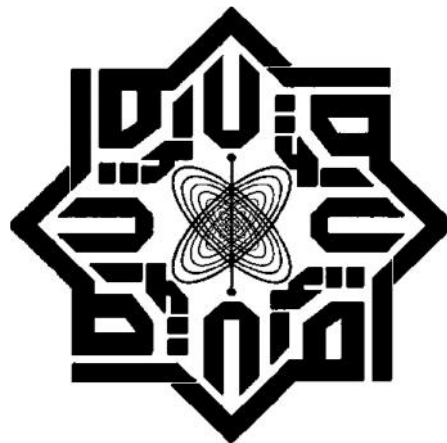


**THE EFFECT OF USING THE BEST RECORDING TECHNIQUE
TOWARD STUDENTS' FLUENCY IN SPEAKING SKILL
AT THE SECOND YEAR OF STATE JUNIOR
HIGH SCHOOL 27 RUMBAI**



UIN SUSKA RIAU

BY

JULI AGUSTINA HARAHAHAP

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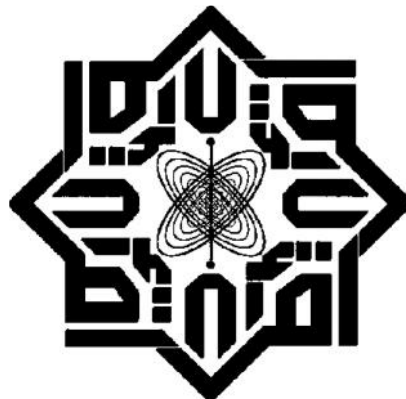
**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1434 H/2013 M**

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AT THE SECOND YEAR OF STATE JUNIOR
HIGH SCHOOL 27 RUMBAI**

A Thesis

Submitted in Partial Fulfillment of the Requirements
for the Degree of Bachelor of Education

(S.Pd.)



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ABSTRAK

Juli Agustina Harahap (2012) : “The Effect of Using the Best Recording Technique toward Students’ Fluency in Speaking Skill at the Second Year at SMPN 27 Rumbai ”.

Some of problem in learning and teaching English included in speaking are face by some students of the second year at Junior High School 27 Rumbai. The students get difficulty to share their ideas. They do not how appropriate language form such us grammar, fluency, comprehension and pronunciation in speaking. The research was conducted to find out the skill in speaking taught and taught without the Best Recording Technique and also to find out whether or not significant effect. The Subject of the research was the second year students at Junior High School 27 Rumbai. The Population of the research was all of the second year students at Junior High School 27 Rumbai, the total number of the population was 130 students. The sample of the research was students at VIII 1 as control class and VIII 5 as experimental class and total number of the sample was 50 students. The technique used in taking sample was cluster sampling. The research was quasi experimental research. The instrument of the research was Test. The speaking test was scored by using school assesment.

In analyzing data the researcher used T test formula. The researcher used the SPSS version 17.00 to analyze data. It could be seen that t_0 was higher than t_t in significant 5% and 1% ($2.01 < 10.863 > 2.68$). it means H_0 was rejected and H_a was accepted. So it can be concluded the Best Recording Technique can improved students’ fluency in speaking skill of the second year students at Junior High School 27 Rumbai.

ABSTRAK

Juli Agustina Harahap (2012) : “Pengaruh Penggunaan Teknik the Best Recording terhadap Kelancaran Berbicara Siswa Tahun Kedua Sekolah Menengah Pertama 27 Rumbai”.

Beberapa masalah yang dihadapi oleh siswa tahun kedua Sekolah Menengah Pertama 27 Rumbai dalam proses belajar mengajar bahasa Inggris. Siswa memiliki kemampuan berbicara yang sangat kurang. Mereka tidak tahu bagaimana pronounciation yang tepat, kurangnya kelancaran, kesalahan grammar, kurangnya pemahaman dalam menyatakan ide mereka terutama dan kosakata mereka terbatas. Tujuan dari penelitian ini, yaitu untuk mengetahui kelancaran berbicara siswa yang diajarkan dengan atau tidak menggunakan tehnik The Best Recording Technique. Dan untuk mengetahui apakah terdapat pengaruh yang signifikan pada kelancaran berbicara siswa. Subjek penelitian ini adalah semua siswa tahun kedua Sekolah Menengah Pertama 27 Rumbai. Populasi dari penelitian ini adalah seluruh siswa tahun kedua Sekolah Menengah Pertama 27 Rumbai. Jumlah total populasi yaitu 130 siswa. Sampel dari penelitian ini adalah siswa kelas VIII 1 sebagai kelas kontrol dan VIII 5 sebagai kelas eksperimen. Jumlah total sampel adalah 50 siswa. Teknik pengambilan sampel yang digunakan adalah cluster random sampling. Penelitian ini adalah penelitian quasi eksperimen. Teknik pengumpulan data yang digunakan adalah test. Test berbicara akan dinilai berdasarkan rubrik penilaian guru.

SPSS versi 17.0 dalam menganalisis data. Akhirnya, penelitian ini menemukan bahwa setelah data dianalisa menggunakan rumus T.test. Dilihat dari t_o lebih tinggi dari pada t_t dan nilai signifikan 5% dan 1% ($2.01 < 10.863 > 2.68$). Itu artinya H_o di tolak dan H_a di terima. Dan dapat disimpulkan bahwa dengan menggunakan The Best Recording Technique dapat meningkatkan kelancaran berbicara siswa pada tahun kedua di Sekolah Menengah Pertama 27 Rumbai.

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In the name of Allah, the most gracious and the most merciful, praise belong to Allah almighty, the lord of universe. Through his guidance and his blessing, I have completed academic requirement. Shalawat and salam has said to Rasulullah, the prophet Muhammad SAW (peace be upon him), auspicious prayer be on all of his just and devote companions.

This thesis is written and intended to fulfill one of requirements for the award of bachelor degree at the department of English Education, Faculty of Education and Teacher Training of state Islamic University (UIN) Sultan Syarif Kasim Riau Pekanbaru.

The title of this thesis is the effect of using the Tell-Show strategy toward the ability in writing descriptive text of the first grade students at Senior High School Al-Huda Pekanbaru.

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Finally, I really realize that there are many weaknesses on the thesis. Therefore, constructive critiques and suggestions are needed to improve this thesis.

May Allah Almighty, the Lord of universe bless you all. Amin..

Pekanbaru,2013
The writer

Juli Agustina Harahap

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is one activity done by language learners and one of the language skills. In speaking we communicate each other verbally. Speaking will not be produced without mastering the aspects of speaking itself, especially the fluency. Fluency is the determiner factor that will determine the success of speaking. The interlocutor will not be understood what we are talking about if we have a bad fluency. According to Nunan stated that speaking is the productive aural or oral skill.¹ These statements are also pointed by Yule “communication ,of ideas, opinions and feelings”.²

Speaking is one of the skills that have to be mastered by the students in learning English. It is important for students to know definition first. Many experts define speaking in different ways. Nunan states that mastering the art of speaking is the single most important aspect of learning a second language or foreign language.³ Speaking is a productive language skill. It consists of producing systematic verbal utterance to convey meaning. Spoken language and written language are differing in much significant ways. In speaking, we have to share an idea directly, without thinking for its writing. It means that it is totally natural and there is limited time for planning and editing speech during conversation even managing the components of language that must together

¹ David Nunan. *Practical English Language Teaching*. New York: McGraw-Hill Companies, Inc. 2003. P. 48

² George Yule. *Teaching the Spoken Language*. London: Press Ltd. 2010 p. 27

³ David Nunan, Op.cit. P 39

when we speak is very demanding indeed. It is unlike writing, researcher have the chance to plan what we are going to share in unlimited time and doing either editing or revision. Speaking is one of core for success in education.

