#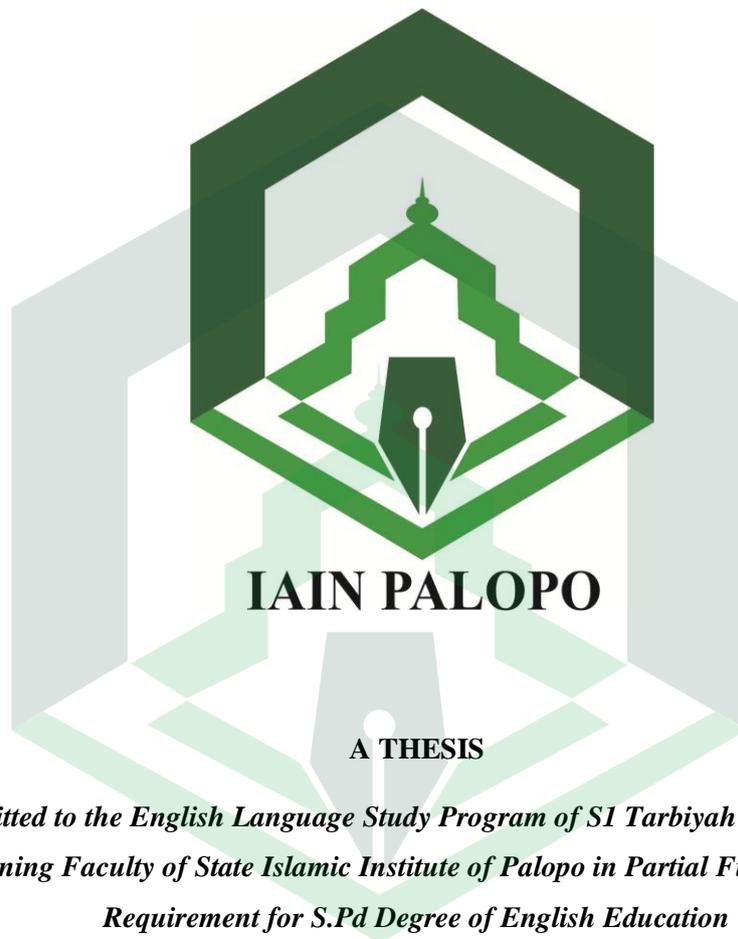 THE EFFICACY OF RECIPROCAL TEACHING TEHCNIQUE IN IMPROVING SPEAKING SKILL AT THE SECOND SEMESTER STUDENTS OF ENGLISH STUDY PROGRAM AT IAIN PALOPO

A THESIS

Submitted to the English Language Study Program of S1 Tarbiyah and Teachers Training Faculty of State Islamic Institute of Palopo in Partial Fulfillment of Requirement for S.Pd Degree of English Education

UMAR HIDAYAT

Reg. Number: 15 0202 0141

**ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2019**

THE EFFICACY OF RECIPROCAL TEACHING TEHCNIQUE IN IMPROVING SPEAKING SKILL AT THE SECOND SEMESTER STUDENTS OF ENGLISH STUDY PROGRAM AT IAIN PALOPO

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ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2019

THESIS APPROVAL

This thesis, entitled **"The Efficacy of Reciprocal Teaching Tehcnique In Improving Speaking Skill at the Second Semester Students of English Study Program at IAIN Palopo"** written by **Umar Hidayat, Reg. Number 15.0202.0141,** English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Saturday, September 21st 2019 M,** coincided with **Muharram 21st 1441 H**. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

Palopo, September 21st 2019 M
Muharram 21st 1441 H

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    Setelah melakukan bimbingan baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa dibawah:

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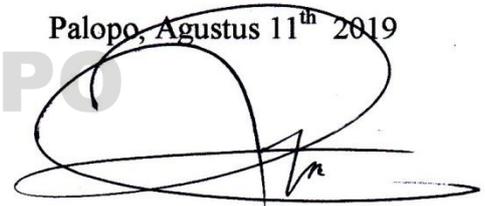
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Palopo, Agustus 11th 2019

UMAR HIDAYAT

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ABSTRACT

Umar Hidayat, 2019. The Efficacy Of Reciprocal Teaching Technique In Improving Speaking Skill at The Second Semester Students of English Study Program at IAIN Palopo.English Study Program Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies (IAIN) Palopo. Under The Supervisors (1) Amalia Yahya, S.E.,M.Hum, (2) Dewi Furwana, S.Pd.I., M.Pd

Key Word: *Reciprocal Teaching Technique, Speaking skill.*

The researcher focused on The Efficacy of Reciprocal Teaching Technique In Improving Speaking Skill at the Second Semester Students of English Study Program at IAIN Palopo. The problem statement in this thesis: Does Reciprocal Teaching Technique improve students speaking skill at the second semester English Study Program of IAIN Palopo. The objective in this thesis: To find out whether or not Reciprocal Teaching Technique improved students speaking skill at the Second Semester English Study Program of IAIN Palopo.

The researcher used quasi-experimental. The researcher carried out in two classes, experimental class and control class. The population in this research was the second semester of English Study Program at IAIN Palopo. The number of population was 167 students. The sample of the research was BIG B the second semester consisted of 17 students as experimental class and BIG C the second semester consisted of 17 students as control class. The sampling technique in this research was purposive sampling. The instrument of the research was speaking test. The research gave a pretest and posttest to the students. The data analyzed by using SPSS 20.

The result of the research showed that the Efficacy Of Reciprocal Teaching Technique In Improving Speaking Skill it could be seen from the result of calculation that the students' score of posttest was higher than the mean score of pretest (77.76>38.70). while in control class th mean score of posttest was also higher than the mean score of pretest (40.47>37.70). Based on the data analysis it can concluded that teaching speaking skill using reciprocal teaching technique can improve the students speaking skill.

CHAPTER I

INTRODUCTION

A. Background

Speaking was an important skill in the process of language learning. The learners communicate through oral expression to gain much information effectively and efficiently. The teacher should be aware of the learners speaking ability because it significantly influences the other learner's success in language learning. The ability to speak a foreign language becomes the most highly prized language skill. Many language learners regard speaking skill as the measure of knowing a language. It is supported by Nunan (1991:31) who states that mastering the art of speaking was the single most important aspect of learning a second or foreign language, and success was measured in terms of the ability to carry out a conversation in the language. Furthermore, Richards (2008:19) states the mastery of speaking skills in English was a priority for many second language or foreign language learners. Therefore, it could be said that speaking as a skill plays a significant role for the students who studied English especially as a foreign language.

There were several interesting approaches in improving speaking skill, one of which is reciprocal teaching. Reciprocal teaching approach was an effective approach that was used by the teacher in speaking subject. According to Suprapto in his journal, the influence of reciprocal teaching approach was very variety. It

was influenced in communication skill, motivation, achievement, and cognitive achievement.[1]

Reciprocal teaching referred to an instructional activated in which students became the teacher in small group speaking session. The teachers' model, then helped students learned to guide group discussions using four strategies: Predicting, Questioning, Summarizing or Retelling, Clarifying.[2]

There were many people or learners who find it difficult to speak and not comfortable. Problem in speaking was a problem all learners who learn English foreign language and it also seemed to be a problem for students at the Second Semester English Student of IAIN Palopo. After the researcher conducted pre observation at the Fourth Semester English Student of IAIN Palopo, the researcher found problems of the students; feeling afraid of making grammatical errors in their speech, uncomfortable feeling in pronouncing the words or sentences, and lack of vocabulary.

Based on the explanation above, the researcher interested in conducting a research entitled "The Efficacy of Reciprocal Teaching Technique in Speaking Skill at the second Semester Students English Study Program of IAIN Palopo".

B. Problem Statement

Based on the background above, the research question formulated as followed: Does Reciprocal Teaching Technique improve students speaking skill at the second semester English Study Program of IAIN Palopo?

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[1] Suprapto Jielwongsolo, "Reciprocal Teaching", Accessed on February 08,2019, http://supraptojielwongsolo.wordpress.com/2008/06/17/recipro cal-teaching/
[2] Donna Dyer, "Reciprocal Teaching", Accessed on February, 08 2019, http://www.readingrockets.org/strategies/reciprocal_teaching

C. Objective of The Research

The objective of the research was to find out whether or not Reciprocal Teaching Technique improve students speaking skill at the Second Semester English Study Program of IAIN Palopo.

D. Significance of the Research

The results of this research expected to provide many benefits for various parties, both practical and theoretical.

1. Theoretically : Theoretically, this research expected to know the principle of improving students' speaking skill with the application of reciprocal teaching technique in learning.

2. Practically : The results of this research expected to provide benefits as follows:

   a) For students:

   Application of cooperative method of reciprocal teaching tehnique in teaching speaking skills could increased students' interesting and activity so that their speaking abilities can increase.

   b) For teachers / collaborators:

   The results of this research provided directed experience to teachers to develop less innovative and process-oriented learning methods so that their learning quality can increase.

   c) For school:

   The results of this research used as a reference in the effort to procure innovation learning for other teachers and also motivating them to always innovated to find the most appropriated and effective learning method.

d) For researchers :

For researchers it became an effort to examine the scholarship related to students' speaking skills, especially the students of the School.

E. Scope of the Research

By discipline, this research under applied English Language Teaching. By activity, this research applied reciprocal teaching technique in teaching speaking. By content, this research focused on speaking skill which consisted of accuracy, fluency , and comprehensibility and the theme of speaking, part of speech, comparison, Juvinile Delinquent and giving opinion.

F. Definition of Terms

1. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.[3] It is form and meaning are dependent on the context in which it occurs, including the participants themself their collective experiences, the physical environment and the purposes for speaking. It is often spontaneous, open-ended, and evolving.[4]

2. In accordance with Palinscar who introduced this technique: The formal definition of reciprocal teaching is as follows: "Reciprocal teaching refers to an instructional activity that takes place in the form of a dialogue between teachers and students regarding segments of text.[5]

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[3] H.D Brown, *Teaching by principles: an interactive approach to language pedagogy. Englewood Cliffs*, (NJ: Prentice Hall Regents, 1994).

[4] A. Burns & H. Joyce, *Focus on speaking*, (Sydney: National Center for English Language Teaching and Research, 1997).

