

**IMPROVING STUDENTS SPEAKING SKILL BY USING
RANDOM CALL TECHNIQUE AT SMP 3 BELOPA**

A Thesis

*Submitted to the English Education Study Program Tarbiyah and Teacher
Training Faculty of State Islamic Institute of Palopo Fulfillment of Requirement
for S.Pd Degree of English Education*



IAIN PALOPO

Composed by:

ANDI NILAM RAODAH
Reg. Num. 17 0202 0207

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE PALOPO**

2023

IMPROVING STUDENTS SPEAKING SKILL BY USING RANDOM CALL TECHIQUE AT SMP 3 BELOPA

A Thesis

*Submitted to the English Education Study Program Tarbiyah and Teacher
Training Faculty of State Islamic Institute of Palopo Fulfillment of Requirement
for S.Pd Degree of English Education*



IAIN PALOPO

Composed by:

ANDI NILAM RAODAH

17 0202 0207

Supervised By:

1. Prof. Dr. H. Rustan S., M.Hum

2. Fadhliyah Rahmah Muin, M.pd

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

EDUCATION AND TEACHERS TRAINING FACULTY

STATE ISLAMIC INSTITUTE OF PALOPO

2023

STATEMENT OF ORIGINALITY

I, who undersigned below,

Name : Andi Nilam Raodah
Reg. Number : 17 0202 0207
Study Program : English Education
Faculty : Education and Teacher Training

With awareness and consciousness state exactly that:

1. This thesis is originally my own work, not the result of plagiarism duplication of others' work that I acknowledge as my own work or thought.
2. All parts of this thesis are my own works except the citation, whose original sources has been reported. All mistakes or errors in it are my responsibility.

If later this statement is not true, I am willing to accept administrative sanctions for the act, and then the academic degree that I have achieved can be revoked. In the end, this statement is made truthfully and to be used in accordance with its purpose.

Palopo, June 07th, 2023

Regards,


Andi Nilam Raodah

Reg.N 17 0202 0207

THESIS APPROVAL

This thesis entitled "Improving Students Speaking Skill by Using Random Call Technique at SMPN 3 Belopa" written by Andi Nilam Raodah, Reg. Number 17 0202 0207, English Language Education Study Program of Education and Teacher Training Faculty at The State Islamic Institute of Palopo, has been examined and defended in Munaqasyah session which is carried out on Wednesday, June 07th 2023, coincided with Dzulqa'dah 18th 1444 H. It is authorized and acceptable as a partial fulfillment of requirement for S.Pd. degree in English language teaching.

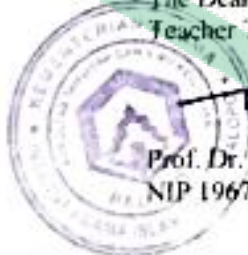
Palopo, June 07th 2023 M
Dzulqa'dah 18th 1444 H

COMMITTEE OF EXAMINATION

- | | | |
|-----------------------------------|---------------|---------|
| 1. Fadhliah Rahmah Muin M.Pd. | Chairman | (.....) |
| 2. Amalia Yahya, S.E., M.Hum. | Examiner I | (.....) |
| 3. Sukirman, S.Pd., M.Pd. PhD. | Examiner II | (.....) |
| 4. Prof. Dr. H. Rustan S., M.Hum. | Consultant I | (.....) |
| 5. Fadhliah Rahmah Muin M.Pd. | Consultant II | (.....) |

Approved by:

a.n. Rector of IAIN Palopo
The Dean of Tarbiyah and
Teacher Training Faculty



Prof. Dr. H. Sukirman, S.S., M.Pd.
NIP 19670516 200003 1 002



Husnami, S.Pd.I., M.Pd.
NIP 19840820 200902 2 007

ACKNOWLEDGMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah Rabbil Alamin, in the name of Allah the most gracious and merciful. The researcher expresses her highest gratitude to Allah SWT, for the blessing, health, and mercy to complete this undergraduate thesis. Shalawat and salam to our Prophet Muhammad Saw. Who had delivered the truth to the human being in general and Muslim in particular. This thesis entitled *"Improving Students Speaking Skill by Using Random Call Technique at SMP 3 Belopa"* submitted as a compulsory fulfillment of the requirements for the undergraduate degree of English Education Study Program at Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo. Many people have provided motivation, support, advice, and many valuable things in arranging this thesis. Therefore, the researcher would sincerely thank to:

1. Dr. Abbas Langaji, M.Ag. as the Rector of IAIN Palopo.
2. Prof. Dr. H. Sukirman, S.S., M.Pd. as the dean of Tarbiyah and Teacher Training Faculty at IAIN Palopo and Mr/Mrs. Vice deans I, II, III of the Tarbiyah and Teacher Training Faculty of IAIN Palopo.
3. Husnaini, S.Pd.I., M.Pd. as the head of the English Education Study Program of IAIN Palopo.


4. Prof. Dr. H. Rustan S., M.Hum and Fadhliyah Rahmah Muin M.Pd, as the supervisor I and supervisor II for the time, guidance, helps, corrections, suggestions, and kindness during completing and finishing this thesis.
5. Amalia Yahya, S.E., M.Hum and Sukirman, S.pd., Mpd. PhD as the Examiner I and Examiner II who has given many directions to complete this thesis.
6. Dr. Masruddin, S.S., M.Hum, as the validator of the instrument. Highest appreciation for his guidance, support, attention, knowledge, and kindness during completing the research.
7. All the lecturers in the English Education Study Program of IAIN Palopo have educated the researcher during her study.
8. Abu bakar S.Pd.I., M.Pd. as a head of the library unit and employees in the scope of IAIN Palopo, which has helped the researcher, especially in collecting literature related to this thesis.
9. The school principal of SMP 3 Belopa and all the teacher who gave permission and help during this research.
10. The student in the 8th grade of SMP 3 Belopa who have cooperated with the researcher in completing this thesis.
11. The researcher's beloved parents: Yurdan Yunus and Andi Yusnah. The most beautiful and important people in my life who gave supports, prayers, and never ending loves and thanks to my brothers Andi Naufal M. and Andi Fikri. Also to my beloved Kennath for the endless love, prayer,

and support always motivate the researcher to finish this thesis, who always been a great supporting system through the good and hard time.

12. The researcher's best friends especially Siti Asmidar , Dwi Maisura, Risdayanti, and special thanks to Choi Soobin, Choi Yeonjun, Kang Taehyun, Choi Beomgyu, Hueningkai and Bangtan who always support me with their music, and so on. Thank you for your presence.

Finally, the researcher would like to thank everybody who has essential roles in finishing this thesis. This thesis is far from perfect, but it expected to be useful for the researcher and the readers. For this reason, thoughtful suggestions and critics are welcomed.