Based on curriculum Speaking is an activity to share ideas in simple transactional and interpersonal conversation to interact with environment and expressing idea in from of short functional text. It takes place every where and has become part of our daily activities. When someone speaks, he or she interacts and uses the language to express his or her ideas, feeling and thought. He or she also shares information to the other through communication. Hasibuan points out, "In the communicative model of language teaching, the instruction help their students develop three areas of knowledge of speaking by providing authentic practice that prepares students for real-life communication situations".⁴ He can say that the speaker must consider the person they are talking to as listeners. So, it is important to say is convey in an effective way, because speaking is not only producing sounds but also a process of achieving goals that involves transferring messages across.

State Junior High School (SMPN) 27 RUMBAI is of the state Junior High School in RIAU. As a formal school, it also provides English to the students, especially speaking skill. English to the students, especially speaking skill. In SMPN 27 Rumbai, speaking is taught to all levels, from the first years into the trthird years. Speaking is taught twice a week with duration 80 (2 x 40) minutes

⁴ Kalayo Hasibuan and Muhammad Fauzan Ansyari. *Teaching English as a Foreign Language (TEFL)*. (Pekanbaru: Alaf Riau Graha UNRI Press. 2007). P. 102

for each meeting. The passing score (KKM) in State junior High School is 7.00. It can be seen on the basic competence stated in the syllabus of SMPN 27 RUMBAI especially for speaking :

1. Expressing idea in simple transactional and interpersonal conversation to interact with the environment. It means that the students should be able to express this ideas in simple transactional and interpersonal conversation to interact with the environment. Environment is the first school area that means that learner can interact with a teacher as friend and the second home area, the learners can use English to interact with their parents. Transactional here means a simple converstaion how to get things done, for example an expression of greeting. The students should be able to express their greetings in daily conversation. Interpersonal conversation, is a kind of conversation to socialize in our daily live. For example, the expression of giving and declining a help. So, the students should be able to give or decline a help in daily conversation.
2. Expressing idea in form of short funtional text in descriptive text orally is a to interact with the environment⁵. It means that the students should be able to express their ideas is the form of the short functional text orally. Here, the students are taught to speak a monologue text.

Based on the explanation above it is clear that speaking skill should be mastered by the students. Based on the writer's preliminary in SMPN 27 Rumbai, English has been taught in the process of teaching English, especially Speaking as

⁵ Kurikulum Tingkat Satuan Pendidikan. Silabus SMP. 2006

described above, but in fact some of the students in grade 2 at SMPN 27 RUMBAI, are still not able to communicate or speak in English. at least in daily conversations. It indicates that most of students still have difficulties in English daily conversation. The speaking skill of the students is still far from the expectation of the curriculum. The problems can be seen in the following phenomena:

1. Some of the students are not able to speaking English.
2. Some of the students cannot express their ideas fluently.
3. Some of the students are not able to use proper vocabularies in speaking English.
4. Some of the students are not able to pronounce in english words or pharases.
5. Some of the students do not comprehend the topic that will be spoken.

There is a technique to improve the students' fluency in speaking. The technique is called The Best Recording technique. Acording to Newton, "The best recording is a useful fluency activity involving a tape or digital recorder or the language laboratory."⁶ So that, the writer promotes this technique will be useful in improving students' fluency. The Procedures of The Best Recording Technique :

The learner speaks onto the tape talking about a previous experience or describing a picture or set of pictures. The learner listens to the recording noting any points where improvement could be made. Then the learner re-records the talk. This continues until the learner is happy with the recording.⁷

⁶ I.S.P Nation, and Jonathan Newton. *Teaching ESL/EFL Listening and Speaking*. (Newyork; Routledge Taylor & Friendship Group. 2009). P. 161

⁷ Ibid. p.161

Therefore, the writer is interested in carrying a research entitled: “The Effect of Using the Best Recording Technique Toward Students’ Fluency in Speaking Skill at The Second Year of Smp 27 Rumbai”.

B. Definition of the Term

To avoid misunderstanding, it would be better for the researcher to define a number of terms used in this research:

1. Speaking skill, According to Nunan states that “speaking is the productive aural or oral skill”.⁸ In this research, speaking skill means that to share ideas, requests ,informations, services, and feelings to communication in environment.
2. The Best Recording Technique is a technique useful fluency activity involving a tape or digital recorder or the language laboratory⁹. It means The Best Recording Technique is one of the technique in learning teaching english to solve problem student’s fluency in speaking by using tape, digital recorder, handphone or language laboratory.

C. Problem

1. Identification Problem

- a. Some of the students are not able to speaking English.
- b. Some of the students are not express their ideas fluently.
- c. Some of the students are not able to use proper vocabularies in speaking English.

⁸ David Nunan. *Practical English Language Teaching*. (New York: McGraw-Hill Companies,Inc. 2003). P. 48

⁹ Nation I.S.P., and Jonathan Newton. *Loc.cit*

- d. Some of the students are not able to pronounce in speaking English.
- e. Some of the students are not comprehend the topic that will be spoken.

2. Limitation of the Problem

Based on the identifications of the problem above, there are some problems involved in this research. As mentioned before, some of student are not able to express their ideas fluently and can not pronounce English well. The problems could be caused from teacher's technique that was less effective. Therefore, the researcher limited the problem on the teacher's technique used. The researcher tried one technique called The Best Recording technique to help the students speak fluently.

3. Formulation of the Problem

The problem of this research is formulated in the following questions:

- a. How is the students' fluency in speaking taught by using The Best Recording technique of the second years at SMPN 27 Rumbai?
- b. How is the students' fluency in speaking taught without using The Best Recording technique of the second years at SMPN 27 Rumbai Recording technique?

- c. Is there any significant effect of using The Best Recording technique toward students' fluency in speaking of the second years at SMPN 27 Rumbai ?

D. Objective and Need of the Research

1. Objective of the Research

- a. To find out how is the students' fluency in speaking taught using The Best Recording technique.
- b. To find out how is the students' fluency in speaking taught without using The Best Recording technique.
- c. To find out significant effect of using The Best Recording technique toward students' fluency in speaking.

2. The Need of the Research

- a. To provide some information about students' speaking skill.
- b. Giving information about the effect of using The Best Recording technique toward students' fluency in speaking.
- c. To fulfill one of the requirements to finish the study at English Education Department of the faculty of Education and Teacher Training of UIN SUSKA RIAU.