[5] Annemarie S Palinscar, A. and Ann L Brown. 1984, "Reciprocal Teaching of Comprehension-Fostering and Comprehension-Monitoring Activities", *Cognition and Instruction* 1,2., http://eca.state.gov/forum/ vols/vol33/no4/p29.htm, accessed on February 10, 2019

CHAPTER II
REVIEW OF LITERATURE

A. Previous Reseacher

In this research the researcher found some researches which are closely related to this research, those researches:

Rebecca B. Todd, In this her research entitled Reciprocal Teaching and Comprehension states, purpose of this study was to investigate how reciprocal teaching affected vocabulary acquisition and reading comprehension in four at-risk students in a fourth grade inclusion classroom. A single subject research study method was used to measure the baseline of each student. Subsequently, students were assessed daily after receiving two interventions that alternated during a six week period: reciprocal teaching and guided reading. Key findings indicated that three of the participants increased in both vocabulary acquisition and reading comprehension skills. However, there were no differences found when both interventions were used for one of the participants. Overall, all participants gained the most benefits from the reciprocal teaching method.[6]

Jesisca Davidson, in this her research entitled Improving Reading Comprehension through Reciprocal Teaching states study was completed to find if there is significant improvement in reading comprehension levels in students who were taught Reciprocal Teaching strategies. The study was completed using DRA2 scores for two fourth grade classrooms. The dependent variable would be comprehension scores. The independent variable is the difference in the two

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[6] Rebecca B. Todd, 2006, *Reciprocal Teaching and Comprehension,* Kean University, Accessed on 5 Juni 2018, Page 1

fourth grade classes. One class will be taught Reciprocal Teaching strategies and the other will not. Research shows students practice Reciprocal Teaching strategies increase their reading comprehension level. However, in this study there was no significant difference in the number of students who increase their comprehension level between the control class and the study class. Many reasons could be speculated as to why there weren't any differences in the comprehension levels. One valid reason is the students have been previously taught Reciprocal Teaching strategies but they weren't told that was what they were using. Speculation can be made that having all students with prior knowledge of the strategies being taught inferred with the study taking place. One can also state since all students in the study had prior knowledge of Reciprocal Teaching strategies, then those strategies did in fact aid in increasing reading comprehension levels.[7]

Gilang Pratama Putra, in this his research entitled the use of reciprocal teaching technique for improving speaking skill at the seventh grade students of smpn 1 mojoanyar mojokerto states, The purpose of this research was to know the extent of Reciprocal Teaching Technique can improve speaking skill of student of the seventh grade level of SMPN 1 Mojoanyar Mojokerto and to know the factors influence the improvement of speaking skill by using Reciprocal Teaching Technique. In this research, the subject is class VII-A that consists of 31 students. This research is a class action research that is done by two cycles. One cycle consist of two meetings. The data were collected by using quantitative and

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[7] Jessica Davidson, *Improving Reading Comprehension through Reciprocal Teaching*, Northwest Missouri State University, Accessed on 5 juni 2018, Page 1

qualitative method. The interview, test, observation, photo and video recorder were used as the tools of data collecting. The research findings showed that the mean score of students speaking test in the pre-test is 65.48, the post-test 1 is 71.45, and the post-test 2 is 76.41 which means it successfully passed the Kriteria Ketuntasan Minimum (KKM) in this school that was 75. In the first cycle, the students participation were still low because they did not pay attention and they were ashamed to ask or answer question orally. In the second cycle, the students seemed very enthusiastic in following the activities within the teaching learning process. The students did not have trouble in applying this technique. The overall teaching learning process ran very well. Based on the data, the research conclude that Reciprocal Teaching Technique can improve students speaking skills.[8]

From the statement above the researcher concluded that used reciprocal teaching technique in teaching and learning process that reciprocal teaching technique have been proven able to increase students' skill in increase learning abilities expected by researchers and including speaking skills. The similarities of the three research and the results of the researchers above explain that the use of reciprocal teaching technique in the classroom as a technique to improve students 'ability in teaching and learning process has the same result that reciprocal teaching technique proved capable and successful in improving students' learning

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[8] Gilang Pratama Putra, 2017, *The Use Of Reciprocal Teaching Technique For Improving Speaking Skill At The Seventh Grade Students Of Smpn 1 Mojoanyar Mojokerto,* Acessed on February, 08,2019, http://digilib.uinsby.ac.id/19415/35/Cover.pdf

ability and the difference from the results the previous study is the skill of the language and the method of reseacrh.

B. Some Partinent Ideas

1. Speaking

Speaking is known as oral skill that plays essential role in human interaction and communication. When people communicate their ideas minds and feeling to the other, they will speak as tool transfer what they want.

Byrne states that oral communication (speaking) is a two-way process between speaker and listener. Both speaker and listener have a positive function to perform. The speaker has to encode the message he wishes to convey in appropriate language while the listener has to encode or interpret the message. Speaking is a means of oral communication, in giving ideas or information to other. It is the most essential way in which the speakers can express themselves through the language. [9]

Speaking is one of the most difficult aspects for students to master. This is hardly surprising when one considers everything that is involved when speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person you are communicating with. It is important to give students as many opportunities as possible to speak in a

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[9] Muhammad Muklas, *Talking Chips Technique to Teach Speaking,* STKIP Nurul Huda Sukaraja, Acessed on 21 January 2019, 21.34

supportive environment. Gaining confidence will help students speak more easily.[10]

Almost all of our contact with family and friends and much of our contact with stranger involves speaking which is strongly governed by rules that lead not only what we should say but also how we say it.

Speaking is the verbal use of language to communicate with others. The purposes for which we wish to communicate with others are so large that they are innumerable.[11]

In speaking class, the students are hoped to express ideas, information to others. Practicing the use of language is very important to develop the students' speaking ability. Even though speaking is considered to be productive approach, it does not mean that speaking is a simple process. As mentioned before that speaking is a way to express our idea orally and bring messages from one person to others, so that we can make an interaction in verbal form and non-verbal form.

Among all language skills, speaking is considered as the most important skill. Ur stated that people who know a language are referred to as "speaker" of that language, as if speaking included all other kinds of knowing, and if not most foreign language learners are primarily in learning to speak.

The successful communication can be seen when mutual understanding between listeners and speakers in exchanging ideas works. Ur (1996) classifies the characteristic of the successful speaking activity as follows:

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[10] Putu Ayu Paramita Dharmayanti, *Improving Speaking Skill Through Suggestopedia,*Universitas Mahasaraswati Denpasar, Acessed on, 21 January 2019, 22.00.

[11] Yogie Agustina Nugraheni, *The effectiveness of Active Learning Video Entitled "Saying Sorry" To Improve Students' Speaking Ability In Learning Expression of Apologize,* Acessed on 21 January 2019

a. Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may be seen obvious but often most time is taken up with teacher talk or pauses.

b. Participation is even. Classroom discussion is not dominated by minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.

c. Motivation is high. Learners are eager to speak: because interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

d. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible level of language accuracy.

Speakers talk in order to have some effect on their listeners. They assert things to change their state of knowledge. They ask them to get information. They request things to get them do things for them. The nature of the speech act should therefore play a central role in the process of speech production. Speakers begin with the intention of affecting their listeners in particular way, and they select and utter sentences that they believe will bring this effect.

In communicating with other people, it is important to know whether the situation is formal or informal. Besides that, it is also important to know that the language, in this case English, can be standard or nonstandard so that they are able to communicate effectively. In speaking English as a foreign language the speaker obviously has to try to speak it in the way the native, speakers do. In order to be able to speak English better, it is important for him to learn all of the four skills in

English and master English phonetic as well, because it is very helpful to learn the language quickly and successfully.

In communication, speakers have to come up with a way of conveying information to someone else. They must plan what they want to say, choose the right words and the appropriate speech act, and then produce their utterances.

Speaking is one of the branch English skills which should be mastered by student. By speaking student may convey themselves in basic interactive skills such as greeting, apologizing, thanking, introducing, asking or offering for something. Some people suppose that somebody master English well if he or she has a good performance in speaking. Speaking is the process of building and sharing meaning through the use of verbal symbols, in variety of contexts.

a. Component of Speaking

Speaking is one of the language skills that have to be mastered in learning because it is the most important skills in getting communication and interact to other people. In conveying message, speaker has to master the components of speaking in order to make the listener understand. There are three components of speaking, they are:

1) Accuracy

Accuracy in speaking means someone can produce correct sentences in pronunciation, grammar, and word choice so can be understood. There are three components of accuracy: (1) Pronunciation, (2) vocabulary, (3) grammar. Pronunciation is the way in which a word is produced, the spelling of words in accordance with their usual pronunciation. Pronunciation teaching deals with

recognition or understanding the flow of speech and production of words. The aim of pronunciation teaching must be that the students can produce English speech which is intelligible in the areas where they use it.

When teacher teach English, they needs to be sure that the students can be understood when they speak. They need to be able to say what they want to say. This means that students' pronunciation should be at least adequate for that purpose.

Vocabulary is total number of which (with rules for combining them) make up the language. It consists of word, noun, verb, adjective, and adverb, and function words as preposition, conjunction, article, and pronoun. One of the special handicaps in speaking is caused by the lack of vocabulary. To make a communication goes along smoothly, students must know the English word to produce some sentences in order to express what they want to say.

Grammar is one of the major language components. It pertains to sentence and word. It figures the categories such as noun, subject, imperative clause, and so on. One often pre purposes that speaking communicatively does not have to use grammar. However, we sometimes do not realize that by ignoring grammar, we can misunderstand which may be it is not bad in relax conversation but it can really bring about serious bad effect in formal conversation.

2) **Fluency**

Fluency is highly complex notion relaxed mainly to smoothness of continuity in discourse. It thus includes a consideration of how sentences are

connected, how sentence pattern vary in word-order and omit elements of structure, and also certain aspects of the prosody of discourse.

3) Comprehensibility

Comprehensibility is the process of understanding of the utterance sent by the speaker done by the listener. Comprehensibility in speaking means that people can understand what we say and we can understand what they say.

b. The Elements of Speaking

In getting communication to other people, the speaker also has to consider about the elements of speaking as the one aspects that support both successful and components of speaking

Harmer states that the ability to speak English presupposes the elements necessary for spoken production as follows:

1) Language features

The elements necessary for spoken production, are the following:

   a) Connected speech: in connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weakened (through contractions and stress patterning). It is for this reason that we should involve students in activities designed specifically to improve their connected speech

   b) Expressive devices: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how

they are feeling (especially in face - to - face interaction). The use of these devices contributes to the ability to convey meanings.

c) Lexis and grammar: teachers should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval.

d) Negotiation language: effective speaking benefits from the negotiatory language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talks and it is very crucial for students[12]

2) Mental/ Social Processing

Success of speaker's productivity is also dependent upon the rapid processing skills that talking necessitates.

a) Language processing: Language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.

b) Interacting with others: effective speaking also involve a good deal of listening, an understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow others to do so.

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[12] Aidil Syah Putra, *The Correlation Between Motivation and Speaking Ability,* Universitas Muhammadiyah Tanggerang, Acessed on 22 January 2019

c) (On the spot) information processing: quite apart from our response ton other's feelings, we also need to be able to process the information they tell us the moment we get it.

Speaking a language is very difficult for learners because effective oral communication requires the ability to use the language appropriately in social interaction.

c. Types of Speaking

There are many language teaching strategies focused on mastering English speaking activities. Brown stated that there are two types of oral language that should be explained. The two types of spoken are described as follow: [13]

1) Monologue

In monologue, when one speaker uses spoken language for any length of time, as in speeches, lectures, reading, and hearers must process long stretches of speech without interruption the stream of speech will go on whether or monologue and unplanned monologue. The planned monologues differ considerably in their discourse structures. The unplanned monologue such as in speeches and other prewriting material usually manifest little redundancy and are therefore relatively difficult to comprehend.

2) Dialogue

Dialogue involves two or more speakers can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the

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[13] Siti Surinah Harahap, *An Analysis on Students Speaking Skill at Second Grade SMP 8 Rambah Hilir,* Universitas Pasir Pengaraian, Accessed on 22 January 2019

purpose is to convey proportional of factual information (transactional). In the dialogue, there are familiarity and unfamiliarity of interlocutors. If it is familiar, it will produce conversation with more assumption and implication. In addition, if it is unfamiliar the reference and meaning have to be made more explicit.

d. Types of Spoken Interaction

Speaking means that there is interaction between speaker and listener in order to convey message or information. In teaching learning activities, teacher may use some kinds of interaction in the classroom to make it varied. According to Ur (1996: 129), there are three types of interaction which can be used in classroom activity as follow:

1) Interactional Talk

This is to some extent a matter of learning conventional formulae of courtesy: how to greet, take leave, begin, and end conversations, apologize, thank, and so on.

