of Value

No.	The Indicator of Value	Score
1	Accent	0 – 25
2	Grammar	0 – 25
3	Fluency	0 – 25
4	Comprehension	0 – 25
Maximal Score		100

$$\underline{\text{High Score X Criteria X 100}} = 100$$
$$\text{Total Score}$$

$$\underline{\text{25 X 4 X 100}} = 100$$
$$100$$

Padangsidimpuan, 22 April 2013

Co-teacher of SMA N 3 Padangsidimpuan   Teacher

Syarifuddin Siregar, S.Pd   **Eni Fauziah Harahap**
NIP.19690602 199512 1 002   **NIM. 09 340 0006.**

The Headmaster of SMA N 3 Padangsidimpuan

Drs. Hasbullah Sani Nasution
NIP.19560919 198602 1002

APPENDIX VI

LESSON PLAN 2
EXPERIMENTAL CLASS

Instructional Unit : Speaking

School : SMA Negeri 3 Padangsidimpuan

Subject : English

Topic : *Hortatory Exposition*

Class : XI IPA 1

Time : 2 x 40 minutes

Meeting : 2

A. Competence Standard

10. Express meaning in the functional text and short essay in the forms of *narrative, spoof*dan *hortatory exposition* in daily life context.

B. Basic Competence

10.2 Express meaning in the short essay by using variety of speaking skill accurately, fluently, and acceptance in daily life context.

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Maximum Score	Culture Value and nationality character
▪ Listening to spoken *Hortatory Exposition* text that present by group presentation. ▪ Presenting spoken *Hortatory Exposition* text in a group. ▪ A group explain the generic structure of the text	Religious, hardly, be own master, self-confidence, have a spirit nationality, peace love, care to environment, social caring, and responsible.

▪ Each group discusses the text that has been presented.	

D. Source

Buku paket Darjis, Desmal dkk, *English: Natural and Social Programme grade XI SMA/MA*, Jakarta: Penerbit Bumi Aksara, 2008.

http://putri0606.blogspot.com/2012/04/example-of-hortatory-exposition.html

E. Material

Hortatory Exposition

Hortatory exposition text is a text which represents the attempt of the writer to have the addressee do something or act in a certain way.

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2. ***Arguments :*** Provides the evidence (arguments) to support the thesis statement. Each paragraph identifies a particular point. The elaboration may be further description, analysis, justification, giving examples, comparing and contrasting, etc.

3. ***Recommendation*** *:* Makes a recommendation for readers.

Social Network

Nowadays, social network has become a gate of the world where people can easily interact with other people, even across the world. So many sites that give us this feature like Facebook which we know as the biggest social network media in the world, twitter, Skype, My Space, and many more. Most

of modern people who know the social network possibly have an account from those media.

Social network influences the human life. People can share anything here; express what they think with words, pictures, and videos. Or we can build our own image in public to reach popularity. Even, a person can be more popular in social network but in reality is so different. For some people, updating their status or commenting someone's status or something like that is a need. That's why social network has big roles in human life.

Besides those benefits of social network, there must be negative impact. Social network can be a mask for criminals. In social network there are so many manipulation and falseness because not all people give the true information of themselves. And it can also decrease the confident when people only interact in an unreal world without communicate in real world. They can't be themselves in reality.

All the facts above prove that something always has good and bad side. Social network can be alternative way to express ourselves, but considering it as a need or even thinking we can't live without it, is so wrong. We must not depend on social network to interact, open your eyes and be realistic.

1. Generic Structure of the text

Thesis	Nowadays, social network has become a gate of the world where people can easily interact with other people, even across the world. So many sites that give us this feature like Facebook which we know as the biggest social network media in the world, twitter, Skype, My Space, and many more. Most of modern people who know the social network possibly have an account from those media.
Arguments	**Argument 1:** Social network influences the human life. People can share anything here; express what they think with words, pictures, and videos.

	Or we can build our own image in public to reach popularity. Even, a person can be more popular in social network but in reality is so different. For some people, updating their status or commenting someone's status or something like that is a need. That's why social network has big roles in human life.
	Argument 2:
	Besides those benefits of social network, there must be negative impact. Social network can be a mask for criminals. In social network there are so many manipulation and falseness because not all people give the true information of themselves. And it can also decrease the confident when people only interact in an unreal world without communicate in real world. They can't be themselves in reality.
	Argument 3:
	Besides those benefits of social network, there must be negative impact. Social network can be a mask for criminals. In social network there are so many manipulation and falseness because not all people give the true information of themselves. And it can also decrease the confident when people only interact in an unreal world without communicate in real world. They can't be themselves in reality.
Recommendation	All the facts above prove that something always has good and bad side. Social network can be alternative way to express ourselves, but considering it as a need or even thinking we can't live without it, is so wrong. We must not depend on social network to interact, open your eyes and be realistic.

2. Discuss what is the text talking about and do the other group agree with the writers' recommendation of group presentation.

F. Learning Technique

Group Presentation

G. Teaching Learning Activity

1. Opening
   a. Greeting and introducing patiently
   b. Explain the aim of the research
   c. Asking the absent
   d. Giving a motivation
   e. Asking the background knowledge of the students

2. Main Activity
   a. One of the group present their hortatory text
   b. They explain the generic structure of the text presented
   c. The other group ask the group presentation about the text presented that they have not understood
   d. Each group discusses the questions.

3. Closing
   a. Concluding the lesson
   b. Reminding the students to learn at home and tell them the next lesson.

H. Evaluation

The evaluation will be done by conducting the speaking task, that is answer the verbal essay or give/present a short topic 4-5 minutes each student about the text that has been presented before by the group presentation.

I. The Instrument of Test

Each student is expected to complete the following text, then perform/ present it in front of the class

J. The Indicator of Value

No.	The Indicator of Value	Score
1	Accent	0 – 25
2	Grammar	0 – 25
3	Fluency	0 – 25

4	Comprehension	0 – 25
Maximal Score		100

High Score X Criteria X 100 = 100
Total Score

25 X 4 X 100 = 100
100

Padangsidimpuan, 22

April 2013

Co-teacher of SMA N 3 Padangsidimpuan   **Teacher**

Syarifuddin Siregar, S.Pd   **Eni Fauziah Harahap**
NIP.   **NIM. 09 340 0006.**

The Headmaster of SMA N 3 Padangsidimpuan

Drs. Hasbullah Sani Nasution
NIP. 19560919 198602 1002

APPENDIX VI

LESSON PLAN 1
CONVENTIONAL CLASS

Instructional Unit   : Speaking

School   : SMA Negeri 3 Padangsidimpuan

Subject   : English

Topic   : *Hortatory Exposition*

Class   : XI IPA

Time   : 2 x 40 minutes

Meeting   : 1

A. Competence Standard

10. Express meaning in the functional text and short essay in the forms of *narrative, spoof* dan *hortatory exposition* in daily life context.

B. Basic Competence

10.2 Express meaning in the short essay by using variety of speaking skill accurately, fluently, and acceptance in daily life context.

C. Indicator

Maximal Indicator	Culture Value and nationality character
▪ Listening to spoken *Hortatory Exposition* text ▪ Presenting spoken *Hortatory Exposition* text by story telling ▪ Teacher explains the generic structure of the text ▪ Students and teacher discusses the text that has been told by the teacher	Religious, hardly, be own master, self-confidence, have a spirit nationality, peace love, care to environment, social caring, and responsible.

D. Source

Buku paket Darjis, Desmal dkk, *English: Natural and Social Programme grade XI SMA/MA*, Jakarta: Penerbit Bumi Aksara, 2008.

E. Material

Hortatory Exposition

Hortatory exposition text is a text which represents the attempt of the writer to have the addressee do something or act in a certain way.

Its structure:
1. ***Thesis*** : Introduce a topic, main idea or point of view to be presented (thesis assessment).

2. ***Arguments :*** Provides the evidence (arguments) to support the thesis statement. Each paragraph identifies a particular point. The elaboration may be further description, analysis, justification, giving examples, comparing and contrasting, etc.

3. ***Recommendation*** : Makes a recommendation for readers.

Is it Good or bad to Watch Television?

Television is a form of entertainment. Television gives pleasure to those who are bored and fills the time of those who have nothing better to do. This medium is enjoyed by the youngand the old.

For children, television watching can be a beneficial way of passing the time. Educational programs teach and at the same time provide pleasure and entertainment. Children learn faster and remember better if they are interested in what they are learning. Television can be a good teacher.

However, without restriction, it may be harmful for children to watch too much television. Some children sit in front of the television set all day long. As a result, they become lazy and neglect their studies and homework.

Therefore, parents must limit and choose carefully the hours and the kinds of television programs their children watch.

1. Generic Structure of the text

Thesis	Television is a form of entertainment. Television gives pleasure to those who are bored and fills the time of those who have nothing better to do. This medium is enjoyed by the youngand the old.
Arguments	**Argument 1:** For children, television watching can be a beneficial way of passing the time. Educational programs teach and at the same time provide pleasure and entertainment. Children learn faster and remember better if they are interested in what they are learning. Television can be a good teacher. **Argument 2:** However, without restriction, it may be harmful for children to watch too much television. Some children sit in front of the television set all day long. As a result, they become lazy and neglect their studies and homework.
Recommendation	Therefore, parents must limit and choose carefully the hours and the kinds of television programs their children watch.

2. Discuss what is the text talking about and do the other group agree with the writers' recommendation of group presentation.

Tentative of Students' Discussion:

1. What does television give to those who are bored?

   Answer: <u>television gives pleasure to those who are bored</u>.

2. What is enjoyed by the young and the old?

   Answer: <u>television.</u>

3. For who can television-watching be a most beneficial way of passing the time?

   Answer: <u>for children.</u>

4. What do educational programs teach at the same time?

   Answer: <u>provide pleasure and entertainment.</u>

5. Who learn faster?

   Answer: <u>children.</u>

6. Can television be a good teacher?

   Answer: <u>yes, it can.</u>

7. Why is watching television harmful for children?

   Answer: <u>because some children sit in front of the television set all day long</u>.

8. What is the bad result for children who sit in front of the television set all day long?

   Answer: <u>they become lazy and neglect their studies and homework.</u>

9. What do parents have to do to protect their children from the bad effect of watching television?

   Answer: <u>the parents must limit and choose carefully the hours and the kinds of television programs their children watch.</u>

F. Learning Technique

1. Story telling
2. Discussion

G. Teaching Learning Activity

   1. Opening

      a. Greeting and introducing patiently

      b. Explain the aim of the research

      c. Asking the absent

      d. Giving a motivation

      e. Asking the background knowledge of the students

   2. Main Activity

      a. Teacher tells the text by text telling or usually said by story-telling in the topic of hortatory text

      b. Teacher explains the generic structure of the text that has told.

      c. Teacher and students discuss the content of the text

   3. Closing

      a. Concluding the lesson

      b. Reminding the students to learn at home and tell them the next lesson.

H. Evaluation

The evaluation will be done by conducting the speaking task, which is answeringby verbal essay (discussion).

I. The Instrument of Test

Each student is expected to complete the following text, then answer it orally (verbal essay).

J. The Indicator of Value

No.	The Indicator of Value	Score
1	Accent	0 – 25
2	Grammar	0 – 25
3	Fluency	0 – 25
4	Comprehension	0 – 25
Maximal Score		100

$$\underline{\text{High Score X Criteria X 100}} = 100$$
$$\text{Total Score}$$

$$\underline{\text{25 X 4 X 100}} = 100$$
$$100$$

LESSON PLAN 2
CONVENTIONAL CLASS

Instructional Unit	: Speaking
School	: SMA Negeri 3 Padangsidimpuan
Subject	: English
Topic	: *Hortatory Exposition*
Class	: XI IPA 2
Time	: 2 x 40 minutes
Meeting	: 2

A. Competence Standard

10. Express meaning in the functional text and short essay in the forms of *narrative, spoof*dan *hortatory exposition* in daily life context.

B. Basic Competence

10.2 Express meaning in the short essay by using variety of speaking skill accurately, fluently, and acceptance in daily life context.

C. Indicator

Maximal Indicator	Culture Value and nationality character
▪ Listening to spoken *Hortatory Exposition* text ▪ Presenting spoken *Hortatory Exposition* text by story telling ▪ Teacher explains the generic structure of the text ▪ Students and teacher discusses the text that has been told by the teacher	Religious, hardly, be own master, self-confidence, have a spirit nationality, peace love, care to environment, social caring, and responsible.