CHAPER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Best Recording Technique

It is a good thing that there are now English courses available for learners to express themselves using English. They can speak things, tell stories, describe people and objects, conduct discussions, sing songs, deliver speeches, have debates, etc. But the problem of students' lacking a chance to use English now solved does not end here. Other problems occur. They are not used to speaking English. They get nervous. They feel shy. They loose mood. They get bored. They speak against their will and they are afraid of making mistakes. It is actually *not* enough for learners to depend on English institutions to learn English. Giving the fact that English is still a foreign language in our country and the language environment is not conducive for its exposure, it takes learners themselves more to practice their English than it does their environment.

According to Newton, "The best recording is a useful fluency activity involving a tape or digital recorder or the language laboratory".¹ It means that The Best Recording Technique is one technique in learning and teaching english useful fluency by using tape, handphone or digital recorder to record and listen their voice. Then, they record that again, this time making it better by best-correcting all that they have said wrong. Then they listen to the recording again. It goes on like this time and again until they think it is perfect, in fact so perfect they

¹ I.S.P. Nation , and Jonathan New *Teaching ESL/EFL Listening and Speaking*. (New York: Routledge Taylor and Friendship Group. 2009). P. 161

want to talk about something else now. Karen Price says, “ A natural extension of the widespread use of tape recording to let students hear their own performance, is an effective way for students to obtain immediate feedback on their nonverbal as well as verbal behaviour.”²

There are many advantages offered by this technique. Firstly, it is very accessible. Technically speaking, mobile phones having recording features are everywhere in the learners’ possession. And this self-recording is very effective as learners will find out how they actually speak and know their own mistakes. Learning is best and most effective when learners can learn from their own mistakes and odds that they realize and fixed by themselves. At a time when this convenience of mobile phones was non-existent as available were only recorders and microphones. Another advantage is that learners will feel at ease speaking. They will feel relaxed. And lastly, they will learn to perform different functions of speaking such as describing, narrating, explaining, arguing, etc. If they manage to do this on a regular basis, they will be able to perform better and better in the long run over a period of time. After all, learning *does* take some time.

2. Fluency

According to Nunan “Fluency is the extent to which speakers use the target language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc. Teachers must provide students with fluency-

² W. M Rivers. *Self-Recording as a Means of Promoting Independent Learning in Increasing Speaking Skills*. <http://nasbat-english.com/self-recording-as-a-means-of-promoting-independent-learning-in-increasing-speaking-skills-self-access-study>. Retrieved 12.00 pm Sunday 01 april 2012

building practice and realize that making mistakes is natural part of learning a new language”³

Designing fluency activities.⁴

a. Easy task

Experience task for development of fluency involve making sure that the language, ideas and discourse requirements of the activity are all wiyhin the learner’s experience so that the learner’s are able to develop the skill aspect of the activity.

b. Message focus

Having a clear outcome to an activity encourage a meaning focus because the learners use language to achieve to outcome.

c. Time preasure

One way of encouraging learners to reach a higher than usual level of performance is by limiting the time in which they can do something. Learners amy also keep a regulaar record of how long it takes them to perform a task, and then try to reduce the time it takes them. This could be done with learners recordingn a description of an object or reading aloud.

d. Planning and preparation

Another way of reaching a higher than usual level of performance is to work on the quality of the performance. This can be done through having an opportunity for planning and preparation.

³ David Nunan. *Practical English Language Teaching*. (New York: McGraw-Hill Companies,Inc. 2003). P. 55

⁴ *Opcit. PP. 154-155*

e. Repetition

Repetition of an activity is a sure way of developing fluency with the particular items and sequences used in the activity. It is necessary to change the audience when designing repetition into meaning focused speaking activities so that the speaker does not change the spoken message to try to retain the interest of an audience that has already heard the message.

3. Speaking

Speaking in a general is an activity used by someone to communicate with other. So it is important that everything we want to say is conveyed in affective way, because speaking not only producing sounds but also a process of achieving goals that involves transferring messages across. Kalayo and Fauzan's overview on his opening speech in explanation teaching speaking. they says:

Many language learners regard speaking ability as the measured of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language, they regard speaking as the most important skill they can acquire, and they asses their progress in term of their accomplishment in spoken communication.⁵

Speaking is very important part in studying English. People need to speak in order to communicate one person to each other and make a good communication. When someone was born, he learns how to speak, and speaking can make him communicate or contact with other person. There are many keys to

⁵ Kalayo Hasibuan and Muhammad Fauzan Ansyari. *Teaching English as a Foreign Language (TEFL)*. (Pekanbaru: Unri Press. 2007). P. 101

support speaking skill by listening cassette, watching TV, watching film, practicing with foreigners, practicing with partners.

In judging whether students are speaking in correct statements. There are two criteria which the teacher must take:

- a. The students have to understand the meaning of words that they use and associate them into the objects of their represent.
- b. The students have to pronounce the words properly in order to a rise same perception and they understand each other.

Based on The Oxford Advanced Learner's Dictionary speaking is "defined as to talk or conversation to somebody about something".⁶ Speaking means to utter words with the ordinary voice. On other places the writer found that speaking that has closed meaning to the meaning which is to utter words with ordinary speech modulation.

Based on the definitions above, the writer can conclude that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of Sarticulation in order to inform, to persuade, and to entertain that can be learn through teaching and learning process. Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.

There are three kinds of speaking situations in which we find ourselves:

- a. Interactive,
- b. Partially interactive, and

⁶ Hornby, A. S. *Oxford Advanced Learner's Dictionary*. (Oxford: Oxford Uneversity Press 2007). P.1467

c. Non-interactive.

Interactive speaking situations include face-to-face conversations and telephone calls, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner. Some speaking situations are partially interactive, such as when giving a speech to a live audience, where the convention is that the audience does not interrupt the speech. The speaker nevertheless can see the audience and judge from the expressions on their faces and body language whether or not he or she is being understood.

Some few speaking situations may be totally non-interactive, such as when recording a speech for a radio broadcast. Here are some of the micro-skills involved in speaking. The speaker has to:

- a. Pronounce the distinctive sounds of a language clearly enough so that people can distinguish them. This includes making tonal distinctions.
- b. Use stress and rhythmic patterns, and intonation patterns of the language clearly enough so that people can understand what is said.
- c. Use the correct forms of words. This may mean, for example, changes in the tense, case, or gender.
- d. Put words together in correct word order.
- e. Use vocabulary appropriately.
- f. Use the register or language variety that is appropriate to the situation and the relationship to the conversation partner.

- g. Make clear to the listener the main sentence constituents, such as subject, verb, object, by whatever means the language uses.
- h. Make the main ideas stand out from supporting ideas or information.
- i. Make the discourse hang together so that people can follow what you are saying.

4. Teaching speaking

The mastery of speaking skills in English is a priority for many second or foreign language learners. Learners consequently often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how well they feel they have improved in their spoken language proficiency. Speaking skill is also one of the aspects that involved in curriculum of language teaching that has to be taught by the teachers. According to Hughes “The purpose of teaching spoken language is to develop students’ skill in interacting success of the language is that English and involving comprehension as well as production.”⁷ In addition Ur states that, there are four characteristics of successful speaking activity:⁸ In addition Ur states that, there are four characteristics of successful speaking activity:⁹

- a. Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learner talk.

