

**The Effectiveness of Running Dictation Strategy to Teach
Speaking at eighth Grade Student of MTs Negeri 3 Boyolali
in The Academic Year Of 2018/2019
(Experimental Research)**

THESIS

Submitted as A Partial Requirements for the degree of Undergraduate in
English Education



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DEDICATION

In the name of Allah SWT, the Almighty god,

I proudly dedicated this thesis to:

1. My beloved parents, Drs Rusydan and Endang Wahyuningsih
2. My beloved sisters and her husbands, and little sister
3. My beloved friends
4. my beloved almamater of IAIN Surakarta

MOTTO

I didn't burden a person, unless appropriate in the ability.

(QS Al-Baqarah: 286)

A strong moslem is beter and and more pleasing to Allah than a
weak moslem in all goodness

(HR. Muslim)

Tell me and I forget, teach me and I remember, involve me and I learn

(Benjamin Franklin)

Do the difficult things while they are easy and do the great things while
they are small. A journey of a thousand miles begin with a single

step

(Lao Tzu)

The struggle will truly end when we stop dreaming.

So, never stop dreaming.

(The researcher)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “*The Effectiveness of Running Dictation Strategy to Teach Speaking for the Eighth Year Students of MTsN 3 Boyolali in Academic Year of 2018/2019 (An Experimental Research)*” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this is useful for researcher in particular and the readers in general.

Surakarta, 07 November 2018

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ABSTRACT

Musyrifah Oktaviantka. 143221191. 2018. *The Effectiveness of Running Dictation Strategy to Teach Speaking at eighth Grade Student of MTs Negeri 3 Boyolali in The Academic Year Of 2018/2019*. Thesis. English Education Department. Islamic Education and Teacher Training Faculty. State Islamic Institute of Surakarta.

Advisor: Novianni Anggraini, M.Pd.

Key Words: *The Effectiveness, Running Dictation, Speaking Skill*

The problem statements of this research is how effective is the Running Dictation strategy in teach speaking at the eighth year Students of MTsN 3 Boyolali in the academic year of 2018/2019? The objective of this research is to find out whether there is the effectiveness of the Running Dictation strategy to teach speaking for the Eighth Year Students of MTsN 3 Boyolali in the academic year of 2018/2019.

The researcher used quantitative research with experimental design. The research was conducted at MTS Negeri 3 Boyolali in academic year 2018/2019. The population of this research was the eighth grade of MTs Negeri 3 Boyolali. The population of research was 380 students. The sample was VII A class as experimental class and VII B as control class. The researcher used test to collect the data of the research. The researcher analyzed of the data by using t-test formula.

The research finding shows that There is a significant effect of running dictation strategy to teach speaking to the eight-year students of MTsN 3 Boyolali. The reason is that the students who are taught by running dictation strategy have the highest score than the students who are taught by using instructional conversation in learning speaking skill. With the average score of post-test in experiment class is 77,5, and the average score of post-test in control is 70.62. It means that the using of running dictation is effective to teach students speaking skill at the eighth grade of MTsN 3 Boyolali in the academic year of 2018/2019. It is also proved by the result of the t-test. The t-test show that $(t\text{-count} > t\text{-table})$ t-count 3,633 is higher than t-table 2,013 for level of significant 0.05.

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CHAPTER I

THE INTRODUCTION

In this chapter, the researcher explains about the background of the study, problem identification, limitation of the study, problem statement, the objective, the benefit, and key terms.

A. The Background of the Study

To master English, there are four basic skills, there are listening, writing, reading and speaking. Most of the people think that speaking is the most difficult part in the foreign language. Underwood (1997: 11) says that speaking means creative process; an active interaction between speaker and listener that involves thought and emotion. Speaking involves three areas of knowledge. They are mechanics of pronunciation, grammar, and vocabulary. As we know that someone has become a good English learner if he can speak English well. So, speaking is a crucial aspect for the students.

Nunan (2003: 48) defines that speaking is the productive aural/oral skill. It can be said that oral is the process of listening to someone talking and oral is the process of giving respond to what is someone talking. Whereas, speaking in traditional methodologies usually meant repeating after the teacher, memorizing a dialog, or responding to drills, all of which reflect the sentence-based view of proficiency prevailing in the audiolingual and other drill-based or repetition based methodologies of the 1970s (Richards, 2008: 01). From the theory, it can be defined that speaking is a crucial aspect of

language to carry out our ideas, thought and feeling to communicate with other speakers.

Learning how to speak English well for the students of Junior High School, especially for the second grade is not as easy as people taught. Most of the learners feel difficult to mastery speaking English because of many factors. Spoken language production, learning to talk in foreign language is often considered to be one of the most difficult aspect of language learning for the teacher to help the student with. It has proved that speaking is most difficult from the other skills in English as like many results of the research in speaking skill that many teachers complain about teaching speaking skill is more difficult to practice in classroom, as like student have mistakes in pronunciation and grammar, have mistakes in sound of vowel and also lack of vocabulary. Brown and Yule (1983: 25) stated that learning to talk in the foreign language is the most difficult and also many students say that it is not used in daily communication but also many students are interested and enthusiasm to learn it.

Based on the pre-research in MTS N 3 Boyolali, the students' English capability was still low especially in speaking. The students are very passive and have no courage in giving their ideas by speech. In fact, the student wants to mastery English course but they still have the weakness especially in speaking skill that they are lack of vocabulary and do not confidence to speak English because of difficult to say and to understand the meaning, and also their environment does not support them to practice English because the

method of teaching is monotone, so the students motivated when they learn speaking English.

Actually, in learning speaking skill, the teacher should provide variation strategy for student developing speaking skill. Kinoshita (cited in Razmjo & Ghasemi, 2011: 120) expresses his view that language learning strategies are a teaching approach that aims to raise learner awareness of learning strategies and provide learners with systematic practice, reinforcement and self-monitoring of their strategy use while attending language learning activities.

Grenfell & Harris (1999, cited in Chamot, 2005: 112) stated learning strategies are important in language learning and teaching for two major reasons. First, by examining the strategies used by second language learners during the language learning process, we gain insights into the metacognitive, cognitive, social, and affective processes involved in language learning. The second reason supporting research into language learning strategies is that less successful language learners can be taught new strategies, thus helping them become better language learners.

Nation & Newton (2009: 59) describes dictation as a technique where the learners receive some spoken input; hold this in their memory for a short time, and then wrote what they heard. The researcher uses the running dictation as the strategy in teaching speaking. running dictation is the variety of dictation method. Council (2008:1-2) stated running dictation strategy is a fun strategy that motivates the students at upper primary and lowers

secondary level. In this strategy, the students can play while a study in the classroom.

Dictations help language learning by making learners focus on the language form of phrase and clause level constructions, and by providing feedback on the accuracy of their perception. There have been no attempts to measure what memory of phrases remains after dictation, so it is safest regard dictation primarily as a consciousness-raising activity. The consciousness-raising comes from the subsequent feedback about the errors and gaps in perception (Nation & Newton, 2009: 59). The main reason the researcher chooses running dictation as a strategy in teaching speaking, it may be an interesting strategy for English students to motivate the students in speaking class. In this activity, the students not only pay attention and understand the sound of the words as dictated but also give the communicative activity among the students.

Based on the research by Purwanti, Running Dictation is really effective in activating students especially when dealing with Genre-based Text exactly in presenting a Model of the Text (MOT). With this kind of activity, no student in the class feels sleepy or lazy because they are not only learning but also doing body movement in semi-competition (Purwanti, 2017: 92-93). So it can be described, this activity will emerge joyfully, the interesting and challenging atmosphere in class and will raise the students' motivation in learning speaking.

Instructional Conversation Strategy (ICS). instructional conversations are challenging conversations between a teacher and a group of students about

ideas relevant to the students (Goldenberg, 1993). What one participant says affects others' responses and any participant may lead the conversation in different directions. Conversation is a key factor in this learning process as it provides experiences for students to verbally share their interpretations, listen to other perspectives, and alter or develop new knowledge from the interaction (O'Bryan, 1999: 259, Golden, 1986).

Another side, Instructional conversation strategy suitable for a higher level. Knowledge and higher thinking skills are gained as students interact with each other (O'Bryan, 1999: 258, Wells, 1994). Students try out their understanding in their own words, and teachers hear evidence of student thinking, understanding, and interpretive strategies (O'Bryan, 1999: 258). So this strategy is suitable for EFL at the higher level.

The research conducted in MTsN 3 Boyolali which the students typically are beginner level in study English. The students of beginner level usually like studies by movement activities. Jansen (2006, cited in Fork, 2006: 7) stated "if you want your learners to remember what they are learning, get them involved: get them moving. Start 'playing' more and 'working' less. So, in this research, the researcher used Running Dictation as a strategy to teach speaking in MTsN 3 Boyolali.

Based on the problem from the observation about the situation of students and teacher, the researcher used Running Dictation strategy to teach the speaking in an experimental group. While for the control group is using Instructional Conversation strategy (ICs). The researcher conducted an experimental research with the title "The Effectiveness of Running Dictation

Strategy to Teach Speaking for the Eighth Year Students of MTsN 3 Boyolali in Academic Year of 2018/2019”.

B. Problem Identification

There is some problem with speaking that researcher finds, such as:

1. The students felt difficult to memorize the vocabularies to speak English about a certain material only by using their teacher' technique
2. The situation in the class is passive since the teacher taught them based only on the textbook.
3. The Strategy for teaching speaking from the teacher make students bored and make fell unmotivated to speak English.
4. There are factors that contribute toward students" speaking ability. Those factors are creativity. The material of teacher cannot make students interest, limited material and media use teaching and learning process.

C. Limitation of the Study

Based on the identification above, the limitation of the study focused on the use of Running dictation strategy in order to teach speaking. The research conducted for the eight-year students of MTsN 3Boyolali in the academic year of 2018/2019. The researcher chooses the school because students faced some problem in speaking. The research was conducted for two groups of experimental group and control group. For the experimental

group, the researcher used the running dictation strategy. While for the control group, the researcher used the instructional conversation strategy. In order to focus on the topic, the researcher makes limitation to both the object and the subject of this research. The researcher limited the research on the effectiveness of the running dictation strategy to teach speaking of the Eighth Year Students of MTsN3 Boyolali in Academic Year of 2018/2019

D. Problem Statement

Considering the background of the study above, the researcher formulates the research problem as follow:

How effective is the Running Dictation strategy in teach speaking at the eighth year Students of MTsN 3 Boyolali in the academic year of 2018/2019?

E. The Objective of the Study

One of language skill aspects which are very important in yielding creative, critical and smart future generation is speaking skill. Nowadays, students must master speaking skill because by mastering speaking skill the students will be able to express their thought and feeling based on the situation and context when they speak about the language.

In view of the problem statement, this study is intended to answer the research question that had been formulated and determined previously. The objective of the study as follows is to:

Find whether there is the effectiveness of the Running Dictation strategy in teach speaking at the eighth year Students of MTsN 3 Boyolali in the academic year of 2018/2019?

F. The Benefits of the Study

The findings of the pre-research study are expected to have both theoretical and practical importance to the teaching and learning process in English especially in teaching speaking and also the result of this study is expected to be valuable for the teacher and students. The objectives of the study are as follows:

1. Theoretical Benefit

- a. This research can be used as the reference for a similar research and as a stimulation for other researchers.
- b. The researcher is aimed to improve knowledge either for the teacher or society. The teacher hopes that this research gives the contribution to the development of education especially in English teaching-learning.

- c. The result of the study may give the information in acquiring English; this research also informs the readers that there are many ways of students in teaching speaking skill.

2. Practical Benefit

- a. For the teachers

The researcher hopes that this research can give contributions and inspirations to the teacher to increase the quality of teaching-learning English, especially in speaking ability of Junior high school. The researcher also hopes that the result of the research can be useful for teachers so they can improve their ability to make innovation, effective strategy and they can use running dictation as the effective solution to overcome students' problem in speaking ability.

- b. For the students

The researcher hopes that the students can develop their ability in speaking. Using running dictation students can enjoy learning English, and avoid the negative attitudes toward English and drive students to feel unmotivated, bored, and frustrated.

- c. For the School

The school can motivate the students to study in English lesson, especially in speaking ability. As we know that someone has become a good English language learner if he can speak English well.

G. Definition of Key Term

1. Speaking Skill

Speaking is the productive aural/oral skill. It can be said that oral is the process of listening to someone talking and oral is the process of giving respond to what is someone talking (Nunan, 2003: 48).

2. Teaching Speaking

Approaches to the teaching of speaking in ELT have been more strongly influenced by fads and fashions than the teaching of listening. Speaking in traditional methodologies usually meant repeating after the teacher, memorizing a dialog, or responding to drills, all of which reflect the sentence-based view of proficiency prevailing in the audiolingual and other drill-based or repetition-based methodologies of the 1970s (Richards, 2008: 1).

3. Running Dictation

Dictation as a technique where the learners receive some spoken input, hold this in their memory for a short time, and then write what they heard. This writing is affected by their skill in listening, their command of the language, and their ability to hold what they have heard in their memory. (Nation & Newton, 2009: 59)

CHAPTER II

THEORETICAL REVIEW

In this chapter, the researcher explains about the review of speaking, teaching speaking, and running dictation.

A. The Nature of Speaking

1. The Definition of Speaking

Thornbury (2005:8) defines speaking as a speech production that becomes a part of our daily activities. While Underwood (1997: 11) says that speaking means creative process; an active interaction between speaker and listener that involves thought and emotion. Speaking involves three areas of knowledge. They are mechanics of pronunciation, grammar, and vocabulary. It is the ability to use the right words in the right order with the correct pronunciation, function transaction, and interaction: knowing when clarity of message is essential transaction/information exchange and when précised understanding is not required interaction/relation building and also social-cultural rules and norms. It consists of the knowledge of turn-taking, a rate of speech; length of pauses between speakers, relative's roles of participants. It is an ability to understand how to take into account who is speaking to whom, in what circumstances, about what and for what reason.

Richards (2008: 19) states that the mastery of speaking skills in English is a priority for many second languages or foreign language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they feel they have improved in their spoken language proficiency. O'Malley and Chamot (1990:66-67) define speaking as an example of a complex cognitive skill that can be differentiated into various hierarchal sub-skills, some of which might require controlled processing while others could be processed automatically. In other words, it involves many skills in a human's brain including some automatic processes.

Widdowson (1978:59) the term speaking for the manifestation of language as usage and refer to the realization of language as use in spoken interaction as talking. Talking involves the use of both facial expression and other paralinguistic phenomena. We can also say that it has a productive part when one participant in an interaction assumes the active role of speaker and we will refer to this productive aspect of talking as saying.