2) Long Turns

The ability to speak at length is one which adult, more advanced or academic students will perhaps need and therefore needs cultivating; for other types of classes it may be less important.

3) Varied Situations, Feelings, and Relationships

It is certainly arguable that learners will need to function in a wide variety of such contexts, and it makes sense to give them opportunities to try using the target language in simulations of at least a selection of them.[14]

2. Reciprocal Teaching

Before implementation of reciprocal teaching technique, it is necessary to know how the reciprocal teaching technique is. Based on Farris's description, she stated that reciprocal teaching is one of the most carefully researched, prominent strategies. In this cooperative learning procedure, the teacher and the students work together to develop an understanding of the text. There are four thoughtfully integrated comprehension strategies at the core of this approach, prediction, questioning, seeking clarification, summarization.[15]

It means that, reciprocal teaching technique is a process to comprehend text by using four steps which is done by the teacher and the students to build their speculation about the text.

Reciprocal teaching is an approach used by teacher in cooperative learning method by applying four learning strategy, those are questioning, clarifying, summarizing, and predicting. Moreover, Santrock indicate that reciprocal teaching approach is a model of teaching involves the teacher and the students. In this approach, the teacher is explaining and modeling the strategy in comprehending the text firstly. Afterwards, the teacher asks the students to demonstrate the strategy and gives support when the students have learned. Therefore, the students

[14] Aidil Syah Putra, *The Correlation Between Motivation and Speaking Ability,* Universitas Muhammadiyah Tanggerang, Acessed on 22 January 2019

[15] Pamela J. Farris, *Teaching Reading a Balance Approach for Today's Classrooms*, (New York: The McGraw-Hill Company, 2004), p.340. Acessed on February, 08, 2019

will be motivated in teaching and learning process. Because it claims the students involvement or scaffolding system.[16]

Meanwhile, Elizabeth Walter defines, reciprocal as a reciprocal action or arrangement involve two people or groups of people who behave in the same way or agree to help each other and give each other advantages. 21 In other words, reciprocal is regarded as an interaction between two people or more gain same purpose cooperatively. Meanwhile teaching derived from word teach, it is defined as to give someone knowledge or to train someone. [17]

According to Palinscar and Brown, there are four components of reciprocal teaching, they are questioning, clarifying, summarizing and predicting:

Questioning involves the identification of information, themes, and ideas that are central and important enough to warrant further consideration. The central or important information, themes, or ideas are used to generate questions that are then used as self-tests for the reader. Questioning provides a contexts for exploring the text more deeply and assuring the construction of meaning.

Summarizing is the process of identifying the important information, themes, and ideas within a text, integrating these into a clear and concise statement that communicates the essential meaning of the text. It may be based on a single paragraph, a section of text, or an entire passage. Summarizing provides the impetus to create a context for understanding the specifics of a text.

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[16] Jhon.W. Santrock, *Psikologi Pendidikan*, (Jakarta:Prenada Media Group, 2007), p.427. Acessed on February, 08, 2019

[17] Elizabeth Walter, *Cambridge Advance Learner's Dictionary Third Edition*, (Cambridge: Cambridge University Press), p.1187. Acessed on February, 08, 2019

Clarifying involves the identification and clarification of unclear, difficult, or unfamiliar aspects of a text. These aspects may include awkward sentence or passage structure, unfamiliar vocabulary, unclear references, or obscure concepts. Clarifying provides the motivation to remediate confusion through rereading, the use of context in which the text was written and or read, and the use of external resources (e.g., dictionary or thesaurus).

Predicting involves combining the reader's prior knowledge, new knowledge from the text, and the texts structure to create hypotheses related to the direction of the text and the author's intent in writing. Predicting provides an overall rationale for reading to confirm or disconfirm self-generated hypotheses. Santrock states that using reciprocal teaching is to increase the students' ability to do some strategies to increase their understanding in reading.[18]

Trianto says that reciprocal is one of the approaches to teach the students about the learning strategies, those are questioning, clarifying, summarizing, predicting. In reciprocal, a teacher teaches the students about the important cognitive skills by creating studied experience, attitude modeling and helping the students to increase their skills for effort themselves by motivating, supporting and scaffolding system.[19]

a. The Purpose of the Reciprocal Teaching Technique

Pallinscar and Brown stated that, while students and teacher apply reciprocal teaching procedure, its purpose that the teacher prompts and shapes the

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[18] Jhon. W. Santrock, *Psikologi Pendidikan…*, p.427 Acessed on February, 08, 2019

[19] Trianto, *Mendesain Model Pembelajaran Inovatif-Progressif*. (Surabaya: Prenada Media Grup: 2009), p.174. Acessed on February, 08, 2019

students participation by using corrective feedback.[20] It means that, the teacher as guidance to maintain the activity and to give respond correctively in the classroom.

Moreover, Farris researched that careful supervision and practice will help students to master the step in an educationally interactive dialogue.[21] In this point, students can develop their understanding the steps within the dialogue between the teacher and the students.

Furthermore, Cotteral said that, firstly the strategy training allows them to gain confidence and expertise as they apply the four strategies to a variety of texts.[22] Using the reciprocal teaching technique, students could build their confidence for many kinds of texts. She also explained that the purpose of this interaction notion is to engage students' attention to the meaning of the text, it could bring students to identify the kind of problem they are finding, and to seek clarifications in a text. In short, by dialogue between students and the teacher will help the students concentrate and identify the text.

b. How to Use Reciprocal Teaching Technique

1) The teacher will make a several group and in one group there are four students.

2) In the group the students will get job as a predictor, clarifier, questioner and summarizer.

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[20] Annemarie Pallinscar and Anna Brown, "Reciprocal Teaching: A means to a Meaningful End", in Jean Osborn, (ed), *Reading Education: Foundations for a Literate America, (Urbana Campaign* : D.C Health and Company, 1985), p.299.

[21] Pamela J. Farris, *Teaching Reading*..., p.341.

[22] Sara Cotteral, "Reciprocal Teaching: A problem Solving Approach to Reading", *Guidelines a Periodical for Classroom Language Teachers 12 (1991)*, p.31-39.

3) Predicting, the students who get as a predictor have to predict what the topic will be about and explain in front of their friends.

4) Clarifying, the students who get as a clarifying have to strengthen what the predictor statement .

5) Questioner, the students who become a questioner have to give the question that can make the topic complete and clear after the predictor and clarifier give statement about the topic.

6) Summarizer, the students who become a summarizer have to make a conclusion about what they have discussed and present in front of all the other groups.

c. The Advantages of Reciprocal Teaching Technique

1) It encourages students to think about their own thought process during speaking.

2) It helps students learn to be actively involved and monitor their skill as they speak.

3) It teaches students to ask questions during speak and helps make the text more skill.

In accordance with Palinscar and Brown who introduced this technique, the formal definition of reciprocal teaching is as follows: Reciprocal teaching refers to an instructional activity that takes place in the form of a dialogue between teachers and students regarding segments of text. [23]Therefore, in order all students got more active in the dialogue process of discussion in applying predicting,

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[23] Annemarie Palinscar and Ann Brown, "Reciprocal Teaching of Comprehension-Fostering and Comprehension-Monitoring Activities, 1984, *Cognition and Instruction*, 1, 2, (http://eca.state.gov/forum/ vols/vol33/no4/p29.htm, accessed on December 19, 2016)

summarizing, clarifying, and questioning about reading material given, the researcher and collaborator gave any help to lead the student involve in those activities. In other words, the researchers gave scaffolding to the students until they could lead and do discussion in good order. Summarizing provides the chance to identify the most important information of the text. Questioning reinforces the summarizing strategy and carries the learner one more step along in the comprehension activity. Clarifying gives an opportunity to students to clarify any unfamiliar message, difficulty word and if they have problem they might reread the difficulty one for asking help in discussion.

C. **Conceptual Framework**

The conceptual framework in this research is present as following as:

```
                    ┌─────────────────────┐
                    │  Teaching speaking  │
                    │        skill        │
                    └──────────┬──────────┘
                               │
                               ▼
        ┌──────────────────────────────┐      ┌──────────────────────────────────────┐
        │   Using Reciprocal Teaching   │─────▶│ • It encourages students to think.     │
        └──────────────┬───────────────┘      │ • It helps students learn to be actively.│
                       │                       │ • It teaches students to ask questions.  │
                       ▼                       └──────────────────────────────────────┘
 ┌───────────┐  ┌───────────┐  ┌───────────┐  ┌────────────┐
 │ Predictor │  │ Clarifier │  │ Questioner│  │ Summarizer │
 └───────────┘  └───────────┘  └─────┬─────┘  └────────────┘
                                      │
                                      ▼
              ┌──────────────────────────────────────┐
              │ The Improvement of student's speaking │
              │   skill By Using Reciprocal Teaching  │
              └──────────────────┬───────────────────┘
                                 │
            ┌────────────────────┼────────────────────┐
            ▼                    ▼                    ▼
    ┌──────────────┐     ┌──────────────┐     ┌───────────────────┐
    │   Accuracy   │     │   Fluency    │     │  Comprehensibility │
    └──────────────┘     └──────────────┘     └───────────────────┘
```
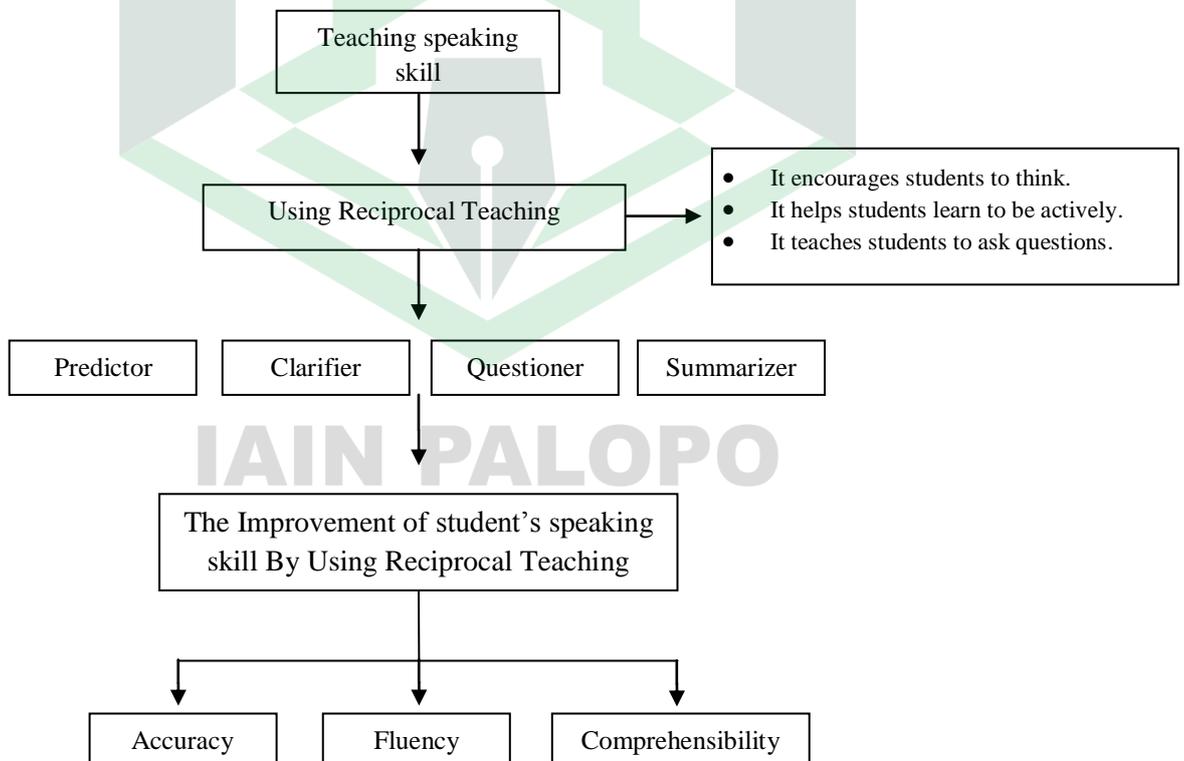
In the diagram above is classified in the following:

There are some way to improve students speaking skill by reciprocal teaching, the teacher will make students interest in learning process. In connection with the importance of speaking skill in the students in beginner learner study as English teacher should look for some effective way teaching by using reciprocal teaching strategy. One way for effective learning teaching is considered to be useful if students-teacher create a good situation and with use reciprocal teaching strategy in learning process make effective teaching speaking, can improve speaking skill motivation the students speaking skill by using reciprocal strategy solving problem can improving students speaking skill.