⁷ Arthur Hughes. *Testing for Language Teacher*. (Edinburg : Cambridge University Press. 2003). P. 113

⁸ Penny Ur. *A Course in Language Learning: Practice and Theory*. (Cambridge: Cambridge University Press. 1996) . P.120

⁹ *Ibid.*

- b. Participation is even. Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.
- c. Motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.
- d. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

Beside that, there are some characteristics must be taken into account in the productive generation of speech in that the learner is now the procedure:¹⁰

- a. Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

- b. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

- c. Reduced forms

Contractions, elisions, reduced vowels, etc., all form special problems in teaching spoken English. Students who do not learn colloquial contractions

¹⁰ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (San Francisco : Pearson Education Inc. 2007). PP. 326-327

can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.

d. Performance variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitation, pauses, backtracking, and correction. learners can actually be taught how to pause and hesitate.

e. Colloquial language

Make sure your students are reasonably well acquainted with the words, idioms and phrases of colloquial language and that they get practice in producing these forms.

f. Rate of delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

g. 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.

h. Interaction

Learning to produce waves of language in a vacuum-without interlocutors-would rob speaking skill of its richest component: the creativity of conversational negotiation.

5. Characteristics of Descriptive Text

- a. Descriptive text is a text that describes the features of someone, something, or certain place.
- b. Introduction is a part of paragraph that introduces the character.
- c. Description is the part of the paragraph that describes the character.

Example text description

HOLIDAY

When I had a holiday in Malaysia last month, I stayed in a small but comfortable hotel. The room was very beautiful although it was not very big. The color of the wall was cream, it felt warm inside. The curtains were arranged beautifully. The furniture was nice too. The room has a sofa and a small TV set.

B. Relevant Research

To avoid the same title used in the research than the researcher shows the relevant research which is done by two researchers.

First, the relevant research taken by writer in this research that was conducted by Sarvina (2011)¹¹ researched about improving students speaking skills by using The Best Recording Technique at the second year students of SMAN 1 Kampar. In her research there significant effect of using The Best Recording toward student' speaking skill. Data collecting technique was used

¹¹ Sarvina. "Improving Students Speaking Skill by Using the Best Recording Technique at the Second Year Student of SMAN 1 Kampar". (Pekanbaru: Unpublished Thesis. 2011)

interview and used five categories to assess student's speaking, such as pronunciation, grammar, fluency, vocabulary, and accent.

Second, the research was conducted by Kartina (2012)¹² researched about influence The Best Recoding Technique in speaking skill at the first year student of SMPN 17 Pekanbaru. In her research there is no significant effect toward student's speaking skill. Data collecting technique was used interview to obtain the students' skill in speaking, and to find out the factors that influence student's speaking skill. Researcher assess student' speaking by using five categories such as pronunciation, fluency, grammar, vocabulary, accent.

Based on their research the students' skill in speaking. In this research there is significant effect toward student's fluency in speaking skill of the second year at SMPN 27 Rumbai. Data collecting technique was used test and assess student's speaking used four categories such as fluency, pronunciation, grammar, vocabulary. The reseacher can be concluded The Best Recording Technique can solve student's problem in speaking skill.

E. Operational Concepts

The operational concept is used to avoid misunderstanding and misinterpreting in scientific study. Because the operational concept is still in an abstract form, so it should be interpreted into particular words in order to make it easier to measure. There are two variable in this research. They are Variable X

¹² Kartina. "Influence the Best Recording Technique in Speaking Skill at the First Year Student of SMPN 17 Pekanbaru".(Pekanbaru: Unpublished Thesis. 2012)

refers to using the best recording technique Variable Y refers to students' speaking skills.

1. Variable X is independent variable

- a. The teacher asks the students to record their voice talking about something of their choice: English-course topic, school-subject topic, current topic, feeling of something.
- b. The teacher asks the students to listen to the recording noting any points where improvement could be made
- c. The teacher asks the students to re-record the talk until they feel nothing else to improve.

2. Variable Y is dependent variable

- a. The students have to express about simple transactional and interpersonal conversation to interact with the environment, and students are able to speak English grammatically, retelling in their ideas.
- b. The students have to express their ideas in form of short functional orally to interact with the environment, and students are able to speak English fluently.

D. The Assumption and Hypothesis

1. The Assumption

In accordance with the problem, the writer assumed that The Best Recording Technique can influence to the students' speaking skill.

2. The Hypothesis

Based on assumption above, the hypothesis of this study can be forwarded as follow:

Ha : There is a significant effect of using the best recording technique toward students' fluency in speaking skill at the second year of junior high school 27 Rumbai.

Ho : There is no significant effect of using the best recording technique toward students' fluency in speaking skill at the second year of junior high school 27 Rumbai.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research consist of two variables, they are Independent Variable and Dependent Variable. L.R. Gay., at all stated that:

Independent variable is frequently manipulated include method of instruction, type of reinforcement, arrangement of learning environment, type of learning materials, and length of treatment. Dependent variable also called the criterion, effect, or outcome variable, shows the result of the study, the change or difference in groups that occurs as a result of the independent variable.¹

The type of this research is Experimental research that is testing an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable.² In addition, an experiment is the quantitative approach that provides the greatest degree of control over the research procedures.³ In this research, the researcher used quasi-experimental design with nonequivalent control group. It was an appropriate one to this research in order to know the significant effect of using the Best Recording technique toward speaking skill students of SMP N 27 Rumbai, Pekanbaru.

In conducting this research, the researcher took two classes; one class was as an experimental class taught by using the Best Recording technique and one other was as a control class taught without the Best Recording

¹ L.R Gay. *Educational Research Competencies for Analysis and Application. Six Ed.* (New Jersey: Prentice-Hall. 2000). P. 15

² Jhon.W. Cresswell. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research.* (New Jersey: Pearson Education. 2008) . P. 299

³ LR. Gay. *Loc.cit*

technique. In the experimental class, the students were administered by giving pre-test at the beginning of the teaching learning in order to know students' writing ability. There was a treatment at the middle for some meetings. Then, there was a posttest at the end of the teaching learning processes in order to know the effect of using the Best Recording technique toward students' speaking skill. So, the design of this research can be illustrated as follows⁴:

Experimental Group O_1 _____X_____ O_2

Control Group O_1 _____ O_2

O = Test

X = treatment by using the Best Recording technique

B. Time and Location of the Research

The research was conducted at SMPN 27 RUMBAI. The research was conducted for three months, from April to June. This research had done in teaching and learning process as in SMPN 27 RUMBAI. The writer used the teacher's lesson plan.

C. The Subject and Object of the Research

The subject of this research is the second year students of SMPN 27 Rumbai. The object of the research is the effect of using The Best Recording Technique toward students' fluency in speaking skill.

⁴ Bruce W Tuckman. *Conducting Educational Research Fifth Edition*. (New York: Harcourt Brace College Publisher. 1999) . P.141

D. The Population and the Sample of the Research

1. The population of the Research

The Population of this research is the second year students at SMPN 27 Rumbai. There are five classes and the total number of the second year students is 130 students.