D. Source

BukupaketDarjis, Desmaldkk, *English: Natural and Social Programme grade XI SMA/MA*, Jakarta: PenerbitBumiAksara, 2008.

E. Material

Hortatory Exposition

Hortatory exposition text is a text which represents the attempt of the writer to have the addressee do something or act in a certain way.

Its structure:
1. ***Thesis*** : Introduce a topic, main idea or point of view to be presented (thesis assessment).

2. ***Arguments :*** Provides the evidence (arguments) to support the thesis statement. Each paragraph identifies a particular point. The elaboration may be further description, analysis, justification, giving examples, comparing and contrasting, etc.

3. ***Recommendation*** : Makes a recommendation for readers.

Social Network

Nowadays, social network has become a gate of the world where people can easily interact with other people, even across the world. So many sites that give us this feature like Facebook which we know as the biggest social network media in the world, twitter, Skype, My Space, and many more. Most of modern people who know the social network possibly have an account from those media.

Social network influences the human life. People can share anything here; express what they think with words, pictures, and videos. Or we can build our own image in public to reach popularity. Even, a person can be more popular in social network but in reality is so different. For some people, updating their status or commenting someone's status or something like that is a need. That's why social network has big roles in human life.

Besides those benefits of social network, there must be negative impact. Social network can be a mask for criminals. In social network there are so many manipulation

and falseness because not all people give the true information of themselves. And it can also decrease the confident when people only interact in an unreal world without communicate in real world. They can't be themselves in reality.

All the facts above prove that something always has good and bad side. Social network can be alternative way to express ourselves, but considering it as a need or even thinking we can't live without it, is so wrong. We must not depend on social network to interact, open your eyes and be realistic.

1. Generic Structure of the text

Thesis	Nowadays, social network has become a gate of the world where people can easily interact with other people, even across the world. So many sites that give us this feature like Facebook which we know as the biggest social network media in the world, twitter, Skype, My Space, and many more. Most of modern people who know the social network possibly have an account from those media.
Arguments	**Argument 1:** Social network influences the human life. People can share anything here; express what they think with words, pictures, and videos. Or we can build our own image in public to reach popularity. Even, a person can be more popular in social network but in reality is so different. For some people, updating their status or commenting someone's status or something like that is a need. That's why social network has big roles in human life. **Argument 2:** Besides those benefits of social network, there must be negative impact. Social network can be a mask for criminals. In social network there are so many manipulation and falseness because not all people give the true information of themselves. And it can also decrease the confident when people only interact in an unreal world without communicate in real world. They can't be themselves in reality.

	Argument 3:
	Besides those benefits of social network, there must be negative impact. Social network can be a mask for criminals. In social network there are so many manipulation and falseness because not all people give the true information of themselves. And it can also decrease the confident when people only interact in an unreal world without communicate in real world. They can't be themselves in reality.
Recommendation	All the facts above prove that something always has good and bad side. Social network can be alternative way to express ourselves, but considering it as a need or even thinking we can't live without it, is so wrong. We must not depend on social network to interact, open your eyes and be realistic.

2. Discuss what is the text talking about and do the other group agree with the writers' recommendation.

F. Learning Technique

1. Story telling
2. Discussion

G. Teaching Learning Activity

1. Opening

    a. Greeting and introducing patiently

    b. Explain the aim of the research

    c. Asking the absent

    d. Giving a motivation

    e. Asking the background knowledge of the students

2. Main Activity
   a. Teacher tells the text by text telling or usually said by story-telling in the topic of hortatory text
   b. Teacher explains the generic structure of the text that has told.
   c. Teacher and students discuss the content of the text

3. Closing
   a. Concluding the lesson
   b. Reminding the students to learn at home and tell them the next lesson.

H. Evaluation

The evaluation will be done by conducting the speaking task, which is answering by verbal essay (discussion).

I. The Instrument of Test

Each student is expected to complete the following text, then perform/ present it in front of the class.

J. The Indicator of Value

No.	The Indicator of Value	Score
1	Accent	0 – 25
2	Grammar	0 – 25
3	Fluency	0 – 25
4	Comprehension	0 – 25
Maximal Score		100

$$\underline{\textbf{High Score X Criteria X 100}} = \textbf{100}$$
$$\textbf{Total Score}$$

$$\underline{\textbf{25 X 4 X 100}} = \textbf{100}$$
$$\textbf{100}$$

Padangsidimpuan,   24 April 2013

Co-teacher of SMA N 3 Padangsidimpuan   Teacher

SyarifuddinSiregar, S.Pd   **EniFauziahHarahap**
NIP.   **NIM. 09 340 0006.**

The Headmaster of SMA N 3 Padangsidimpuan

Drs. HasbullahSaniNasution
NIP. 19560919 198602 1002

APPENDIX IX

a. **The Score of Speaking Skill inExperimental Group**

No. student	Pre- test					Post-test				
	Ac	Vc	Fl	Cm	Total	Ac	Vc	Fl	Cm	Total
1	17	18	15	20	**70**	21	17	22	25	**85**
2	19	15	14	20	**68**	23	18	20	25	**86**
3	17	17	15	22	**71**	20	24	20	25	**89**
4	14	16	15	21	**67**	20	25	20	25	**90**
5	14	24	15	24	**77**	16	23	18	25	**82**
6	16	18	15	20	**69**	19	22	24	25	**90**
7	14	18	13	20	**65**	18	20	18	25	**81**
8	18	18	13	21	**70**	22	24	23	25	**94**
9	17	20	14	20	**70**	21	24	20	25	**90**
10	17	20	17	20	**74**	21	24	21	25	**91**
11	16	15	15	18	**71**	23	25	22	25	**95**
12	18	15	15	22	**70**	16	17	16	25	**74**
13	20	20	17	20	**77**	21	23	23	25	**92**
14	18	15	15	22	**70**	17	17	15	25	**74**
15	20	15	15	20	**70**	17	17	15	25	**74**
16	20	18	18	12	**68**	22	23	18	25	**88**
17	20	18	13	18	**69**	16	17	15	25	**73**
18	15	20	15	20	**70**	17	18	15	25	**75**
19	20	20	16	20	**76**	17	19	17	25	**78**
20	20	15	16	17	**70**	18	17	15	25	**75**
21	21	15	20	17	**73**	19	17	15	25	**76**
22	18	20	15	22	**75**	21	24	20	25	**90**
23	20	17	17	20	**74**	18	23	20	25	**86**
24	20	18	17	16	**71**	20	23	22	25	**90**
25	16	20	15	21	**72**	21	22	20	25	**88**
26	16	20	15	18	**69**	18	22	20	25	**85**
27	20	20	17	18	**75**	20	24	22	25	**91**
28	17	20	22	20	**79**	22	24	20	25	**91**
29	14	15	15	20	**74**	20	22	22	25	**89**
30	16	18	15	20	**69**	22	20	20	25	**87**
31	20	17	18	21	**76**	20	23	20	25	**88**
32	21	20	18	20	**79**	20	23	22	25	**90**
33	20	20	17	22	**79**	21	22	22	25	**90**

Ac   : Accent

Vr   : Vocabulary

Fl   : Fluency

Cr   : Comprehension

b. The Score of Speaking Skill in Conventional Group

No. student	Pre- test					Post-test				
	Ac	Vc	Fl	Cm	Total	Ac	Vc	Fl	Cm	Total
1	20	18	18	12	**68**	20	24	21	20	**85**
2	20	18	13	18	**69**	18	25	20	21	**85**
3	17	18	15	20	**70**	20	17	17	20	**74**
4	19	15	14	20	**68**	21	21	23	20	**85**
5	16	20	15	18	**69**	20	17	17	20	**74**
6	20	20	17	18	**75**	18	22	20	25	**85**
7	17	20	22	20	**79**	17	22	18	20	**81**
8	16	18	20	20	**74**	22	20	20	20	**85**
9	16	18	15	20	**69**	21	24	20	20	**85**
10	20	17	18	21	**76**	21	23	21	20	**85**
11	21	20	18	20	**79**	23	20	22	20	**85**
12	19	15	14	20	**68**	20	17	17	20	**74**
13	17	17	15	22	**71**	21	23	21	20	**85**
14	16	17	13	21	**67**	20	17	17	20	**74**
15	20	20	15	22	**77**	20	17	17	20	**74**
16	16	18	15	20	**69**	22	23	18	22	**85**
17	14	18	13	20	**65**	20	17	16	20	**73**
18	19	15	14	20	**68**	20	18	17	20	**75**
19	17	17	15	22	**71**	20	19	19	20	**78**
20	18	15	20	17	**70**	20	17	18	20	**75**
21	18	18	18	17	**71**	20	17	19	20	**76**
22	18	18	15	22	**73**	21	24	20	20	**85**
23	20	17	17	20	**74**	18	23	20	23	**84**
24	20	18	17	16	**71**	22	23	20	20	**85**
25	16	18	15	21	**70**	21	22	20	21	**84**
26	16	20	15	18	**69**	21	22	20	21	**84**
27	20	16	17	18	**71**	20	24	21	20	**85**
28	17	16	18	20	**71**	23	22	20	20	**85**
29	16	18	18	18	**70**	20	22	20	20	**82**

Ac   : Accent
Vr   : Vocabulary
Fl   : Fluency
Cr   : Comprehension

APPENDIX X

a. **The Score for Finding the Average Score of Experimental Class**

Number of student (n)	Pre- test	Post- test	Y_1	Y_1^2
1	2	3	4	5
1	70	85	15	225
2	68	86	18	324
3	71	89	18	324
4	67	90	23	529
5	77	82	5	25
6	69	90	21	441
7	65	81	16	256
8	70	94	24	576
9	70	90	20	400
10	74	91	17	289
11	71	95	24	576
12	70	74	4	16
13	77	92	15	225
14	70	74	4	16
15	70	74	4	16
16	68	88	20	400
17	69	73	4	16
18	70	75	5	25
19	76	78	2	4
20	70	75	5	25
21	73	76	3	9
22	75	90	15	225
23	74	86	12	144
24	71	90	19	361
25	72	88	16	256
26	69	85	16	256
27	75	91	16	256
28	79	91	12	144
29	74	89	15	225
30	69	87	18	324
31	76	88	12	144
32	79	90	11	121
33	79	90	11	121
Total			440	7294

b. The Score for Finding the Average Score of Control Group

Number of student (n)	Pre- test	Post- test	Y_2	Y_2^2
1	2	3	4	5
1	68	85	17	289
2	69	85	16	256
3	70	74	4	16
4	68	85	17	289
5	69	74	5	25
6	75	85	10	100
7	79	81	2	4
8	74	85	11	121
9	69	85	16	256
10	76	85	9	81
11	79	85	6	36
12	68	74	6	36
13	71	85	14	196
14	67	74	7	49
15	77	74	3	9
16	69	85	16	256
17	65	73	8	64
18	68	75	7	49
19	71	78	7	49
20	70	75	5	25
21	71	76	5	25
22	73	85	12	144
23	74	84	10	100
24	71	85	14	196
25	70	84	14	196
26	69	84	15	225
27	71	85	14	196
28	71	85	14	196
29	70	82	12	144
Total			296	3628

APPENDIX XI

a. **Description Data before Using Group Presentation of the Experimental Group**

1. The score of experimental group from low score to high score.

65	69	70	74	76
67	70	70	74	77
68	70	71	74	77
68	70	71	75	79
69	70	71	75	79
69	70	72	76	
69	70	73	76	