D. Hypothesis

In this research the research purposes the following hypothesis as:

    a.   H1 = The use of reciprocal teaching is effective to improve the student's speaking skill.

    b.   H0 = The use of reciprocal teaching is not effective to improve the student's speaking skill.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research applied quasi experimental research method. It involved two groups of students with pretest and post-test design. Quasi-experimental methods that involved the creation of a comparison group are most often use when it is not possible to randomize individuals or groups to treatment and control groups. This was always the case for ex-post impact evaluation designs. It may also be necessary to used quasi-experimental designs for ex-ante impact evaluations, for example, where ethical, political or logistical constraints, like the need for a phased geographical roll-out, rule out randomization.[46]

This research applied quasi experimental method, whether the reciprocal teaching technique could increase speaking skill students at the second semester English Study Program of IAIN Palopo, The formula as follow:

$$E = O_1 \ X_1 O_2$$
$$C = O_1 \ X_1 O_2$$

Where:

O_1 = Pre-test

O_2 = Post-test

E   = Experimental class

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[46]Novia, *Quasi Experimental Design and Methods,* file:///C:/Users/NOVIA/Documents/New%20folder/Downloads/QuasiExperimental_Design_and_Methods_ENG.pdf. Accessed on 29th January 2019.

C	= Control class
X1	= Treatment for experimental class
X_2	= Treatment for control class

B. Variables

There were two variables in this research namely independent variable and dependent variable. The independent variable is the used of reciprocal teaching technique and the dependent variable is the students' increased in speaking skill.

C. Population and Sample

1. Population

The population of the research used the second semester English study program of IAIN Palopo.

2. Sample

In this research, the researcher applied purposive sampling technique in taking the sample. It means that the researcher took class B and C as a sample because have a same level in speaking skill and the sample in this research was the second semester eEnglish Study Program of IAIN Palopo an object of this research.

D. Instrument of The Research

1. Speaking Test

The researcher used oral test. In conducting the test, the researcher gave a test to the students at IAIN Palopo of English program study at the second semester by following the question "Tell me about your interesting experience" and the student's have to explain about the interesting experiences that have been

passed by the students. The post test the reseacrh used oral test and gave a test to the students at IAIN Palopo of English program study at the second semester by following the question "Tell me about your unforgettable experience" and then the students have to explain about theirs unforgetable experiences. From that the test the reseach scored the students Accuracy, Fluency, and comprehensibility.

2. Audio/Video

The researcher use audio and video for supporting the researcher in analyzing the students speaking test.

E. Procedure in Collecting Data

1. Experimental Class

This research activity began with pre-test and ends with post-test. This research activity planed through several treatments. Any treatment conducted by researchers in learning could be described as followed:

a. Pre-test

Before treatments took place,

1) Both groups gave a pre-test.

2) The pre-test used to derive two groups of students who were equal each other in speaking ability.

3) In the pre-test, the researcher gave oral test to the students as long as 7 minutes in order to know their basic speaking ability.

4) Then the researcher analyzed the result of the students speaking test.

b. Treatment

1) The first prepared to open the lesson, by greeting and praying together

2) Teacher checked student attendance and after that entered the material

3) After the teacher finished explaining, the teacher gave the students to make a group.

4) After all students had a group the researher gave the material.

5) After that the teacher gave instruction about the next learning that was by used reciprocal teaching technique

6) The stages of the process of used reciprocal teaching

   a) Teachers instruct students to create groups

   b) The students in one group got different job (Predictor, Clarifier, Questioner, Summarizer)

   c) The students have to presented the material that they got in front of their group.

   d) After the students finished their presentation, the teacher asked to the students to make a conclusion (All of the group).

   e) One group the summarizer should to presented their conclusion in front of all groups in the class and the teacher.

7) The final stage the teacher again took over the class and again conclude from all the results discussed by the student earlier.

c. Post-test

The end of the treatments, both Experimental and Control class gave a post-test to check the effective of the treatments. In the post test, the researcher used oral test which supplied about unforgetable experience.

2. Control Class

   a. Pre test

      Before treatments took place,

      1) Both groups gave a pre-test.

      2) The pre-test used to derive two groups of students who were equal each other in speaking ability.

      3) In the pre-test, the researcher gave oral test to the students as long as 7 minutes in order to know their basic speaking ability.

      4) Then the researcher analyzed the result of the students speaking test.

   b. Treatment

      1) The first prepared to open the lesson, by greeting and praying together

      2) Check the students attended

      3) After that the researcher made a several group

      4) And then the researcher told about the topic

      5) The students make a conclusion or opinion about the topic and explained in front theirs friends.

      6) the students can ask to the researcher about the material that they didn't understand.

      7) The session the students got a homework to make resume about the material..

c. Post-test

The end of the treatments, both Experimental and Control class gave a post-test to check the effective of the treatments. In the post test, the researcher used oral test which supplied about unforgetable experience.

F. Technique of Data Analysis

In speaking test, the researcher conducted the recorded data for tabulating and scoring the students' ability in speaking English during improvisation process.

1. Scoring and Tabulating Students' Speaking Test Result

The students' score described separately into the value of speaking accuracy, fluency, and comprehensibility. In measuring the students' speaking ability of accuracy, fluency, and comprehensibility, the researcher used levels of classification scores as follows:

Table 3.1 Level of Classification Score of Accuracy

a. Accuracy

Classification	Score	Criteria
Excellent	6	Pronunciation only very slightly influence by the mother tongue, two or three grammatical errors
Very good	5	Pronunciation is slightly influence by the mother tongue. A few minor grammatical and lexical errors but most utterance is correct.
Good	4	Pronunciation is still moderately influenced by the mother

		tongue but no serious phonological errors. A few grammatical and lexical errors some of which cause confusing.
Average	3	Pronunciation seriously influenced by mother tongue. Only a few serious phonological errors, and several grammatical and lexical errors some of which cause confusing.
Poor	2	Pronunciation seriously influenced by mother tongue with errors causing a breakdown in communication many "basic" grammatical and lexical errors.
Very poor	1	Serious pronunciation errors as well as many "basic" grammatical and lexical errors. No evidence of having mastered any of the language approach and areas practiced in the course.

Heaton: 1991: 100

Table 3.2 Level of Classification Score of Fluency

b. Fluency

Classification	Score	Criteria
Excellent	6	Speak without too great an effort with a fairly wide range of expression. Search for word occasionally by only one or two unnatural pauses.
Very good	5	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a

		few unnatural pauses.
Good	4	Although he has to make an effort and search for words, there are not many unnatural pauses. Fairly smooth. Delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range expression.
Average	3	Has to make an effort for much of time. Often has to search for desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range of expression.
Poor	2	Long pauses while he searches for desire meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range of expression.
Very poor	1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At time gives up making the effort. Very limited range of expression.

Heaton: 1991: 100

Table 3.3 Level of Classification Score of Comprehensibility

c. Comprehensibility

Classification	Score	Criteria
Excellent	6	Easy for the listener to understand the speaker, attention and general meaning. Very few interruptions and classification required.
Very good	5	The speakers' intention and general meaning are fairly clear. A few interruptions by listeners for sake of clarification are necessary
Good	4	Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey massage or to seek clarification.
Average	3	The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the speaker' more complex or longer sentences.
Poor	2	Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone who is to listening to the speaker.
Very poor	1	Hardly anything of what is said can be understood. Even when the listeners make great effort or interruption. The speaker is unable to clarity anything they seems to have

said.

(Heaton, 1991: 100)

To find the subject mean score, the quantitative evaluation above were converted into nominal.

SCORE	CLASSIFICATION
84-100	Excellent
69-83	Very good
51-68	Good
33-50	Fair
18-33	Poor
1-17	Very poor

G. Data Analysis

The students' English proficiency data analyzed by tabulation, appraisal, calculating frequency and percentage of student scores, calculating average scores, finding standard deviations to measure improvements between pre-test and post-test, finding out significant differences between means of two group on some independent variables, and test the data normality by calculating the t-test value that applied the Statistical Package for Social Sciences (SPSS).

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with the research findings and the discussion. The findings in this part consists of the data obtained through the test in order to know the effect of teaching English Increasing students' speaking skill by using reciprocal teaching technique. The findings that the researcher reported in this chapter are based on the analysis of data collected. The discussion deals with the description, arguments and further interpretation of the findings in the research.

A. Findings

As the researcher explain in the previous chapter that to collect the quantitative data in this research, the researcher used pre-test and post-test to collect data of the students' English speaking skill. The components of students' speaking skill consisted of three parts: Accuracy, fluency, and Comprehensibility to analyze the data obtained from the test, the researcher used the t-test (test of difference).

1. The Analysis of Students' Score of Experimental Class and Control Class

The researcher find the score for pretest and posttest of both classes on the students' speaking achievement results. In this part, researcher reported the result of each class by comparing pretest and posttest and the result of both classes by comparing the pretest and posttest of both classes.

a. **Students' Score of Experimental Class**

1) **Scoring Classification of Students' Pretest and Posttest of Experimental Class**

In this classification, the researcher presented the frequency and percentage of the students' pretest and posttest of experimental class. It showed the improvement of the students in experimental class before giving treatment by using scrabble game and after the treatment.

Table 4.1 Frequency and Percentage of Students' Pre-test of Experimental class

No	Classification	Score	Frequency of Pretest			Percentage		
			Accuracy	Fluency	Comprehensibility	Accuracy	Fluency	Comprehensibility
1	Excellent	84-100						
2	Very Good	69-83						
3	Good	51-68		2	4		12%	24%
4	Average	33-50	1	5	9	6%	29%	52%
5	Poor	18-33	16	10	4	94%	59%	24%
6	Very Poor	1-17						
Total			**17**			**100%**		

Table above shows that most of students in experimental class are classified poor before giving the treatment.