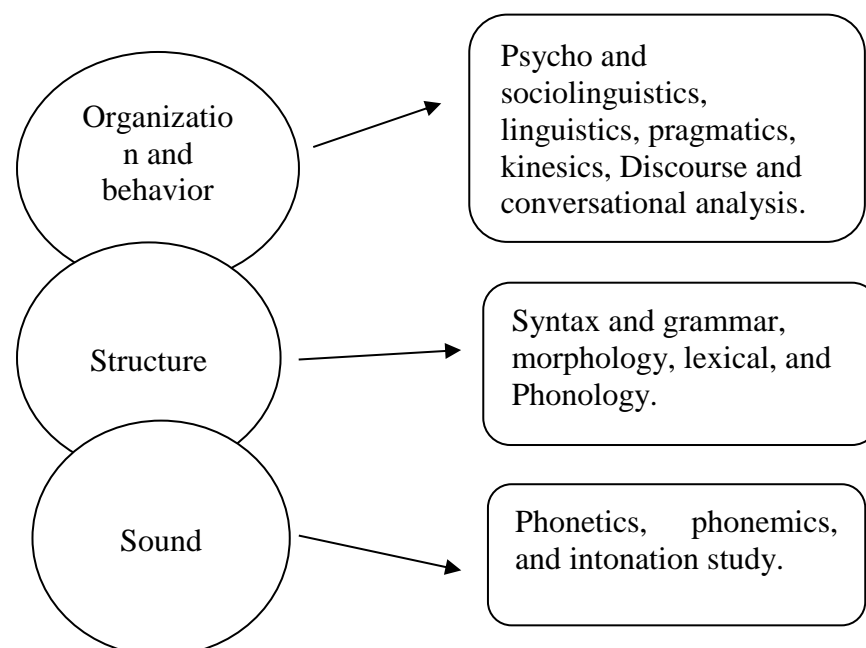
In another view, speaking is a fundamental and instrumental act (Clark & Clark, 1997:223). Speakers talk in order to have some effect on their listeners. They assert things to change their state of knowledge. They ask them questions to get them to provide information. They request things to get them to do things for them. And they promise, warn, and exclaim to affect them in still other ways.

Based on the statements above, the researcher defines that speaking is an aspect of language to carry out our ideas, thought, and feeling to communicate with other speakers.

2. The Components of Speaking

Hughes (2011: 6-7) states that when the spoken language is the focus of classroom activity there are often other aims which the teacher might have. For instance, a task may be carried out to help the student gain awareness of, or to practice, some aspect of linguistic knowledge (whether a grammatical rule, or application of a phonemic regularity to which they have been introduced), or to develop productive skills (for example rhythm, intonation or vowel-to-vowel linking), or to raise awareness of some socio-linguistic or pragmatic point (for instance how to interrupt politely, respond to a compliment appropriately, or show that one has understood).

Table 2.1. Component of Speaking by Hughes



However, the students need to acquire some speaking aspects to have a good speaking skill. As proposed by Brown (2001: 168), those aspects are pronunciation, fluency, vocabulary, and accuracy.

a. Pronunciation

Pronunciation is the way a certain sound or sounds are produced. It covers the way for speakers to produce clear language when they speak. To make a successful communication happens, the speakers need to be able to deliver a clear message to listeners. Teaching pronunciation in speaking including stress, rhythm, and intonation (Longman Dictionary, 2000: 429)

b. Fluency

Fluency is probably best achieved by allowing the stream of speech to flow. The fluency often boils down to the extent to which our techniques should be message-oriented as opposed to language oriented (Brown, 2000: 268)

c. Vocabulary

Vocabulary is a set of lexemes, consisting of single words, compound words, and idioms that are typically used when talking something. To be able to speak fluently and accurately, the speaker of a foreign language should master enough vocabulary and has the capability to use accurately (Longman Dictionary, 2002: 580).

d. Accuracy

Accuracy is achieved to some extent by allowing students to focus on the elements of phonology, grammar, and discourse in their spoken output (Brown, 2000: 268)

3. Micro and Macro Skills of Speaking

Micro and macro skills enumerated the various components of listening to those makeup criteria for assessment. A similar list of speaking skills can be drawn up for the same purpose: to serve as the taxonomy of skills from which you will select one or several that will become the objective(s) of an assessment task. The micro skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. The macro skills imply the speaker's focus on the larger elements: fluency, discourse, function, style, cohesion, non-verbal communication, and strategic options. Brown (2003: 142 - 143) mentioned the micro and macro skills to assess in speaking:

a. Micro skills

- 1) Produce differences among English phonemes and allophonic variants.
- 2) Produce chunks of the language of different lengths.

- 3) Produce English stress patterns, words in stressed and unstressed positions, rhythm structure, and intonation contours.
- 4) Produce reduced forms of words and phrases.
- 5) Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
- 6) Produce fluent speech at different rates of delivery.
- 7) Monitor one's own oral production and use various strategic devices – pauses, fillers, self-corrections, backtracking – to enhance the clarity of the message.
- 8) Use grammatical word classes (nouns, verbs, etc.) systems (e.g., tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms.
- 9) Produce speech to natural constituents: inappropriate phrases pause groups, breath groups, and sentence constituents.
- 10) Express a particular meaning in different grammatical forms.
- 11) Use cohesive devices in spoken discourse.

b. Macro skills

- 1) Appropriately accomplish communicative functions according to situations, participants, and goals.

- 2) Appropriate styles, registers, implicative, redundancies, pragmatic conventions, conversation rules, floor keeping and –yielding, interrupting, and other sociolinguistic features in face to face conversations.
- 3) Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information, and given information, generalization, and exemplification.
- 4) Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
- 5) Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you. Appropriately accomplish communicative functions according to situations, participants, and goals.
- 6) Use appropriate styles, registers, implicative, redundancies, pragmatic conventions, conversation rules, floor keeping and –yielding, interrupting, and other sociolinguistic features in face to face conversations.
- 7) Convey links and connections between events and communicate such relations as focal and peripheral ideas,

events and feelings, new information, and given information, generalization, and exemplification.

- 8) Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
- 9) Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

4. Problems of Speaking

Brown (2001: 270) states that there are some characteristics of spoken language that can make the speaker easily to convey the meaning, but in contrast, they also can make the speaker difficult to speak.

a. Clustering

Learners can organize their output both cognitively and physically (in breath groups) through clustering. It will be difficult for the junior high school students since they still confuse about the vocabulary.

b. Redundancy

The speaker has to make meaning clearer through the redundancy of language.

c. Reduced forms

Contractions, elisions, reduced vowels, etc., all form special problems in teaching speaking.

d. Performance variables

One of the most salient differences between native and non-native speakers of a language is in their hesitation phenomena.

e. Colloquial language

Students are not well acquainted with the words, idioms, and phrases of the colloquial language.

f. Rate of delivery

Learners are difficult to achieve an acceptable speed along with other attributes of fluency.

g. Stress, rhythm, and intonation

The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

h. Interaction

It is still difficult to find the creatively of conventional negotiation for students.

B. Teaching Speaking

1. The definition of Teaching Speaking

Speaking is the most important skill among the four skills (listening, speaking, reading, and writing). Speaking is important for language learners. Beside the role it plays in communication, in situations where the target language is also a language for instruction where across the school curriculum, speaking is a crucial tool thinking learning (Goh, 2007: 1)

Because people who know a language are referred to as speakers of that language. This indicates that using a language is more important than just knowing about it, because “there is no point knowing a lot about language if you can’t use it” (Scrivener, 2005: 146). Whereas, Harmer (2007:345) explained that it can be easy to get students to speak in the classroom if the atmosphere of the class is good such as students who get on with each other and whose English is in an appropriate level.

2. The Principles of Teaching Speaking

Brown (2001: 275-276) state in his book, there are some the principles for designing speaking techniques as follows:

- a. Use techniques that cover the spectrum of learner needs, from the language based focus on accuracy to message-based on interaction, meaning, and fluency. When you do a Jigsaw group

technique, play a game, or discuss solutions to the environmental crisis, make sure that your tasks include technique designed to help students to perceive and use the building blocks of language. At the same time, don't bore your students to death with lifeless, repetitious drills. As noted above, make any drilling you do as meaningful as possible.

b. Provide an intrinsically motivating technique

Try at all times to appeal to the student's ultimate goals and interest, to their need for knowledge, for status, for achieving competence and autonomy, and for "being all that they can be".

c. Encourage the use of authentic language in meaningful contexts.

We all succumb the temptation to do, say, disconnected little grammar exercises where we go around the room calling on students one by one to pick the right answer. It takes energy and creativity to devise authentic context and meaningful interaction, but with the help of a storehouse of teacher resource material, it can be done.

d. Provide appropriate feedback and correction.

In most EFL situations, students are totally dependent on the teacher for useful linguistic feedback. It is important that you take advantage of your knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.

- e. Capitalize on the natural link between speaking and listening.
Focusing on speaking goals and listening goals may naturally coincide, and the two skills can reinforce each other. Skills in producing language are often initiated through comprehension.
- f. Give students opportunities to initiate oral communication.
A good deal of typical classroom interaction is characterized by teacher initiation of language. We ask the question, give directions, and provide information, and students have been conditioned only to “speak when spoken to”.
- g. Encourage the development of speaking strategies
Your classroom can be one in which students become aware of, and have a chance to practice, such strategies as:
 - 1) Asking for clarification,
 - 2) Asking for someone to repeat something,
 - 3) Getting someone attention,
 - 4) Using expressions,
 - 5) Using mimic and nonverbal expressions to convey meaning, Etc

3. Teaching Speaking Strategies

Kinoshita (cited in Razmjoo & Ghasemi, 2011: 120) expresses his view that language learning strategies are a teaching approach that aims to raise learner awareness of learning strategies and provide learners with systematic practice, reinforcement and self-monitoring of their

strategy use while attending language learning activities. Rubin (cited in Razmjoo & Ghasemi, 1987: 117) categorized LLS into three main groups: Learning strategies, Communication strategies, and Social strategies. The following is a summary of his classification:

a. Learning strategies:

1) Cognitive learning strategies

Is referred to the steps or operations used in learning or problem-solving that requires direct analysis, transformation, or synthesis of learning materials. The cognitive strategies included in clarification, guessing, deductive reasoning, practice, memorizing, and monitoring,

2) Metacognitive Learning Strategies

These strategies are used to oversee, regulate or self-direct language learning. They involve various processes as planning, prioritizing, setting goals, and self-management.

b. Communication Strategies

Communication strategies are used by speakers when faced with some difficulty due to the fact that their communication ends outrun their communication means or when confronted with misunderstanding by the speaker (Rubin & Wenden, 1987: 23-27).

c. Social Strategies

Social strategies are those activities learners engage in which afford them opportunities to be exposed and practice to their

knowledge (Rubin & Wenden, 1987: 23-27).

Sharp et al (2009: 50) state that the professional standards of teaching strategies must have a secure knowledge and understanding of science that enables them to teach effectively across the age and ability for which they are trained. In addition, they mentioned qualification to be the professional teacher in teaching strategies:

- 1) The teacher must have high expectations for the learner to ensuring that they can achieve their full educational potential and to establishing fair, respectful, supportive, and constructive relationships with them.
- 2) Have a knowledge and understanding of a range of teaching, learning and behavior management strategies, and know how to use and adapt them.
- 3) Build on prior knowledge, develop concepts and processes, enable the learners to apply new knowledge, understanding, and skills, and meet learning objectives.
- 4) Adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, using explanations, questions, discussions, and plenaries effectively.

4. Types of classroom speaking Performance

Brown (2003: 141-142) also described six types apply to the kinds of oral production that students are expected to carry out in the classroom as follows:

a. Imitative

Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

b. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.

c. Responsive

A good deal of student speech in the classroom is responsive: short replies to the teacher or student-initiated questions or comments.

d. Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information is an extended form of responsive language.

e. Interpersonal (dialogue)

Interpersonal dialogue is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

f. Extensive (monologue)

Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches.

5. The Roles of Teacher

According to Harmer (2007: 347-348), there are some points should be attended by the teacher during speaking activities in the classroom.

a. Prompter

Students are sometimes confused, cannot think of what to say next which make lose the fluency we expect of them. The teacher as a promoter has the rule to help them by offering the discrete suggestion. It can be done supportively (without disturbing the discussion) or ask them to go out of their roles.

b. Participant

The teacher should be a good animator when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and enthusiastically. The teachers also may participate in discussions or role-play themselves to help the action along, ensure continuing students' engagement or maintain the creative atmosphere.

c. Feedback provider

It is vital that the teachers allow the students to access what they have done. However, it is important to think about the possibility that overcorrection may inhibit the students in the middle of a speaking activity.

From the description above that three points of teachers' roles are important to apply the teacher during speaking activity in a class.

C. Speaking's Tests and Assessments

1. Types of Spoken Test

Thornbury (2005: 125-126) state some type of spoken test commonly used as follow:

a. Interviews

These are relatively easy to set up, especially if there is a room apart from the classroom where learners can be interviewed. The class can be set some writing or reading task while individuals are called out, one by one, for their interview.

b. Live monologues

The candidates prepare and present a short talk on a pre-selected topic. If the students take the role of the audience, a question-and-

answer stage can be included, which will provide some evidence of the speaker able to speak interactively and spontaneously.

c. Recorded monologues

Learners can take turns to record themselves talking about a favorite sport or pastime. The advantages of the recorded test are that the assessment can be done after the event, and results can be ‘triangulated’ that is, other examiners can rate the recording and their ratings can be compared to ensure standardization.

d. Role plays

Most students will be used to doing at least a simple role plays in class, so the same format can be used for testing. Situations grounded in everyday reality are best. They might involve using data that has been provided in advance. So, this kind of test is particularly valid if it closely matches the learners’ need.

e. Collaborative tasks and discussions

These are similar to role plays except that the learners are not required to assume a role but simply to be themselves.

2. Speaking assessments

Brown (1994) highlights the following skills underlying speaking:

a. Using grammar structures accurately;

- b. Assessing characteristics of the target audience, including shared knowledge, status and power relations, or differences in perspectives;
- c. Selecting vocabulary that is understandable and appropriate for the audience, the topic being discussed, and the setting in which the speech act occurs;
- d. Applying strategies to enhance comprehensibility, such as emphasizing keywords, rephrasing, or checking for a listener's comprehension;
- e. Paying attention to the success of the interaction and adjusting components of speech such as vocabulary, the rate of speech, and complexity of grammar structures to maximize listener's comprehension and involvement.

D. Running Dictation Strategy

1. The Concept of Running Dictation Strategy

Nation & Newton (2009: 59) describes dictation as a technique where the learners receive some spoken input, hold this in their memory for a short time, and then write what they heard. This writing is affected by their skill in listening, their command of the language, and their ability to hold what they have heard in their memory. The value of a dictation is increased if the learners know what mistakes they made.

Dictation will be most effective when it involves known vocabulary which is presented in unfamiliar collocations and constructions, and when there is an opportunity for repetition of the material. The unfamiliar collocations and constructions are the learning goal of dictation. Focusing, holding them in short-term memory, and repetition is the means of learning.

Sabine Walner (2014: 36), defined the running dictation is the activity that learners run to a text and read it and then pass the information verbally to a partner who either has to write down the entire text or filling missing words into a gapped text. According to Alex (cited in Chiang, 2004: 4) Running dictation is a fun reading, listening, and writing that first learned about from classic book Dictation: New Method, New Possibilities by Paul Davies and Mario Rinvolueri Pupils worked in groups of five to six. One member was responsible for writing the text while other members took turns to read out the text sentence by sentence. Milne (2014:1) said that dictation as a tool for language learning has been around for a very long time. Milne said that he sure that many of you remember doing traditional dictations in class. Running Dictation, however, is a well-established ESL/EFL activity which is somewhat different from the teacher-fronted model that you may have in mind, and far more engaging.