2. High score $= 79$
3. Low score $= 65$
4. Range $=$ high score – low score

$$= 79 - 65 = 14$$

5. The total of classes (BK) $= 1 + 3.3 \log n$

$$= 1 + 3.3 \ (1.518)$$
$$= 1 + 5.0094$$
$$= 6.0094$$
$$= 6$$

6. Interval (i)

$$i = \frac{14}{BK} = \frac{14}{6} = 2.32$$
$$= 3$$

7. Mean score $(x) = \sum \dfrac{fixi}{fi}$

Interval	Fi	xi	fixi	fkb
64-66	1	65	65	33=N
67-69	7	68	476	32
70-72	12	71	852	35
73-75	6	74	444	23
76-78	4	77	308	17
79-81	3	80	240	13
i = 2	33		2377	

$$x = \sum \frac{fixi}{fi} = \frac{2377}{33} = 72.03$$

8. Median

$$Me = \ell + \left(\frac{\frac{1}{2}n - fkb}{fi} \right) i$$

$$Me = \ell + \left(\frac{\frac{1}{2}n - fkb}{fi} \right) i$$

$$\left[\frac{1}{2} n = \frac{1}{2}(33) = 16.5 \right]$$

$$Me = 69.5 + \left(\frac{16.5 - 13}{4} \right) 2$$

$$= 69.5 + \left(\frac{3.5}{4} \right) 2$$

$$= 69.5 + (0.875) \, 2$$

$$= 69.5 + 1.75$$

$$= 71.25 = 71$$

9. Modus $= 70$

b. Description Data before Using Group Presentation of the Control Group

1. The score of control group from low score to high score

65	69	70	71	75
67	69	70	71	76
68	69	70	71	77
68	69	71	73	79
68	69	71	74	79
68	70	71	74	

2. High score $= 79$
3. Low score $= 65$
4. Range $=$ High score $-$ low score

$$= 79\text{-}65 = 14$$

5. The total of lasses (BK) $= 1 + 3.3 \log$

$= 1+ 3.3 \ (\log 29)$

$= 1+3.3 \ (1.462)$

$= 1 + 4.825$

$= 5.825$

$= 6$

6. Interval (i)

$$i = \frac{14}{BK} \ = \ \frac{14}{6} = 2.32$$

$= 3$

7. Mean Score (x) = $\sum \dfrac{fixi}{fi}$

Interval	Fi	xi	fixi	Fkb
64-66	1	65	65	29=N
67-69	10	68	680	28
70-72	10	71	710	18
73-75	4	74	296	8
76-78	2	77	154	4
79-81	2	80	160	2
i = 3	29		2062	

8. $x = \sum \dfrac{fixi}{fi} = \dfrac{2062}{29} = 71.10$

9. Median

$$Me = \ell + \left(\dfrac{\frac{1}{2} n - fkb}{fi} \right) i$$

$$Me = \ell + \left(\dfrac{\frac{1}{2} n - fkb}{fi} \right) i$$

$$\left[\dfrac{1}{2} n = \dfrac{1}{2}(29) = 14.5 \right]$$

$$Me = 69.5 + \left(\dfrac{14.5 - 8}{10} \right) 2$$

$$= 69.5 + \left(\dfrac{6.5}{10} \right) 2$$

$$= 69.5 + (0.65) 2$$

$$= 69.5 + 1.3$$

$$= 70.8 = 70$$

10. Modus $= 70$

a. **Description Data after Using Group Presentation of the Experimental Group**

   1. The score of control group from low score to high score

73	76	87	90	91
74	81	88	90	91
74	82	88	90	92
74	85	88	90	94
75	85	89	90	95
75	86	89	90	
76	86	90	91	

   2. High score = 95

   3. Low score = 73

   4. Range = High score – low score

$$= 95 - 73 = 22$$

   5. The total of lasses (BK) = 1 + 3.3 log n

$$= 1 + 3.3 \ (\ 1.518 \ )$$
$$= 1 + 5.0094$$
$$= 6.0094$$
$$= 6$$

   6. Interval (i)

$$i = \frac{14}{BK} = \frac{22}{6} = 3.6$$
$$= 3$$

   7. Mean score $(x) = \sum \frac{fixi}{fi}$

Interval	Fi	xi	Fixi	fkb
72-74	4	73	292	33=N
75-77	3	76	228	29
78-80	1	79	79	26
81-83	2	82	164	25
84-86	4	85	340	23
87-89	6	88	528	19
90-92	11	91	1001	13
93-95	2	94	188	2
i = 2	33	668	2817	

$$\text{x} = \sum \frac{fixi}{fi} = \frac{2817}{33} = 85.36$$

8. Median

$$\text{Me} = \ell + \left(\frac{\frac{1}{2}n - fkb}{fi}\right) i$$

$$\text{Me} = \ell + \left(\frac{\frac{1}{2}n - fkb}{fi}\right) i$$

$$\left[\frac{1}{2}n = \frac{1}{2}(33) = 16.5\right]$$

$$\text{Me} = 86.5 + \left(\frac{16.5 - 13}{6}\right) 3$$

$$= 86.5 + \left(\frac{3.5}{6}\right) 3$$

$$= 86.5 + (0.583) \, 3$$

$$= 86.5 + 1.74$$

$$= 88.25 = 88$$

9. Modus $= 90$

b. Description Data after Using Group Presentation of the Control Group

    1. The score of control group from low score to high score

73	75	84	85	85
74	75	84	85	85
74	76	84	85	85
74	78	85	85	85
74	81	85	85	
74	82	85	85	

    2. High score = 85

    3. Low score = 65

    4. Range = High score – low score

    i. = 85-65 = 20

    5. The total of lasses (BK)

$$= 1 + 3.3 \log$$
$$= 1 + 3.3 (\log 29)$$
$$= 1 + 3.3 (1.462)$$
$$= 1 + 4.825$$
$$= 5.825$$
$$= 6$$

    6. Interval (i)

$$i = \frac{14}{BK} = \frac{20}{6} = 3.33 = 3$$

7. Mean Score (x) = $\sum \dfrac{fixi}{fi}$

Interval	Fi	Xi	Fixi	fkb
72-74	6	73	438	29=N
75-77	3	76	228	23
78-80	1	79	79	20
81-83	2	82	170	19
84-86	17	85	1445	17
i = 2	29	395	2352	

8. $x = \sum \dfrac{fixi}{fi} = \dfrac{2352}{29} = 81.10$

9. Median

$$Me = \ell + \left(\dfrac{\frac{1}{2}n - fkb}{fi}\right) i$$

$$Me = \ell + \left(\dfrac{\frac{1}{2}n - fkb}{fi}\right) i$$

$$\left[\dfrac{1}{2}n = \dfrac{1}{2}(29) = 14.5\right]$$

$$Me = 86.5 + \left(\dfrac{14.5 - 17}{2}\right) 2$$

$$= 86.5 + \left(\dfrac{-2.5}{2}\right) 2$$

$$= 86.5 + (-1.25)\ 2$$
$$= 86.5 + (-2.5)$$
$$= 86.5 - 2.5 = 84$$

10. Modus = 85

APPENDIX XIII

DaftarNilaiPersentiluntukDistribusi t

CHAPTER I
INTRODUCTION

A. The Background of the Problems

Language plays so important role in human life, because it has been used by human as a tool of communication since he was born. Language in this sense is possession of a social group, comprising and indispensable set of rules which permits its member to relate to each other.We need language to shape our toughts, feelings, desires, and our needs. One region has different languages with other. Moreover, one of the languages that have a significant effect in international interaction is English. English is the easiest way to communicate with people from other countries about many aspects in human life such as technology, economy, social and politic. In Indonesia, English is considered as a foreign language that has been taught to be elementary school up to the university. Learning a foreign language is an integrated process that the learners should study four basic skills: reading, writing, listening and speaking.

Verbal communication is one of the ways to survive in real life communication. The obvious verbal communication is done through speaking. Speaking is one way to communicate that is often used and more understandable by people. It is the act, utterance or discourse of one who speaks. It also can be defined as an activity in giving and asking information

as if dialoguing by two or more people. In speaking, there is a process of communication between speaker and listener. People put ideas into words, talking about perceptions and feeling they want other people to understand.

Feelings, perceptions and thoughts can be informed more comprehensive through speaking because speaking is orally done which is supported by the way of speaking itself with its immediate feedback. It brings out completely function of human gestures, prosody and body language. Within speaking, communication becomes more understandable, responsive and interactive.

Based on the researcher's interview towards the English teacher of SMA Negeri 3 Padangsidimpuan, she said that almost all of the students are unwilling to use English in communication. It came from the students themselves. They were feeling ashamed and were afraid to express their ideas. They worried everyone will mock them. Another reason concerns with the students' environment, parent and teaching learning technique in their school. Teaching learning technique is the important factor to the success of language learning for all aspects in education. But for the fact, the teacher does not choose the suitable technique of teaching speaking. She taught them by asking the students to read the dialogue in front of the class. These activities did not give any opportunity to express their idea directly. So, teacher must be able to create a better, interesting and helpful teaching and learning process to improve their speaking skill. One of the ways to improve students' speaking

ability is applying group presentation technique. There are at least three reasons why the writer chose that technique.

First, group presentation can be a valuable technique for motoring thinking and reflection, especially if students are expected to exchange their ideas, thought and thinking. Second, it is the most functional way, enhance and develop verbal communication. Through group presentation, the speaker can show his intellectual attitude orally. And the last, compared with monologue and dialogue, group presentation is simpler and more objective. Monologue concerns with presenting their ideas, thought and thinking orally in personality. Group presentation on the other hand concerns by presenting their ideas, thought and thinking orally for two or more students collaborate and coordinate/ in a group so they offer a seamless and result to the audiences.

Based on the explanation above, the researcher was interested in conducting an experimental research of which purpose was to investigate the effect of group presentation technique to students' speaking skill and will compare the difference of students' speaking skill by using group presentation technique with the conventional ways of teacher in teaching speaking skill that entitled *"The Effect of Group Presentation Technique to Students' Speaking Skill at Grade XI SMA Negeri 3 Padangsidimpuan".*

B. The Identification of the Problem

Based on the above background of the problem, here researcher identified that students got difficulties in speaking skill; they were unwilling to use English in communication, because they have less in vocabulary so that they would be ashamed their friends would be mock them and the teacher did not have a suitable technique for more interesting teaching speaking. Therefore, writer would try to apply the group presentation technique to improve the students' speaking skill as one of a better, interesting and helpful teaching and learning process to improve their speaking skill.

C. The Limitation of the Problem

Based on the above identification of the problem, researcher limited the discussion into the effect of group presentation technique toward students' speaking skill. In this research,researcher supposed to find out what was the extent of the effect using group presentation technique toward grade XI SMA Negeri 3 Padangsidimpuan.

D. The Formulation of the Problem

In conducting the research,researcher described the formulation of the problem as follows:

1. To what extent was grade XI SMA Negeri 3 Padangsidimpuan students' speaking skill before using group presentation technique?

2. To what extent was grade XI SMA Negeri 3 Padangsidimpuan students' speaking skill after using group presentation technique?

3. Was there any significant effect of using group presentation technique in teaching learning process towards students' speaking skill?

E. The Objectives of the Research

Based on the above formulation of the problem, hereresearcher stated the objectives as follows:

1. To know grade XI SMA Negeri 3 Padangsidimpuan students' speaking skill before using group presentation technique.

2. To know grade XI SMA Negeri 3 Padangsidimpuan students' speaking skill after using group presentation technique.

3. To know the significant effect using group presentation technique in teaching learning process towards grade XI SMA Negeri 3 Padangsidimpuan students' speaking skill.

F. The Significances of the Research

Research would be significant for:

1. Headmaster, to encourage English teachers to use the best technique towards SMA Negeri 3 Padangsidimpuan.

2. English teachers of SMA Negeri 3 Padangsidimpuan, to add their references in teaching and learning speaking that are more enjoyable and interesting for students.

3. Students of SMA Negeri 3 Padangsidimpuan, to give an alternative way how to develop their speaking skill in learning English.

4. The writer, to enrich the writer's experience in teaching and learning speaking.

5. The researcher, to add their information to do a further research.

G. The Definition of Key Terms

Avoiding vagueness and misunderstandings in assuming the title of the research, then it was clarified the definition of the focuses as the key terms in title The Effect of Group Presentation Technique to Students' Speaking Skill at Grade XI SMA Negeri 3 Padangsidimpuan as follows:

1. Effect

Effect is anything brought about by a cause or agent.[1] In this research, effect is defined to be the extent of students' speaking skill at pre-test compared with the post test in experiment class and control class.

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[1]Sojuangon, Rambe, S.S., M.Pd, *Model Bab 1 Proposal SkripsiPendidikanBahasaInggris* (Padangsidimpuan: STAIN Padangsidimpuan, 2012) p.7.