Table 4.2 Frequency and Percentage of Students' Post-test of Experimental class

No	Classification	Score	Frequency of Pretest			Percentage		
			Accuracy	Fluency	Comprehensibility	Accuracy	Fluency	Comprehensibility
1	Excellent	84-100	3	8	4	18%	47%	24%
2	Very Good	69-83	8	5	6	47%	29%	35%
3	Good	51-68	6	4	7	35%	24%	41%
4	Average	33-50						
5	Poor	18-33						
6	Very Poor	1-17						
Total			**17**			**100%**		

Table above shows that most of students in experimental class are classified Excellent and Very Good after giving the treatment. It proves from the percentage of students result in post-test.

2) The Mean Score and Standard Deviation of Students' Pretest and Posttest of Experimental Class

The result of the students' pretest and posttest of experimental class was indicated by the mean score and standard deviation. The analysis of the mean score meant to know if there was a difference between the students' score in pretest and posttest of experimental class.

Table 4.3 The Mean Score and Standard Deviation of Students' Pretest and Posttest of Experimental class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Eksperimen	17	27	56	38,70	9,129
Post-Test Eksperimen	17	65	90	77,76	8,828
Valid N (listwise)	17				

Table above shows that there was a different between the mean score of pretest and posttest in experimental class. The mean score of posttest was higher than the mean score of pretest (77,76 > 38,70). It means that there was an improvement after giving the treatment by using reciprocal teaching tehnique. The standard deviation of posttest was lower than the standard deviation of pretest (8,828 < 9,129). It means that the score range of posttest was closer than the score range of pretest to the mean score.

3) The Calculation of t-test Pretest and Posttest for Experimental Class

The data shown in the table 4.3 below indicates the students' score of experimental class before conducting the treatment (pretest) and after treatment (posttest).

Table 4.4 The Paired Sample Test of Pretest and Posttest for Experimental Class

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test - Post-Test	-39,058	8,692	2,108	-43,528	-34,589	-18,527	16	,000

Table above indicates that the statistical hypothesis was based on statistic test of pretest and posttest in probability value (significant 2-tailed), probability value was lower than alpha (0.00 < 0.05). It means that there was a statistically significant difference between students' score in pretest and posttest of experimental class aftergiving treatment by using reciprocal teaching.

b. Students' Score of Control Class

1) Scoring Classification of Students' Pretest and Posttest of Control Class

The following table was the data obtain from the control class before and **after treatment without reciprocal teching.**

Table 4.5 Frequency and Percentage of Students' Pretest of Control Class

No	Classification	Score	Frequency of Pretest			Percentage		
			Accuracy	Fluency	Comprehensibility	Accuracy	Fluency	Comprehensibility
1	Excellent	84-100						
2	Very Good	69-83						
3	Good	51-68		1	4		6%	24%
4	Average	34-50	7	7	5	41%	41%	29%
5	Poor	18-33	10	9	8	59%	53%	47%
6	Very Poor	1-17						
	Total		**17**			**100%**		

Table above shows that most of students in control class were classified, good, average, and poor. none of them were in very good and excellent classification.

Table 4.6 Frequency and Percentage of Students' Post-Test of Control Class

No	Classification	Score	Frequency of Pretest			Percentage		
			Accuracy	Fluency	Comprehensibility	Accuracy	Fluency	Comprehensibility
1	Excellent	84-100						
2	Very Good	69-83						
3	Good	51-68	1	1	3	6%	6%	18%
4	Average	34-50	8	9	7	47%	53%	41%
5	Poor	18-33	8	7	7	47%	41%	41%
6	Very Poor	1-17						
	Total		**17**			**100%**		

Table above Shows that After giving the treatment without reciprocal teaching, some students were still in good, average, and poor classification, none of them were in very good and excellent classification.

2) The Mean Score and Standard Deviation of Students' Pretest and Posttest of Control Class

The result of the students' pretest and posttest of control class was indicated by the mean score and standard deviation. The analysis of the mean score was meant to know if there was a difference between the students' score in pretest and posttest of control class. The standard deviation needed to know how closer the scores to the mean score.

Table 4.7 The Mean Score and Standard Deviation of Students' Pretest and Posttest of Control Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Kontrol	17	27	56	37,70	11,262
Post-Test Kontrol	17	27	62	40,47	10,583
Valid N (listwise)	17				

Table above shows that the mean score of posttest was higher than the mean score of pretest of control class (40.47 > 37.70) and the standard deviation in posttest was lower than the standard deviation of pretest (10.583 < 11.262). It means that there was improvement of the students' score in control class after giving the treatment without scrabble game.

3) The Calculation of t-test Pretest and Posttest for control class

The data shown in the table below indicates the students' score of control class before conducting the treatment (pretest) and after the treatment (posttest).

Table 4.8 The Paired Sample Test of Pretest and Posttest of Control Class

Table above indicates that probability value was higher than alpha (.243>

Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test Kontrol - Post-Test Kontrol	-2,764	9,410	2,282	-7,603	2,073	-1,211	16	,243

0.05). It means that there was no statistically significant improvement of students' score of control class after giving the treatment without reciprocal teaching.

c. Students' Score of Experimental and Control Class

1) Scoring Classification of Students' Pretest Result of Experimental and Control Classes

The researcher found the pretest results of the students in frequency and percentage for experimental class and control class as shows below:

Table 4.9 Frequency and Percentage of Students' Pretest of Experimental Class

No	Classification	Score	Frequency of Pretest			Percentage		
			Accuracy	Fluency	Comprehensibility	Accuracy	Fluency	Comprehensibility
1	Excellent	84-100						
2	Very Good	69-83						
3	Good	51-68		2	4		12%	24%
4	Average	33-50	1	5	9	6%	29%	52%
5	Poor	18-33	16	10	4	94%	59%	24%
6	Very Poor	1-17						
Total			**17**			**100%**		

Table above shows that most of the students' pretest results for experimental class were in average and poor classification.

Table 4.10 Frequency and Percentage of Students' Pretest of Control Class

No	Classification	Score	Frequency of Pretest			Percentage		
			Accuracy	Fluency	Comprehensibility	Accuracy	Fluency	Comprehensibility
1	Excellent	84-100						
2	Very Good	69-83						
3	Good	51-68		1	4		6%	24%
4	Average	34-50	7	7	5	41%	41%	29%
5	Poor	18-33	10	9	8	59%	53%	47%
6	Very Poor	1-17						
Total			**17**			**100%**		

In control class, table above indicates that most of students were in average and poor classification. It was found the same result in the control class that there was none in very good and excellent classification.

2) **Scoring Classification of Students' Posttest Results of Experimental and Control Classes**

Table above shown below describes that the frequency and percentage of the students' posttest score taught by reciprocal teaching was different from those who taught without reciprocal teaching.

Table 4.11 Frequency and Percentage of Students' Posttest of Experimental Class

No	Classification	Score	Frequency of Pretest			Percentage		
			Accuracy	Fluency	Comprehensibility	Accuracy	Fluency	Comprehensibility
1	Excellent	84-100	3	8	4	18%	47%	24%
2	Very Good	69-83	8	5	6	47%	29%	35%
3	Good	51-68	6	4	7	35%	24%	41%
4	Average	33-50						
5	Poor	18-33						
6	Very Poor	1-17						
	Total			17			100%	

Table above indicates that none of them in average, poor and very poor classification.

Table 4.12 Frequency and Percentage of Students' Posttest of Control Class

No	Classification	Score	Frequency of Pretest			Percentage		
			Accuracy	Fluency	Comprehensibility	Accuracy	Fluency	Comprehensibility
1	Excellent	84-100						
2	Very Good	69-83						
3	Good	51-68	1	1	3	6%	6%	18%
4	Average	34-50	8	9	7	47%	53%	41%
5	Poor	18-33	8	7	7	47%	41%	41%
6	Very Poor	1-17						
	Total			17			100%	

Table above indicates that in control class, none of students was in excellent and very good classification, most of them were still in average, poor, and very poor classification.

3) The Mean Score and Standard Deviation of students' Pretest of Experimental and Control Classes

Before the treatment conducted both of the experimental and control class were given pretest to know the students achievement on their vocabulary. The purpose of the test was to find out whether both experimental and control class were in the same level or not. The standard deviation was meant to know how close the scores to the mean score.

Table 4.13 The Mean Score and Standard Deviation of Students' Pretest of Experimental and Control Classes

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Eksperimen	17	27	56	38,70	9,129
Pre-Test Kontrol	17	27	56	37,70	11,262
Valid N (listwise)	17				

Table above shows that the mean score of students' pretest of experimental class was 38.70 and control class was 37.70. Based on the table 4.11 shown above, it was concluded that the students' mean score of experimental class was statistically almost closer with control class.

4) The Calculation of t-test Pre-test for Experimental and Control Classes

The data shown in the table 4.10 below indicates the achievement of experimental and control class before giving the treatment.

Table 4.14 The Paired Samples Test of Pretest for Experimental and Control Classes

Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test Eksperimen - Pre-Test Kontrol	1,000	13,219	3,206	-5,796	7,796	,312	16	,759

Based on the statistics test of pretest in probability value (significant 2-tailed), probability value was higher than alpha (.759> 0.05). It means that there was no a statistically significant difference between the average score of the students' pretest in both experimental and control classes. In other words, the students' score of both classes before conducting the treatment was almost same.

5) The Mean Score and Standard Deviation of Students' posttest of Experimental and Control Classes

In this section, the researcher presents the difference of the students' score after treatment of experimental and control classes. The result of posttest was shown in table below:

Table 4.15 The Mean Score and Standard Deviation of Students' Posttest of

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Post-Test Eksperimen	17	65	90	77,76	8,828
Post-Test Kontol	17	27	62	40,47	10,583
Valid N (listwise)	17				

Table above shows that mean scores of both experimental and control class were different after treatment. The mean score of experimental class was higher than control class (77.76 > 40.47) and the standard deviation for experimental class was 10.583 and control class was 8.828.

It shows that after giving treatment, the result of experimental class on the mean score was higher than the control class. It proves that reciprocal teaching improve students' speaking rather than without reciprocal teaching.

6) **Students' Score Achievement of Experimental and Control Classes**

The tabulation data for the students' score achievement can be seen as follows:

Table 4.16 Students' Vocabulary Achievement for Experimental and Control Classes

	Pretest		Posttest	
	Experimental	Control	Experimental	Control
Respondents	17	17	17	17
Mean	38.70	37.70	77.76	40.47
SD	9.129	11.262	8.828	10.583

Table above shows that the total number of respondents for each class which experimental class was 17 students and control class was 17 students. The mean score and standard deviation showed difference in pretest and posttest to both classes.

From the data shown in the table above the mean score pretest of experimental class and control class were statistically the same before giving the treatment. After giving the treatment, the posttest score of both classes; experimental and control classes shows a difference mean score.

7) The Paired Sample of t-test Posttest for Experimental and Control Classes

The data were shown in the table below indicated the achievement of experimental and control classes after the treatment.

Table 4.17 The Paired Sample Test Posttest for Experimental and Control Class

Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Post-Test Eksperimen - Post-Test Kontol	37,294	17,828	4,323	28,127	46,460	8,625	16	,000

Table above indicated that the statistical hypothesis was based on statistic test in probability value (significant 2 tailed), the probability value was lower than alpha (0.00 < 0.05). It means that H_1 was accepted and H_0 was rejected. It was concluded that after giving the treatment to the both classes, using reciprocal teching in experimental class and without scrabble game in control class, the students' score of both classes was statistically different. It indicated that reciprocal teaching can improve rather than without reciprocal teaching in improving students' speaking.