A short dictation text typed in a large font is posted on the wall outside the classroom. Students work in pairs or small groups. One learner is the writer and the other is the runner who goes to the dictation

text, memorizes a short sentence, returns to the writer and retells it. If the students are working in groups, the activity takes the form of a relay in which the first runner reads the first sentence of the short text and then runs to another student and tells them what they have read. The second student then runs to a third student and does the same. The third student, in turn, tells the scribe what they have heard (Nation & Newton, 2009: 62).

Based on the statements above, it can be concluded that running dictation is a fun strategy in teaching to motivate the students in learning speaking. This activity work in a group which involves the speaker, listener, and writer. So this strategy can improve the student's skill in speaking, writing, listen, and read.

a. Variations of Dictation

Dictation is an easily prepared activity that can become a part of the regular classroom routine. The following variations can add variety to this routine and can refocus the learning goal of the dictation activity (Nation & Newton, 2009: 62)

1) Running dictation

A short dictation text typed in a large font is posted on the wall outside the classroom. If the emphasis is on speaking and listening and not reading and writing, the teacher can sit outside the classroom and say the sentences

to the learners. The students work in pairs or small groups, which involve the runner and writer.

2) Guided dictation

Nouns, verbs, adjectives, and adverbs are written on the blackboard in the same order as they are in the text. Thus, when the learners listen to the text they can give their attention to the other difficult words. If the words are written in sentence groups as they are in the text, whole sentences instead of phrases can be read at once during the dictation. The words on the blackboard help the learners remember the complete sentences.

3) Peer dictation

The learners work in pairs. One learner reads a dictation while the other learner writes. They have only a limited time to do the dictation because as soon as one pair of learners has finished the dictation, they say "Stop!" and the rest of the class must stop work. The learner who is writing can ask the other to repeat words and phrases and to spell them aloud.

4) Unexploded

The teacher records a text onto a tape-recorder at normal speaking speed and without the pauses that would normally occur in a dictation. Each working with a tape recorder, the learners have to make their own transcription

of the text, using the rewind and pause buttons on the tape recorder to keep listening to the text until they can make an accurate transcription.

b. Monitoring Dictations

A few experiments with short-term memory in foreign language learning have used memory span as a means of measuring second language proficiency. Lado (1965 cited in Nation & Newton, 2009: 67) concluded:

- 1) Memory span is shorter in a foreign language than in the native language.
- 2) Memory span in a foreign language increases with mastery of the language.
- 3) The difference between the native and the foreign language memory span is greater when the material in the foreign language contains the pronunciation and grammatical contrasts between the languages.
- 4) The relation of memory span to foreign language learning is greater for contextual material than for numbers.

2. The Procedures of Running Dictation

The following statements are the procedure in teaching using Running dictation strategy by Victoria (2008: 1-2) as follows:

- 1) In preparation for this activity, the teacher needs to find and copy a text that is of a suitable level for the class. Make sure the text deals with the content the students are familiar with.
- 2) Divide the class up into groups of 4 or 5, with one student being the designated writer. You also need a 'runner', or, alternatively, the other students in the group can take turns at being the 'runner'.
- 3) Pinup around the classroom walls (or outside in the hallway) as many copies of the chosen text as you have groups of students.
- 4) When you tell the students to start, a runner from each table group goes up to their sheet of paper and tries to memorize as much of the text as he or she can, before running back to their table and dictating the text to the writer. It is important that the runner dictates and does not write, for the activity to work.
- 5) Then, when the writer has finished writing that sentence, a runner from the group runs to the text, and reads and remembers the next chunk of text to bring back to the table.

- 6) Once all the sections of the text have been dictated, the members of the group confer to check the final version of their text for accuracy of grammar, spelling, and punctuation.
- 7) The winners can be either the first group finished or the most accurate group, depending on the purpose of the activity, time of year, etc.
- 8) The final versions can be checked by writing their sentences on the board (one per group, not each group writing their whole text) for discussion with the teacher and other class members as to its accuracy, word choices made, and so on.

3. The Strength and Weakness of Running Dictation

a. The Strength of Running Dictation

- 1) The students are active during the exercise
- 2) The students are active after the exercise
- 3) Dictation leads to oral communication activities
- 4) Dictation fosters unconscious thinking
- 5) Dictation copes with mixed-ability groups
- 6) Dictation deals with large groups
- 7) Dictation will often calm groups
- 8) Dictation is safe for the non-native teacher
- 9) For English, it is technically useful exercise

10) Dictation gives access to interesting text

(Davis & Rinvoluceri, 1998: 1-8)

b. The Weakness of Running Dictation

The difficulties of dictation task can be easily manipulated by the length of the word groups (or burst, as they are technically called), the length of pauses, the speed at which the text is read, and the complexity of discourse, grammar, and vocabulary used in the passage.

(Brown: 2003: 131)

E. Instructional Conversation Strategy

1. Concepts of conversation strategy

Portez et al (2016: 12) stated Instructional Conversation (IC) is a regularly scheduled teacher-led event with three to seven students, lasting about twenty minutes, with a clear instructional goal. The teacher leads through topic control, and thus the event is instructional. Gorjian&Habibi(2015: 14), stated that a Conversation is a form of interactive, spontaneous communication between two or more people who are following rules of politeness and ceremonies. Conversation is a key factor in this learning process as it provides experiences for students to verbally share their interpretations, listen to other

perspectives, and alter or develop new knowledge from the interaction (O'Bryan, 1999: 259, Golden, 1986).

Goldenberg(1991: 3), Instructional conversations (ICs) might be one way to achieve the ambitious but elusive goals long held by many thoughtful educators. They focus on an idea or students. The teacher encourages the expression of students' own ideas, builds upon information students provide and the experiences they have had, and guides students to increasingly sophisticated levels of understanding.

Based on the statements above, it can be concluded that instructional conversation strategy is the strategy in teaching speaking which the students work in pairs or group and make the communications to share their thought or idea each other. Goldenberg(1991: 08-09), wrote the elements of instructional Strategy as follows:

a. Thematic focus

The teacher selects a theme or idea to serve as a starting point to focus the discussion and has a general plan for how the theme will unfold, including how to "chunk" the text to permit optimal exploration of the theme.

b. Activation and use of background and relevant schemata

The teacher either "hooks into" or provides students with pertinent background knowledge and relevant schemata necessary for understanding a text.

- c. Direct teaching
When necessary, the teacher provides direct teaching of a skill or concept.
- d. Promotion of more complex language and expression
The teacher elicits more extended student contributions by using a variety of elicitation techniques.
- e. Promotion of bases for statements or positions
The teacher promotes students' use of text, pictures, and reasoning to support an argument or position.
- f. Few known-answer questions
Much of the discussion centers on questions and answers for which there might be more than one correct answer.
- g. Responsiveness to student contributions
While having an initial plan and maintaining the focus and coherence of the discussion, the teacher is also responsive to students' statements and the opportunities they provide.

2. The Procedure of Instructional Conversation Strategy

McIntyre, Ellen: (2011: 148) wrote some step in instructional conversations strategy as follows:

- a. Arranges the classroom to accommodate conversation on between the teacher and a small group.
- b. Has a clear academic goal that guides the conversation with students

- c. Ensures that students talk occurs at higher rates than teacher talk
- d. Guides conversation to include students views, judgments, and rationales using text evidence and other substantive support
- e. Ensures that all students are included in the conversation, according to their preferences
- f. Listens carefully to assess levels of students understanding
- g. Assists students learning throughout the conversation by questioning, restating, praising, encouraging, etc
- h. Guides the students to prepare a product that indicates the instructional conversation's goal was achieved.

3. The Strength and Weakness of Instructional Conversation Strategy

a. The Strength of ICS

Instructional conversations assume that students themselves must play an important role in constructing new knowledge and in acquiring new understandings about the world. The teacher thus plays the role of facilitator rather than of "transmitter." Accordingly, rather than provide step-by-step instruction designed to produce right answers or correct performance, the teacher in an IC encourages expression of students' own ideas, builds upon information students provide, and generally guides students to increasingly sophisticated levels of comprehension. (Goldenberg, 1993: 08)

b. The Weakness of ICs

In contrast, the teacher plays a less directive--but no less deliberate (Resnick, 1984) role in instructional conversations. The teacher still plans and organizes, but the emphasis is less on delivery of instruction and more on facilitating and guiding student understanding in the course of extended verbal interactions. Sometimes, in fact, these extended verbal interactions will lead in a direction the teacher had not previously anticipated, which does not normally happen with direct teaching. (Goldenberg, 1993: 08)

F. Previous Study

The researcher has found another previous study that is relevant to this research to prove the originality of the research. Nuralisah (2017) conducted a similar research with the title “The Influence of using Running Dictation Technique Towards Students’ Descriptive Text Writing Ability at the First Semester of the Eighth Grade of SMP Negeri 1 West Kota Agung.

The objective of this research was to know the influence of using running dictation towards students’ descriptive text writing ability. The technique used in this study was task-based teaching that referred to running dictation technique to teach written descriptive text.

The population of this research was the eighth-grade students in the first semester of SMP Negeri 1 Westcott Agung. The data analysis computed by

using SPSS. And it can be concluded there is a significant influence of using running dictation technique towards students' descriptive text writing ability at the first semester of the eighth grade of SMP Negeri 1 West Kota Agung in the academic year of 2018/2019.

The second previous study comes from Miftaul Mutmainah (2017), research entitled "The Influence of Running Dictation Strategy toward Students' Writing Narrative Text Skill at the Eleventh Grade of Sman 1 Punggur Central Lampung".

This study is an experimental research. The purpose of this research was to determine whether there is any positive and significant influence of using running dictation strategy toward students' writing narrative text skill. The researcher gave one pre-test before treatment and one post-test after treatment. This research used 24 students as the subject of research. The researcher analyzed the data by using Chi-Square and t-test formulation to prove whether the hypothesis is accepted or rejected. The result indicated that the students' writing narrative text skill improved after they were taught by using a running dictation strategy.

From the both of previous research, it can be described the similarities in both the previous study with the researcher are; first, both of the previous study concern on how the implementation of running dictation. Second, both the research designs are quasi-experimental research, same as the researcher. Third, all the researchers are using pre-test, treatment, and post-test to collecting the data. Fourth, the second research using chi-square and t-test to analyze the data, it is the same as the researcher.

Whereas, the differences both the previous study with the researcher are; first, the skill of both the previous researchers is writing, whereas the researcher focuses on speaking skill. Second, the first previous study using SPSS to calculate the data, whereas the researcher and the second previous research calculate manually.

G. Rationale

From the observation that will be conducted in MTsN 3 Boyolali, it can be seen that most of the students of MTsN 3 Boyolali were actually interested enough in English lesson, especially in speaking class. But, they still obtained problem in some constructs of speaking, like on the idea, minim of vocabularies, less-confident, and have no motivation in learning speaking. From the problems, the researcher will use the interesting strategy to teach English, especially in teaching speaking.

The researcher used running dictation strategy because it is a fun strategy that motivates the students at upper primary and lowers secondary level. In this strategy, the students can play while a study in the classroom. There have been no attempts to measure what memory of phrases remains after dictation, so it is safest to regard dictation primarily as a consciousness-raising activity. Dictations help language learning by making learners focus on the language form of phrase and clause level constructions, and by providing feedback on the accuracy of their perception(Nation & Newton, 2009: 59).

Therefore, it is concluded that used Running Dictation as the strategy in teaching is effective for improving students in speaking because they can know about the implementation of tenses, vocabularies, organization, punctuation, and spelling. The students can see the correct spelling of some words or vocabularies.

H. Hypothesis

1. The null hypothesis (H_0): there is not any significant difference between the students Speaking skill who are taught by using Running Dictation Strategy and who are taught by using Instructional Conversation Strategy for the Eighth Year Students of MTs N 3 Boyolali in the academic year of 2018/2019?
2. Alternative hypothesis (H_a): there is there any significant difference between the students Speaking skill who are taught by using Running Dictation Strategy and who are taught by using Instructional Conversation Strategy for the Eighth Year Students of MTs N 3 Boyolali in the academic year of 2018/2019?

According to the statistical hypothesis, H_a will be accepted if the result of the calculation t_o (t-observation) is higher than t_t (t-table). Meanwhile, H_a will be rejected if the result of the calculation t_o (t-observation) is smaller than t_t (t-table).

CHAPTER III

RESEARCH METHODOLOGY

In this chapter contains the method which is used to find the answer to this research. This chapter consists of the research design, setting of the research, the subject of the research, the technique of collecting data, validity, the reliability of the instrument, and the technique of analyzing the data.

A. Research Design

This research is a Quantitative research. Muijs(2004: 1) stated that quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods in particular statistics. Ary et al (2010: 264) stated that an experiment is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable.

Sugiyono (2006: 109-114) states that there are three basic designs in experimental: pre-experimental, quasi-experimental, and true experimental. The researcher uses Quasi-experimental (The Nonequivalent Control Group Design). In the nonequivalent control group design, two or more treatments groups are pretested, administered treatment, and post-tested (Gay, 2012: 270). The traditional experimental design, known as the pre-test post-test control group design works as follows: participants often known as 'subjects' in

experimental research are placed into two groups, the experimental and the control group. While, The experimental group will receive the ‘treatment’ (Muijs, 2004: 18).

There are two variables in this research. They are independent variable (X) and the dependent variable (Y). The independent variable (X) is running dictation strategy and the dependent variable (Y) teaches speaking. In this type, there are two groups for control and experimental group. Then they got the pretest to know their first condition whether there are differences between the experimental group and the control group. The good result of pretest is if the experimental group’s score is not different significantly (Sugiyono, 2015: 113).

The purpose of this research is to find whether there is the effectiveness of Running dictation strategy to teach speaking to the eight-year students of MTsN 3 Boyolali.

Table 3.1

**Quasi Experimental Research
(The Nonequivalent Control Group Design)**

Experimental group	Y ₁	X ₁	Y ₂
Control group	Y ₁	X ₂	Y ₂

Y₁: Pre-test

Y₂: Post-test

X₁: The treatment using Running dictation

X₂: The treatment using Instructional conversation

B. Place and Time of the research

1. Place of the Research

This research conducted in MTs N 3 Boyolali in the academic year of 2018/2019. MTs Negeri 3 Boyolali is one of the junior high school in Boyolali. It is located in Jl. Kemuning no.32 Boyolali.

MTs Negeri 3 Boyolali has many buildings that consist of 29 classes, teacher's office, headmaster's office, administrators' office, library, laboratory, multimedia room, parking areas, etc. The instructional process in MTs Negeri 3 Boyolali uses Kurikulum 2013 in learning. The instructional process is arranged from Monday to Saturday from 07.00 am to 13.45 except on Friday and Saturday.