2. Group Presentation Technique

   a. Group is a number of people or things that are together in the same place or that are connected in some way.[2] In this case, the group is done by a number of people working together in presentation in a certain topic in a class.

   b. Presentation technique as the technique which act of showing something or of giving something to somebody and it is the way in which something is offered, shown, explain, etc. or others.[3]

3. Speaking Skill

   According to the Webster New World College Dictionary, speaking is the act or art of the person who speaks that which is spoken; utterance; discourse. It is also the productive aural/ oral skill. It consists of producing systematic verbal utterance to convey meaning.[4]

   Speaking skill is the ability to express mind or feeling by presenting a certain topic or set of topics, so the students can learn about something new and then teach new topic to their classmates, so everyone learns and speaks.

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[2] Hornby, A.S, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 2003), p.595.

[3] *Ibid,* p.1039.

[4] David Nunan, *Practical English language Teaching* (New York: Mc. Grown-Hill Companies Inc, 2003) p. 48.

H. The Thesis Outline

The systematic of this thesis were divided into five chapters. Each chapter consisted of many sub chapters with detail as follow:

The first chapter introduction consists of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, purposes and significances of the research, and the last is definition of key terms. All reasons why writer really interest in finding phenomena or realities of students' skill in speaking at eleven grade in SMA Negeri 3 Padangsidimpuan explains in background of the problem. Next, to conduct a good research writer mapping the problems in one concern that is the effect of group presentation technique to students' speaking skill at grade XI SMA Negeri 3 Padangsidimpuan explains in focus of the problem. Then, writer list three questions to make problem more specifically and it is naming formulation of the problem. And then three points are listed again in purposes of the research that is based on the formulation of the problem. Writer is expected this research to be useful for teachers as source of teaching. They can get learning materials to be presented in the classroom of teaching speaking skill, specifically which concerns with group presentation technique presented in this research as reference in improving the process and the result of the students' speaking skill. The research can be used by the future researchers as reference and standing point for studying the other subjects in

the field of language teaching. By reading this research, they will be able to identify other subjects to investigate which are the continuity of this research, for the students and another researcher in related topic. Then definition of key terms; to avoid vagueness and misunderstandings perspective, this part explainswhat is meant by the effect, group presentation technique and speaking skill. And the last is thesis out line; explain all elements in each chapter.

The second chapter consists of *theoritical description* which explain about group presentation technique (definition, purposes, learning procedures and the advantages of the group presentation technique) and speaking skill (definition of the speaking skill, basic types of speaking, characteristics of speaking skill, elements of speaking, speaking difficulties, teaching of speaking, testing speaking and the evaluation of speaking) and also riview and related finding is an adding information in conduct this research.

The third chapter is *research methodology*, and it consists of the time and the place of the research, this research plans on March until finish. Then research design; the kind of research is quantitative and approach of the research is experimental research, further population and sample, instrument of research, the techniques of data collection and the last the techniques of data analysis.

The fourth chapter consists of the result of the research. The result of the research consist of the description of the data. The result of the research talking about the analysis of data. This chapter consist of description of data, hypothesis testing, discussion and the threats of research.

Finally, *thefifth chapter* consists of conclusionand suggestion.

CHAPTER II
THEORITICAL DESCRIPTION

A. Theoritical Description

1. Group Presentation

a. Background of Group Presentation

Students may occasionally becalled upon to present a research or other project in the form of an oral report or said by oral presentation (in a group). It offers a real life listening comprehension opportunity which can provide new and interesting information to the listeners. It is also can be used to develop the public speaking skills of the speaker as well as to provide practice to listener in asking questions, agreeing, and disagreeing, discussing, taking notes, and listening for specific purposes. Because of this, they can be used to prepare students to participate in grade level content classes where they may be required to give an oral report (oral presentation), discuss issues, and take notes on lectures and discussions.

An oral group presentation is presented not by reading a loud but by referring to notes or cue cards created by the students.[1]So, it

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[1]kathyReiffenstein, "creating Confident, Persuasive Speakers" (*http://www.tash.group.shef.ac.uk/index.php?option=com_content&view=article&id=144&Itemid=25 ,* accessed at January 24th, 2013 retrieved on 10 p.m).

requires thorough preparation by students and can be designed at all levels of proficiency. Students at beginning levels of proficiency can make oral presentation using realia or describing objects, posters, displays, or other support material.[2] So, it means that the presentation class has to enrich well preparation.

b. Definition of Group Presentation

A group presentation is similar to giving a speech, but the idea that is a presentation invokes images of visual aids and teaching tools rather than just a single person talking behind a podium, as with a speech.[3] An individual can give an oral presentation alone or as part of a group. A group presentation might come with the added component of using some type of technology, such as a slide show, video clip or audio portion. In this case it might be called a multimedia presentation. Most group presentation requires the presenter to use a combination of spoken words and visual aids in order to present an idea or an explanation to a group of people. A group presentation is a form of assessment that teachers frequently use in the classroom. Oral assessment comes in a variety of styles,

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[2] J. Michael O,Malley& Lorraine Valdes Pierce, *Authentic Assessment for English Language Learners(Practical Approaches for Teachers)*, (Amerika: Addison-Wesley Publishing Company, 1996), p.86-87.

[3] Jessica Cook, " Definition of an 'Oral Presentation' "(*http://www.ehow.com*, accessed atJanuary24[th] ,2013 retrieved on 11 pm).

from multimedia projects to group work to speeches.[4]From the description, it involves explaining something to an audience, usually in a classroom, but sometimes in a work setting. Teachers grade group presentations based on the quality of the information presented as well as the method of presenting it.

Group presentation, in which more than one speaker collaborate on both the work presented and on its presentation, place specific demands on all participants. Certainly they share many of the demands of the individual format (like knowing your audiences, good time-management and being engaging).

c. Objectives of Group Presentation

The objective of group presentation:

A group presentation is usually for a class, but the purpose goes beyond that. A teacher might assign students to do an oral presentation on a particular topic or set of topics, so they can learn about something new and then teach that new topic to their classmates, so everyone learns.[5]

From the quotation, group presentation are effective teaching tools in this way because they add variety to the classroom and allow students the opportunity to teach one another instead of

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[4]Jessica Cook, " Definition of an 'Oral Presentation' " (*http://www.ehow.com*, accessed atJanuary 24th ,2013 retrieved on 11 pm).

[5]kathyReiffenstein, "creating Confident, Persuasive Speakers" (*http://www.tash.group.shef.ac.uk/index.php?option=com_content&view=article&id=144&Itemid=25 ,* accessed at January 24th, 2013 retrieved on 10 p.m).

always learning from the teacher. It sometimes explains a skill or a process; in this case, a person with expertise on a subject might explain that subject to the group. The group members can follow along and learn a new skill as they watch the presentation.

In a group presentation, several presenters need to collaborate and coordinate so they offer a seamless end result to the audiences. Yet integrating a variety of material and diverse personalities can be a challenge. Here are some tips to help make group presentations effective:

1) Pick a leader

This is the "point person" who can keep things organized and flowing smoothly. The leader can set the tone, give the introduction, manage the question and answer, referring questions to the appropriate presenters, and make concluding remarks.

2) Know what others are going to say

Get together in the early planning stage of the presentation and share outlines. Integrate the material so it looks like one presentation rather than several separate ones. Look for places you can refer to points or examples others use and tie them in your section.

3) Have clear transition

Create transition statement that hand off the presentation to the next person and show the audience how the segments hang together. For example, "now that I have provided an overview of the new accounting system, Alex will now show you how some of the features will make your daily reporting so much easier".

4) Ensure visual consistency

All slides should look and feel the same. Agree up front what the master slide will look like and what fonts, headings and graphics will be used. Take care that everyone's slides have a similar quantity of data or

visuals on them. Also ensure that each presenter has approximately the same number of slides.

5) Practice together

Without several group practice sessions, it will be very difficult for the presentation to appear seamless. Practices together, with the slides, to work out rough spots in timing, transitions and integration. Practice in front of colleagues to get objective opinions.

6) Support each other

When the audience evaluates the presentation, they will look at it as a whole. So it is in everyone's best interests that each speaker is as good as possible. Support the other presenters during the preparation stage by offering suggestions and feedback. Support them during the presentation by paying attention while they are speaking and being ready to jump in if someone loses his train of thought or is stymied by a tough question.[6]

Group presentation should:

1) Include an introduction to the group, and to the various parts of the presentation

2) Critically analyze a defined issue

3) Show evidence of background knowledge obtained from a range of sources

4) Present well-balanced arguments

5) Have a coherent structure

6) Provide clarity of explanation (use of audio-video aids is encourage)

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[6]Wendy Russel, "Tips to Help Make Group Presentations Effective"*(http://andnowpresenting.typepad.com/professionally_speaking/2010/05/group-presentations.html,* accessed at January 24th 2013, retrievedon 10 pm).

7) Include some presentation from each individual member of the group

8) Adhere to the specified time limit.

d. Procedures of Group Presentation

When giving a group presentation, it is important to clearly explain a topic and pay attention to your audiences. Consider how much your audience knows about your topic in advance and teach them the information they do not know. It is important to include visual or auditory aids in your presentation in order to add variety for people who need these in order to process information; visual learners, for instance, have a hard time learning a topic when they only hear someone talking about it. Incorporating technology into your presentation makes it more entertaining for your audiences as well, which increases the likelihood that you will hold their attention through the duration of the presentation.

e. Evaluation of Group Presentation

In the academic and professional arenas, it would not be called on to present a report, a paper, a marketing plan, a sales idea, a design of a new product, or a method. A summary of oral assessment techniques would therefore be incomplete without some consideration of extensive speaking tasks. Once again the rules for effective assessment must be invoked: 1) specify the criterion, 2) set appropriate tasks, 3) elicit optimal output and 4) establish practical, reliable scoring procedures. And once again scoring is the key assessment challenge.[7]

It means that for oral presentations, a checklist or grid is a common means of scoring or evaluation. Holistic scores are tempting to use for their apparent practicality, but they may obscure the variability of performance across several subcategories, especially the two major components of content and delivery. Following is an example of a checklist for a prepared oral presentation at the intermediate or advanced level of English.

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[7]H. Douglas Brown, *Language Assessment: Principles and Classroom Practices,* (United States of America: San Francisco State University, 2003), p.179.

Table 1
Oral Presentation/ Group Presentation Checklist[8]

Evaluation of Oral Presentation

Assign a number to each box according to your assessment of the various aspects of the speakers' presentation.

3 Excellent

2 Good

1 Fair

0 Poor

Content:

1. The purpose or objective of the presentation was accomplished
2. The introduction was lively and got my attention
3. The main idea or point was clearly stated toward the beginning.
4. The supporting points were:
   → Clearly expressed
   → Supported well by facts, argument.
5. The conclusion restated the main idea or purpose.

Delivery:

1. The speaker used gestures and body language well
2. The speaker maintained eye contact with the audience.
3. The speakers' language was natural and fluent.
4. The speakers' volume of speech was appropriate.
5. The speakers' rate of speech was appropriate.
6. The speakers' pronunciation was clear and comprehensible.
7. The speakers' grammar was correct and did not prevent understanding.
8. The speaker used visual aids, handouts, etc., effectively.
9. The speakers showed enthusiasm and interest.
10. (if appropriate) the speaker responded to audience question well.

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[8]*Ibid.,*p.180.

Such a checklist is reasonably practical. Its reliability can vary if clear standards for scoring are not maintained. Its authenticity can be supported in that all of the items on the list contribute to an effective presentation. The wash back effect of such a checklist will be enhanced by written comments from the teacher, a conference with the teacher, peer evaluations, using the same form, and self-assessment.

The advantages of Group Presentation test[9]

The candidates/ students are expected to give a short talk on a/ certain topic which they have either been asked to prepare beforehand or have been informed of shortly before the test. This is different from the "spoken essay" described above in so far as the candidates are allowed to prepare for the task. It is often very effective to get the candidates to talk about themselves. In the TEEP test (an oral test carried out on tape in a language laboratory) this was intended as a warm up exercise, but it was found that the one minute given to the candidates to talk about specified features of their personal life provided a good overall indicator of their spoken language proficiency in terms of the criteria used in assessing all the other tasks. What is important in

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[9] Cyril J.Weir, *Communicative Language Testing* (Prentice Hall: University of Reading, UK, 1990) p.75.

assessing spoken production is eliciting a sufficient sample a candidates' speech for sensible assessment to be made. This is one technique which permits of this.