Palopo, June 07th 2023



Andi Nilam Raodah
17 0202 0207

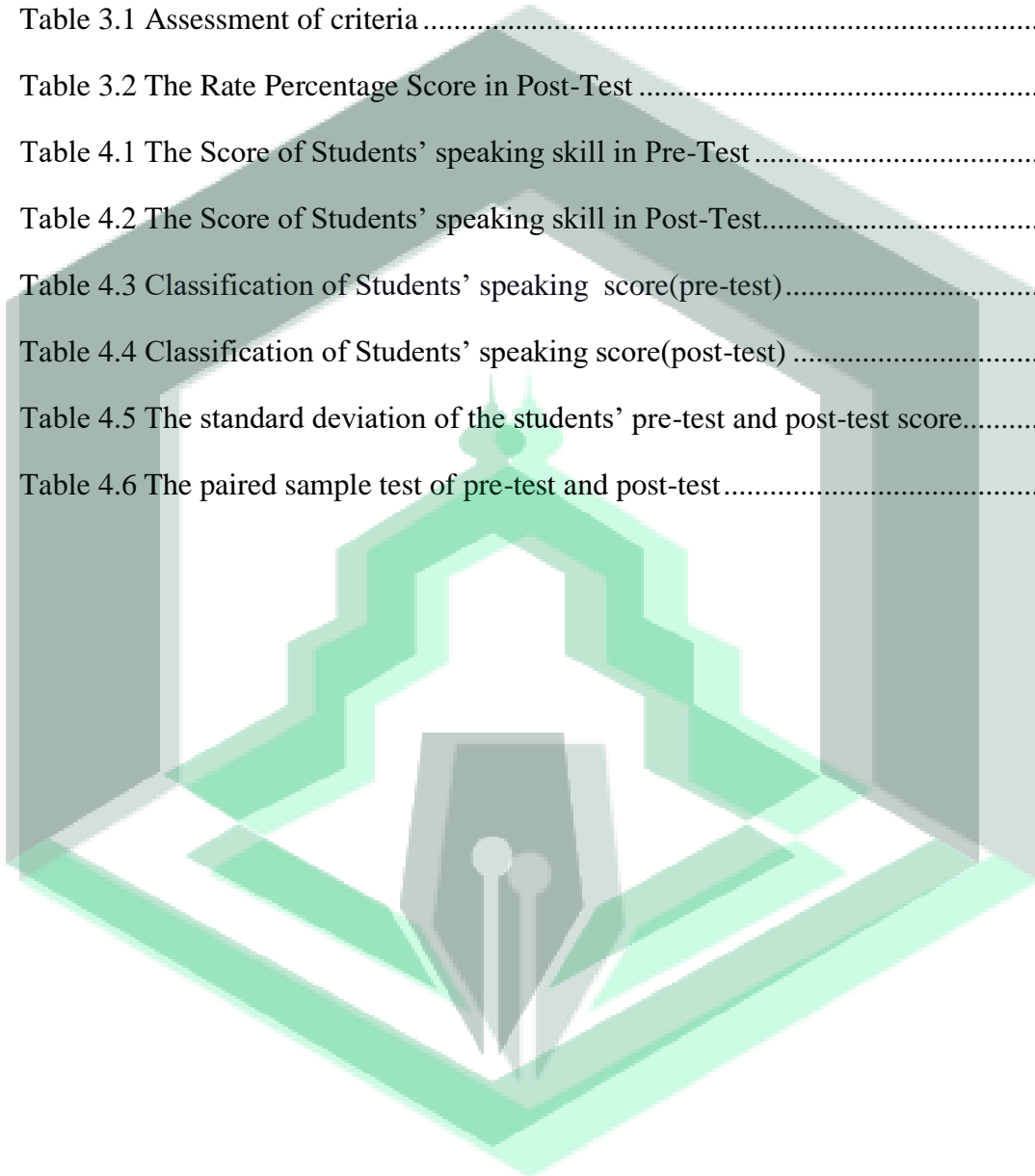
LIST OF CONTENTS

COVER	
ACKNOWLEDMENT.....	i
LIST OF CONTENTS	iii
LIST OF TABLES	v
LIST OF APPENDICES.....	vi
ABSTRACT	vii
CHAPTER I INTRODUCTION.....	1
A. Background of the study.....	1
B. Problem Statement	4
C. Objective of the research.....	4
D. Significance of the research	4
E. Scope of the research.....	5
F. Definition of term.....	5
CHAPTER II LITERATURE REVIEW.....	7
A. Relevant Previous Research.....	7
B. Some Particular Ideas.....	10
1. Teaching speaking.....	10
2. Assessing of speaking	12
3. Function of speaking	14

4. Asking and giving Opinion	15
5. Random call technique	18
6. Procedure of random call technique	20
7. Benefit of using random call technique.....	21
C. Conceptual Framework	23
D. Hypothesis	24
CHAPTER III METHODOLOGY OF THE RESEARCH	25
A. Method and design of research.....	25
B. Time and place of the research.....	25
C. Population and sample of the research	25
D. The instrument of the research	26
E. Procedure of collecting data	27
F. Techniques of analysis data.....	30
CHAPTER VI FINDINGS AND DISCUSSION	33
A. Findings	33
B. Discussion	40
CHAPTER V CONCLUSSION AND SUGGESTION	42
A. Conclusion.....	43
B. Suggestion	43
BIBLIOGRAPHY	44
APPENDICES	45