2. Time of the Research

The research conducted from February-August 2018, the first semester in the academic year of 2018/2019. The detail of the research described in the timeline as follows:

Table.3.2. the timeline of the research

No	Activities	In Month						
		Feb	March	April	May	Jun	Jul	Aug
1.	Conducting the Observation	■	■					
2.	Conducting the Interview		■					
3.	Title Consultation			■				
4.	Proposal Draft Consultation				■	■		
5.	Proposal Draft Seminar					■		
6.	Research						■	
7.	Data Analysis							■
8.	Analysis Report							■

C. Population, Sampling, and Sample

1. Population

The first task in selecting a sample is to define the population of interest can be taken. The population, in other words, is the group of interest to the researcher, the group to whom the researcher would like to generalize the results of the study. In educational research, the population of interest is usually a group of persons (students, teachers, or other individuals) who possess certain characteristics. Jack &

Norman(2008:91) stated The population of the research was conducted to collect the data.

Moreover, the population of this research will use the students in the eighth year of MTsN 3 Boyolali in academic year 2018/2019. There are tenth classes which consist of 380 students.

2. Sampling Technique

Jack & Norman(2008: 91) stated sampling refers to the process of selecting these individuals. The basis of all sampling is that out of an available set (also known as a lot, group, or population) of items, a smaller set needs to be selected.

Once we have identified the population, the next step is to select the sample. In this research, the researcher is using Cluster random sampling. Best &Khan (2006: 18)defined The area or cluster sample is a variation of the simple random sample that is particularly appropriate when the population of interest is infinite, when a list of the members of the population does not exist, or when the geographic distribution of the individuals is widely scattered. Cluster random sampling is used to determine two classes which are used as the sample in this research. After getting two classes, the researcher determined randomly which class was used as the experimental group and which class was used as the control group.

Arikunto (2013: 180) states that the step used in the lottery can be done as follows:

- a. Listing the codes of all classes (8A until 8J)
- b. Writing each class name on a small paper
- c. Enrolling the paper
- d. Rolling the rolled paper into a box
- e. Shaking the box and taking three rolled papers.

After those steps, then the researcher chooses 2 class that will be an experimental group and control group.

3. Sample

Jack & Norman (2008: 91) defined a sample in a research study is the group on which information is obtained. A sample is a small proportion of a population selected for observation and analysis.

In this research, the researcher used two classes for the sample of the study. The experimental class was given the Running dictation strategy in their speaking activities. Whereas The control class was given the same materials using Instructional conversation strategy.

D. The Data Collecting Technique

1. Tests

Tests are valuable measuring instruments for educational research. A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. This score, based on a representative sample of the

individual's behavior, is an indicator of the extent to which the subject has the characteristic being measured (Ary et al, 2010: 201).

In this research, the researcher was given the oral test for both groups in the control and experimental group. The test was conducted in two sessions, before treatment (pre-test), and after treatment (post-test).

a. Pre-test

Both of control and experiment group was given oral test according to the material on the syllabus. The researcher asked the students to speak about the material to know how the students speaking skill before use running dictation as the strategy of teaching speaking.

b. Post-test

Posttest was given to the control and the experimental group after conducting the treatments and the pretest. The researcher gave the post-test to all classes to know the result of the treatment. After giving the post-test, it has found the differences score between two groups of the control group and experiment group. If the experiment group get a higher score than the control group, it can be concluded that the running dictation strategy is a good way to teach speaking.

3. Scoring for pre-test and post-test

Both in pre-test and post-test used the rating score and for the scoring rubric, the researcher used the scoring rubric which is proposed by Ur (1996), with little changing to score the students' result speaking test. Here is the table of rating scale:

Table 3.2. Scoring Rubric of Speaking skill

Grammar	1	Errors in grammar are frequent but can be understood by a native speaker used to dealing with the foreigners attempting to speak his language.
	2	Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar.
	3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation or practical, social and professional topics.
	4	Able to use the language accurately on all level normally pertinent to professional needs. Errors in grammar are quite rare.
	5	Equivalent to that of an educated native speaker
Vocabulary	1	Speaking vocabulary inadequate to express anything but the most elementary needs.
	2	Has speaking vocabulary sufficient to express himself simply with some circumlocution.
	3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is bored enough that he rarely has to grope for a word.
	4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.

	5	His speech on all levels is fully accepted by educated native speakers in all its features
Fluency	1	No specific fluency description. Refer to other four language areas for the implied level of fluently.
	2	Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events as well as work, family, and autobiographical information.
	3	Can discuss particular interests of competence with reasonable ease. He rarely has to grope for word.
	4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of his experience with a high degree of fluently.
	5	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of his experience with a high degree of fluently.
Pronunciation	1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
	2	Accent, though often quite faulty, is intelligible.
	3	Errors never interfere with understanding and rarely disturb the native speaker. The accent may be obviously foreign.

	4	Errors in pronunciation are quite rare.
	5	Equivalent to and fully accepted by educated native speakers.

E. The Validity and Reliability of Instrument

1. The Validity of Test

Ary et al (2010: 225), the validity is the most important consideration in developing and evaluating the measuring instrument. He also states that validity is defined as the extent to which an instrument measures what it claimed to measure. Jansen (2013: 4) stated the assessment validity can be separated into three categories; content, construct, and criterion.

The type of the test is oral speaking. so, the researcher used the content validity to know whether the instruments valid or not. Crocker & Algina (1986, cited in Jansen, 2013: 5) stated the content validation requires an explicit definition of measurable objectives and judgments from experts of the assessment and how well the items represent these objectives. In this research, the content validity of the speaking test was measured by expert judgment.

Ur (1996) stated that the indicator of speaking tests such as fluency, grammar, vocabulary, and pronunciation and based on the syllabus the content validity in this research more appropriate and valid. Therefore, the researcher assumed the role of

expert that the test was used content validity for the research. The researcher gave the instrument to the teacher that applied for the student.

2. Reliability of Test

A test is considered reliable if the same test is given to the same subjects or matched subjects on two different occasions, the test should yield a similar result (Brown, 2004: 20). The researcher used assessment speaking oral test by Ur (1996: 135), in taking oral test scores the researcher was used the collaboration with the English teacher, Mrs. Nur Aida, S. Ag as the English teacher. The researcher divided the score into four criteria, which are the scores of accuracy pronunciation, grammar, vocabulary, and fluency. This method is to know the degree to which different raters give consistent answers or estimates.

F. The technique of Analysis the Data

This research uses pretest-posttest Control Group Design. In that design, there are two classes which were chosen randomly and then the researcher gives them pretest to know their first condition whether there are differences between the experimental group and the control group.

In the technique of analyzing the data, it uses a T-test for independent formula. The formula as follows:

$$t_o = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$\text{Where : } S = \sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1 + n_2 - 2}}$$

t_0 = The value of “t” count

\bar{X}_1 = Mean variable of experimental class

\bar{X}_2 = Mean of the controlled class

N_1 = The total subject of experimental class

N_2 = The total subject of control class

S = Standard deviation

S^2 = Variance

(Arikunto, 2013: 352)

If the obtained score was higher than t-table, it meant that H_a (alternative hypothesis) was accepted and H_o (null hypotheses) was rejected.

G. Pre Requisite Test

Pre-requisite test conducted to determine whether the data analysis for hypothesis testing can proceed or not. The pre-test was given before the treatments. The variance

analysis requires the normal populations and homogeneously group. Therefore, the analysis requires a test of normality and homogeneity. The researcher determined the statically analysis technique whether both classes have a normal distribution or not.

1. Normality Test

Normality test is used to test the sample from the population that is going to be analyzed whether both groups have a normal distribution or not. The normality test analyzed by *Liliefors* formula with the criteria if L_m (L maximum) < L_t (L table) at the level significance 5% (0,05) the data is in a normal distribution.

2. Homogeneity Test

Homogeneity test is used to know whether two groups (experimental and control class) that are taken from population have homogeneity or not.

To calculate the homogeneity test the researcher will use the formula of Sugiyono, (2014:78) as follow:

$$F = \frac{S_1^2}{S_2^2}$$

S_1^2 : The Highest variance

S_2^2 : The Lowest variance

Criteria test:

- 1) H_0 accepted if $|t_{count}| < t_{table}$
- 2) H_0 refused if $|t_{count}| > t_{table}$

H. Testing Hypothesis

In analyzing the data, the writer used the Bivariate Computational Analysis Technique. The technique is used to test the hypotheses whether there is a significant difference between the two variables which are tested. The test is used to find whether there is a significant difference between the score of students' achievement in learning to speak using Running Dictation strategy and without Running Dictation strategy. The experiment class is as X variable and the control class is Y variable. The formula of t-test which used in this research is:

$$t_0 = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$\text{Where : } S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

t_0 = The value of "t" count

\bar{X}_1 = Mean variable of experimental class

\bar{X}_2 = Mean of the controlled class

N_1 = The total subject of experimental class

N_2 = The total subject of control class

S = Standard deviation

S² = Variance

(Arikunto, 2013: 352)

Prior to the calculation of T_{est}, there are several procedures to be taken. The procedures of calculation are as follows:

a. Determine Mean of Variable X:

$$M_x = \frac{\sum x}{N_1}$$

b. Determine of Mean of Variable Y:

$$M_y = \frac{\sum y}{N_2}$$

c. Determine Standard of Deviation of a score of variable X:

$$SD_x = \sqrt{\frac{\sum x^2}{N_1}}$$

d. Determine Standard of Deviation of a score of variable Y:

$$SD_y = \sqrt{\frac{\sum xy^2}{N_2}}$$

e. Determine the standard error of variable X:

$$SEM_x = \frac{SD_x}{\sqrt{N_1 - 1}}$$

f. Determine the standard error of variable Y:

$$SEM_y = \frac{SD_y}{\sqrt{N_2 - 1}}$$

g. Determine standard error means of differences mean of variable X and variable Y:

$$SE_{M_x - M_y} = \sqrt{SE_{M_x}^2 + SE_{M_y}^2}$$

h. Determining t_o with the formula:

$$t_o = \frac{M_x - M_y}{SE_{M_x - M_y}}$$

i. Determining t-table in significance level 5% with Degree of freedom (df) = (N1+N2) - 2

Variable X = Experimental Class

Variable Y = Control Group

Adapted by Sudjiono (1997:297-299).

I. Statistical Hypothesis

1. The null hypothesis (H_o): there is no effectiveness value of students' achievement due to the teaching speaking using Running Dictation strategy for eighth-year students of MTs Negeri 3 Boyolali in the academic year of 2017/ 2018.
2. Alternative hypothesis (H_a): there is effectiveness value of students' achievement due to the teaching speaking using Running Dictation strategy for eighth-year students of MTs Negeri 3 Boyolali in the academic year of 2017/ 2018.

According to the statistical hypothesis, H_a will be accepted if the result of the calculation t_o (t-observation) is higher than t_t (t-table). Meanwhile, H_a will be rejected if the result of the calculation t_o (t-observation) is smaller than t_t (t-table).

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter discusses the result of the research conducted in the seventh grade students of MTs Negeri 3 Boyolali. This chapter provides some findings and discussion about the effectiveness of Running Dictation strategy. This chapter consists of the research finding, data analysis, and discussion.

A. The Description of the Data

In this research, the researcher chooses two classes as the sample. They are class VIII-A as the experiment class that consists of 24 students and class VIII-B as the control class that consisted of 24 students. The researcher gave the different treatment in both experimental and control group. After that, the researcher gave them post-test to know the result of the treatment. The results of the post-test of both groups are compared by using a t-test.

The researcher held this research by teaching process that was done at two classes that are VIII A as experiment class and VIII B as control class. The researcher got the data from the pre-test and post-test that was given.

The data presented are the result of the speaking test. It concludes the mean, mode, median, standard deviation and frequency distribution. The description of the data is described as follows:

1. The data pre-test of the speaking skill of the students for the group who were taught by using Running Dictation strategy (pre-test experiment).

Descriptive analysis of the pre-test data showed that the lowest score is 48 and the highest score is 70. The mean was 59.38, the standard deviation is 5.19, the mode is 55, the median is 60. The frequency distribution of the data of pre-test experiment group is in table 4.1.

Table 4.1 Frequency Distribution of Pre-test Scores in Experimental Class

Score	X	F	F _x	X ²	FX ²
46 - 50	1	48	48	2304	2304
51 - 55	8	53	424	2809	79776
56 - 60	7	58	406	3364	64836
61 - 65	5	63	315	3969	99225
66 - 70	3	68	204	4624	41616

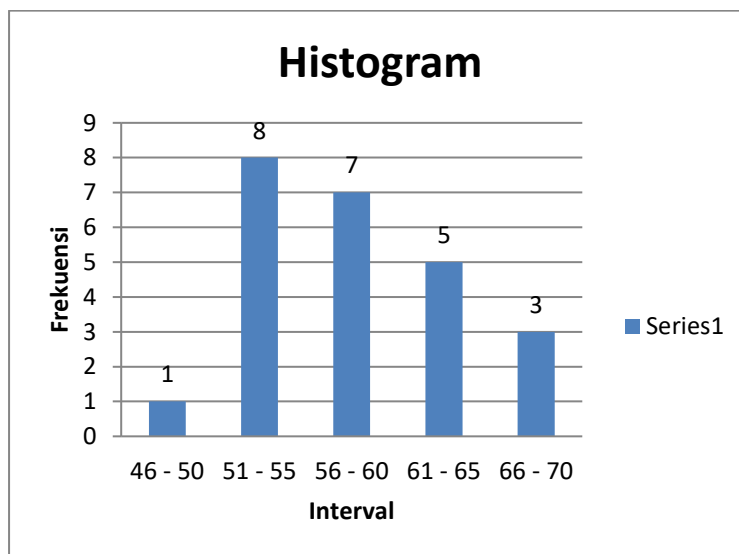


Figure 4.1. The histogram Frequency Distribution of the Scores at the Experimental Class

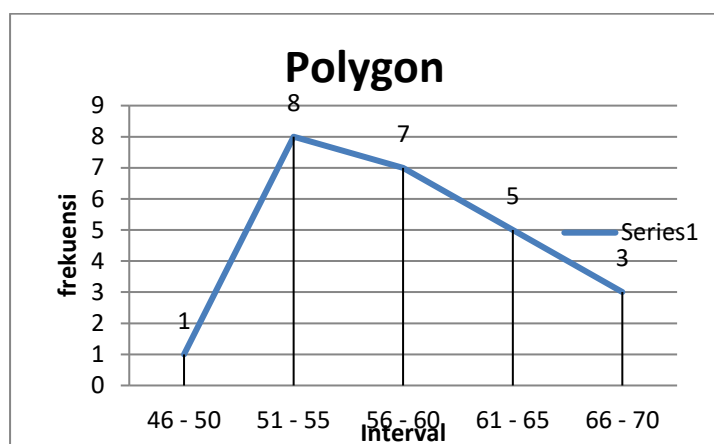


Figure 4.2 The Polygon Frequency Distribution of the Scores at the Experimental Class

2. The data pre-test of the speaking skill of the students who were taught by using Instructional Conversation (pre-test control).

Descriptive analysis of the pre-test data showed that the lowest score is 48 and the highest score is 73. The mean was 58.75 the standard deviation is 4.61, the mode is 60, the median is 66,83. The frequency distribution of the data of pre- test experiment group is in table 4.2 with histogram presented in figure 4.3. and polygon presented in figure 4.4.