2. Speaking skill

a. Definition of Speaking

As had stated in the above definition of key terms, speaking is the productive aural/ oral. It consists of producing systematic verbal utterances to convey meaning. While the expert like Theodore Huebner[10] said "language is essentially speech, and speech is basically communication by sounds." And according to him, speaking is a skill used by someone in daily life communication whether at school or outside. The skill is acquired by much repetition; primarily a euro muscular and not an intellectual process. It consists of competence in sending and receiving massages.

Next, speaking is to express or communicate opinions, feelings, ideas, etc. by or as talking and it involves the activities in the part of the speaker as psychological, articulator, and physical (acoustic) stages. It is described as the ability to express oneself in

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[10]A.L. Chaney and T.L.Burke, *Teaching Oral Communication in Grades K-8,* (Boston: Allyn& Bacon, 1998), p.13.

life situations or the ability to report acts or situations in precise words, or the ability to converse, or to express a sequence of ideas fluently.

In addition David Nunan[11] explains if you have learned a language other than your own, which of the four skills-listening, speaking, reading, or writing- did you find to be the hardest? Many people feel that speaking in a new language is harder than reading, writing or listening for two reasons. First, unlike reading or writing, speaking happens in real time: usually the person you are talking to is waiting for you to speak right then. Second, when you speak, you cannot edit and revise what you wish to say, as you can if you are writing. Language generated by the learner (in speech or writing) is referred to as productive. Productive means oral communication. Spoken language and written language differ in many significant ways. Here are some key contrasts:[12]

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[11]David Nunan, *Op.Cit.,* p.48.
[12]David Nunan, *Loc.Cit.*

Table 2
Key Contrasts of Spoken and Written Language

Spoken Language	Written Language
1. Auditory	1. Visual
2. Temporary; immediate reception	2. Permanent; delayed reception
3. Prosody (rhythm, stress, intonation)	3. Punctuation
4. Immediate feedback	4. Delayed or no feedback
5. Planning and editing limited by channel reception	5. Unlimited planning, editing, revision

Next, in an oral communication, there is a process of communication which conveys massage from a speaker to listener. A speaker has to encode the massage and listener has to decide or interprets the message which contains information. Encoding is the process of conveying message of information to listener while encoding is the process of receiving information given by the speaker.

Allah stated in the Holy Qur'an Surah Thahaa verses 44:

تَخْشَىٰ أَوْ يَتَذَكَّرُ لَعَلَّهُۥ لَّيِّنًا قَوْلًا لَهُۥ فَقُولَا

Means: "And speak to Him mildly, perhaps He may accept admonition of fear (Allah)".[13]

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[13]Muhammad Yunus, *tafsirqur'ankarimbahasa Indonesia* (Jakarta: PT. HidakaryaAgung, cet.28, 1990), p.452.

Furthermore, teaching speaking is sometimes considered a simple process. Commercial language schools around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple.

So based on above definition, the writer can conclude that speaking is the process of communication which convey, express, give/ inform and ask the ideas, thoughts, feelings, opinions, and talking about perceptions by using words or sounds of articulation that can be learnt through teaching and learning process. Then, to make the teaching speaking interesting a teacher may be changed the sequence of topic from the text book or may be such as group students based on their ability and interest.

b. **Basic Types of Speaking**

According to Douglas Brown, there are 5 types of spoken language:

1) *Imitative*. At the end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.
2) *Intensive.* A second type of speaking frequently employed in assessment context is the production of short stretches of

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

3) *Responsive*. Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments and the like.

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 listener is either highly limited (perhaps to non-verbal responses) or ruled out altogether.[14]

It can be concluded that spoken language that have to be conducted by the teacher are the imitative, intensive, responsive, interactive and extensive. Much of our language teaching energy is devoted to instruction in masteringEnglish conversation. However, numerous other forms of spoken language are also important to incorporate into a language course, especially in teaching speaking performance.

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[14] H. Douglas Brown, *Op.Cit.,* p.141-142.

Hence, Douglas Brown states monologue and dialogue are two types of spoken language. They are as follows:

1) *Monologues*: in monologues, when one speaker uses spoken language for any length of time, as in speeches, lectures, readings, news broadcasts, and the like, the hearer must process long stretches of speech without or not the hearer comprehends. Planned, as opposed to unplanned monologues, differ considerably in their discourse structures.

2) *Dialogues*: involves two or more speakers and can be subdivided into those exchanges that promote social relationships (interpersonal) and those for which the purpose is to convey propositional or factual information (transactional).[15]

Types of Oral Language

Monologue   Dialogue

Planned   Unplanned   Interpersonal   transactional

Unfamiliar   Familiar   Unfamiliar   Familiar

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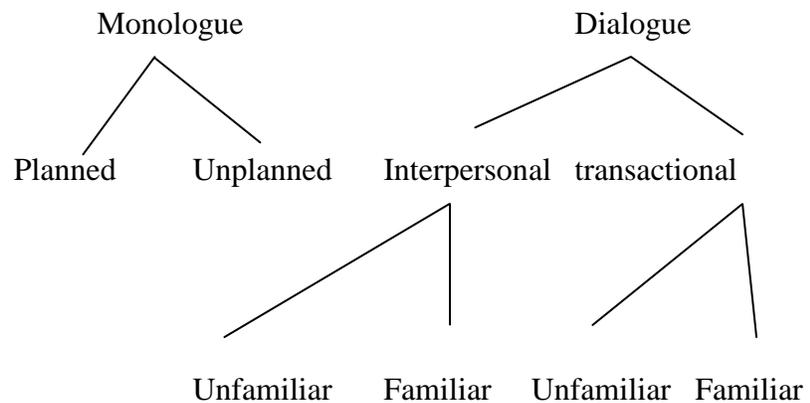
[15]*Ibid.,*p.236-237.

Furthermore, there is a number of speaking type's suggestion:

1) Students work in pairs. One has a number of elements (e.g. pictures) arranged in a certain way. The other student has the same elements, but loose, and has to arrange them in the same way by talking to his partner without looking at the partner's picture/ plan. This is called 'describe and arrange'. (Elementary/ intermediate).

2) Students, in pairs, each have similar pictures, but with differences, through talking to each other, they have to find the differences without looking at each other pictures. (Elementary/ intermediate).

3) Students make a list of the kind of things that people like or do (e.g. go jogging, brush teeth 5 times a day etc.). they have to go round the class to 'find someone who' does, did, likes etc. those things. (Any level).

4) Students think of 5 famous people. They have to decide on the perfect gift for each person. (Any level).

5) Students in group look at 5 different photographs. They have to decide which one should win in a photographic prize. The groups then have to agree with each other to come to a final decision. (Intermediate/ advanced).

6) Students role-play a formal/ business social occasion where they meet a number of people and introduce themselves. (Elementary/ any level).

7) Students give a talk on a given topic and/ or person, it is usually called by an oral presentation. (Advanced).

8) Students conduct a 'balloon debate' where only one person can stay in the balloon and they have to make their case as to why they should be the one. (Upper intermediate/ advanced).

9) Students are presented with a 'moral dilemma'- e.g. a student is caught cheating in an important exam. Given the students' circumstances, which of five possible courses of action should be followed? Groups reach a consensus. (Intermediate/ advanced).[16]

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[16]Jeremy Harmer, *How to Teach English: An Introduction to the Practice of English Language Teaching* (Malaysia: Longman, 2004), p. 95-96.

Based on a number of speaking type's suggestion above, it is needed for the teacher for conducting those techniques for making teaching learning speaking more interesting.

c. The Speaking Difficulties

Bear in mind that characteristics of spoken language can make oral performance easy as well as, in some cases, difficult. Here is what makes speaking difficult:

1) *Clustering*. Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.
2) *Redundancy*. The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize in this feature of spoken language.
3) *Reduced Forms*. Contractions, elisions, reduced vowels, etc. all form special problems in teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes.
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 hesitations, pauses, backtracking, and correction. You can actually teach learners how to pause and hesitate. For example, in English our "thinking time" is not silent, but rather we insert certain "fillers": uh, um, well, you know, I mean, like, etc. one of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.
5) *Colloquial Language*. Make sure your students are reasonably well acquainted with the words and idioms and phrases of colloquial language and those they get practice in producing these forms.

6) *Rate of Delivery*. Another silent characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners to achieve an acceptable speed along with other attributes of fluency.

7) *Stress, Rhythm, and Intonation*. This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages. AnasSyafei[17] in his English Pronunciation: Theory and Practice's book says that "stress is the key to the pronunciation of an English word and the location of the stress always be learned with the word". And the other page, he states[18] "rhythm means beat of language or stress-timed", while he declares more[19] "intonation is the tune of what we say. More specifically, it is the combination of musical tones (pitch) on which we pronounce the syllables that make up our speech".

8) *Interaction*. Learning to produce waves of language in a vacuum-without-interlocutors-would robs speaking skill of its richest component: the creativity of conversational negotiation.[20]

Knowing what are speaking difficulties can make the oral performance more effective as well as. The teacher have to minimize the mistake and error spoken language of students' speaking skill. So that speaking can be more enjoying and interesting.

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[17]Anas Syafei. *Pronunciation Theory and Practice*, (Jakarta : Depdikbud, 1988), p. 23.
[18]*Ibid, Op.Cit.,*p. 33.
[19]*Ibid, Op.Cit.,*p. 28.
[20]H. Douglas Brown, *Op.Cit.,* p. 256-257.

d. Why Encourage Students to Do Speaking Tasks?

There are three basic reasons why it is a good idea to give students speaking tasks which provoke them to use all and any language at their command:

1) *Rehearsal:* getting students to have a free discussion gives them a chance to rehearse having discussions outside the classroom. Having them take part in a role-play at an airport check-in desk allows them to rehearse such a real-life event in the safety of the classroom. This is not the same as practice in which more detailed study takes place; instead it is a way for students to 'get the feel' of what communicating in the foreign language really feels like.

2) *Feedback:* speaking tasks where students are trying to use all and any language they know provides feedback for both teacher and students. Teachers can see how well their class is doing and what language problems they are having (that is good reason for 'boomerang' lesson); students can also see how easy they find a particular kind of speaking and what they need to do to improve. Speaking activities can give them enormous confidence and satisfaction, and with sensitive teacher guidance can encourage them into further study.

3) *Engagement:* good speaking activities can and should be highly motivating. If all the students are participating fully- and if the teacher has set up the activity properly and can then give sympathetic and useful feedback- they will get tremendous satisfaction from it. Many speaking tasks (role-playing, discussion, problem-solving, conversation, question answer, oral report, group investigation, and group presentation) are intrinsically enjoyable in themselves.[21]

It can be concluded that rehearsal, feedback and engagement are three basic tasks for more comprehensives

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[21]Jeremy Harmer, *Op.Cit.*, p. 87-88.

teaching speaking that have and must be included while the teaching and learning process was happening.

e. Principle for Designing Speaking Technique

There are a number of ways or techniques to use as guide the students' speaking. So, in order to guide the students' speaking practice the teacher should be aware to some principles to design the speaking technique, those are:

1) Techniques should cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.
2) Techniques should be intrinsically motivating. It can be defined Motivation as the extent to which you make choices about goals to pursue and the effort you will devote to that pursuit.
3) Techniques should encourage the use of authentic language in meaningful contexts.
4) Provide appropriate feedback and correction.
5) Capitalize on the natural link between speaking and listening.
6) Give students opportunities to initiate oral communication.
7) Encourage the development of speaking strategies.[22]

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[22]H. Douglas Brown, *Op.Cit.,* p. 268-269.

f. Testing Speaking

Oxford Advance Learner's Dictionary stated that test is "an examination of somebody's knowledge or ability, consisting of questions for them to answer or activities for them to carry out".[23]Then educational test as a procedure designed to elicit certain behavior from which one can make inferences about certain characteristic of an individual. According to Anas Syafei, "in mastering the speaking skill, for example must train and equip the learner with a certain degree of accuracy, and fluency in understanding, responding, and in expressing himself in the language in speech"[24]

While, speaking is a productive skill that can be directly and empirically observed, those observation are invariably colored by the accuracy and affectivities of a test takes listening skill, which necessarily compromises the reability and validity of an oral production.

According to Arthur Hughes there are six categories to measure speaking skill such as: [25]

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[23]Hornby, A.S, *Op.Cit.,*p. 1396.

[24]Anas Syafei,*Op.Cit.,*p. 1.
[25]Arthur Hughes, *Testing for Language Teachers*, (USA: Cambridge University Press, 1990), p. 111.