LIST OF TABLES

Table 2.1 Expression of Asking and Giving Opinion	18
Table 3.1 Assessment of criteria	32
Table 3.2 The Rate Percentage Score in Post-Test	32
Table 4.1 The Score of Students' speaking skill in Pre-Test	34
Table 4.2 The Score of Students' speaking skill in Post-Test.....	35
Table 4.3 Classification of Students' speaking score(pre-test).....	36
Table 4.4 Classification of Students' speaking score(post-test)	37
Table 4.5 The standard deviation of the students' pre-test and post-test score.....	38
Table 4.6 The paired sample test of pre-test and post-test.....	39



LIST OF APPENDICES

- Appendix 1 Surat izin meneliti
- Appendix 2 Surat keterangan selesai meneliti
- Appendix 3 (RPP) Rencana Pelaksanaan Pembelajaran
- Appendix 4 Questions of Pre-test
- Appendix 5 Questions of Post-test
- Appendix 6 Script Pre-test and Post test
- Appendix 7 Lembar Validasi Instrument
- Appendix 8 The Result of Pre-test and Post-test
- Appendix 13 Documentation



ABSTRACT

Andi Nilam R., 2023, *“improving students’ speaking skills by using random call technique at SMPN 3 belopa”*. A thesis of The English Department Study Program of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo.

Supervised by: Dr. H. Rustan S., M.Hum, Fadhliyah Rahmah Muin, M.pd

The purpose of this study was to improve speaking skills through the use of random call technique at 8th grade of SMPN 3 BELOPA. The problem statement of this thesis are “Is there any improvement in the students’ speaking skills by using random call technique in SMPN 3 BELOPA specially for the eighth grade and What is the student's attitude toward random call technique?”

This research could be classified as pre-experimental method and conducted four meetings. The instrument of the research is a pretest, and posttest. The population of the research is the 8th grade of SMPN 3 Belopa. The actual number of population of the research were 160 for the five classes. The research used a purposive sampling technique because this sample class is active and excited class. Moreover, the total sample is 30 students in class VIII 3. The use of random call technique is effective in improving students’ speaking skills at the SMPN 3 BELOPA. It is shown that the t_o (t_{count}) was higher than (t_{table}) as follow ($11.300 > 7.900$). It means that H1 was accepted and H0 rejected. It means that random call technique gives significant improvement to the students’ speaking skill. The other side the researcher found almost all of the students gave positive response toward Random Call Technique in learning speaking.

Keyword: *Improving, Random Call, Speaking Skill.*

CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is so much a part of daily that we take it for granted. The average person produces tens of thousands of words daily, although some people, like auctioneers or politicians, may produce even more. So natural and integral speaking that we forget how we once struggled to achieve this ability until that is, we have to learn how to do it all over again in a foreign language. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Students can express their thoughts in any communicative situation, for example, in group discussions, presentations, or debates. To make students able to send the information accurately, they need good ability in speaking. However, being able to speak is not easy. It requires much training and practice. Thornbury stated that speaking could be ability and has to be developed and practiced severally.¹

Speaking is an essential skill for students to master in order to communicate effectively in the modern world. Unfortunately, many students struggle to develop their speaking skills due to a lack of practice and confidence. The random call technique is an innovative approach to

¹Scott Thornbury, “[Scott_Thornbury]_How_To_Teach_Speaking_(HOW)(BookFi.Org).Pdf,” 2002.

improving students' speaking skills by providing them with an opportunity to practice speaking in a safe and supportive environment.

Based on preliminary studies conducted by researcher at SMPN 3 Belopa, when in process learning activities, students do not appear to be in a position to receive subject matter, as evidenced by their sitting posture that is not straight and some even lean their heads on the table and on the wall, talking with their classmates and some are even busy copying other subjects or doing homework. Beside that students also can't speak in English well because they are too shy to speak and they are confused about how to start speaking English.

Based on those problems, the researcher will use the Random call technique in teaching English. The random call is helpful for training students' courage in answering and talking to others. The random call technique is one strategy that can make the students speak up in class. Students can express their idea confident it is necessary to develop a variety of teaching methods that can reduce student boredom in receiving lessons and can improve students' skill to interact socially and minimize differences that exist in the classroom. One of the alternatives taken to improve student learning outcomes is through the creativity of researcher in choosing and determining learning models.²

² Miriam Plotinsky, Education World, and Contributing Writer, "Random Calling Strategies That Work Anywhere" (2020).