B. Discussion

Based on the finding of the research the data analysis above shows that reciprocal teaching technique improve students' speaking skill in posttest, it can be seen on the table before after giving treatments continually by using reciprocal teaching technique the mean score students' experimental class while students' control class was teaching without using reciprocal teaching technique. Reciprocal teaching technique got more benefit when the activity in class focus on the students to the students and the teacher just guide the students. Palinscar and Brown said teachers can teach students cognitive skills by creating learning experiences, students develop them independently and teachers help provide encouragement, and supporting.

In this part, the researcher take 3 students as the representation who has different ability they are students R 5, R 7, and R 9. From these three students' was different comparison on speaking skill of reciprocal teaching technique are excellent, good and poor in experimental class. The first student is student R 5, the researcher found the students in the pre-test got poor (Accuracy, Fluency, and Comprehensibility) classification, and after the researcher gave treatment reciprocal teaching technique to the student, the student got good (Accuracy, Fluency, and Comprehensibility) classification in the post-test.

The second student is student R 7, before gave a treatment reciprocal teaching technique, the researcher found the student in the pre-test got poor (accuracy and fluency) and get average (Comprehensibility) in classification, and after the researcher gave treatment reciprocal teaching technique to the student, the student

got very good (Accuracy and comprehensibility) and got Excellent (Fluency) classification in the post-test.

The third student is student R 9, before gave a treatment reciprocal teaching technique, the researcher found the student in the pre-test got average (Accuracy) and got good (Fluency and Comprehensibility) classification, and after the researcher gave treatment reciprocal teaching technique to the student, the student got excellent (Accuracy, Fluency and Comprehensibility) classification in the post-test.

In control class the researcher found different from the experimental class. The first student is student R 5, before gave a treatment, the researcher found the student in the pre-test got average (accuracy), got average (fluency), and get good (Comprehensibility) in classification, and after the researcher gave treatment teacher centre to the student, the student got good (Accuracy and Fluency) and got Very Good (comprehensibility) classification in the post-test.

The second student is student R 11, before gave a treatment, the researcher found the student in the pre-test got poor (accuracy), got average (fluency and Comprehensibility) in classification, and after the researcher gave treatment teacher centre to the student, the student got average (Accuracy and Fluency) and got Good (comprehensibility) classification in the post-test.

The first student is student R 17, before gave a treatment, the researcher found the student in the pre-test got poor (accuracy, fluency and Comprehensibility) in classification, and after the researcher gave treatment

teacher centre to the student, the student got poor (accuracy, fluency and Comprehensibility) in classification in the post-test.

In this research, there were previous researchers; the first, Todd, In her research entitled *Reciprocal Teaching and Comprehension states, purpose of this study was to investigate how reciprocal teaching affected vocabulary acquisition and reading comprehension in four at-risk students in a fourth grade inclusion classroom*. The different between Todd research and this research were in instrument of research. The instrument of the researcher use single subject research study method and also the English ability. The similarities between Rebeca B. Todd research and this research are the result of the research and used reciprocal teaching technique in learning process.

The second research is Jesisca Davidson, in her research entitled *Improving Reading Comprehension through Reciprocal Teaching states study was completed to find if there is significant improvement in reading comprehension levels in students who were taught Reciprocal Teaching strategies*. The different between Jesisca Davidson's research use completed using DRA2. The similarities between Jesisca Davidson's with this research is the result of the research and used reciprocal teaching technique in learning process.

The third research is Gilang Pratama Putra, in his research entitled *the use of reciprocal teaching technique for improving speaking skill at the seventh grade students of smpn 1 mojoanyar mojokerto states*. The different between Gilang Pratama Putra's is the research using quantitative and qualitative method. The

similarities between Gilang Pratama Putras's research and this research are the result of the research and using reciprocal teaching technique in learning process.

Based on explanation, teaching speaking skill by using reciprocal teaching technique at the second semester English Study Program at IAIN Palopo, the students got significant improvement in their score speaking skill. Therefore, it could be stated that reciprocal teaching technique in teaching learning of speaking have solved the students' speaking problem and increase the students' speaking skill for the the second semester English Study Program at IAIN Palopo. So, the hypothesis proposed in this research which says "reciprocal teaching technique is effective to improve speaking skill" is accepted.
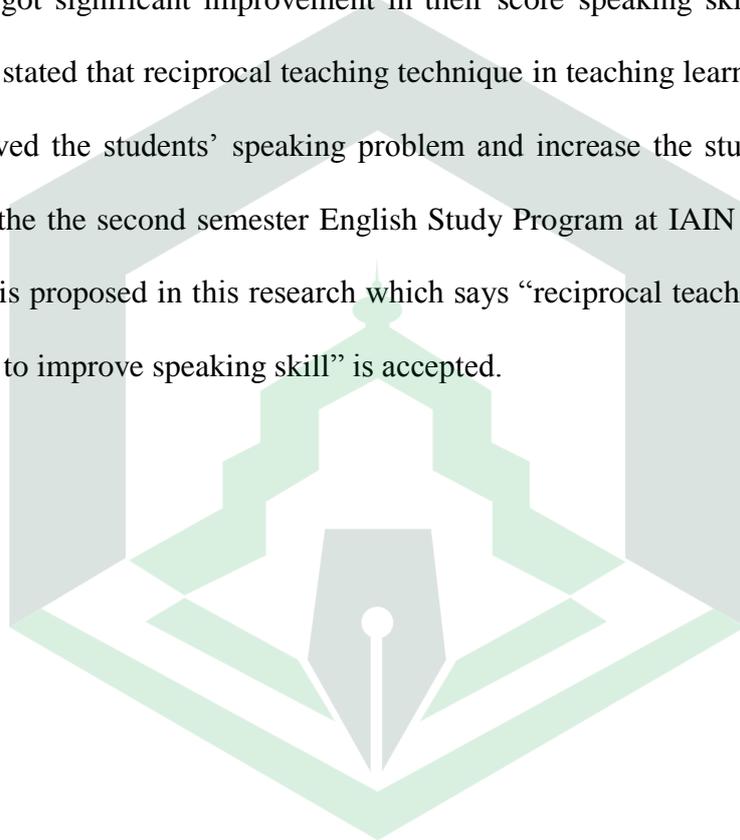
CHAPTER V

CONCLUSION AND SUGGESTION

Based on the findings data analysis and the discussion in the previous chapter, the researcher comes to the research conclusion and suggestion as follows:

A. Conclusion

Based on the data which had been analyzed, Reciprocal Teaching Technique can improve the students speaking skill at second semester English Study Program of IAIN Palopo. Its base on the data table 4.14 the paired sample of t-test posttest for experimental and control classes show that the probability value was lower than alpa (0.00< 0.05).

B. Suggestion

Based on the conclusion above, the success in learning English does not depend on the lesson plan only, but more important is how the teachers present the lesson and use various techniques to manage the class more lively and enjoyable. The reciprocal teaching also helps the teachers to manage the class well and give much opportunity for the students to be active in learning process. Regarding to learn in speaking through reciprocal teaching technique, the research gives some suggestions as follow:

a. The students should be active in teaching learning process and do more practice in the class. The students have to improve their speaking with various activities individually and in classes.

b. The teacher should be more selective in choosing suitable methods, techniques, and model in teaching English to make students more interested, enjoyable and fun in learning. The researcher suggested the teacher to use the reciprocal teaching in teaching speaking because it encouraged students' motivation in learning English.

c. The students should be more active than the teacher in learning English process because to make our speaking is better we have to always practice.
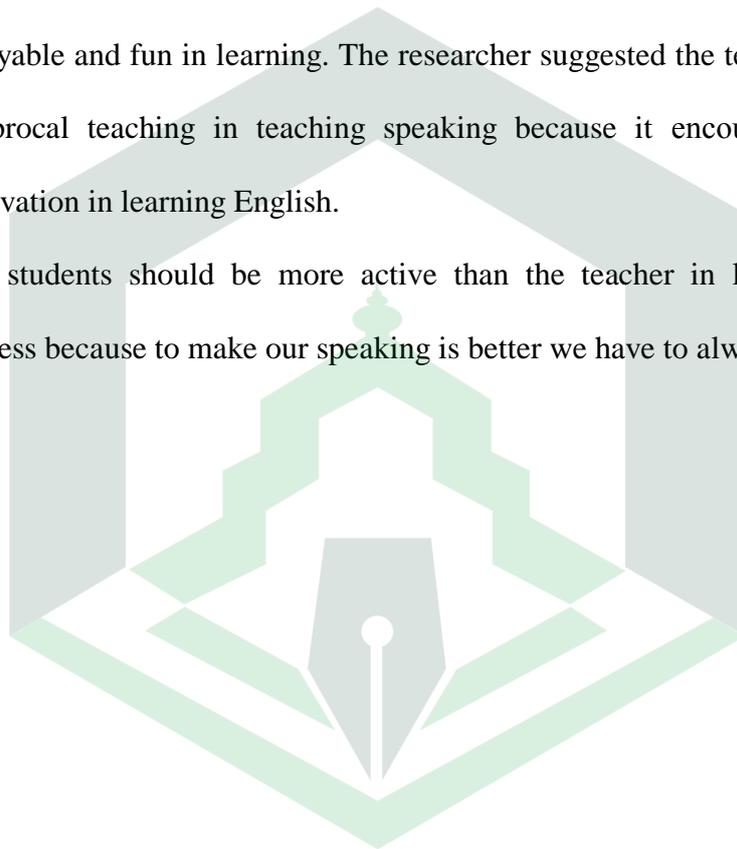
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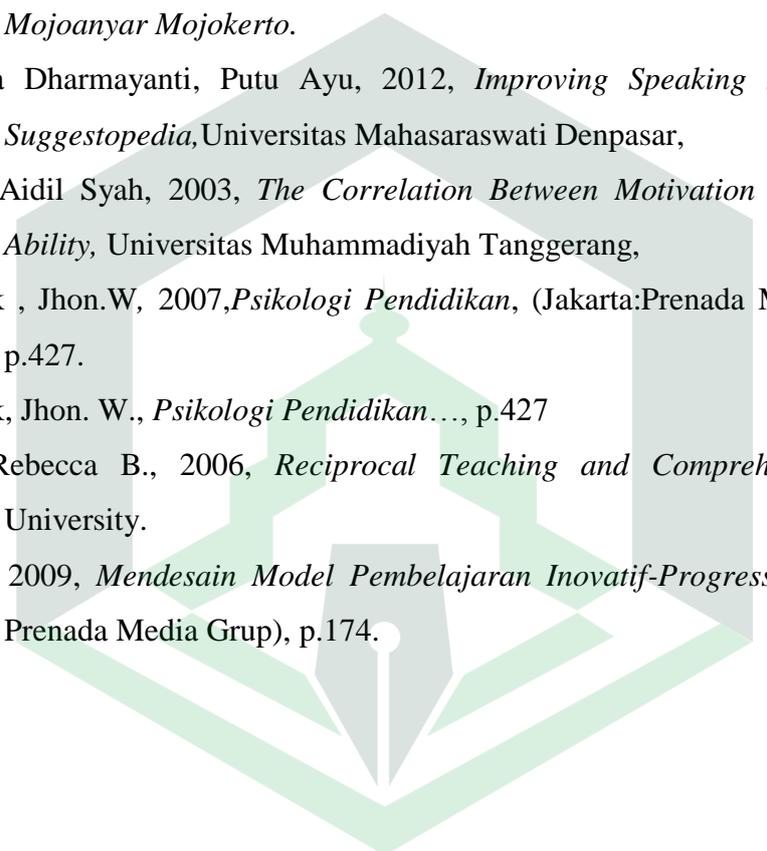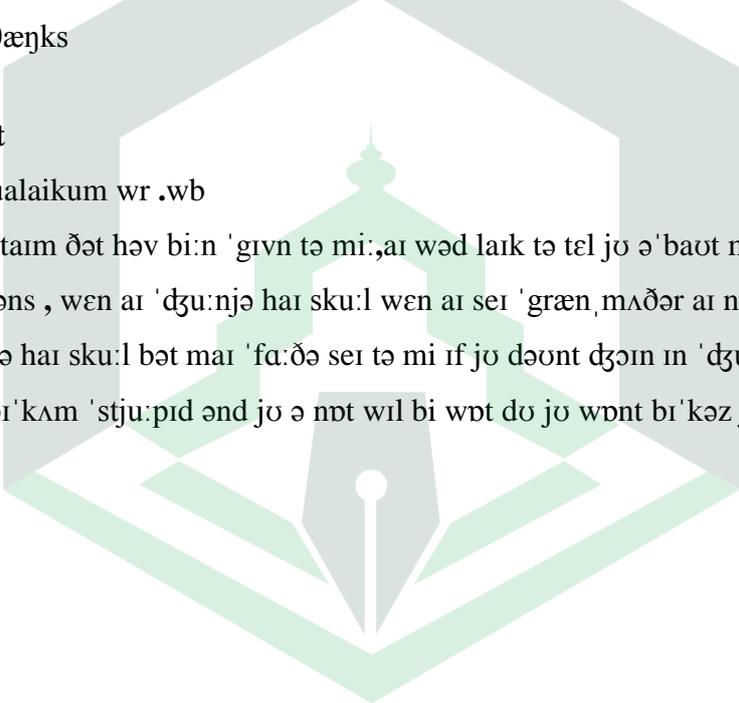
APPENDICES