1. Accent

    The term accent is used to refer to the speech of someone who speaks a language non-natively.[26] For example a French person speaking English is described as having a French accent.

    Accent is the emphasis by stress, pitch or both given to a particular syllable or word when it is spoken. [27]

    The Accent can be identified looks like this:

    a. Pronunciation frequently unintelligible

    b. Frequent gross errors and a very heavy accent make understanding difficult

    c. "Foreign Accent" requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.

    d. Marked "Foreign Accent" and occasional mispronunciations, which do not interfere with understanding.

    e. No conspicuous mispronunciations, but would not be taken for a native speaker.

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[26]Nirmala Sari, *An Introduction to Linguistic,* (Jakarta: Departemen Pendidikan dan Kebudayaan, 1988), p. 138.

[27] Victoria Neufeldt, *Webster New World College Dictionary-3 rd*, (New York: Simon & Schuster Inc, 1995), p. 7.

2. Grammar

Grammar is the part of the study of language which deals with the forms and structure of words (morphology), with their customary arrangement in phrase and sentence (syntax), and now often with language sounds (phonology) and word meanings (semantics).[28]Grammar is necessary for communication; it gives us the format of structures of language themselves. In other words, grammar tells us how to construct a sentence.

Grammar can be identified looks like this:

a. Grammar almost entirely inaccurate phrases.

b. Constant errors showing of very few major patterns and frequently preventing communication

c. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.

d. Occasional errors showing imperfect control of some patterns but not weakness that causes misunderstanding.

e. Few errors, with no pattern of failure.

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[28]*Ibid*., p. 286.

3. Vocabulary

Vocabulary is an interrelated group of nonverbal system, symbols, signs, gesture, etc.[29] It is used for communication or expression, in particular art, skill, etc.

Vocabulary is more that a list of target language of words. [30] A spoken word is a sound or sequence of sounds, which communicate those "ideas" precisely, a speaker should express them with precise words rather than general words.

Vocabulary can be identified looks like this:

a. Vocabulary inadequate for even the simplest conversation

b. Vocabulary limited to basic personal and survival areas (time, food, transportation, family).

c. Choice of words some time inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics

d. Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion on any non-technical subjects with some circumlocution.

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[29]*Ibid*., p. 1494
[30]David Nunan, *Op.Cit.*, p.258.

e. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.

f.

4. Fluency

Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc. [31]

"A fluent speaker is the ability of a person to speak flowing and natural, it using with a concomitant playing down of the bits and piece of grammar and phonology".[32] Fluency is probably best achieved by following the steam of speech to flow then, as some of over beyond comprehensibility the rivers bank of instruction on some detail of phonology, grammar, or discourse will channel the speech on more purposeful course.

So, definition of fluency is derived as the ability of an individual to speak without under hesitation.

Fluency can be indentified looks like this:

[31]*Ibid*., p. 55.
[32]H. Douglas Brown, *Teaching By Principle*,*Op.Cit.*, p. 268-270.

a. Speech is no halting and fragmentary that conversation is virtually impossible

b. Speech is very slow and uneven except for short or routine sentences

c. Speech is frequently hesitant and jerky: sentence may be left uncompleted

d. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words

e. Speech is effortless and smooth, but perceptibly non-native in speed and evenness.

5. Comprehension

Comprehension is the capacity for understanding ideas, fact, etc. [33] A longer definition of comprehension will be as the act of understanding the meaning.

Comprehension can be identified looks like this:

a. Understands too little for the simplest types of conversation.

b. Understands only slow, very simple speech or common social and tourist topics; requires constant repetition and rephrasing.

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[33] Victoria Neufeltd, *Op.Cit.*, p. 286.

c. Understands careful, somewhat simplified speech directed to him or her, with considerable repetition and rephrasing

d. Understands quite well normal educated speech directed to him or her, but requires occasional repetition and rephrasing.

e. Understands everything in normal educated conversation except for very colloquial or low frequency items or exceptionally rapid or slurred speech.

B. Related Finding

There are some related findings towards the thesis as follows:

Alfian Ramadhan Ritonga[34]in his script: *The Effect of Content Based Instruction on Students' Achievement in Speaking Ability at Sma Negeri 1 Arsein 2010/2011 Academic Year*. He found that From the calculation of t_0 2,93, while t_s score is 2,68, so there was positive of significant effect using Content Based Instruction on Students' achievement in speaking ability at SMA N 1 Arse.

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[34]AlfianRamadhanRitonga, *The Effect of Content Based Instruction on Students' Achievement in Speaking Ability at Sma Negeri 1 Arsein 2010/2011 Academic Year,*(Padangsidimpuan: STAIN Padangsidimpuan, 2011), p.52.

Then, AhmadinAzhar[35] in 2010/ 2011 did a research in experimental quantitative method. The title is "*The Effect of Picture Sequences toward Grade XI Students' Speaking Skill at SMK N 1 Padangsidimpuan*". The result of his script is: there is significant effect of using picture sequences to students' speaking skill between control class and the class that used the picture sequences. Next, "*The Correlation between using Questioning Strategy and Speaking Ability of the Grade VIII Students at SMP Negeri 2 BatangAngkola in 2011-2012 Academic Year*" by LisdaGustina (NPM: 070102.0084). After she analyzed the data, it found that the value of the *df*30 is 28 degree of the freedom. After looking the result *df* on 5% significant is 0.374, it has known that the value of r_{xy} is 0.625 higher than the score of r_{table} is 0.374 (r_{xy} = 0.625 > 0.374 = r_{table}) and the hypotheses of the writer that proposed before was accepted. It means that there was a significant correlation between using questioning strategy and speaking ability of the grade VIII students of SMP Negeri 2 BatangAngkola in 2011-2012 academic year. [36]

So that, from the above description, the writer concluded that many techniques can increase the students' speaking skill. Next, the writer hopesthat

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[35]AhmadinAzhar, *The Effect of Picture Sequences toward Grade XI Students' Speaking Skill at SMK N 1 Padangsidimpuan*, (Padangsidimpuan: STAIN Padangsidimpuan, 2011).
[36]LisdaGustina, *The Correlation between using Questioning Strategy and Speaking Ability of the Grade VIII Students at SMP Negeri 2 BatangAngkola in 2011-2012 Academic Year*, (Padangsidimpuan: UniversitasMuhammadiyahTapanuli Selatan, 2012), p.56.

group presentation technique can increase the students' achievement in speaking skill. So that, the writer interested to make the research about "*The Effect of Group Presentation Technique to Students' Speaking Skill at Grade XI SMA Negeri 3 Padangsidimpuan*".

C. The Conceptual Framework

The successful of speaking skill depend on many factors. One of them is how the teacher teaches English to the students. The suitable technique is very important to teach speaking. Speaking skill is the ability in expressing idea, thought, opinion, and argumentation. The speaking can build up their knowledge and to expressing of someone to others directly.

Group presentation technique is a technique to teach English in which more than one speaker collaborate on both the work presented and on its presentation, place specific demands on all participants. Certainly they share many of the demands of the individual format (like knowing your audiences, good time-management and being engaging. This technique has influence in teaching English, especially in Speaking. The relation of group presentation technique and students' speaking skill can be seen as picture follow:

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┌─────────────────┐            ┌─────────────────┐
│     TEACHER     │            │    SPEAKING     │
│                 │            │      SKILL      │
└─────────────────┘            └─────────────────┘
         │                              ↑
         │                             ╱
         ↓                            ╱
┌─────────────────┐            ┌─────────────────┐
│      Group      │            │    STUDENTS     │
│  presentation   │ ─────────→ │                 │
│    technique    │            │                 │
└─────────────────┘            └─────────────────┘
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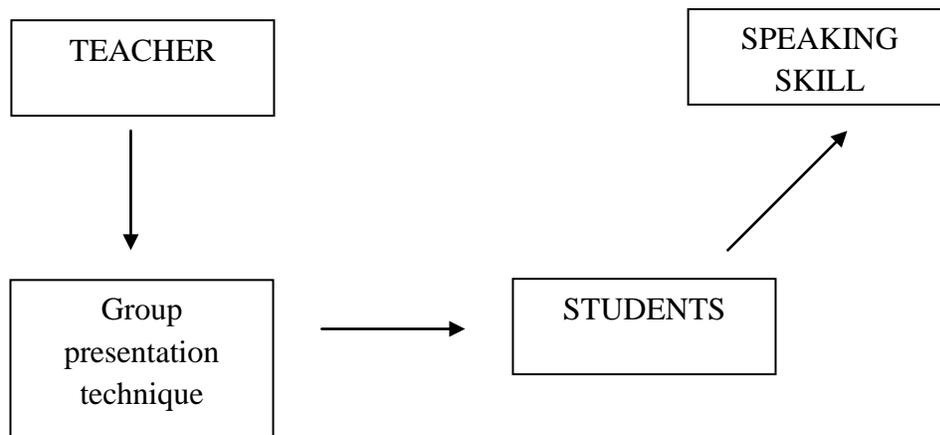
From the pictures above, group presentation technique is a technique used by teacher to improve students' speaking skill. A group presentation is a form of assessment that teachers frequently use in the classroom. Oral assessment comes in a variety of styles, from multimedia projects to group work to speeches. It involves explaining something to an audience, usually in a classroom, but sometimes in a work setting. Teachers grade group presentations based on the quality of the information presented as well as the method of presenting it. In addition, teachers use group presentation techniqueto get speaking well and it gives the important function in learning English, especially in speaking.

Based on description above, using group presentation technique should be seen as suitable technique in teaching speaking and to develop of understanding of students in speaking. Group presentation technique gives maximum control for teacher to teach speaking with large and small classes,

to convey the students' interest in speaking subject through presentation and this technique can motivate the interest of the students to speak English well.

D. Hypotheses

In quantitative research, hypothesis is a researcher's tentative prediction of the result of the research findings.[37] Here, writer's tentative prediction of the result of the research finding was there is significant effect of using group presentation technique to students' speaking skill at grade XI SMA Negeri 3 Padangsidimpuan.

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[37]L.R.Gay and Peter Airasian, *Education Research*: *Competencies for Analysis and Application* (USA : Merril, 2000), p.71.

CHAPTER III
RESEARCH METHODOLOGY

A. Time and Place of the Research

This research had been done at SMA Negeri 3 Padangsidimpuan. It is located at Jl. Perintiskemerdekaan KM.4, Padangsidimpuan. This subject of research was at the XI grade of students at SMA Negeri 3 Padangsidimpuan2012/2013 Academic years. This research had been done from 10 to 27 April 2013. So that, this research had been done for about 3 weeks.

B. Research Design

Research design is a procedural plan that is adopted by the researcher to answer questions validly, objectively and economically.[1]It means that through a research design you propose to use, how you are going to collect information from your respondents, how you are going to select your respondents, how the information you are going to collect is to be analyzed and how you are going to communicate your findings.

From the above explanation, researcher used experimental method in doing this research L.R. Gay says"Experimental research is the only type of

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[1]Ranjit Kumar, *Research Methodology: A Step-by-step Guide for Beginners,* 3[rd]ed, (India: SAGE Publication, 2011), p.94.

research that can test hypotheses to established cause and effect".[2]Then, IbnuHadjar defines that the experimental research as "desainpenelitianilmiah yang paling telitidantepatuntukmenyelidikipengaruhsuatuvariabelterhadapvariabel yang lain".[3]

So that, experimental research method is the most productive method, because if the researcher is conducted well, it can be answered the hypotheses relevant with cause and effect relationship. So, it can be said "suatupenelitian experiment padaprinsipnyadapatdidefenisikansebagaimetodesistematisgunamembangunhu bungan yang mengandungfenomenasebabakibat (*causal-effect relationship*)".[4]

If looking at the approach of the research is experimental research is:

"Penelitian yang sistematis, logisdanteliti di dalammelakukankontrolterhadapkondisi.Dalam experimental, penelitimemanipulasikansuatu stimuli, tritmenataukondisi-kondisieksperimetal, kemudianmengobservasipengaruh yang diakibatkanolehadanyaperlakuanataumanipulasitersebut",[5]

So this research uses quantitative approach. Underlying quantitative research method is the belief or assumption that we inhabit a relatively stable,

[2]L.R.Gay and Peter Airasian, *Educational Research*: *Competencies for Analysis and Application* (USA : Merril, 2000). p.367.