2. The Sample of the Research

The population is relatively large, then the writer only takes only two classes of natural science department after doing clustering sample randomly; VIII 5 as experimental class and VIII 1 as a control class.

TABLE III.1
Sample of the Research

No	Class	Total students
1	VIII 5 (Experimental class)	25
2	VIII 1 (Control class)	25
TOTAL		50

E. The Techniques of Collecting Data

In collecting the data, the researcher used oral test. The writer used pre-test and post-test. The researcher asks the students to speak their ideas. After doing the oral test, the students' performance assessed by the raters. In this research, to know the reliability of the speaking test, the researcher used inter rater reliability, because the researcher has two raters in order to score the students' fluency speaking skill. Gay said that inter judge reliability can be obtained by having two (more) judges independently score to be compared to the score of both judges. Then the scores of the rater 1 correlated with the

scores of the rater 2. The higher correlation, the higher the inter judge reliability. The following table describes the correlation between score of rater 1 and the score of the rater 2 by using Pearson Product Moment correlation formula through SPSS 17 Version.

1. The Reliability of the Test

The test used for testing students' fluency speaking skill has to have reliability and validity. According to Gay, reliability is the degree to which a test consistently measures whatever it is measuring.⁵ It is reflected in the obtaining how far the test or instrument test that enable to measure the same subject on different occasions that indicates the similar result. In short, the characteristic of reliability is sometimes termed consistency.

TABLE III.2
Correlations

		rater.1	rater.2
rater.1	Pearson Correlation	1	.652**
	Sig. (2-tailed)		.000
	N	25	25
rater.2	Pearson Correlation	.652**	1
	Sig. (2-tailed)	.000	
	N	25	25

** . Correlation is significant at the 0.01 level (2-tailed).

From the output above, it can be seen that r calculation is 0.652 will correlate to r table, df=48. Because df=48 was not found from the r table, so the researcher took df=50 to be correlated either at level 5% or

⁵ Op.cit. L.R. Gay. P. 169

1%. At level 5% r table is 0.201, while at level 1% r table is 0.268. Thus, the r observation is obtained higher than r table, either at level 5% or 1%. So the researcher concluded that there is a significance correlation between score of rater 1 and score of rater 2. In the other words, the speaking test is reliable. The reliability of speaking test is moderate.

2. The Validity of the Test

To know the validity of the test, the researcher used content validity. The materials of the test had been taught at the second year of state Junior High School 27 Rumbai. It was familiar materials and near to the students' daily life. It was appropriate to the students' knowledge, insight and experience. Moreover, the material was provided on students' hand book and other related resources.

Next, in evaluating students' speaking skill brown suggests some forms as follows:⁶

- a. Grammar
- b. Comprehension
- c. Fluency
- d. Pronunciation

⁶ H Douglass brown. *Language assessment: Principles and Classroom Practice*. (San Francisco : Longman. 2003). P. 142

TABLE III.3
The specification of the test

No	Speaking skill	The highest score
1	Grammatical	25
2	Comprehention	25
3	Fluency	25
4	Pronunciation	25
	Total	100

TABLE III.4
The Classification of Students' Score ⁷

SCORE	LEVEL OF SKILL
81 – 100	Excellent
61 – 80	Good
41 – 60	Fairly Good
21 – 40	Fair
0 – 20	Poor

F. The Technique of Data Analysis

The data were analyzed by using T-Test to determine whether there were any significant effects between class taught by using conventional technique and the class taught by using The Best Recording Technique toward students' fluency in speaking at the second year students of SMPN 27 RUMBAI or not.

Typical scale where each component has a set of qualities (level) to be rated and a series of possible rating. Hughes describes the rating as follow⁸:

⁷ Elpihairani. H, S.pd

⁸ Arthur hugey. *Testing for Language Teacher*. (Cambridge: cambridge university press. 2003). PP.131-132

a. Accent

TABLE III.5
Score for Accent

Score	Requirement
1.	Pronunciation frequently unintelligible.
2.	Frequent gross error and a very heavy accent make understanding difficult, require frequently repetition.
3.	“Foreign accent” requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar of vocabulary.
4.	Marked “Foreign accent” and occasional mispronunciations which do not interfere with understanding.
5.	No conspicuous, mispronunciations, but would not be taken for a native speaker.
6.	Native pronunciation, with no trace of “foreign accent”

b. Grammar

TABLE III.6
Score for Grammar

Score	Grammar
1.	Grammar almost entirely inaccurate except in stock phrase.
2.	Constant errors showing control of view major patterns and frequently preventing communication.
3.	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
4.	Occasional errors showing imperfect control of some pattern but no weakness that causes misunderstanding.
5.	Few errors, with no patterns of failure.
6.	No more than two errors during the interview.

c. Vocabulary

TABLE III.7
Score for Vocabulary

Score	Requirement
1.	Vocabulary inadequate for even the simple conversation.
2.	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.).
3.	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
4.	Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions.
5.	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
6.	Vocabulary apparently as accurate and extensive as that of an educated native speaker.

d. Fluency

TABLE III.8
Score for Fluency

Score	Requirement
1.	Speech is so halting and fragmentary that conversation is virtually impossible.
2.	Speech is very slow and uneven except for short or routine sentences.
3.	Speech is frequently hesitant and jerky; sentences may be left uncompleted.
4.	Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.
5.	Speech is effortless and smooth, but perceptively non-native in speed and evenness.
6.	Speech on all professional and general topics as effortless and smooth as a native speaker's.

e. Comprehension

TABLE III.9
Score for Comprehension

Score	Requirement
1.	Understands too little for the simplest types of conversation.
2.	Understands only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing.
3.	Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
4.	Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing.
5.	Understands everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.
6.	Understands everything in both formal and colloquial speech to be expected of an educated native speaker.

The data analysis presented the statistical result followed by the discussion about the effect of using the best recording technique toward students' fluency speaking skill at the second year State Junior High School of 27 Rumbai. The data were divided into two classes; control and experimental scores. The researcher used independent sample T-Test from SPSS.17 version to analyze the effect of using the best recording technique toward students' fluency speaking skill at the second year of Junior High School of 27 Rumbai.

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. The Description of the Data

The purpose of this research is to explore the students' fluency in speaking skill using and without using the best recording technique and to determine whether or not there is a significant effect of the students' fluency speaking skill which was taught by using the best recording technique. The data of the research were the scores of students' pre-test and post-test. Before treatment, the writer gave pre-test and after treatment, post-test was administered. The speaking test was about descriptive text and was evaluated based on four components: pronunciation, fluency, comprehension and grammatical. Each component has a score category.

B. The Data Presentation

The data of this research were oral presentation. It was the data of how was the best recording technique, implemented oral presentation test for testing students' fluency in speaking skill.

1. The Implementation of The Best Recording Technique.

As mentioned earlier, the data of this research were gotten from pre-test and post-test. The data were collected through the following procedures:

- a. The students were given pre-test. They were asked to do an oral presentation of descriptive text without using the best recording technique.