Table 4.2. Frequency Distribution of Pre-test Scores in Control Class

Score	F	X	FX	X ²	FX ²
46 – 50	1	48	48	2304	2304
51 – 55	9	53	477	2809	227529
56 – 60	10	59	590	3481	348100
61 – 65	2	63	126	3969	15876
66 – 70	1	68	68	4624	4624
71 – 75	1	73	73	5329	5329

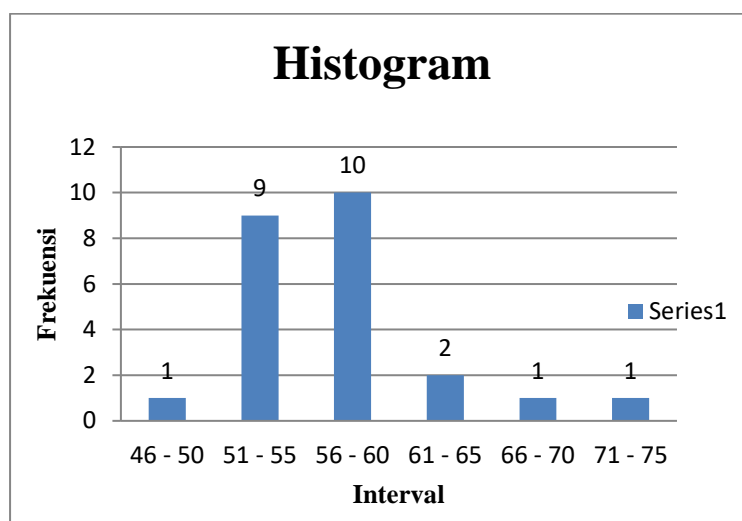


Figure 4.3. The histogram Frequency Distribution of the Pre-test Scores at the Control Class

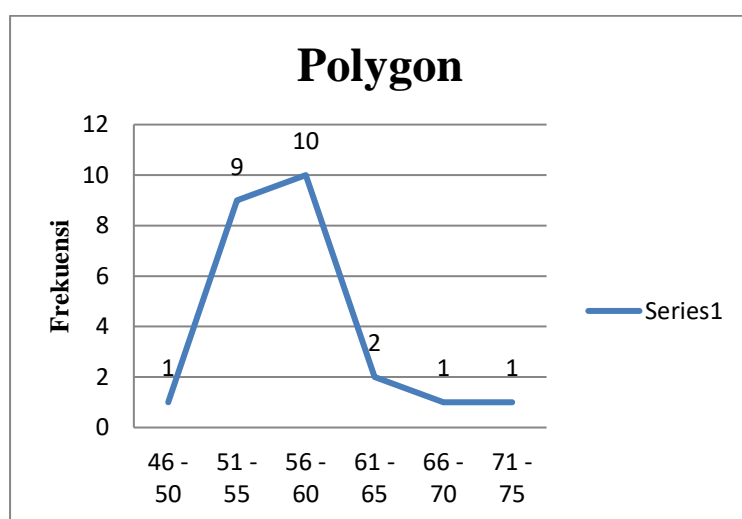


Figure 4.4. The Polygon Frequency Distribution of the Pre-test Scores at the Control Class

3. The data post-test of the speaking skill of the students for the group who were taught by using Running Dictation strategy (post-test experiment).

Descriptive analysis of the post-test data showed that the lowest score is 67.5 and the highest score is 90. The mean was 76.98, the standard deviation is 5.850. the mode is 75, the median is 75. The frequency distribution of the data of the post-test

experiment group is in table 4.3 with histogram presented in figure 4.5. and polygon presented in figure 4.6.

Table 4.3. Frequency Distribution of Post-test Scores in experimental Class

Score	F	X	FX	X ²	FX ²
65 - 69	2	67	134	4489	17956
70 - 74	2	72	432	5184	186624
75 - 79	12	77	616	5929	379456
80 - 84	4	82	246	6724	60516
85 - 89	1	87	261	7569	68121
90 -94	3	92	184	8464	33856

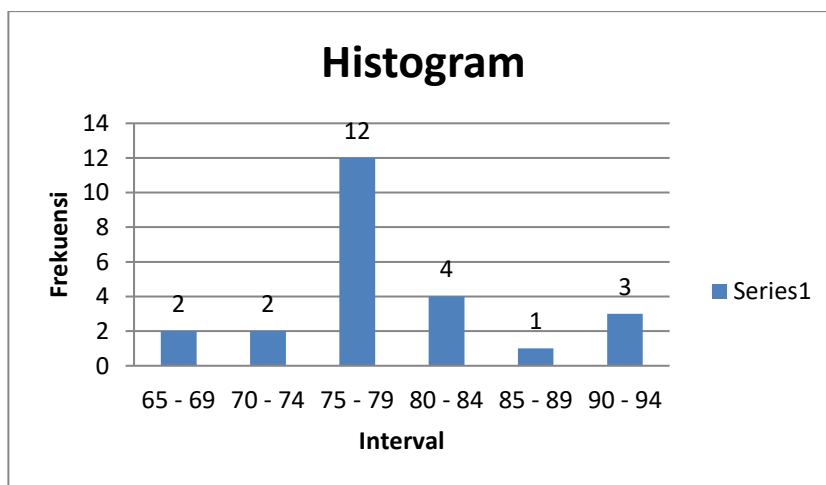


Figure 4.5. The Histogram Frequency Distribution of the Post-test Scores at the Experimental Class

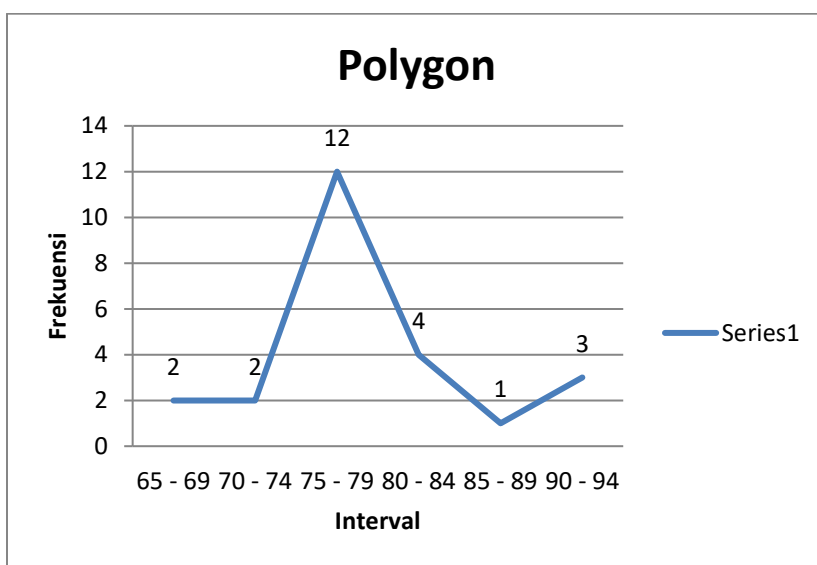


Figure 4.6. The Polygon Frequency Distribution of the Post-test Scores at the Experimental Class

- The data post-test of the speaking skill of the students who were taught by using Instructional Conversation (post-test control).

Descriptive analysis of the post-test data showed that the lowest score is 63 and the highest score is 90. The mean was 70.62 the standard deviation is 6.6, the mode is 69,56, the median is 66,83. The frequency distribution of the data of pre- test experiment group is in table 4.4 with histogram presented in figure 4.7. and polygon presented in figure 4.8.

Table 4.4. Frequency Distribution of post-test Scores in Control Class

Score	F	X	FX	X ²	FX ²
61 - 65	9	63	567	3969	321489
66 - 70	9	68	612	4624	374544
71 - 75	2	73	146	5329	21316
76 - 80	2	78	156	6084	24336
81 - 85	1	83	83	6889	6889
85 - 90	1	73	73	5329	5329

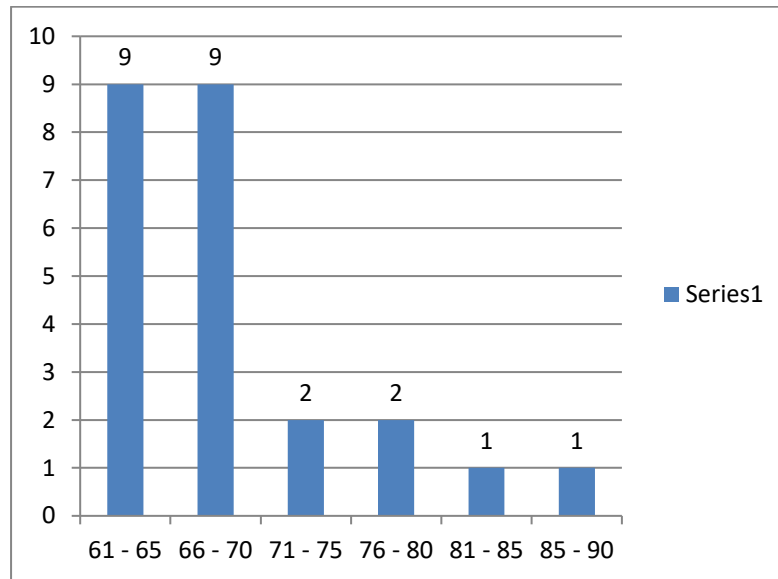


Figure 4.7. The Histogram Frequency Distribution of the Post-test Scores at the Control Class

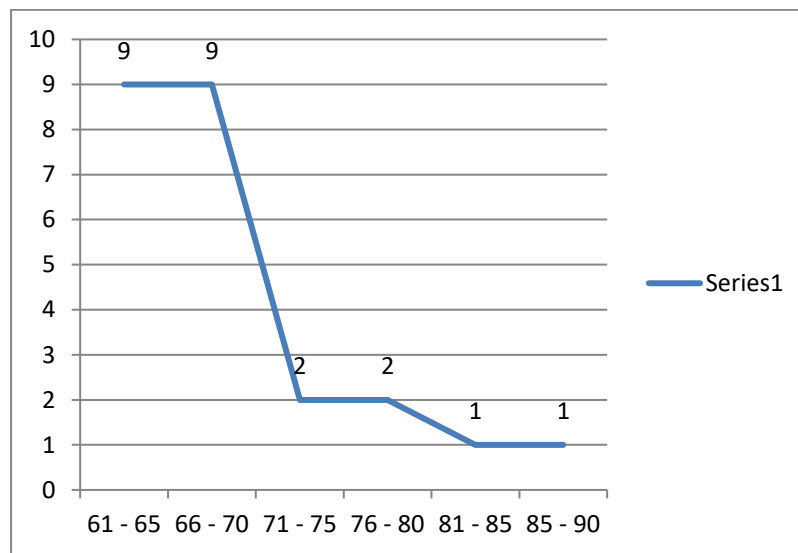


Figure 4.8. The Polygon Frequency Distribution of the Post-test Scores at the Control Class

B. Pre Requisite Test

Pre-requisite test conducted to determine whether the data analysis for hypothesis testing can proceed or not The normality test is to know that the sample is in normal

distributions and homogeneity test is to know that the data are homogenous. Each test is presented in the following section:

1. Normality Test

Normality test is used to test the sample from the population that is going to be analyzed whether both groups have a normal distribution or not. The normality test analyzed by *Liliefors* formula with the criteria if $L_m (L_{\text{maximum}}) < L_t (L_{\text{table}})$ at the level significance 5% (0,05) the data is in a normal distribution.

Table 4.5. The summary of normality test using Liliefors

Data	The number of samples	L obtained (Lo)	L table (Lt)	Distribution of population
Pre-test experimental class	24	0.087	0,173	Normal
Post-test experiment class	24	0.145	0.173	Normal
Pre-test control class	24	0.150	0,173	Normal
Post-test control class	34	0,122	0.173	Normal

The explanation of the table above as follows:

- a. The result criteria of normality test were H_0 accepted if L Value (Lo) < L table (Lt). The result of the data pre-test in the experimental class showed that the value (Lo) is 0.087. While the result of post-test in experimental class (Lo) was 0.145 for N= 24 the level significant $\alpha= 0.05$ is 0,173 (Lt). It means that both

pre-test and post-test of the experimental class were normal distribution because of $Lo < Lt$.

- b. The result of pre-test in the control class showed that the value (Lo) is 0.150. While the result of post-test in control class (Lo) was 0,122 for $N = 24$, with the level significant $\alpha = 0.05$ is 0.173. It means that both pretest and posttest of control class were normal distribution because of $Lo > Lt$.

2. Homogeneity Test

The hypothesis test could be concluded that both of classes have differences in the post test score. The researcher examined the data in the following steps. Firstly, the pre-test is done in both groups, the experiment class that using running dictation to teach speaking skill and control class using instructional conversation to teach speaking skill. Secondly, the post-test is done in both groups, the experiment class that using running dictation to teach speaking skill and control class using instructional conversation to teach speaking skill. Thirdly the result of the test is scored by using an analytic scale. Fourth, the means score of the two classes is determined. Finally, the two means score are compared by applying t-test formula. The t-test is used to differentiate if the students' result of speaking skill by using running dictation and by using instructional conversation is significant or not. The researcher used a t-test to test the hypothesis that had been mentioned in chapter three.

The two means are compared by applying t-test formula. The t-test is used to differentiate if the students' result of speaking tests by using running dictation and by

using instructional conversation is significant or not. The test is done by using independent sample t-test. H_a is accepted if $t_{count} > t_{table}$.

Table 4.6 The result of Homogeneity

Group	N	F_{count}	F_{table}
Experiment class	24	1.466	4.3
Control class	24	1.693	4.3

From the analysis above, the researcher compared the F_{count} with F_{table} . The result is F_{count} (1.466) is lower than F_{table} (4.3). It means that the experimental groups are homogeneous in the starting point. The result of the control class is F_{count} (1.693) is lower than F_{table} (4.3). It means that the control groups are homogeneous in the starting point.

3. Hypothesis Test

The hypothesis test can be done after the normality and homogeneity test are done. In this research, the researcher used a t-test for the hypothesis test. In this research, the null hypothesis (H_0) states are not any significant difference between the students Speaking skill who are taught by using running dictation strategy and who are taught by using instructional conversation strategy. on the other hand, the alternative hypothesis (H_a) states that there is there any significant difference between the students speaking skill who are taught by using running dictation strategy and who are taught by using instructional conversation strategy.