[3]IbnuHadjar, *Dasar-DasarMetodologiPenelitianKuantitatifdalamPendidikan, (*Jakarta: PT.RajaGrafindoPersada, 1999), p.321.

[4]Sukardi, *MetodologiPenelitianPendidikanKompetensi dan Praktiknya*, (Jakarta: PT.BumiAksara, 2007), P. 179.

[5]YatimRiyanto, *MetodologiPenelitianPendidikan*, cet.III, (Surabaya: Penerbit SIC, 2010), p.35.

uniform, and coherent world that can be measured, understood, and generalized about.[6]

From the above quotation, writer concluded that the experimental research is a kind of research which has the aim to know causal effect relationship between one variable or more to other variables. The experimental research controlled the selection of participant for the study and divides the select participant in to more groups having similar characteristics at the start of experiment.Next, the writer had been doneexperimental research of using group presentation technique to improve the students' speaking skill at SMA Negeri 3 Padangsidimpuan.

C. Population and Sample

SuharsimiArikunto states that population is a set or collection of all elements possessing one or more attributes of interest.[7]Next, the classes, families living in the city or electorates from which you select your sampleare called also the population.[8] So, the population of this research is grade XI students at SMA Negeri 3 Padangsidimpuan academic year 2012/ 2013, presented as follows:

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[6]L.R.Gay and Peter Airasian, *Op.Cit.,* p.9.

[7]SuharsimiArikunto, *Procedure Penelitian: SuatuPendekatanPraktek,* Cet.12, (Jakarta: PT.RinekaCipta, 2002), p.108.

[8]Ranjit Kumar, *Research Methodology: A Step-by-step Guide for Beginners,* 3[rd]ed, (India: SAGE Publication, 2011), p. 194.

Table 3
Grade XI Students at SMA Negeri 3 Padangsidimpuan
Academic Year 2012/ 2013

No	Classroom	Male	Female	Amount
1	**XI IPA 1**	**17**	**16**	**33**
2	**XI IPA 2**	**9**	**20**	**29**
3	XI IPA 3	3	32	35
4	XI IPA 4	8	27	35
5	XI IPA 5	4	32	36
6	XI IPA 6	4	29	33
7	XI IPS 1	22	9	31
8	XI IPS 2	19	10	29
9	XI IPS 3	19	10	29
Total Number				**290**

While, sampling is the process of selecting a number of individuals for a study in such a way that they represent the larger group from which they were selected. A sample comprises the individuals, items, or events selected from a larger group referred to as a population.[9] Therefore, the purpose of sampling is to gain information about the population by using the sample. Then, the small group of students, families or electors from

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[9]L.R.Gay and Peter Airasian, *Op.Cit,*p.121.

whom you collect the required information to estimate the average age of the class, average income or the election outcome is called *the sample.*[10]

The population in this research is big enough and homogenous, so it needs to be classified into classes or groups. Therefore, in this sample the analysis is not for individual but for the groups or classes consists of several individuals. Hence, the suitable sample used in this research is cluster sample. Cluster sample is "most useful when the population is very large or spread out over a wide geographic area"[11]. It means cluster sampling purposely selects groups, not individuals and all the members of the selected groups have a similar characteristic. Here, researcher had taken 62 students from the population by cluster sampling and takes sample from two classes; those are "XI IPA 1 and XI IPA 2".

Table 4
Sample of the Research

Experimental Group	Control Group
XI IPA 1 = 33 Students	XI IPA 2 = 29 Students

So, the total of the sample is 62 students.

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[10]Ranjit Kumar, *Op.Cit*, p.129.
[11]L.R.Gay and Peter Airasian, *Op.Cit,*p.129.

D. Instrument of the Research

A research must have an instrument because a good instrument can go guarantee for taking the valid data. Suharsimi Arikunto says, " Instrumen adalah alat padawaktupenelitianmenggunakansuatumetode."[12]It means instrument of the research is a tool of facility is used by the researcher in collecting data. So that, the process is easier and better with more careful, complete and systematic.

Furthermore, an instrument is "serentetanpertanyaanataulatihanataualat lain yang digunakanuntukmengukurketerampilan, pengetahuan, intelligensi, kemampuanataubakat yang dimilikiolehindividuataukelompok".[13] So, in this research, the writer gives the test; speaking test as an instrument.

Table 5
Table of InstrumentationDesign

Class	Pre test	Treatment	Post test
Experiment class	✓	✓	✓
Control class	✓	✗	✓

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[12]SuharsimiArikunto, *Op.Cit*, p.126.
[13]*Ibid,* p. 127.

Further, speaking skill of the students to express thought, felling, idea, and sense. So, the indicators speaking are:

1. Accent

2. Grammar

3. Vocabulary

4. Fluency

5. Comprehension

Table 6
Indicator of Speaking Skill[14]

No	Accent	Score
1.	a. Student is able to pronounce each word b. Student is able to mark the foreign accent c. Student is able to comprehend what he/she pronounced.	0 – 25
	Vocabulary	
2.	a. Student is able to complete the missing text given b. Student is able to limit his/her vocabulary to simplest the phrases and certain topic c. Student is able to Choice of words accurately d. Student is able to make the phrases coherent by completing the suitable words to the missing text	0 - 25
	Fluency	
3.	a. Student's speech is very fluent and in routine sentences b. Student is not halting in speech c. Student's speech is not hesitant: sentence is not left uncompleted d. Student's speech is not occasionally hesitant, with some unevenness caused by rephrasing and grouping for words e. Student's speech is not effortless and smooth	0 – 25
	Comprehension	
4.	a. student does not only understands too little for the simplest types of conversation b. Student has no repetition and rephrasing in presenting his/her ideas c. Student does not only understand quite well normal educated speech directed to him or her, but requires occasional repetition and rephrasing.	0 – 25

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[14]Arthur Hughes, *Testing for Language Teachers* (USA: Cambridge University Press, 1990), p.111.

	d. Student understands everything in normal educated conversation except for very colloquial or low frequency items or exceptionally rapid or slurred speech.	
	Maximal Score	**100**

Based on above indicator, the scales are shown as follows:

Table 7
Score of the Result Test[15]

Range of Real Score	Frequency
80-100	Excellent
61-80	Good
41-60	Average
21-40	Poor

E. Validity of the Instrument

In this research, the writer used content validity to establish the validity of the instrument. The writer took content validity as the instrument because content validity refers to the extent to which instrument represents the content of interest. In order to have content validity, a measure must adequately sample both the topics and the cognitive processes includes in the content universe under consideration. As stated by Ranjit Kumar "content validity is judge on the basis of the extent to which statements or questions

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[15]Riduwan, *BelajarMudahpenelitianUntuk Guru-KaryawanPenelitiPemula,* (Bandung: Alfabeta, cet.1, 2005), p.89.

represent the issue they are supposed to measure, as judge by you as a researcher, your readership and expert in the field".[16]In this case the writer used speaking test as the starting point of making the test.

In starting the research, the writer has validated the speaking test. The speaking test means to analyze the items of the test comprehensively, and the basic question is: 'Do the items of the test measure what is supposed to measure?. In this case, because the test functions is to measure the students' speaking skill, so the test should be test speaking itself. This process of analysis has showed the content validity of the test, in other words, the writer concluded that the speaking test has been valid. So that, the instrument used by researcher was valid.

F. Technique of Collecting Data

In collecting the data, the research conducted twice of test for those groups. They were pre-test and post-test.

1. Preparation

    In preparation, the teaching material and test should be already available before it was conducted and test materials for the experiment should be prepared by the writer before pre-test.

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[16]Ranjit Kumar, *Op.Cit.,*p.180.

2. Pre test

    The pre test was conducted to find out the homogeneity of the sample. The function of the pre-test was to find the mean scores of the group presentation group and conventional group before the writer gave treatment. In this case, the writer hoped that the whole students' speaking skill were same, or if there was a difference between those group, the difference was hopefully not significant.

3. Treatment

    The experimental group and the control group were given same material, which was consisted of communication aspects that will be taught by the teacher in different ways. The experimental group was given treatment, it was taught by using the group presentation technique and the control group was taught by the conventional technique.

4. Post-test

    After giving treatment, the writer conducted a post-test which the same test with the pre-test, and has been conducted in the previous of the research. This post-test was the final test in the research, especially measuring the treatment, whether was significant or not. After conducting the post-test, the writer analyzed the data.

G. Technique of Data Analysis

The analysis of data is done to find out the ability of the two groups that have been divided in to experimental and control class. The data will be analyzed by using the following t-test[17] formula:

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\dfrac{\Sigma x_1^2 + \Sigma x_2^2}{n_1 + n_2 - 2}\right)\left(\dfrac{1}{n_1} + \dfrac{1}{n_2}\right)}}$$

H.

T	:	The value which the statistical significance
M_1	:	The average score of the experimental class
M_2	:	The average score of the control class
X_1^2	:	Deviation of the experimental class
X_2^2	:	Deviation of the control class
n_1	:	Number of experimental
n_2	:	Number of control.

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[17]*Ibid.*,p. 275.

CHAPTER IV
DATA ANALYSIS

As mentioned in earlier chapter, in order to evaluate the effect of group presentation technique to speaking skill, the writer has calculated the data using pre-test and post-test. Applying quantitative analysis, the writer used the formulation of T-test. Next, the writer described the data as follows:

A. Description of Data before Using Group Presentation

1. The Score of Pre-test Experimental Group

Table 8
The score of Pre-test in Experimental Group

Number of student (n)	Pre- test
(1)	(2)
1	70
2	68
3	71
4	67
5	77
6	69
7	65
8	70
9	70
10	74
11	71
12	70
13	77
14	70
15	70
16	68
17	69
18	70
19	76

20	**70**
21	**73**
22	**75**
23	**74**
24	**71**
25	**72**
26	**69**
27	**75**
28	**79**
29	**74**
30	**69**
31	**76**
32	**79**
33	**79**
Total	2377
Mean	72.03
Mode	70
Median	71
The lowest	65
The high	79

Based on the table the sum of score in experimental group was 2377, mean was 72.03, mode was 70, median was 71. The writer got the highest score was 79, and the lowest score is 65. Next, the calculation of how to get it can be seen in the appendix IX.

2. **The Score of Pre-test in Conventional Group**

Table 9
The score of Pre-test in Control Group

Number of student (n)	Pre- test
(1)	(2)
1	**68**
2	**69**
3	**70**

4	**68**
5	**69**
6	**75**
7	**79**
8	**74**
9	**69**
10	**76**
11	**79**
12	**68**
13	**71**
14	**67**
15	**77**
16	**69**
17	**65**
18	**68**
19	**71**
20	**70**
21	**71**
22	**73**
23	**74**
24	**71**
25	**70**
26	**69**
27	**71**
28	**71**
29	**70**
Total	2062
Mean	71.10
Mode	70
Median	70
The lowest	65
The highest	77

Based on the above table the sum of score in experimental group was 2062, mean was 71.10, mode was 70, median was 70. The writer got the highest score was 77, and the lowest score is 65. Next, the calculation of how to get it can be seen in the appendix IX.

From the above table, the writer concluded the students' ability before using group presentation technique was enough. It was improved by the means score of Experimental Group was 72.03 and Control Group was71.10.