Responden 5

BIG B

Pre-Test

Assalamualaikum wr wb

maɪ neɪm z delvin ənd maɪ ˈɪntrɪstɪŋ ɪksˈpɪərɪəns ɪz wəz ɪn ˈsiːnjə haɪ skuːl ɪf aɪ ˈleɪ zi tə ˈstʌdi aɪ wɪl gəʊ tə ðə cantin ənd ɪf dəʊnt leɪt ˈstʌdi ɪn təˈdeɪ aɪ wɪl gəʊ tə həʊ m maɪ frɛndz ˈpleɪɪŋ ə geɪm ənd ˈwɒtʃɪŋ ˌtiːˈviː ənd saya pernah mendapat surat pe manggilan ɔːˈræŋ tua bɪˈkəz aɪ dəʊnt kʌm ɪn skuːl ðeə deɪz bɪˈkəz aɪ gəʊ tə həʊm maɪ frɛndz ənd maɪ ˈfæmɪli dəʊnt laɪk mi bɪˈkəz aɪ gəʊ tə skuːl bət aɪ əm nɒt kʌm tə skuːl. θæŋks

Post-Test

Assalamualaikum wr .wb

θæŋks fə taɪm ðət həv biːn ˈgɪvn tə miː,aɪ wəd laɪk tə tɛl jʊ əˈbaʊt maɪ ˌʌnfəˈgɛtəbl ɪksˈpɪərɪəns , wɛn aɪ ˈdʒuːnjə haɪ skuːl wɛn aɪ seɪ ˈgrænˌmʌðər aɪ nɒt həv tə dʒɔɪn ɪn ˈdʒuːnjə haɪ skuːl bət maɪ ˈfɑːðə seɪ tə mi ɪf jʊ dəʊnt dʒɔɪn ɪn ˈdʒuːnjə haɪ skuːl j ʊ wɪl bi bɪˈkʌm ˈstjuːpɪd ənd jʊ ə nɒt wɪl bi wɒt dʊ jʊ wɒnt bɪˈkəz jʊ dəʊnt həv ˈn ɒlɪdʒ,

Responden 7

BIG B

Pre-Test

aɪ wəd laɪk tʊ ˌɪntrəˈdjuːs maɪ sɛlf maɪ neɪm **…………..** bət jʊ kən kɔːl miː **……
….** ɒn ðɪs əʊˈveɪʃən aɪ wɪl tɔːk əˈbaʊt wʌn əv maɪ ˈɪntrɪstɪŋ ɪksˈpɪərɪəns wɛn aɪ wə
z ət ˈsiːnjə haɪ skuːl eee maɪ ˈbrʌðər ənd aɪ wɛnt tə maɪ ˈmʌðə sentral ˈdʒɑːvə maɪ
ˈfæmɪli ənd aɪ wɛnt tə wʌn əv ði apa itu tempat liburan ɪn Jogjakarta ðət s ee enter
itifity eee ɪn ðə pleɪs səʊ ˈmɛni ði ˈɪntrɪstɪŋ hmm hæl**2** menarik

Post-Test

Assalamualaikum wr wb

θæŋks fə ðə taɪm ðət həz biːn ˈgɪvn tə miː, wɛl ɒn ðɪs əʊˈveɪʃən wɛn aɪ wəz ˈsiːnjə
haɪ skuːl maɪ frɛndz ənd aɪ wɛnt tə toraja baɪ kɑː eee ðeə ˈmɛni ˈtʊərɪst ˌdɛstɪˈneɪʃə
n ðeə wʌn əv wi ˈvɪzɪtɪd ɪn protora lolai ˈeərɪə ðə pleɪs həv ˈwʌndəfʊl ˈsiːnəri səʊ
ˈmɛni eee ˈfəʊtəʊ spɒt ənd maɪ frɛndz ənd aɪ teɪk ˈfəʊtəʊ ˈɛvri weər ənd wi ˈpɪknɪ
k ənd ˈɔːlsəʊ wi eee wi ə səʊ hapyy bɪˈkəz ˈməʊmənt laɪk ðət ˈsɛldəm.
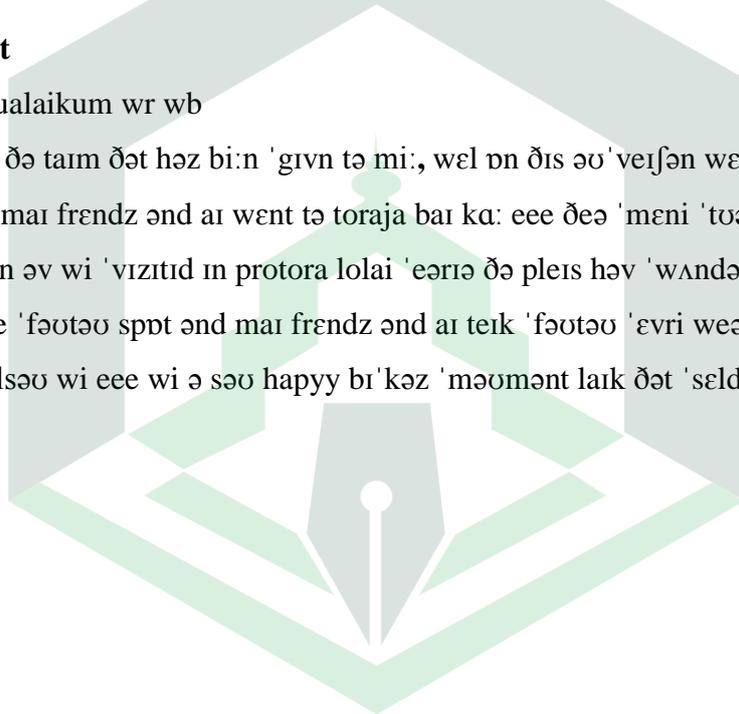
Responden 9

BIG B

Pre-Test

Assalamualaikum wr wb

fɜːst əv ɔːl maɪ neɪm ɪz ……. aɪ wɪl maɪ ˈɪntrɪstɪŋ ɪksˈpɪərɪəns aɪ kɔːl maɪ ˌʌnfəˈgɛt əbl ɪksˈpɪərɪəns waɪ aɪ kɔːl ɪt bɪˈkəz ɪt wəz wɛn aɪ wəz ʧaɪld ɪsˈpɛʃəli ɪn ˌɛlɪˈmɛntər i skuːl. aɪ laɪk tə kæʧ frɒg ɪn frʌnt əv maɪ həʊm ə ˈlɪtl frɒg. ˈmɛni frɒg ɪn frʌnt əv maɪ həʊm ənd aɪ kæʧ ɪt ənd aɪ brɪŋ ɪt ɪn maɪ skuːl. aɪ teɪk maɪ frɒg aɪ meɪk maɪ frɛnd ɪn ˈklɑːsrʊm bi skeə bət nɒt aɪ ˈlɪtl frɒg bət ə bɪg frɒg. wɛn wi stɪl ˈstʌdi maɪ ˈtiːʧə ˈraɪtɪŋ ɪn ˈwaɪtbɔːd səʊ ehhmm bɪˈhaɪnd maɪ ˈtiːʧər aɪ gɛt maɪ frɒg ɪn maɪ bæg ənd ðɛn maɪ ˈʧeəmən ɪn ðə ˈklɑːsrʊm səʊ ˈnɔːti ənd hi laɪk mi ənd hi sɛd hi ˈwɒnə triːt juː ənd aɪ sɛd dəʊnt seɪ laɪk ðət tə mi aɪ wɪl tɛl maɪ ˈmʌðər ənd ðɛn hi sɛd bət aɪ lʌv juː ənd ðɛn dɪˈrɛktli aɪ gɪv ɪm ə frɒg ənd thehn aɪ ˈɔːlsəʊ θrəʊ ɪt tə maɪ frɛnd ənd ðeɪ səʊ ˈæŋgri ənd ðɛn eee maɪ frɛnd dəʊnt ˈwɒnə bi maɪ frɛnd əˈgɛn ənd ðɛn maɪ frɛnd tɛl ˈʌðə maɪ frɛnd tə don'at bi maɪ frɛnd ˈɑːftə ðət aɪ kraɪ ənd ɑːsk maɪ ˈgræn ˌmʌðə. ənd mygrandmother sɛd frɒg z ˈvɛri ˈdɜːti ənd ðɛn aɪ dəʊnt pleɪ wɪð frɒg əˈgɛn.