- b. After several meetings, the students were given post-test. They were asked to do an oral presentation of descriptive text by using the best recording technique.
- c. The students' speaking was recorded by the researcher and was backed up into CD. Then, it was collected to evaluate the appropriate of pronunciation, fluency, comprehension, and grammar.
- d. The researcher used two raters to score the students' speaking skill.
- e. The researcher collected and summed up raters' score to get each student's score.

2. The Effect of Using The Best Recording Technique toward Students' Fluency in Speaking Skill

The data of this speaking test were the scores of the students' improvement from pre-test to post-test for both experimental and control classes. The data were collected through the following procedures:

- a. The researcher asked the students either experimental or control class to speak orally.
- b. The students' speaking performance was recorded and evaluated. They are pronunciation, fluency, comprehension and grammar.
- c. The students' fluency speaking results were evaluated by two raters.
- d. The researcher added the scores from the raters and they were divided.

3. Description of Students' Pre-test Scores

a. Pre-Test of Control Class

The results of students' pre-test score at control class are presented in the following table:

TABLE IV.1
The Description of Frequency of Students' Pre-Test Scores of Control Class

Pretest.Control

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 42	1	4.0	4.0	4.0
44	1	4.0	4.0	8.0
46	6	24.0	24.0	32.0
48	3	12.0	12.0	44.0
50	4	16.0	16.0	60.0
52	5	20.0	20.0	80.0
54	2	8.0	8.0	88.0
56	1	4.0	4.0	92.0
58	1	4.0	4.0	96.0
60	1	4.0	4.0	100.0
Total	25	100.0	100.0	

Referring on the table above, it showed that there was 1 student got score 42 (4.0%), 1 student got 44 (4.0%), 6 students got 46 (24.0%), 3 students got 48 (12.0%), 4 students got 50 (16.0%), 5 students got 52 (20.0%), 2 students got 54 (8.0%), 1 student got 56 (4.0%), 1 student got 58 (4.0%) and 1 student got 60 (4.0%).

Based on table above, it can be seen that the total number of students was 25 students. The highest score was 60 and the lowest score was 42. The highest frequency was 6 at the score of 46. While, the statistical analysis of the data is the following table:

TABLE IV.2
Statistic

Statistics

Pretest.Control

N	Valid	25
	Missing	0
Mean		49.92
Std. Error of Mean		.875
Median		50.00
Mode		46
Std. Deviation		4.377
Variance		19.160
Range		18
Minimum		42
Maximum		60
Sum		1248

Based on the table above, it can be seen the result of pre-test of control class that valid is 25, missing is 0, mean is 49.92 , standard error of mean is .875, median is 50.00, mode is 46, standar deviation is .4.377, variance is .19.160, range is 18, minimum is 42, maximum is 60 and sum is 1248.

b. Pre-Test of Experimental Class

The results of students' pre-test scores at Experimental class are presented the following table:

TABLE IV.3
The Description of Frequency Of Students' Pre-Test Scores of Experimental Class

Pretest.Experiment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	46	6	24.0	24.0	24.0
	48	5	20.0	20.0	44.0
	50	6	24.0	24.0	68.0
	52	5	20.0	20.0	88.0
	54	3	12.0	12.0	100.0
	Total	25	100.0	100.0	

Based on the table above, it can be seen that 6 students got 46 (24.0%), 5 students got 48 (20.0%), 6 students got 50 (24.0%), and 5 students got 52 (20.0%), and 3 students got 54 (12.0%). Based on the table above, it can be seen that the total number of students was 25 students. The highest score was 54, and the lowest score was 46. The highest frequency was 6 at score of 50. While the statistical analysis of the data is at the following table:

TABLE IV.4
Statistic

Statistics

Pretest.Experiment

N	Valid	25
	Missing	0
Mean		49.52
Std. Error of Mean		.545
Median		50.00
Mode		46 ^a
Std. Deviation		2.725
Variance		7.427
Range		8
Minimum		46
Maximum		54
Sum		1238

a. Multiple modes exist. The smallest value is shown

Based on the table above, it can be seen the result pre-test of experimental class that valid is 25, missing is 0, mean is 49.52, standard error of mean is .545, median is 50.00, mode is 46, standard deviation is .2725, variance is 7427, range is 8, minimum is 46, maximum is 54 and sum is 1238.

4. Description of Students' Post-test Scores

a. Post-Test of Control Class

The results of students' post-test scores at control class are presented in the following table:

TABLE IV.5
The Description of Frequency Of Students'
Post-Test Scores Of Control Class

Post.Control		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	54	3	12.0	12.0	12.0
	56	4	16.0	16.0	28.0
	58	2	8.0	8.0	36.0
	60	3	12.0	12.0	48.0
	62	4	16.0	16.0	64.0
	64	2	8.0	8.0	72.0
	66	4	16.0	16.0	88.0
	68	2	8.0	8.0	96.0
	70	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

Based on the table above, it can be seen that 3 student got 54 (12.0%), 4 students got 56 (16.0%), 2 students got 58 (8.0%), 3 students got 60 (12.0%), 4 students got 62 (16.0%), 2 students got 64 (8.0%), 4 students got 66 (16.0%), 2 students got 68 (8.0%), and 1 student got 70 (4.0%).

Based on the table above, it can be seen that the total number of students was 25 students. The higher score was 70, and the lowest score was 54. The highest frequency was 4 at score of 66. While, the statistical analysis of the data is at the following table

TABLE IV.6
Statistic

Statistics

Post.Control

N	Valid	25
	Missing	0
Mean		61.12
Std. Error of Mean		.974
Median		62.00
Mode		56 ^a
Std. Deviation		4.868
Variance		23.693
Range		16
Minimum		54
Maximum		70
Sum		1528

a. Multiple modes exist. The smallest value is shown

Based on the table above, it can be seen the result of post-test at control class that valid was 25, missing was 0, mean was 61.12, standard error of mean was 0.974, median was 62.00, mode is 56^a, standard deviation was 4.868, variance was 23.693, range is 16, minimum was 54, maximum scores was 70 and the sum was 1528.

b. Post-Test of Experimental Class

The results of students' post-test scores at an experimental class are presented in the following table:

TABLE IV.7
The Description of Frequency of Students'
Post-Test Scores of Experimental Class

Posttest.Experiment		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	64	1	4.0	4.0	4.0
	68	1	4.0	4.0	8.0
	70	3	12.0	12.0	20.0
	72	2	8.0	8.0	28.0
	74	4	16.0	16.0	44.0
	76	7	28.0	28.0	72.0
	78	7	28.0	28.0	100.0
	Total	25	100.0	100.0	

Based on the table above, it can be seen that 1 student got 64 (4.0%), 1 student got 68 (4.0%), 3 students got 70 (12.0%), 2 students got 72 (8.0%), 4 student got 74 (16.0%), 7 student got 76 (28.0%), and 7 students got 78 (28.0%).