B. Description of Data after Using Group Presentation

1. Description Data of Experimental Group

<div align="center">

Table 10
The score of Post-test in experimental group

</div>

Number Of Students	Score
(1)	**(2)**
1	**85**
2	**86**
3	**89**
4	**90**
5	**82**
6	**90**
7	**81**
8	**94**
9	**90**
10	**91**
11	**95**

12	**74**
13	**92**
14	**74**
15	**74**
16	**88**
17	**73**
18	**75**
19	**78**
20	**75**
21	**76**
22	**90**
23	**86**
24	**90**
25	**88**
26	**85**
27	**91**
28	**91**
29	**89**
30	**87**
31	**88**
32	**90**

33	**90**
Total	2817
Mean	85.36
Mode	90
Median	88
The lowest Score	73
The highest Score	95

Based on the table above the sum of score in experimental group was 2817, mean was 85.36, mode was 90, median was 88. The writer got the highest score was 95, and the lowest score is 73. Next, the calculation of how to get it can be seen in the appendix IX. Then, the computed of the frequency distribution of the student's score of group can be applied in to table frequency distribution as follows:

Table 11
The frequency distribution of students' score in Experimental Group

No	Interval	Median	Frequency	Percentages
1	73-75	74	4	12.12%
2	76-78	77	4	12.12%
3	79-81	80	1	3.03%
4	82-84	83	1	3.03%
5	85-87	86	4	12.12%
6	88-90	89	13	39.39%
7	91-93	92	4	12.12%
8	94-96	95	2	6.06%
	Total		33	100%

Based on the table, it can be drawn at histogram as below:
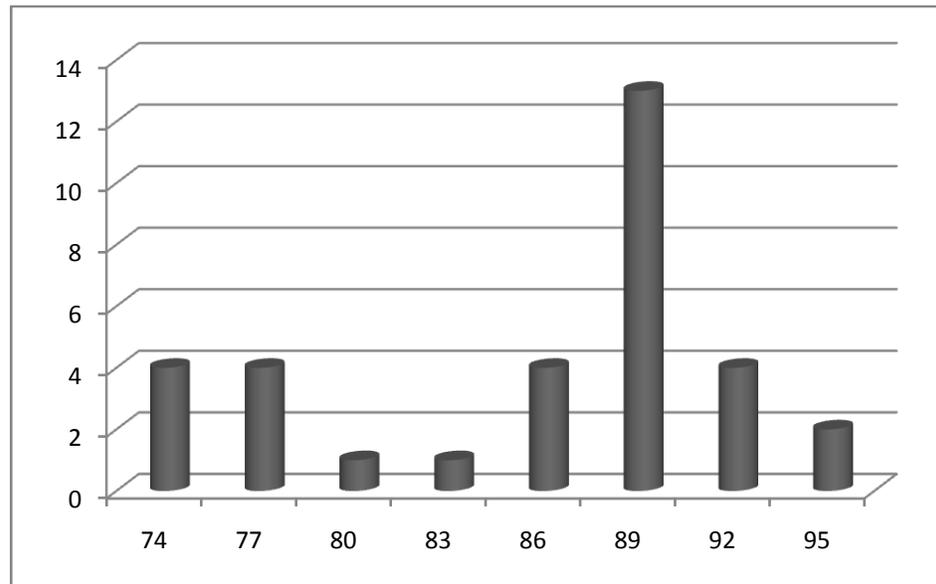
Figure 1: The Histogram of students' score of experimental group.

2. Description Data of Conventional Group

Table 12
The score of Post-Test in ConventionalGroup

Number Of Students	Score
(1)	(2)
1	**85**
2	**85**
3	**74**
4	**85**
5	**74**
6	**85**
7	**81**
8	**85**
9	**85**
10	**85**

11	**85**
12	**74**
13	**85**
14	**74**
15	**74**
16	**85**
17	**73**
18	**75**
19	**78**
20	**75**
21	**76**
22	**85**
23	**84**
24	**85**
25	**84**
26	**84**
27	**85**
28	**85**
29	**82**
Total	2352
Mean	81.10
Mode	85
Median	84
The lowest Score	73
The highest Score	85

Based on the above table the sum of score in experimental group was 2352, mean was 81.10, mode was 85, median was 84, the lowest score was 73, and the highest score was 85. Then, how to get it can be seen to appendix IX. Next, the computed of the frequency distribution of the student's score in post-test can be applied in to table frequency distribution as follows:

Table 13
The frequency distribution of students' score in conventional group

No	Interval	Median	Frequency	Percentages
1	73-75	74	8	27.58%
2	76-78	77	2	6.89%
3	79-81	80	1	3.44%
4	82-84	83	6	20.68%
5	85-87	86	12	41.37%
	Total		29	100%

Based on the data above, it can be drawn at histogram as below:
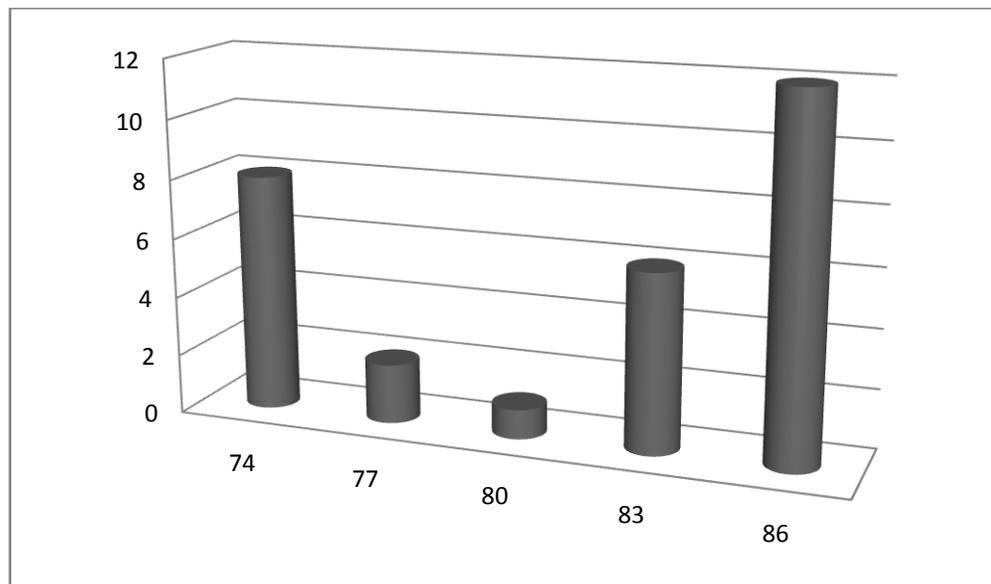
Figure 2 :The Histogram of students' score of control group

Next, from calculation above the writer concluded the students' skill after teaching by using Group Presentation was increase quickly. It can be seen from the mean score of Experimental group was bigger than Control group (85.36 > 81.10).

C. **Hypothesis Testing**

The hypothesis of research "There were a significant effect of Group Presentationon students' achievement in speaking skill". Based on the data collected, the data will be analyzed to prove hypothesis by using formula of T-test. The steps were started. It can be seen as follows:

The Steps of Data Analysis.

There were many steps to analysis data, they were:

a) The first step, to find average score each group.

- The average score of experimental group.

$$M_1 = \frac{Y_1^2}{Y_1}$$

$$= \frac{7294}{440}$$

$$= 16.57$$

- The average score of control group.

$$M_1 = \frac{Y_2^2}{Y_2}$$

$$= \frac{3628}{296}$$

$$= 12.25$$

b) The second step, to find deviation score each group

a. The deviation score of experimental group

$$\Sigma_{X1} = \Sigma Y_1^2 - \frac{(Y_1)^2}{n_1}$$

$$= 7294 - \frac{440}{33}$$

$$= 7294 - \frac{(440)^2}{33}$$

$$= 7294 - \frac{193600}{33}$$

$$= 7294 - 5866.66$$

$$= 1427.34$$

b. The deviation score of control group

$$\Sigma_{X2} = \Sigma Y_2^2 - \frac{(Y_2)^2}{n_2}$$

$$= 3628 - \frac{(296)^2}{29}$$

$$= 3628 - \frac{87616}{29}$$

$$= 3628 - 3021.24$$

$$= 606.76$$

c. The third step, to use the formulation of T-test

Table 14
List of Score

No	Symbol	Score
1.	M_1	16.57
2.	M_2	12.25
3.	$X_1{}^2$	1427.34
4.	$X_2{}^2$	606.76
5.	n_1	33
6.	n_2	29

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\dfrac{\Sigma X_1 + \Sigma X_2{}^2}{n_1 + n_2 - 2}\right)\left(\dfrac{1}{n_1} + \dfrac{1}{n_2}\right)}}$$

$$= \frac{16.57 - 12.25}{\sqrt{\left(\dfrac{1427.34 + 606.76}{33 + 29 - 2}\right)\left(\dfrac{1}{33} + \dfrac{1}{29}\right)}}$$

$$= \frac{4.32}{\sqrt{\left(\dfrac{2034.1}{60}\right)(0.06)}}$$

$$= \frac{4.32}{\sqrt{(33.90)(0.06)}}$$

$$= \frac{4.32}{\sqrt{2.03}}$$

$$= \frac{4.32}{1.42} = 2.91$$

to $= 2.91$

df (the degree of freedom) = ($n_{1+}n_{2-}2$) = 33+29 − 2 = 60.

Hypothesis of research was there is significant effect of group presentation technique to students' speaking skill at grade XI SMA Negeri 3 Padangsidimpuan. The researcher took the decision of criteria in doing this research. Hypothesis was accepted since t observed $>$ t table of significant and the degree of freedom (df) = (n1$_{+}$ n$_{2-}$ 2) = 33+29 − 2 = 60.

From the calculation of t-test, it was found that t observed is higher than t table (2.91$>$ 1.67).So that, from the calculation above, it was concluded that the result of experimental is significant, next group presentation technique has significant effect to improve speaking skill at SMA Negeri 3 Padangsidimpuan. So, the hypothesis was accepted.

Next, to know the categorize how far the effect of group presentation technique on students speaking skill, it would be interpreted from the table below:

Table 15
The Table coefficient Effect of interpretation[1]

Coefficient interval	Effect level
0.80- 1.000	*Very high*
0.60 – 0.7999	High
0.40 – 0.6999	Enough
0.20 – 0.5999	Low
0.00 – 0.1999	Very Low

---

[1]Riduwan, *BelajarMudahpenelitianUntuk Guru-KaryawanPenelitiPemula,* (Bandung: Alfabeta, cet.1, 2005), p.89.

To know the effect of group presentation technique to students' speaking skill, to minimized ts (2.91- 1.67 = 1.24). Next the result of it interpreted to above table. So that, the effect of Group Presentation on students achievement in speaking skill categorized in to very high.

D. **Discussion**

Based on the principles of the content based instruction in the chapter II. Group presentation, in which more than one speaker collaborate on both the work presented and on its presentation, place specific demands on all participants. Certainly they share many of the demands of the individual format (like knowing your audiences, good time-management and being engaging. Moreover, group presentation is integrated skill and can be used to develop the public speaking skills of the speaker as well as to provide practice to listener in asking questions, agreeing, and disagreeing, discussing, taking notes, and listening for specific purposes. So, from the calculation above, the writer appropriated that the result of research has related with the above theory, this fact can be seen from mean score between the experimental group and conventional group. It is indicated that the score of experimental group was bigger than conventional group (85.36 > 83.86).Finally, the writer concludedgroup presentation technique was effective to improve speaking skill.

E. **Threats of the Research**

The writer found the threat of this research, asfollows:

1. The students were shy to perform the monolog text in front of class.

2. The writer was lack of experience in processing data or lack of knowledge about it.

3. The students needed more time for working pre-test and post-test.

4. The limited of English books (especially speaking and group presentation technique book) in the writer's campus.

5. The limited of the instrument of research.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

This chapter of intensive research of the effect of group presentation on Students' Achievement in speaking skill showed the significant effect. Based on the result of data analysis that has described in the previous chapter, the writer concluded as follows:

1. The students' achievement in speaking skill before learning by group presentation at SMA Negeri 3 Padangsidimpuan categorized good. It was provided by the mean score of Experimental group was 72.03 and Conventional group was71.10. But for the excellent classes like the writer's sample are XI IPA 1 and XI IPA 2 are the excellent classes. So, the good category has not been enough.

2. The students' achievement in speaking skill after learning by group presentation at SMA Negeri 3 Padangsidimpuan increased quickly and categorized excellent. It can be seen from the mean score of experimental group was bigger than Control group (85.36 > 81.10). It means that the both of class can be categorized as the excellent class.

3. From the calculation of t_0 2.91, while t_s score is 1.67, so there was positive of significant effect using group presentation on Students' achievement in speaking skill at SMA Negeri 3 Padangsidimpuan.

B. Suggestion

The result of this study showed that the use of group presentation improved students' speaking skill. Therefore, the following suggestions are offered:

1. Group presentation technique can be used as an alternative way of teaching in teaching speaking

2. For the teacher, it is very wise to use group presentation technique in teaching speaking because this technique can stimulate students to have motivation especially in speaking. And teacher could make such us learners group presentation, so they could practice their speaking.

3. For the students, it is hoped that by using group presentation technique the students more interested in studying English speaking, because Group presentation technique can reflect their critical thinking to discuss the problem. And improve students' self-confident to express their idea, because they present the problem in a group, in the fact that most of students were shy to present their ideas individually (monologue).

4. For the researcher, group presentation technique as reference to further or other experimental research more paying attention in the efficiency of time.

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