Therefore, the researcher is expected to have the ability to choose the right learning model in carrying out the learning process in the class, so that the objectives that have been written in the teaching plan can be achieved. One of the learning models that can increase students' questioning activities is the random call technique learning model. In this method, students are more active because they call each other randomly from one group to another to answer questions and give questions to the target group.

The random call technique involves randomly selecting a student to answer a question or participate in a discussion. This technique encourages students to practice their speaking skills in a low-pressure environment, as they are not expected to answer the question or participate in the discussion until they are randomly selected. This technique also allows students to practice their speaking skills in a variety of contexts, as the questions or topics of discussion can be tailored to the specific needs of the class.³

The Random Call Technique is a teaching method used to help students develop their speaking skills. It involves randomly calling on students to answer questions or participate in discussions. This technique encourages students to be prepared and engaged in class, as they never know when they will be called on. It also helps to create a more equitable learning environment, as all students have an equal chance of being called on.

³ Cultivate Classroom Equity, "Calling on Students at Random : What Are the Keys to Success ?" (2020).

Additionally, it can help to reduce anxiety in students who are shy or reluctant to speak in class. In the teaching of English, the researcher is interested in conducting an experiment to improve speaking ability by using random call technique.⁴ The reason leads the researcher to conduct research entitled **“Improving Students’ Speaking Skill using Random Call Technique for 8th Grade at SMP 3 Belopa”**

B. Research Question

Based on the case of the study, the researcher formulate the problem of the study as follows :

1. To what extent there any improvement students speaking skills by using random call technique in SMPN 3 Belopa?
2. What is the student's attitude toward random call technique?

C. The Objective of The Research

In relation to the problem statements above objectives of this research are :

1. To find out a method of improving students speaking ability in 8th grade at SMPN 3 Belopa by using random call technique.
2. To know the effectiveness and how far random call technique can improve students’ speaking ability at SMPN 3 Belopa.

⁴ C. Keen, “University Study Finds Random Student Selection Keeps Students Engaged,” *Kagan Online Magazine* Fall (2019): 1.

D. Significance of The Research

The result of the research is expected to be useful information that can help teachers and students in class use random call technique. If the results of this study reflect profound growth and change, teachers could use this strategy in English learning because the strategy is so simple and it is easy to implement by anyone to improve their speaking skill. Besides, the result of this research was expected theoretically and practically:

1. Theoretical significance

The result of the research was expected to be a valuable guide for English teachers to improve students speaking skills by using random call technique to improve students speaking skill.

2. Practically

- a. To give suggestions to the teachers on how to improve students speaking skill, especially about how to speak well and dare to speak English.
- b. To stimulate the other researchers who want to conduct further research.

E. Scope of The Research

The scope of the research is restricted to focus on the students' speaking skill in the aspect of fluency, Accuracy, and comprehensibility by using random call technique.

F. Operational definition

1. Random call

Random call is a learning model that is useful for training students' courage in answering and talking to others. The random call technique is one strategy that can make the students speak up in class. Students can express their idea confidently. The first advantage is that it can attract students' preparation so they are more severe in learning because in the random call technique, whoever can get the opportunity to speak up.

2. Speaking skill

Speaking skill is very important to have good communication, especially in international communication. The English learner should have the ability, and they must focus learning on speaking skills. The student's failures in learning to speak were caused by the inappropriateness of the strategy of method learning.

3. Asking and giving opinion

Asking and giving opinion is something that is interrelated with each other, when we ask an opinion to another person, surely that person will also give an opinion that we ask for. Asking for opinion ask about ideas, opinion to others. And giving opinion is giving ideas, opinion to others. Asking and giving opinion is use to describes how people are to ask the opinions of others and how we provide opinions to others.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Relevant Previous Research

Based on the topic of the research the researcher puts some previous studies that closely related to this research namely :