According to the statistical hypothesis, H_a will be accepted if the result of the calculation t_o (t-observation) is higher than t_t (t-table). Meanwhile, H_a will be rejected

if the result of the calculation to (t-observation) is smaller than tt (t-table). The procedure of T-test was drawn as follows:

Table.4.7. The computation of T-test post-test

No.	Post-test Score		No.	Nilai $(X-\bar{X})^2$	
	Experimental	Control		Experimental	Control
1	75	70	1	6,25	0,27
2	75	65	2	6,25	30,48
3	75	63	3	6,25	64,33
4	80	70	4	6,25	0,27
5	68	65	5	100	30,48
6	75	70	6	6,25	0,27
7	90	65	7	156,25	30,48
8	93	65	8	225	30,48
9	75	65	9	6,25	30,48
10	75	65	10	6,25	30,48
11	75	78	11	6,25	48,71
12	68	75	12	100	20,06
13	73	70	13	25	0,27
14	85	65	14	56,25	30,48
15	70	70	15	56,25	0,27
16	83	78	16	25	48,71
17	83	75	17	25	20,06
18	75	70	18	6,25	0,27
19	80	70	19	6,25	0,27
20	75	85	20	6,25	209,65
21	75	70	21	6,25	0,27
22	75	70	22	6,25	0,27
23	75	65	23	6,25	30,48
24	90	90	24	156,25	379,44
Sum	1860	1693	Sum	1012,5	1037,24
Mean	77,5	70,5	Mean	42,19	43,2

Table 4.8. T-count and T-table

Variance 1	44,04
Variance 2	45,09
T count	3,645

Df	46
Alpha	0.05
T table	2.013

The result of computation (t-test) states that t_{count} is 3,645 and t_{table} is 2.013 with degree of freedom 46 and the level of significance 0.05. The result provides that t_{count} is higher than t_{table} . So the alternative hypothesis (H_a) is accepted and the Null hypothesis (H_0) is rejected. It means that there is significant difference value of students' achievement due to the teaching speaking using Running Dictation strategy for eighth-year students of MTs Negeri 3 Boyolali in the academic year of 2017/ 2018.

C. Discussion

In the strategy of running dictation strategy to teach speaking, the researcher did pre-test in experimental class firstly. Then did five times treatments in experimental class. In

Experimental group, the researcher used the Running Dictation strategy. While in Control Group, used Instructional Conversation strategy. Running Dictation as a technique where the learners receive some spoken input, hold this in their memory for a short time, and then write what they heard. This writing is affected by their skill in listening, their command of the language, and their ability to hold what they have heard in their memory. While, the Instructional Conversation is a form of interactive, spontaneous communication between two or more people who are following rules of politeness and ceremonies.

After the treatment done the researcher did post-test. With the average score of post-test in experiment class (the students who are taught by using running dictation) is 76.98, and the average score of post-test in control class (the students who are taught by using instructional conversation) is 70.52. It means that the using of running dictation is effective to teach students speaking skill at the eight grade of MTsN 3 Boyolali in the academic year of 2018/2019.

The result criteria of normality test were H_0 accepted if L Value (L_o) < L table (L_t). The result of the data pre-test in the experimental class showed that the value (L_o) is 0.087. While the result of post-test in experimental class (L_o) was 0.145 for $N = 24$ the level significant $\alpha = 0.05$ is 0.173 (L_t). It means that both pre-test and post-test of the experimental class were normal distribution because of $L_o < L_t$. The result of pre-test in the control class showed that the value (L_o) is 0.150. While the result of post-test in control class (L_o) was 0.122 for $N = 24$, with the level significant $\alpha = 0.05$ is 0.173. It means that both pretest and posttest of control class were normal distribution because of $L_o > L_t$.

The result of homogeneity test is F_{count} (1.466) is lower than F_{table} (4.3). It means that the experimental groups are homogeneous in the starting point. The result of the control class is F_{count} (1.693) is lower than F_{table} (4.3)

It is also proved by the result of the t-test. The t-test show that ($t\text{-count} > t\text{-table}$) t-count 3,633 is higher than t-table 2,013 for level of significant 0.05. It means that H_a is accepted because the t-count is higher than the t-table. There is significance difference in the achievement between students in class VIIA who are taught by using running dictation and students in class VIIB who are taught by using instructional conversation.

Running Dictation strategy is one of some strategy which is very interserted for the student. The first time the researcher shows the runnning dictation strategy, the students look interested and curious. Therefore, all of the students be active in the class. It is an interesting strategy for English students to motivate the students in speaking class. In this activity, the students not only pay attention and understand the sound of the words as dictated but also give the communicative activity among the students.

The explanation above support the result of this research that there is a significant effectiveness in speaking ability between the students who are taught by using running dictation strategy in experiment class and the students who are taught by using instructional conversation in control class. It can be seen from the mean score of post-test. Then, it can be concluded that running dictation strategy is more effective than instructional conversation in teaching speaking.

CHAPTER V

CONCLUSION, SUGGESTION, AND IMPLICATION

This chapter discusses about the conclusion, suggestion, and implication from the result of the research.

A. Conclusion

Based on the finding and discussion in chapter 4, the researcher can conclude that the use of running dictation in teaching speaking skill as follows: There is a significant effect of running dictation strategy to teach speaking to the eight-year students of MTsN 3 Boyolali. The reason is that the students who are taught by running dictation strategy have the highest score than the students who are taught by using instructional conversation in learning speaking skill.

With the average score of post-test in experiment class (the students who are taught by using running dictation) is 76.98, and the average score of post-test in control class (the students who are taught by using instructional conversation) is 70.52. It means that the using of running dictation is effective to teach students speaking skill at the eight grade of MTsN 3 Boyolali in the academic year of 2018/2019. It is also proved by the result of the t-test. The t-test show that (t-count > t-table) t-count 3,633 is higher than t-table 2,013 for level of significant 0.05. It means that H_a is accepted because the t-count is higher than the t-table. There is significance difference in the achievement between students in class VIIA who are taught by using running dictation and students in class VIIB who are taught by using instructional conversation.

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B. Suggestion

Related to the result of the study that there is significant difference speaking skill achievement between the students who are taught by using running dictation strategy that has higher achievement than the students who are taught by using instructional conversation strategy, the researcher would like to give a suggestion as follow:

1. For the English Teacher

English is one of the difficult subjects for the students. So, teaching English especially teaching speaking is not easy. The teacher should use an appropriate and interesting media which is based on the ability and situation from the student. It is because the students still believe that learning English is difficult. The interesting and appropriate media is hoped to motivate the students in their learning English activity. As the result of this research, running dictation is better than instructional conversational strategy in teaching speaking skill. The teacher should creatively choose the more appropriate media based on the condition of the class.

2. For the students

The students should be more active in speaking learning process and do more practices in the class or out of the class. The students have to communicate well with their friends to have a good collaboration in enriching the speaking ability. The researcher recommended using running dictation strategy to teach speaking to make the student enjoy in the classroom and creates fun and active condition in the class.

3. For the school

The school should be supported all of the progress of students' achievement by giving them good facilities. One of the ways is preparing the English teachers to be

more creative and professional in transferring their knowledge to the students in an effective way.

4. For the other Researchers

This research has found that teaching English speaking skill by using a running dictation strategy can be more effective to teach speaking skill. The researcher hopes that the media can support the other researcher to find out the good way of solving many kinds of students' problem faced by the teacher in teaching learning process. The researcher also hopes that this research can guide the others researcher who wants to have the same research related to the experiment research or related to the running dictation strategy and speaking skill.

C. Implication

The result of the research shows that running dictation can give good achievement in speaking skill than the achievement from the instructional conversation in speaking skill. It means that running dictation is appropriate to be applied in speaking skill for students in MTsN 3 Boyolali especially in the eighth grade students in the academic year of 2018/2019. The students are more active in learning speaking skill by using a running dictation strategy. The conclusion has some implication as follow:

1. Running dictation can be applied to teach the speaking skill to students at the eighth grade students in Senior High School.

2. The students are able to learn from each other. They must also work together to ensure there is one product to their learning. They must check that everyone can understand and answer the question.
3. . Running dictation encourages the students to have well group collaboration.
4. Running dictation makes the students more active, expressive, enjoyable, pleasant, and enthusiasm while the speaking class is running.
5. Dictation can be a good indicator of overall language skills such as writing, speaking, reading, and especially for speaking, it can improve in the spelling of sentence.

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APPENDIXES

Blueprint of Speaking Test

Competence Standard	Construct	indicators	instrument
Speaking	Speaking well including by correct pronunciation. Grammar, fluency, comprehension in English and the content is communicative or understandable.	Students are able to: 1. Make a description with the organization: a. Identification b. Description c. Conclusion 2. Present/ speak a descriptive text with an adequate	Retell descriptive text orally with good organization.

		content to the given topic. 3. Use the correct grammar to speak 4. Use appropriate vocabularies to speak. 5. Use the correct pronunciation to speak.	
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PRE-TEST
SPEAKING TEST

Subject : MTsN 3 Boyolali

Skill : English Speaking

Class/Semester: VIII/ Gasal

1. Choose one of the following topics:

- School
- Classroom

2. Work individually to presenting your chosen topic orally in front of the class with good organization. Your speaking will be evaluated based on your pronunciation, grammar, vocabulary, fluency, and comprehension.

POST-TEST
SPEAKING TEST

Subject : MTsN 3 Boyolali

Skill : English Speaking

Class/Semester: VIII/ Gasal

1. Choose one of the following topics:

- House
 - Garden
 - City
2. Work individually to presenting your chosen topic orally in front of the class with good organization. Your speaking will be evaluated based on your pronunciation, grammar, vocabulary, fluency, and comprehension

LIST NAME OF STUDENTS

VIII- A: Experimental group

VIII- B: Control group

No	Name	Class	No	Name	Class
1	Adisty Fifteen A.	VIII-A	1	Adam Maulana A.	VIII-B
2	Alif Nur Aziz	VIII-A	2	Annisa Nabila	VIII-B
3	Amanda Silfiana S.	VIII-A	3	Awalia Qudds Amini	VIII-B
4	Arfian Gilang D.	VIII-A	4	Azizah Khoirulrizky	VIII-B

5	Ayu Farach Aulia	VIII-A	5	Choirul Annam	VIII-B
6	Ayu Shinta P.	VIII-A	6	Daffa' Kamaludin	VIII-B
7	Ayunda Sri L.	VIII-A	7	Defita Putri Andini	VIII-B
8	Bryan Ibrahimovic	VIII-A	8	Dicky Prasetyo	VIII-B
9	Dita Kurniasari	VIII-A	9	Dwiandra Athlaf N. S	VIII-B
10	Eva Rahmadina	VIII-A	10	Febrita Putri S.	VIII-B
11	Fanny Selviana	VIII-A	11	Femas Adi Nugroho	VIII-B
12	Fatimah Nur K.	VIII-A	12	Haris Surya Iskandar	VIII-B
13	Happy Adelia P.	VIII-A	13	Helvia Prastika	VIII-B
14	Ismi Nurul H.	VIII-A	14	Heni Kurniawati	VIII-B
15	M. Ghanis Alfarizhi	VIII-A	15	Imam Hanan Rifa'i	VIII-B
16	M. Hafiza	VIII-A	16	Imam Kurnia Robbie	VIII-B
17	M. Misbakhul A'la	VIII-A	17	Isnan Khoirul Umam	VIII-B
18	M. Reswhan W.	VIII-A	18	Kharisma Dewi Aisyah	VIII-B
19	Pradipa Affan S.	VIII-A	19	Khoirunnisa	VIII-B
20	Putri Sri Hastutik	VIII-A	20	Lathifa Widi Amelia	VIII-B
21	Ritma Patri Candra D.	VIII-A	21	Linda Nur Sholihan	VIII-B
22	Rizki Nur Meilanny	VIII-A	22	M. Naufal Wahyu P.	VIII-B
23	Tegar Kurniawan	VIII-A	23	Syaiful Dhuha	VIII-B
24	M. Virgiawan Rizal P.	VIII-A	24	Trisna Wulandari	VIII-B

LIST SCORE OF STUDENTS IN EXPERIMENTAL CLASS (VIII A)

No	Name	Pre Test	Post Test
1	Adisty Fifteen A.	58	75
2	Alif Nur Aziz	48	80
3	Amanda Silfiana S.	60	68

4	Arfian Gilang D.	55	75
5	Ayu Farach Aulia	53	90
6	Ayu Shinta P.	58	93
7	Ayunda Sri L.	70	75
8	Bryan Ibrahimovic	55	75
9	Dita Kurniasari	55	75
10	Eva Rahmadina	65	68
11	Fanny Selviana	65	73
12	Fatimah Nur K.	55	85
13	Happy Adelia P.	60	70
14	Ismi Nurul H.	65	83
15	M. Ghanis Alfarizhi	55	83
16	M. Hafiza	63	75
17	M. Misbakhul A'la	63	80
18	M. Reswhan W.	60	75
19	Pradipa Affan S.	60	75
20	Putri Sri Hastutik	68	75
21	Ritma Patri Candra D.	55	75
22	Rizki Nur Meilanny	55	90
23	Tegar Kurniawan	60	75
24	M. Virgiawan Rizal P.	68	80

LIST SCORE OF STUDENTS IN CONTROL CLASS (VIII B)

No	Name	Pre Test	Post Test
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1	Adam Maulana A.	60	70
2	Annisa Nabila	60	65
3	Awalia Qudds Amini	55	63
4	Azizah Khoirulrizky	68	70
5	Choirul Annam	60	65
6	Daffa' Kamaludin	60	70
7	Defita Putri Andini	73	65
8	Dicky Prasetyo	55	65
9	Dwiandra Athlaf N. S	60	65
10	Febrita Putri S.	60	65
11	Femas Adi Nugroho	65	78
12	Haris Surya Iskandar	55	75
13	Helvia Prastika	55	70
14	Heni Kurniawati	65	65
15	Imam Hanan Rifa'i	55	70
16	Imam Kurnia Robbie	58	78
17	Isnan Khoirul Umam	60	75
18	Kharisma Dewi Aisya	60	70
19	Khoirunnisa	60	70
20	Lathifa Widi Amelia	55	85
21	Linda Nur Sholihan	55	70
22	M. Naufal Wahyu P.	55	70
23	Syaiful Dhuha	55	65
24	Trisna Wulandari	48	90

APPENDIX 6

INTER RATER RELIABILITY IN SCORING SPEAKING TEST

Note:

Rater 1 : The researcher

Rater 2: Mrs.