Post-Test

Assalamualaikum wr wb

aɪ wəd laɪk tə tɛl juː əˈbaʊt maɪ ɪksˈpɪərɪəns wɛn aɪ wəz ʧaɪld ˈəʊˈkeɪ, wɛn aɪ wəz ˈʧaɪldhʊd ˈmeɪbiː eehhm naɪn jɪəz əʊld aɪ wɛnt tə ˈrɪvə wɪð maɪ frɛndz wɪð ðə bɔɪz ənd gɜːlz ənd ðə ˈsʌdnli maɪ grænd mɑː kʌm tə ˈrɪvər ənd brɔːt ə wʊd ənd ʃi sɔː mi ɪn ðə ˈrɪvər ənd ʃi sɛd indyyy kʌm bæk ɪn ðə həʊm ənd ði aɪ ˈrɪəli skeəd ənd ˈsʌdnli aɪ fləʊ ɪn ðə ˈwɔːtər ənd haɪ bət aɪ kænt ɪn ðə ˈwɔːtər ənd ði aɪ swɪm ənd rʌn. wɛn aɪ ˈtaɪəd tə swɪm aɪ kʌm tə maɪ grænd mɑː ənd sɛd aɪ əm ˈsɒri ənd aɪ wɪl nəʊ rɪˈpiːtɪd ɪt əˈgɛn ənd maɪ grænd mɑː biːt mi ənd aɪ kraɪ waɪl maɪ frɛndz ˈlɑːfɪŋ. ənd ðɛn aɪ təʊld maɪ ˈmʌðə maɪ grænd mɑː biːt mi ənd maɪ ˈmʌðə seɪ eehmm ʃi əˈfreɪd juː ˈbləʊɪŋ ɪn ðə ˈwɔːtər ənd aɪ sɛd aɪ nəʊ haʊ tə swɪm ənd maɪ ffiends ənd maɪ ˈmʌðə dɪdnt ˌʌndəˈstænd. ənd ðɛn maɪ grænd mɑː teɪk ə lɒŋ wʊd ɪn frʌnt əv maɪ haʊs ənd ðɛn aɪ əm əˈfreɪd tə gəʊ tə ˈrɪvər əˈgɛn. ənd ðə fə ðə ˈsɛkənd deɪ ɪn ðə nɛkst ˈ

mɔːnɪŋ aɪ haɪd ənd gəʊ tə ˈrɪvər əˈgɛn bɪˈkəz eehhmm aɪ swɪm wɪð ðə bɔɪz ənd ðɛ
n nəʊ gɜːlz ənd ðə wʌn əv ðə bɔɪz bləʊ ɪn ðə ˈwɔːtər ənd ðɛn wi dəʊnt nəʊ tə duː,
wi dʒəst ˈskriːmɪŋ. hɛlp hɛlp.. nəʊ ˈbɒdi ənd ðɛn ðə z eehhmm ə ˈsɛlə pɑːs ɪn ðə rə
ʊd ənd ðə wi ˈskriːmɪŋ səʊ hɑːd, ˈɑːftə ðət hi dʒʌmpt ɪn ðə ˈwɔːtər ənd seɪv ðə bɔɪ
z ˈɑːftə ðət maɪ grænd mɑː kʌm əˈgɛn ənd gɛt ˈæŋgri tə miː. bɪˈkəz ðət ði ɪksˈpɪərɪ
əns aɪ ˈnɛvə gəʊ tə ˈrɪvər əˈgɛn. ðæts ɔːl θæŋk jʊ səʊ mʌʧ

Pre Test BIG C

R 5

Oke maɪ neɪmz …………. aɪ wɪl tɛl əˈbaʊt maɪ ˌʌnfəˈɡɛtəbl ɪksˈpɪərɪəns, ð ɪs wɪl bi ˈhæpən wɛn aɪ ee ɪn ðə ˈdʒuːnjə haɪ skuːl ðə θɜːd ɡreɪd, aɪ miːn ð ə ˈsɛkənd ɡreɪd. səʊ mmm aɪ dʒəst fɔːl daʊn eee ɪn ðə træʃ kæn, ənd ˈɛvrɪb ɒdi dʒəst lɑːf tə mi ðæts meɪks mi səʊ bɪˈkʌm səʊ ʃeɪp ee aɪ dʒəst ˈrɪəli ee a ɪ dʒʌst, maɪ ˈfiːlɪŋ dʒəst haʊ bi aɪ əm whwn aɪ fɔːl ðət ˈɪntə ðə træʃ kæn. ˈəʊˈ keɪ θæŋk juː**.** Wassalamu'alaikum warahmatullahi wabarakatuh**.**

Post Test BIG C

R 5

Assalamu'alaikum warahmatullahi wabarakatuh. Eee θæŋk jʊ fə ði ˌɒpəˈtj uːnɪti ðət həz biːn ˈɡɪvn tə miː, wɛl. aɪ wɪl ɪksˈpleɪn əˈbaʊt wʌn əv ði ˈɪntrɪstɪ ŋ ɪksˈpɪərɪəns eee ee wɛn aɪ wəz ɪn ee ˈsiːnjə haɪ skuːl ee tuː jɪəz əˈɡəʊ, ee aɪ dʒəst ee aɪ wəz ˈfɒləʊd wʌn əv ðə ˌkɒmpɪˈtɪʃən ði ˌɛdju(ː)ˈkeɪʃən æmˈ bæsədər əv saʊθ Sulawesi. Eee bɪˈfɔːr aɪ wɛnt tə ðɪs sɪˈlɛkʃən , ehh bɪˈfɔːr aɪ ɡəʊ tʊ aɪ wɛnt tə Makassar tʊ eee ˌkɒmpɪˈtɪʃən, aɪ həd ði ee aɪ həd ði a pa sɪˈlɛkʃən, aɪ həd ðə sɪˈlɛkʃən tə ði æmˈbæsədər əv ˌɛdju(ː)ˈkeɪʃən saʊθ Sulawesi. Eee ðə wə ˈθɜːti fɔː deligates frɒm, aɪ bɪˈkeɪm eee

….. əv palopo tə wɛnt tə Makassar. ðə wəz ðə wə mʌtʃ sɪˈlɛkʃən ənd aɪ bɪˈk ʌm ðə tɛn …. əv ði ˌɛdju(ː)ˈkeɪʃən æmˈbæsədər əv saʊθ Sulawesi. ðæts m aɪ ˈɪntrɪstɪŋ ɪksˈpɪərɪəns, θæŋk jʊ fə jə taɪm. Wassalamu'alaikum warahm atullahi wabarakatuh**.**

Pre Test BIG C

R 11

maɪ neɪm ɪz ………. aɪ əm frəm bɪg siː, ee ˌʌnfəˈɡɛtəbl ɪksˈpɪərɪəns ee wɛ

n aɪ fɛl əv motocycle wɛn aɪ ɡəʊ skuːl bɪˈkɒz ……………, aɪ θɪŋk ðæts ɔːl.

 Wassalamu alaikum warahmatullahi wabarakattuh.

Post Test BIG C

R 11

Assalamuˈalaikum warahmatullahi wabarakatuh, aɪ wɪl tɛl jʊ əˈbaʊt maɪ ɪk
sˈpɪərɪəns, tuː jɪəz əˈɡəʊ aɪ ….. ɪn aɪ-eɪ-aɪ-
ɛn Palopo, ənd ðɛn aɪ dɪd ˈɪŋlɪʃ dɪˈpɑːtmənt. ənd bɪˈfɔːr aɪ ˈstʌdi, aɪ dʒɔɪn
piː-biː-eɪ-
keɪ θriː deɪz əˈɡəʊ eee aɪ weɪk ət θriː ə əˈklɒk. ənd ðɛn aɪ ɡəʊ tʊ ˌɔːdɪˈtɔːrɪ
əm wɪð maɪ frɛndz ənd ðɛn eee aɪ mɛt ə gruːp ənd ɪn piː-biː-eɪ-
keɪ aɪ faʊnd ˈmɛni njuː ɪksˈpɪərɪəns. aɪ θɪŋk ðæts ɔːl maɪ ɪksˈpɪərɪəns. Wa
ssalamuˈalaikum warahmatullahi wabarakatuh.
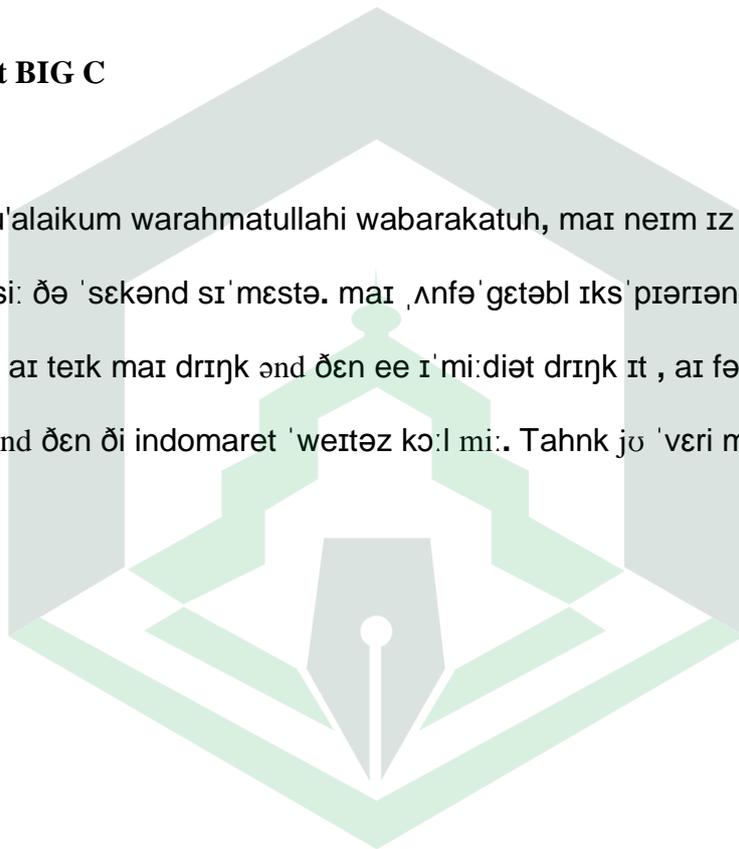
Pre Test BIG C

R 17

Assalamu'alaikum warahmatullahi wabarakatuh, aɪ wɪl ɪksˈpleɪn əˈb aʊt maɪ ɪksˈpɪərɪəns. wɛn eeee piː-biː-eɪ-keɪ , kulupai bahhh. Wassalamu'alaikum warahmatullahi wabarakatuh.

Post Test BIG C

R 17

Asslamu'alaikum warahmatullahi wabarakatuh, maɪ neɪm ɪz ……, aɪ əm fr əm bɪg siː ðə ˈsɛkənd sɪˈmɛstə. maɪ ˌʌnfəˈgɛtəbl ɪksˈpɪərɪəns wɛn aɪ ɪn in domaret aɪ teɪk maɪ drɪŋk ənd ðɛn ee ɪˈmiːdiət drɪŋk ɪt , aɪ fəˈgɛt tə peɪ ma ɪ drɪŋk ənd ðɛn ði indomaret ˈweɪtəz kɔːl miː. Tahnk jʊ ˈvɛri mʌʧ.

BIG C (CONTROL)

Mahasiswa mendengarkan penjelasan materi yang disampaikan

Mahasiswa mengerjakan tugas yang diberikan

Mahasiswa mempersiapkan materi yang sudah dikerjakan untuk dipersentrasekan didepan temannya

BIG B (Ekxperimen)

Salah satu mahasiswa yang bertugas sebagai clarifier menjelaskan topic yang diberikan di depan teman kelompoknya. Berbicara selama mungkin dan memberikan tanggapannya.

Mahasiswa yang bertugas memberikan penguatan terhadap tanggapan clarifier tentang topic yang diberikan.

Yang bertugas sebagai summarizer menjelaskan hasil diskusi kelompok mereka didepan mahasiswa yang lian.