Based on the table above, it can be seen that the total number of students was 25 students. The higher score was 78, and the lowest score was 64. The highest frequency was 7 at score of 78. While the statistical analysis of the data is at the following table:

TABLE IV.8
Statistic

Statistics

Posttest.Experiment

N	Valid	25
	Missing	0
Mean		74.40
Std. Error of Mean		.739
Median		76.00
Mode		76 ^a
Std. Deviation		3.697
Variance		13.667
Range		14
Minimum		64
Maximum		78
Sum		1860

a. Multiple modes exist. The smallest value is shown

Based on the table above, it can be seen the result of the post-test of the experimental class that valid was 25, missing was 0, mean was 74.40, standard error of mean is 0.739, median was 76.00, mode was 76^a, standard deviation is 3.697, variance was 13.667, range was 14, minimum score was 64, maximum score was 78 and the sum was 1860.

C. The Data Analysis

The data analysis presents the statistical result followed by the discussion about the effect of using the best recording technique toward students' fluency speaking skill at the second year of SMPN 27 Rumbai. The data were divided into two classes; the experimental and control scores. The researcher used independent sample T-Test from SPSS.17 version to analyze

the effect of using the best recording technique toward students fluency speaking skill at the second year of SMPN 27 Rumbai.

1. The Analyses Pre-test of Control and Experimental Classes

TABLE IV.9
The Students' Speaking Scores Of
Pre-Test At Control And Experimental Classes

No	Student	Control Class	Experimental class
1	S 1	48	48
2	S 2	48	50
3	S 3	44	46
4	S 4	50	46
5	S 5	54	54
6	S 6	52	52
7	S 7	46	52
8	S 8	58	50
9	S 9	52	46
10	S 10	46	54
11	S 11	48	46
12	S 12	52	52
13	S 13	46	54
14	S 14	52	50
15	S 15	46	48
16	S 16	42	48
17	S 17	46	46
18	S 18	54	50
19	S 19	50	52
20	S 20	56	50
21	S 21	50	48
22	S 22	46	52
23	S 23	60	50
24	S 24	50	46
25	S 25	52	48
	Mean	49,92	49,52

The table above describes about the comparison between students' pre-test speaking scores of both control and experimental classes. The mean score of control class is 49.92 while the mean score of experimental class is 49.52 So, it indicates that students' speaking skill at control and experimental class are the same. It means that there is no significance difference on students' speaking skill both control and

experimental class. By knowing the students' basic speaking skill at control and experimental class, it is easy to measure and to know the improvement of students' speaking skill after giving treatment or the difference between class that is tested using the best recording technique and without using the best recording technique.

2. The Analysis Post-test of Control and Experimental Class

TABLE IV.10
The Students' Speaking Scores
of Post-Test At Control And Experimental Classes

No	Student	Control Class	Experimental class
1	S 1	58	78
2	S 2	56	76
3	S 3	54	70
4	S 4	62	72
5	S 5	60	78
6	S 6	64	74
7	S 7	62	76
8	S 8	66	70
9	S 9	64	70
10	S 10	62	76
11	S 11	56	74
12	S 12	66	76
13	S 13	58	74
14	S 14	68	78
15	S 15	60	76
16	S 16	66	64
17	S 17	54	78
18	S 18	68	78
19	S 19	66	76
20	S 20	70	68
21	S 21	62	74
22	S 22	54	78
23	S 23	56	76
24	S 24	56	78
25	S 25	60	72
	Mean	61,12	74,40

The table above described about the comparison between students' speaking scores of both control and experimental classes after giving treatment. The mean of score of the control class was 61.12, while

the mean score of the experimental class was 74.40. Both of the classes had their improvement from pre-test score, but the improvement was different; students' speaking skill at experimental was higher than control class. It means that there was a better improvement at the experimental class than control class.

3. The Analysis Improvement of Speaking Skill of Control Class

TABLE IV.11
The Students' Speaking Score
At Pre-Test To Post-Test At Control Class

No	Student	Pretest	Posttest	Gain	Percentage
1	S 1	48	58	10	21%
2	S 2	48	56	8	17%
3	S 3	44	54	10	23%
4	S 4	50	62	12	24%
5	S 5	54	60	6	11%
6	S 6	52	64	12	23%
7	S 7	46	62	16	35%
8	S 8	58	66	8	14%
9	S 9	52	64	12	23%
10	S 10	46	62	16	35%
11	S 11	48	56	8	17%
12	S 12	52	66	14	27%
13	S 13	46	58	12	26%
14	S 14	52	68	16	31%
15	S 15	46	60	14	30%
16	S 16	42	66	24	57%
17	S 17	46	54	8	17%
18	S 18	54	68	14	26%
19	S 19	50	66	16	32%
20	S 20	56	70	14	25%
21	S 21	50	62	12	24%
22	S 22	46	54	8	17%
23	S 23	60	56	-4	-7%
24	S 24	50	56	6	12%
25	S 25	52	60	8	15%
	MEAN	49,92	61,12	11,2	23%

The table above described about the differences between the students' speaking score before and after research at control class. Firstly, the students' speaking mean score was about 49.92 it was known by taking pre-test at the beginning. While after giving the post-test, the mean score of students' speaking skill was 61.12 So, there was better improvement of students' speaking skill in the control class.

4. The Analysis Improvement of Speaking Skill of Experiment Class

TABLE IV.12

**The Students' Speaking Score
At Pre-Test To Post-Test At Experimental Class**

No	Student	Pretest	Posttest	Gain	Percentage
1	S 1	48	78	30	63%
2	S 2	50	76	26	52%
3	S 3	46	70	24	52%
4	S 4	46	72	26	57%
5	S 5	54	78	24	44%
6	S 6	52	74	22	42%
7	S 7	52	76	24	46%
8	S 8	50	70	20	40%
9	S 9	46	70	24	52%
10	S 10	54	76	22	41%
11	S 11	46	74	28	61%
12	S 12	52	76	24	46%
13	S 13	54	74	20	37%
14	S 14	50	78	28	56%
15	S 15	48	76	28	58%
16	S 16	48	64	16	33%
17	S 17	46	78	32	70%
18	S 18	50	78	28	56%
19	S 19	52	76	24	46%
20	S 20	50	68	18	36%
21	S 21	48	74	26	54%
22	S 22	52	78	26	50%
23	S 23	50	76	26	52%
24	S 24	46	78	32	70%
25	S 25	48	72	24	50%
	Mean	49,52	74,40	24,88	51%

The table above described about the differences between students' speaking score before and after giving treatment of experimental class. Before giving a treatment, the students' speaking mean score was about 49.52. It was known by taking pre-test at the beginning. While, after giving treatment, the mean score of students' speaking ability improved. It was 74.40. The improvement of each student was various, there were drastically improved. It seems, the improvement could be seen at the mean score.

D. The Analysis of Difference Improvement between Control and Experimental Class

From the analysis at table 10 and 11 above, it could be seen that there was a difference improvement of students' speaking skill at the Control and the Experimental Class. It saw that the different mean score improvement at the control class was 61.12 while at experimental class was 74.40.

Based on the percentage influence found for both classes, it was clear that the percentage of influence improvement of the best recording technique on students fluency' speaking skill was higher than the control class. It means that the technique used by the teacher in teaching speaking skill was one of the factors that gave the influence toward students' fluency speaking skill. It could be proved from the influence of improvement of the best recording technique itself was 51%, while three phase techniques just influenced 23%.