Nur Aida, S.Ag

(the English

Teacher)

The

No	Grammar		Vocabulary		Fluency		Pronunciation		Total	Score
	G1	G2	V1	V2	F1	F2	P1	P2		
1	2	4	3	3	3	4	2	2	23	58
2	3	2	3	1	3	1	2	4	19	48
3	3	3	4	2	3	4	2	3	24	60
4	3	2	3	2	2	3	4	3	22	55
5	3	3	3	3	2	3	1	3	21	53
6	4	3	2	2	3	3	3	3	23	58
7	4	3	3	3	4	4	3	4	28	70
8	2	2	4	2	3	3	3	3	22	55
9	3	3	3	2	2	3	3	3	22	55
10	3	4	3	3	3	3	4	3	26	65
11	4	4	3	3	3	3	3	3	26	65
12	2	3	3	2	3	3	3	3	22	55
13	3	2	4	3	3	3	3	3	24	60
14	3	4	3	3	3	3	4	3	26	65
15	4	3	3	2	3	2	2	3	22	55
16	3	3	2	3	4	3	4	3	25	63
17	3	2	4	4	3	2	3	4	25	63
18	3	3	3	3	3	3	3	3	24	60
19	3	3	3	2	3	2	4	4	24	60
20	3	3	2	4	4	4	4	3	27	68
21	3	3	2	2	3	3	3	3	22	55
22	4	2	2	3	2	3	3	3	22	55
23	2	4	3	3	4	3	3	2	24	60
24	3	4	3	4	4	3	3	3	27	68
Total									570	1425

Speaking Score of the students Pre Test in Control class

No	Grammar		Vocabulary		Fluency		Pronunciation		Total	Score
	G1	G2	V1	V2	F1	F2	P1	P2		
1	3	3	3	3	2	4	3	3	24	60
2	3	3	3	3	2	3	4	3	24	60
3	3	3	2	2	3	3	3	3	22	55
4	3	3	4	3	3	4	4	3	27	68
5	3	3	2	2	3	4	4	3	24	60
6	3	3	3	3	3	2	4	3	24	60
7	4	3	3	4	4	4	4	3	29	73
8	3	2	2	3	3	3	3	3	22	55
9	3	3	4	2	3	3	3	3	24	60
10	3	4	3	2	3	3	3	3	24	60
11	3	4	3	3	3	3	4	3	26	65
12	3	3	2	2	3	2	4	3	22	55
13	3	2	2	3	3	3	3	3	22	55
14	3	4	3	3	3	3	4	3	26	65
15	4	3	3	2	3	2	2	3	22	55
16	3	3	2	2	3	3	4	3	23	58
17	3	2	4	3	3	2	3	4	24	60
18	3	3	3	3	3	3	3	3	24	60
19	3	3	3	2	3	2	4	4	24	60
20	3	3	2	2	3	2	4	3	22	55
21	3	3	2	2	3	3	3	3	22	55
22	4	3	2	2	3	2	3	3	22	55
23	2	4	3	3	2	3	3	2	22	55
24	3	3	2	3	3	2	1	2	19	48
Total									564	1410

Note:

Rater 1: The researcher

Rater 2: Mrs. Nur Aida, S.Ag (the English Teacher)

The Speaking Score of the students Post Test in Experimental class

No	Grammar		Vocabulary		Fluency		Pronunciation		Total	Score
	G1	G2	V1	V2	F1	F2	P1	P2		
1	4	4	3	4	5	4	3	3	30	75
2	5	3	4	3	3	4	3	5	30	75
3	4	3	4	3	5	4	3	4	30	75
4	5	3	5	4	3	4	4	4	32	80
5	4	3	3	5	3	3	3	3	27	68
6	5	4	3	3	4	3	4	4	30	75
7	4	4	5	5	4	5	5	4	36	90
8	4	5	5	5	5	4	5	4	37	93
9	3	3	3	4	5	4	4	4	30	75
10	5	4	3	3	3	4	5	3	30	75
11	5	4	4	4	3	3	3	4	30	75
12	3	3	4	3	3	4	3	4	27	68
13	3	3	4	5	3	3	4	4	29	73
14	3	5	4	4	4	5	5	4	34	85
15	4	4	3	3	4	3	3	4	28	70
16	4	5	4	4	4	4	5	3	33	83
17	5	3	4	5	4	4	4	4	33	83
18	3	4	3	4	4	5	4	3	30	75
19	4	3	4	4	5	4	4	4	32	80
20	3	3	4	5	3	4	4	4	30	75
21	3	3	3	4	4	5	4	4	30	75
22	4	3	3	4	4	4	3	5	30	75
23	3	4	4	3	5	4	4	3	30	75
24	5	4	5	5	4	5	4	4	36	90
Total									744	1860

Note:

Rater 1 : The researcher

Rater 2 : Mrs. Nur Aida, S.Ag (the English Teacher)

The Speaking Score of the students Post Test in Control class class

No	Grammar		Vocabulary		Fluency		Pronunciation		Total	Score
	G1	G2	V1	V2	F1	F2	P1	P2		
1	3	3	3	3	4	3	5	4	28	70
2	3	4	3	3	3	2	4	4	26	65
3	3	4	3	4	4	3	2	2	25	63
4	3	4	3	4	3	3	4	4	28	70
5	3	3	3	2	4	3	4	4	26	65
6	3	3	4	3	3	4	4	4	28	70
7	4	3	3	4	3	3	3	3	26	65
8	3	3	3	3	4	4	3	3	26	65
9	4	3	3	3	3	4	3	3	26	65
10	3	4	4	2	4	3	3	3	26	65
11	4	4	3	3	5	4	4	4	31	78
12	3	4	4	4	4	3	4	4	30	75
13	3	4	3	3	4	3	4	4	28	70
14	3	4	3	3	3	3	4	3	26	65
15	4	3	3	4	4	3	4	3	28	70
16	3	3	4	4	5	3	5	4	31	78
17	3	4	4	3	3	5	4	4	30	75
18	3	3	3	3	4	4	4	4	28	70
19	3	3	3	3	4	4	4	4	28	70
20	3	5	5	5	4	4	4	4	34	85
21	3	3	4	3	3	4	4	4	28	70
22	4	3	4	5	3	3	3	3	28	70
23	4	3	3	3	4	3	3	3	26	65
24	4	4	4	5	5	5	5	4	36	90
Total									677	1693

Note:

Rater 1 : The researcher

Rater 2: Mrs. Nur Aida, S.Ag (the English Teacher)

DISTRIBUTION FREQUENCY

1. Student's Pre-test Score of Speaking Ability in Experimental Class

Class : 5.55466

Mean : 59.38

Mode : 55

Median : 60

SD : 5.19

Table Distribution of Experimental Class

Score	f	x	fx	X ²	fx ²
46 –	1	4	47	225	225
				6	6
				,	,
				2	2
				5	5
50 –	1	5	53	280	280
				9	9
55 –	9	5	49	302	272
				5	2
					5
60	7	6	42	360	252
				0	0
65	5	6	32	422	211
				5	2
					5
70	1	7	70	490	490
				0	0
		3	14	208	835
				1	1
				5	5
				,	,
Su	2			2	2
				5	5

The Calculation of Mean, Median, Mode, and Standard Deviation:

- 1) The highest score is 70
- 2) The lower score is 48
- 3) Range is $70 - 48 = 22$
- 4) Number of class $= 1 + (3.3) \log n$
 $= 1 + (3.3) \log 24$

$$\begin{aligned}
 &= 1 + (3.3) 1.3802 \\
 &= 1 + 4.55466 \\
 &= 5.55466 \text{ (6 is used)}
 \end{aligned}$$

$$5) \text{ Interl (i)} \quad = \frac{22}{6} = 3.6667 \text{ (4 is used)}$$

$$\begin{aligned}
 6) \text{ Mean } (\bar{X}) &= \frac{\sum X}{n} \\
 &= \frac{1425}{24} = 59.38
 \end{aligned}$$

$$\begin{aligned}
 7) \text{ Mode (Mo)} &= Tb + i \left[\frac{f_1}{f_1 + f_2} \right] \\
 &= 54.5 + 4 \left[\frac{8}{8 + 2} \right] \\
 &= 57.7
 \end{aligned}$$

$$\begin{aligned}
 8) \text{ Median (Me)} &= Tb + I \left(\frac{\frac{1}{2}n - f}{f} \right) \\
 &= 59.5 + 4 \left(\frac{\frac{24}{2} - 11}{7} \right) \\
 &= 60.67
 \end{aligned}$$

$$\begin{aligned}
 9) \text{ Standar Deviation (SD)} &= \sqrt{\frac{\sum f(x)^2 - \frac{(\sum f(x))^2}{n}}{n-1}} \\
 &= \sqrt{\frac{83515.25 - \frac{(1410.5)^2}{24}}{23}} \\
 &= 5.19
 \end{aligned}$$

2. Student's Post-test Score of Speaking Ability in Experimental Class

Class : 5.55466

Mean : 77.5

Mode : 75

Median : 75

SD : 6.7

Table Frequency Distribution of Post-test scores in Experimental Class

Sc	f	x	fx	X ²	fx ²
67	3	6	2	455 6	1366 8

				2	7
				5	5
71		7	7	525	5256
	1			,	,
				2	2
				5	5
75		7	9	562	6750
	1			5	0
79		8	1	640	1280
	2			0	0
83		8	2	680	2041
				6	8
	3			,	,
				2	7
				5	5
87		9	1	810	1620
	2			0	0
91		9	9	855	8556
				6	
	1			,	,
				2	2
				5	5
T		5	1	453	1444
	2			0	0
				0	0

The Calculation of Mean, Median, Mode, and Standard Deviation:

- 1) The highest score is 93
- 2) The lower score is 68

$$\begin{aligned}
3) \text{ Range is } 93 - 68 &= 22 \\
4) \text{ Number of class} &= 1 + (3.3) \log n \\
&= 1 + (3.3) \log 24 \\
&= 1 + (3.3) 1.3802 \\
&= 1 + 4.55466 \\
&= 5.55466 \text{ (6 is used)} \\
5) \text{ Interval (i)} &= \frac{22}{6} = 3.6667 \text{ (4 is used)} \\
6) \text{ Mean } (\bar{X}) &= \frac{\sum X}{n} \\
&= \frac{1860}{24} = 77.5 \\
7) \text{ Mode (Mo)} &= Tb + i \left[\frac{f_1}{f_1 + f_2} \right] \\
&= 74.5 + 4 \left[\frac{11}{11 + 10} \right] \\
&= 75 \\
8) \text{ Median (Me)} &= Tb + I \left(\frac{\frac{1}{2}n - f}{f} \right) \\
&= 74.5 + 4 \left(\frac{\frac{24}{2} - 4}{12} \right) \\
&= 75 \\
9) \text{ Standar Deviation (SD)} &= \sqrt{\frac{\sum f(x)^2 - \frac{(\sum f(x))^2}{n}}{n-1}} \\
&= \sqrt{\frac{144400 - \frac{(1855)^2}{24}}{23}} \\
&= 6.7
\end{aligned}$$

3. Student's Pret-test Score of Speaking Ability in Control Class

Class : 5.55466

Mean : 58.75

Mode : 69.5

Median : 66.83

SD : 4.61

Table Frequency Distribution of Pre-test Scores in Control class

Score	f	x	fx	x ²	Fx ²
46 - 59	1	5	60	3025	33275
60 - 64	9	6	54	3600	32400
65 - 68	3	6	19	4225	12675
69 - 72	1	7	73	5329	5329
Total	2	2	14	161	836

The Calculation of Mean, Median, Mode, and Standard Deviation:

- 1) The highest score is 93
- 2) The lower score is 68
- 3) Range is $93 - 68 = 22$
- 4) Number of class $= 1 + (3.3) \log n$
 $= 1 + (3.3) \log 24$
 $= 1 + (3.3) 1.3802$
 $= 1 + 4.55466$
 $= 5.55466$ (6 is used)
- 5) Interval (i) $= \frac{25}{6} = 4.16$ (4 is used)
- 6) Mean (\bar{X}) $= \frac{\sum X}{n}$

$$\begin{aligned}
 &= \frac{1410}{24} = 58.75 \\
 7) \text{ Mode (Mo)} &= Tb + i \left[\frac{f_1}{f_1 + f_2} \right] \\
 &= 65.5 + 4 \left[\frac{10}{10 + 8} \right] \\
 &= 69.85 \\
 8) \text{ Median (Me)} &= Tb + I \left(\frac{\frac{1}{2}n - f}{f} \right) \\
 &= 65.5 + 4 \left(\frac{\frac{24}{2} - 9}{9} \right) \\
 &= 66.83 \\
 9) \text{ Standar Deviation (SD)} &= \sqrt{\frac{\sum f(x)^2 - \frac{(\sum f(x))^2}{n}}{n-1}} \\
 &= \sqrt{\frac{83679 - \frac{(1413)^2}{24}}{23}} \\
 &= 4.61
 \end{aligned}$$

4. Student's Post-test Score of Speaking Ability in Control Class

Class : 5.55466

Mean : 70.62

Mode : 71

Median : 66.83

SD : 6.6

Table Frequency Distribution of post-test Scores in Control class

S			F	X ²	F
6			5	4	3
6			6	4	4
7			1	5	1

7				6	1
8				7	7
8				8	8
s				3	1

The Calculation of Mean, Median, Mode, and Standard Deviation:

1) The highest score is 90

2) The lower score is 63

3) Range is $90 - 63 = 27$

4) Number of class
 $= 1 + (3.3) \log n$
 $= 1 + (3.3) \log 24$
 $= 1 + (3.3) 1.3802$
 $= 1 + 4.55466$
 $= 5.55466$ (6 is used)

5) Interval (i) $= \frac{27}{6} = 4.5$ (5 is used)

6) Mean (\bar{X}) $= \frac{\sum X}{n}$

$$= \frac{1693}{24} = 71$$

7) Mode (Mo)

$$= Tb + i \left[\frac{f_1}{f_1 + f_2} \right]$$

$$= 65.5 + 5 \left[\frac{0}{0 + 7} \right]$$

$$= 69.5$$

8) Median (Me)

$$= Tb + I \left(\frac{\frac{1}{2}n - f}{f} \right)$$

$$= 65.5 + 4 \left(\frac{\frac{24}{2} - 9}{9} \right)$$

$$= 66.83$$

9) Standar Deviation (SD)

$$= \sqrt{\frac{\sum f(x)^2 - \frac{(\sum f(x))^2}{n}}{n-1}}$$

$$= \sqrt{\frac{83679 - \frac{(1413)^2}{24}}{23}}$$

$$= 4.61$$

The Calculation of the data:

$$\begin{aligned} \text{a. } \sum X_i &= 1425 \\ \text{b. } \sum X_i^2 &= 85300 \end{aligned}$$

$$\begin{aligned} \text{c. Standar Deviasi} &= \sqrt{\frac{n(\sum X_i^2) - (\sum X)^2}{n(n-1)}} \\ &= \sqrt{\frac{24(85300) - (1425)^2}{24(24-1)}} \end{aligned}$$

$$= \sqrt{\frac{16575}{552}}$$

$$= 5,48$$

$$\text{d. } Z_i = \frac{X_i - \bar{X}}{S}$$

$$= \frac{48 - 59,38}{S}$$

$$\text{e. } [F(z_i) - S(Z_i)] \text{ tertinggi} = 0,087$$

$$\text{f. } L_{\text{tabel}} = 0,173$$

Diperoleh $L_o = 0,087$, dari $n = 24$ dan taraf nyata $0,05$ pada daftar nilai kritis untuk uji Lilliefors $L_{\text{tab}} = 0,173$. maka $L_o < L_{\text{tab}}$, sehingga hipotesis nol diterima.

Kesimpulan: Populasi berdistribusi normal.

2. Normality test in post-test experimental class

The Calculation of the data:

a. $\sum X_i$ = 1860

b. $\sum X_i^2$ = 145163

$$\begin{aligned}
 \text{c. Standar Deviasi} &= \sqrt{\frac{n(\sum Xi^2) - (\sum X)^2}{n(n-1)}} \\
 &= \sqrt{\frac{24(145163) - (1860)^2}{24(24-1)}} \\
 &= \sqrt{\frac{24300}{552}} \\
 &= 6,63
 \end{aligned}$$

$$\begin{aligned}
 \text{d. Zi} &= \frac{Xi - \bar{X}}{S} \\
 &= \frac{68 - 78}{6,63} \\
 &= -1,51
 \end{aligned}$$

$$\begin{aligned}
 \text{e. } [F(zi) - S(Zi) \text{ tertinggi}] &= L \\
 &= 0,145
 \end{aligned}$$

$$\text{f. } L_{\text{tabel}} = 0,173$$

Diperoleh $L_o = 0,145$, dari $n = 24$ dan taraf nyata $0,05$ pada daftar nilai kritis untuk uji Lilliefors $L_{\text{tab}} = 0,173$. maka $L_o < L_{\text{tab}}$, sehingga hipotesis nol diterima.