1. J.Knight, S. Wise, S. Sieke (2019) “Group Random Call can positively affect the student in class clicker discussions”. In this study, we characterized the elements of clicker-question discussions to determine whether the instructional practice of randomly calling on a group of students to share their ideas after discussion would result in different discussion characteristics than those elicited when volunteers were selected to share their ideas. We found that discussions in the random call condition were more likely to achieve a higher level of Exchange of Quality Reasoning, and were more likely to use both Feedback and Information types of questioning. In addition, discussions in the random call condition were more likely to use “fillers” such as one-word acknowledgments and short on and off-topic comments. Closer examination of the frequency of discussion elements within a discussion indicated that individual discussions did not vary significantly except in their use of Claims, which was significantly less frequent in the random call compared with the volunteer call condition.⁵

⁵ Jennifer K. Knight, Sarah B. Wise, and Scott Sieke, “Group Random Call Can Positively Affect Student In-Class Clicker Discussions,” *CBE Life Sciences Education* 15, no. 4 (2019).

This study has the same purpose as that study above, and using the same technique is random call.

2. N. Wulandari, M. Hidayatullah, I, Ramadani (2021). Researched with the title *“Implementasi Popsicle Stick Random Calling untuk Menciptakan Peluang Yang Sama Dalam Berpartisipasi dan Tidak ada dominasi siswa pintar di SMP 4 Pakem”*. Based on the research results obtained, Students in SMP Negeri 4 Pakem have high-level participation and are very active when they learn in class. But we cannot ignore that there are some students that do not share their ideas or comment in front of the class. Based on observation, students’ participation is dominated by some students. That is why the objective of his study was to shed light on the implementation of the random calling technique using popsicle sticks to improve all of the students’ participation. The research was qualitative narrative research which has seventh-grade students in SMP Negeri 4 Pakem as the research subject. To collect the data used observation technique and questionnaire. The data collected was analyzed by using a descriptive technique based on data triangulation. The result of this study is that teacher and students make an agreement on how to implement random calling using popsicle sticks. This random calling technique is used after giving students an opportunity to be active in class voluntarily. Based on the questionnaire submitted, 75% of students agree that mathematics learning using random calling gives them a broad opportunity and they feel challenged in class.

This study has the same purpose as that study above, it is calling students randomly. This technique also allows students to practice their speaking skills in a variety of contexts, as the questions or topics of discussion can be tailored to the specific needs of the class. Students more focus on subject matter to answer the question and test student readiness. The difference in the above research uses a popsicle as a media while this research use attendance list.

3. Dwi Lutviani, (2019) *Penerapan Talking Stick Method Untuk Mengembangkan Kemampuan Berbicara Siswa Kelas VIII Di SMP Negeri 19 Palu*. The aim of the study was to find out whether the application of the talking stick method had a significant effect on developing students' speaking skills. This study used a pre-experimental research were taught using the talking stick method while control classes were not. Results show that the talking stick method can be applied to develop students' speaking skills. It was proved from the results of the teaching process in the classroom experiment that the average score of the post-test was 59.89 and the pre-test was 44.27 which is higher than the average score of the post-test control class was 47.39 and the pre-test was 39.58. Thus, there is a significant difference between students who are taught using the talking stick method and those who are not. The T-test shows that the value of the t-observation (3.36) is higher than the t-table (1,697). That means the hypothesis from this study is

accepted. In short, the stick speaking method is effective to apply in teaching English to develop students' speaking skills.⁶

This study has the same purpose as that study above; it is calling students randomly. This technique also can help to build the students' confidence in their speaking and encourage them to take more risk when speaking in the future. The difference in the above research uses a stick as a media while this research use attendance list for calling students randomly.

B. Some particular ideas

1. Teaching speaking

Speaking is one of the productive skills that must be mastered by students while learning a language. Students have to be able to give their opinion, expressing their feeling in speaking without hesitation or fear. Speaking skills are used for many different purposes, and each purpose involves different skills, such as establishing rapport or engaging with friends, seeking to express an opinion, persuading someone about something, or clarifying information. It is shown that students cannot get stuck while speaking just because they cannot pronounce some word well, and it can cause a misunderstanding because speaking skill is a performance skill that students cannot just see what the teachers perform.