After knowing about the percentage different improvement from both of the classes, to know clearly, then the researcher would analyze it by using independent sample T- Test.

E. The Analysis of Mean and Standard Deviation

TABLE IV.13
Mean and Standard Deviation

	Control Class		Experimental Class	
	Pretest	Posttest	Pretest	Posttest
Mean	49,92	61,12	49,52	74,40
SD	4,377	4,868	2,725	3,697

1. Pre-test

a. Mean and Standard Deviation Pre-Test of Control Class

Based on the table above, it could be seen that the mean (Mx) of Pre-test of control class was 49.92, and Standard Deviation (SD) of Pre-test of control class was 4.377.

b. Mean and Standard Deviation Pre-Test of Experimental Class

Based on the table above, it could be seen that the mean (Mx) of Pre-test of experimental class was 49.52, and Standard Deviation (SD) of Pre-test of experimental class was 2.725.

2. Post-test

a. Mean and Standard Deviation Post-Test of Control Class

Based on the table above, it could be seen that the mean (Mx) of Post-test of control class was 61.12, and Standard Deviation (SD) of control class was 4.868.

b. Mean and Standard Deviation Post-Test of Experimental Class

Based on the table above, it could be seen that the mean (Mx) of Post-test of experimental class was 74.40, and Standard Deviation (SD) of experimental class was 3.697.

F. Data Analysis of Students' Post-Test Score of Control Class

The data of students' post-test score of control class were obtained from the result of their speaking skill. Based on the description data in page 6 (TABLE IV.5), the writer could classify the score as follows:

TABLE IV.14
The Classification of Students' Score of Post Test of Control Class

No	Categories	Score	Frequency	Percentage
1	Very Good	80-100	-	0%
2	Good	66-79	7	28%
3	Enough	56-65	18	72%
4	Less	40-55	-	0%
5	Fail	30-39	-	0%
Total				100%

Based on the table above, it could be seen that the classifications of the students' scores: the category number 1 showed no frequency (0%), the category number 2 showed 7 frequencies (28%), the category number 3 showed 18 frequencies (72%), the category number 4 showed no frequency (0%), and the category number 5 showed no frequency. The table above also

showed that the highest percentage of the control class was 72%. The mean score of the control class was 61.

Based on the formulation of the problem, it could be seen the result of research that students' skill in speaking without using the best recording technique (control class) majority got score among 56-65 that is, percentage 72%. Thus, the control class could be classified **enough category**.

G. Data Analysis of Students' Post-Test Score of Experimental Class

The data of students' post-test score of experimental class was obtained from the result of their speaking ability. Based on the description data in page 8 (table IV.7), the result could be classified the scores as follows:

TABLE 1V.15
The Classification of Students' Score of Post Test of Experimental Class

No	Categories	Score	Frequency	Percentage
1	Very Good	80-100	0	0%
2	Good	66-79	24	90%
3	Enough	56-65	1	10%
4	Less	40-55	-	0%
5	Fail	30-39	-	0%
Total				100%

Based on the table above, it could be seen that the classification of the students' score: the category number 1 showed no frequency (0%), the category number 2 showed 24 frequency (90%), the category number 3 showed no frequency (0%), the category number 4 and 5 showed no frequency. The table above also showed that the highest percentage of experimental class was 90%. The mean score of experimental class was 74.

Based on the formulation of the problem, it could be seen the result of research that students' skill in speaking by using the best recording technique (experimental class) majority got score among 66-79 with percentage 90 % . Thus, experiment class could be classified into **good category**.

H. The Data Analysis of T-Test

TABLE IV.16
Group Statistics

Group Statistics					
	X	N	Mean	Std. Deviation	Std. Error Mean
Y	1	25	61.12	4.868	.974
	2	25	74.40	3.697	.739

Based on the table above, it could be seen that the total students from each class, the control class consisted of 25 students and so was experimental class. The mean of control class improvement was 61.12, and the mean of experimental class improvement was 74.40. Standard deviation from control class was 4.868, while standard deviation from the experimental class was 3.697. Standard error mean from the control class was 0.979, and experimental class was 0.739.

TABLE IV.17
Independent Samples Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Y	Equal variances assumed	3.325	.074	10.863	48	.000	13.280	1.222	15.738	10.822
	Equal variances not assumed			10.863	44.775	.000	13.280	1.222	15.742	10.818

Based on the output above, it answered the hypothesis of the research that H_0 was rejected and H_a was accepted because $0.074 < 0.05$.

The next standard for analysis based on *Equal variant assumed*.

From the output above, it could be seen that score t-test was 10.863 with $df = 48$, because $df = 48$ was not found from the "t" table (t_t), so the researcher took $df = 50$. Mean difference was 13.280 and standard error difference was 1.222. Lower interval of the difference was 15.738 and upper confidence difference was 10.822.

If t_o (t Observation) = 10.863 compared with t_t with $df = 50$, the t critic point was:

Significance 5% = 2.01

Significance 1% = 2.68

It could be seen that t_o was higher than t_t in significance 5% and 1% ($2.01 < 10.863 > 2.68$). It means H_o was rejected and H_a was accepted; or there was a significant difference on students' speaking skill between using the best recording technique and without using the best recording technique. Thus, there was a significant effect of using the best recording technique toward students' speaking skill of the second year at SMPN 27 Rumbai

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Referring to the data analyzes and data presentation explained at the chapter IV, finally the researcher concluded the findings of this research as follows:

1. Student's fluency in speaking skill taught using The Best Recording technique based on this reasearch improved. it can be seen from gain pre-test to post-test. It means that students at experimental class using The Best Recording Technique have better score.
2. Student's fluency in speaking skill taught without using The Best Recording technique based on this reasearch improved but the improving is not drastical. it can be seen from gain pre-test to post-test. It means that students at control class using The Best Recording Technique still have low score.
3. The investigation of significant effect of using The Best Recording technique toward speaking skill of the second year at Junior High School of 27 Rumbai. Based on the analysis of T-Test formula where t_o higher than T_t . It showed that there was significant effect students' fluency speaking skill by using The Best Recording technique toward students' fluency speaking skill of the second year at Junior High School 27 Rumbai.

B. Suggestion

Pertaining to the research finding, the researcher would like to give some suggestions to the teacher, students and the school. From the conclusion of the research above, it was found out that using the best recording technique could give the significant improvement toward students' speaking skill.

1. The teacher should support the technique used by using interesting topic that was suitable to the students' level and presents the lesson objective clearly and explains some difficult vocabularies in order to make the students motivated in learning activity. Besides, teacher can encourage students' awareness about the importance of speaking skill to convey the meaning to be understood spontaneously because one does not need thinking more to speak in the real time. Actually, the teacher should have constructed variety, creativity and enjoyable learning in order to make the students not be bored. The students will be interested in the teaching learning activity. Besides, dealing with this strategy, the teacher has to encourage students' speaking practice.
2. For the students, they have to have hard effort to improve their speaking skill and take a part actively in some interaction in order to support their speaking mastery.
3. For the institution, it will be more effective if this technique is implemented in the small class because the researcher can control the students' learning activities and the most important thing is that timing. It means that this activity needs more time in order to give chance to the students in fair.

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