Kesimpulan: Populasi berdistribusi normal.

The Calculation of the data:

$$a. \sum X_i = 1410$$

$$b. \sum X_i^2 = 83450$$

$$\begin{aligned} c. \text{ Standar Deviasi} &= \sqrt{\frac{n(\sum X_i^2) - (\sum X)^2}{n(n-1)}} \\ &= \sqrt{\frac{24(83450) - (1410)^2}{24(24-1)}} \\ &= \sqrt{\frac{14700}{552}} \\ &= 5,16 \end{aligned}$$

$$\begin{aligned} d. Z_i &= \frac{X_i - \bar{X}}{S} \\ &= \frac{48 - 59}{5,16} \\ &= -2,18 \end{aligned}$$

$$\begin{aligned} e. [F(z_i) - S(z_i) \text{ tertinggi}] &= L \\ &= 0,150 \end{aligned}$$

$$f. L_{\text{tabel}} = 0,173$$

Diperoleh $L_o = 0,150$, dari $n = 24$ dan taraf nyata $0,05$ pada daftar nilai kritis untuk uji Lilliefors $L_{\text{tab}} = 0,173$. maka $L_o < L_{\text{tab}}$, sehingga hipotesis nol diterima.

Kesimpulan: Populasi berdistribusi normal.

The Calculation of the data:

$$\text{a. } \sum Xi = 1693$$

$$\text{b. } \sum Xi^2 = 120394$$

$$\begin{aligned} \text{c. Standar Deviasi} &= \sqrt{\frac{n(\sum Xi^2) - (\sum X)^2}{n(n-1)}} \\ &= \sqrt{\frac{24(120394) - (1693)^2}{24(24-1)}} \\ &= \sqrt{\frac{24894}{552}} \\ &= 6,72 \end{aligned}$$

$$\begin{aligned}
 \text{d. } Z_i &= \frac{X_i - \bar{X}}{S} \\
 &= \frac{63 - 71}{71} \\
 &= -1,19
 \end{aligned}$$

$$\begin{aligned}
 \text{e. } [F(z_i) - S(Z_i)] \text{ tertinggi} &= L \\
 &= 0,122
 \end{aligned}$$

$$\text{f. } L_{\text{tabel}} = 0,173$$

Diperoleh $L_o = 0,122$, dari $n = 24$ dan taraf nyata $0,05$ pada daftar nilai kritis untuk uji Lilliefors $L_{\text{tab}} = 0,173$. maka $L_o < L_{\text{tab}}$, sehingga hipotesis nol diterima.

Kesimpulan: Populasi berdistribusi normal.

B. HOMOGENITY TEST

1. Homogeneity Test of Experimental Class

NO	Pre-test	Post-test
1	48	68
2	53	68
3	55	70
4	55	73
5	55	75
6	55	75
7	55	75
8	55	75
9	55	75
10	58	75
11	58	75
12	60	75
13	60	75
14	60	75
15	60	75
16	60	75
17	63	80
18	63	80
19	65	83
20	65	83
21	65	85
22	68	90
23	68	90
24	70	93
Total	1425	1860
SD	5,480	6,635
Variant	30,0272	44,0217
Fcount	1,466	
Ftable	4,3	
Result	Homogeneous	

The calculation of the data

a. Pre-test

1) $\sum X_i$ = 1425

2) $\sum X_i^2$ = 85300

3) \bar{x} = 59,38

$$4) \text{ Standar Deviasi (SD)} = \sqrt{\frac{n(\sum X_i^2) - (\sum X)^2}{n(n-1)}}$$

$$= \sqrt{\frac{24(85300) - (1425)^2}{24(24-1)}}$$

$$= \sqrt{\frac{16575}{552}}$$

= 5,48

5) Varian (S) = SD^2
= $5,48^2$

= 30,027

b. Post-test

1) $\sum X_i$ = 1860

2) $\sum X_i^2$ = 145163

3) \bar{x} = 78

$$4) \text{ Standar Deviasi} = \sqrt{\frac{n(\sum X_i^2) - (\sum X)^2}{n(n-1)}}$$

$$= \sqrt{\frac{24(145163) - (1860)^2}{24(24-1)}}$$

$$= \sqrt{\frac{24300}{552}}$$

= 6,63

6) Varian (S) = SD^2
= $6,63^2$

= 44,022

2. Homogeneity Test of Control Class

	Pre-test	Post-test
1	60	70
2	60	65
3	55	63
4	68	70
5	60	65
6	60	70
7	73	65
8	55	65
9	60	65
10	60	65
11	65	78
12	55	75
13	55	70
14	65	65
15	55	70
16	58	78
17	60	75
18	60	70
19	60	70
20	55	85
21	55	70
22	55	70
23	55	65
24	48	90
Total	1410	1693
SD	5,160	6,715
Variation	26,6304	45,0974
Fcount	1,693	
Ftable	4,3	
Result	Homogeneous	

the calculation of the data

a. Pre-test

- 1) $\sum X_i$ = 1410
- 2) $\sum X_i^2$ = 83450
- 3) \bar{x} = 59,38

$$\begin{aligned}
 4) \text{ Standar Deviasi (SD)} &= \sqrt{\frac{n(\sum Xi^2) - (\sum X)^2}{n(n-1)}} \\
 &= \sqrt{\frac{24(83450) - (1410)^2}{24(24-1)}} \\
 &= \sqrt{\frac{14700}{552}} \\
 &= 5,16
 \end{aligned}$$

$$\begin{aligned}
 5) \text{ Varian (S)} &= SD^2 \\
 &= 5,16^2 \\
 &= 26,630
 \end{aligned}$$

b. Post-test

$$1) \sum Xi = 1693$$

$$2) \sum Xi^2 = 120394$$

$$3) \bar{x} = 71$$

$$\begin{aligned}
 4) \text{ Standar Deviasi} &= \sqrt{\frac{n(\sum Xi^2) - (\sum X)^2}{n(n-1)}} \\
 &= \sqrt{\frac{24(120394) - (1693)^2}{24(24-1)}} \\
 &= \sqrt{\frac{24894}{552}} \\
 &= 6,72
 \end{aligned}$$

$$\begin{aligned}
 5) \text{ Varian (S)} &= SD^2 \\
 &= 6,72^2 \\
 &= 45,097
 \end{aligned}$$

LIST OF TABLE

TABEL L
Nilai Kritis L Untuk Uji Lilliefors

Ukuran Sampel	Taraf Nyata (α)				
	0,01	0,05	0,10	0,15	0,20
n = 4	0,417	0,381	0,352	0,319	0,300
5	0,405	0,337	0,315	0,299	0,285
6	0,364	0,319	0,294	0,277	0,265
7	0,348	0,300	0,276	0,258	0,247
8	0,331	0,285	0,261	0,244	0,233
9	0,311	0,271	0,249	0,233	0,223
10	0,294	0,258	0,239	0,221	0,215
11	0,284	0,249	0,230	0,217	0,206
12	0,275	0,242	0,223	0,212	0,199
13	0,268	0,234	0,214	0,202	0,190
14	0,261	0,227	0,207	0,194	0,183
15	0,257	0,220	0,201	0,187	0,177
16	0,250	0,213	0,195	0,182	0,173
17	0,245	0,206	0,189	0,177	0,169
18	0,239	0,200	0,184	0,173	0,166
19	0,235	0,195	0,179	0,169	0,163
20	0,231	0,190	0,174	0,166	0,160
25	0,200	0,173	0,158	0,147	0,142
30	0,187	0,161	0,144	0,136	0,131
	<u>1,031</u>	<u>0,886</u>	<u>0,805</u>	<u>0,768</u>	<u>0,736</u>
n > 30	\sqrt{n}	\sqrt{n}	\sqrt{n}	\sqrt{n}	\sqrt{n}

Sumber : Conover. W.G. Practical Nonparametric Statistics, Joan Wiley & Sons Inc., 1973

d.f.	TINGKAT SIGNIFIKANSI							
	dua sisi	20%	10%	5%	2%	1%	0,2%	0,1%
satu sisi	10%	5%	2,5%	1%	0,5%	0,1%	0,05%	
1	3,078	6,314	12,706	31,821	63,657	318,309	636,619	
2	1,886	2,920	4,303	6,965	9,925	22,327	31,599	
3	1,638	2,353	3,182	4,541	5,841	10,215	12,924	
4	1,533	2,132	2,776	3,747	4,604	7,173	8,610	
5	1,476	2,015	2,571	3,365	4,032	5,893	6,869	
6	1,440	1,943	2,447	3,143	3,707	5,208	5,959	
7	1,415	1,895	2,365	2,998	3,499	4,785	5,408	
8	1,397	1,860	2,306	2,896	3,355	4,501	5,041	
9	1,383	1,833	2,262	2,821	3,250	4,297	4,781	
10	1,372	1,812	2,228	2,764	3,169	4,144	4,587	
11	1,363	1,796	2,201	2,718	3,106	4,025	4,437	
12	1,356	1,782	2,179	2,681	3,055	3,930	4,318	
13	1,350	1,771	2,160	2,650	3,012	3,852	4,221	
14	1,345	1,761	2,145	2,624	2,977	3,787	4,140	
15	1,341	1,753	2,131	2,602	2,947	3,733	4,073	
16	1,337	1,746	2,120	2,583	2,921	3,686	4,015	
17	1,333	1,740	2,110	2,567	2,898	3,646	3,965	
18	1,330	1,734	2,101	2,552	2,878	3,610	3,922	
19	1,328	1,729	2,093	2,539	2,861	3,579	3,883	
20	1,325	1,725	2,086	2,528	2,845	3,552	3,850	
21	1,323	1,721	2,080	2,518	2,831	3,527	3,819	
22	1,321	1,717	2,074	2,508	2,819	3,505	3,792	
23	1,319	1,714	2,069	2,500	2,807	3,485	3,768	
24	1,318	1,711	2,064	2,492	2,797	3,467	3,745	
25	1,316	1,708	2,060	2,485	2,787	3,450	3,725	
26	1,315	1,706	2,056	2,479	2,779	3,435	3,707	
27	1,314	1,703	2,052	2,473	2,771	3,421	3,690	
28	1,313	1,701	2,048	2,467	2,763	3,408	3,674	
29	1,311	1,699	2,045	2,462	2,756	3,396	3,659	
30	1,310	1,697	2,042	2,457	2,750	3,385	3,646	
31	1,309	1,696	2,040	2,453	2,744	3,375	3,633	
32	1,309	1,694	2,037	2,449	2,738	3,365	3,622	
33	1,308	1,692	2,035	2,445	2,733	3,356	3,611	
34	1,307	1,691	2,032	2,441	2,728	3,348	3,601	
35	1,306	1,690	2,030	2,438	2,724	3,340	3,591	
36	1,306	1,688	2,028	2,434	2,719	3,333	3,582	
37	1,305	1,687	2,026	2,431	2,715	3,326	3,574	
38	1,304	1,686	2,024	2,429	2,712	3,319	3,566	
39	1,304	1,685	2,023	2,426	2,708	3,313	3,558	
40	1,303	1,684	2,021	2,423	2,704	3,307	3,551	
41	1,303	1,683	2,020	2,421	2,701	3,301	3,544	
42	1,302	1,682	2,018	2,418	2,698	3,296	3,538	
43	1,302	1,681	2,017	2,416	2,695	3,291	3,532	

44	1,301	1,680	2,015	2,414	2,692	3,286	3,526
45	1,301	1,679	2,014	2,412	2,690	3,281	3,520
46	1,300	1,679	2,013	2,410	2,687	3,277	3,515
47	1,300	1,678	2,012	2,408	2,685	3,273	3,510
48	1,299	1,677	2,011	2,407	2,682	3,269	3,505
49	1,299	1,677	2,010	2,405	2,680	3,265	3,500
50	1,299	1,676	2,009	2,403	2,678	3,261	3,496
51	1,298	1,675	2,008	2,402	2,676	3,258	3,492
52	1,298	1,675	2,007	2,400	2,674	3,255	3,488
53	1,298	1,674	2,006	2,399	2,672	3,251	3,484
54	1,297	1,674	2,005	2,397	2,670	3,248	3,480
55	1,297	1,673	2,004	2,396	2,668	3,245	3,476
56	1,297	1,673	2,003	2,395	2,667	3,242	3,473
57	1,297	1,672	2,002	2,394	2,665	3,239	3,470
58	1,296	1,672	2,002	2,392	2,663	3,237	3,466
59	1,296	1,671	2,001	2,391	2,662	3,234	3,463
60	1,296	1,671	2,000	2,390	2,660	3,232	3,460
61	1,296	1,670	2,000	2,389	2,659	3,229	3,457
62	1,295	1,670	1,999	2,388	2,657	3,227	3,454
63	1,295	1,669	1,998	2,387	2,656	3,225	3,452
64	1,295	1,669	1,998	2,386	2,655	3,223	3,449
65	1,295	1,669	1,997	2,385	2,654	3,220	3,447
66	1,295	1,668	1,997	2,384	2,652	3,218	3,444
67	1,294	1,668	1,996	2,383	2,651	3,216	3,442
68	1,294	1,668	1,995	2,382	2,650	3,214	3,439
69	1,294	1,667	1,995	2,382	2,649	3,213	3,437
70	1,294	1,667	1,994	2,381	2,648	3,211	3,435
71	1,294	1,667	1,994	2,380	2,647	3,209	3,433
72	1,293	1,666	1,993	2,379	2,646	3,207	3,431
73	1,293	1,666	1,993	2,379	2,645	3,206	3,429
74	1,293	1,666	1,993	2,378	2,644	3,204	3,427
75	1,293	1,665	1,992	2,377	2,643	3,202	3,425
76	1,293	1,665	1,992	2,376	2,642	3,201	3,423
77	1,293	1,665	1,991	2,376	2,641	3,199	3,421
78	1,292	1,665	1,991	2,375	2,640	3,198	3,420
79	1,292	1,664	1,990	2,374	2,640	3,197	3,418
80	1,292	1,664	1,990	2,374	2,639	3,195	3,416
81	1,292	1,664	1,990	2,373	2,638	3,194	3,415
82	1,292	1,664	1,989	2,373	2,637	3,193	3,413
83	1,292	1,663	1,989	2,372	2,636	3,191	3,412
84	1,292	1,663	1,989	2,372	2,636	3,190	3,410
85	1,292	1,663	1,988	2,371	2,635	3,189	3,409
86	1,291	1,663	1,988	2,370	2,634	3,188	3,407
87	1,291	1,663	1,988	2,370	2,634	3,187	3,406
88	1,291	1,662	1,987	2,369	2,633	3,185	3,405
89	1,291	1,662	1,987	2,369	2,632	3,184	3,403
90	1,291	1,662	1,987	2,368	2,632	3,183	3,402