In order to speak meaningfully in real-world conversations, humans not only need to be able to pronounce sounds, words, and sentences correctly

⁶ DWI LUTVIANI, "Penerapan Talking Stick Method Untuk Mengembangkan Kemampuan Berbicara Siswa Kelas VIII Di SMP Negeri 19 Palu" (2019), <http://repository.untad.ac.id/1763/>.

according to the comparatively static rules of a given language, but they need to be able to do so in the socially appropriate manner at the time of speaking. This skill is referred to as communicative or interactional competence. In the fields of spoken discourse analysis and conversation analysis, researchers have investigated natural conversation for many decades.⁷

Teaching speaking, especially English is teaching the student how to communicate with others. Moving over, the teacher has to find and prepare the materials, give clear explanations or directions and also make a relationship between the materials that they learn to their own lives. There are many language learners who consider speaking skills as the measure of knowing a language.

Much recent work on optimal conditions for the teaching of speaking in second and foreign language classrooms has been grounded in educational psycholinguistics or in cognitive and social psychology.⁸

Teaching speaking is a significant part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teacher pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful

⁷Rebecca Hughes and Beatrice Szczepek Reed, *Teaching and Researching Speaking: Third Edition, Teaching, and Researching Speaking: Third Edition*, 2016.

⁸Anne Burns, "Teaching Speaking" (2014): 102–123, <https://www.cambridge.org/core/journals/annual-review-of-applied-linguistics/article/abs/teaching-speaking/6B3BE7CE852D44A88A5D451C97F8E97A>.

communication takes place is desired. With this aim, various speaking activities such as those listed follow can contribute a great deal to students in developing basic interactive skills necessary for life. Regarding language skills, many people think that ability or someone's English skill is shown by the speaking ability of the person. This view is reasonable considering that the most critical function of language is as a tool for communication, and communication using meaningful language speaking or writing. Thus, in teaching speaking, there are some aspects that where the teacher has to focus on so that the learning materials will be structured and will facilitate training and direction in speaking activities. The aspects of speaking as follow:

2. Assessing of speaking

The theory with a book written by J.B. Heaton, a rating scale to value the digress of speaking learners ability. The rating scale includes Accuracy, fluency, and comprehensibility.⁹ Based on the statement, the writer divide speaking skill into three main components, as follows:

a. Fluency

According to Maria as cited in Richard fluency means an ability to talk in coherent and fill time with talk.¹⁰ In other defines fluency as the ability to express oneself in an understandable, wise, and accurate manner without hesitation. Otherwise, communication will be interrupted because the

⁹ 16 J.B. Heaton, *Writing English Language Tests*, United Kingdom: Longman Group, 1991, p. 100.

¹⁰ Wayne Trotman, "The TKT Teaching Knowledge Test Course," *ELT Journal* 60, no. 1 (2006): 93–95.

audience will lose interest. In order to achieve this goal, teachers should train students to use their personal language freely to express their ideas and then avoid imitating any model.¹¹ Leong says the first characteristic of speaking performance is fluency and it is the main aim of teachers in teaching speaking skill.¹² Hughes as cited in Leong stated that fluency is the learners' ability to speak in understandable way in order not to break down communication because listeners may lose their interest.¹³ He also expressed that fluency is the ability to answer coherently by connecting the words and phrases, pronouncing the sounds clearly, and using stress and intonation.

b. Accuracy

Accuracy is the ability is used target language intelligible pronunciation, particularly grammatical and lexical and Accuracy. Brown says that achieved to some extent by allowing students to focus on the element of phonology, grammar, and discourse in the spoken output.

c. Comprehensibility

Comprehensibility is the ability to perceive and process stretches of discourse to formulate representations of the meaning of sentences. Comprehension of a second language is more difficult to study since it is not; directly observable and must be inferred from overt verbal and nonverbal

¹¹Ehsan Namaziandost, 'The Role of Gender in the Accuracy and Fluency of Iranian Upper-Intermediate EFL Learners' L2 Oral Productions', *Journal of Applied Linguistics and Language Research*, 6.3 (2019).

¹²Lai-mei Leong and Seyedeh Masoumeh Ahmadi, "An Analysis of Factors Influencing Learners' English Speaking Skill," *International Journal of Research in English Education* (n.d.): 37.

¹³Ibid.

responses, by artificial instruments, or by the intuition of the teacher or researcher. Comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks.

3. Function of speaking

Speaking means communication. Communication is a contact relationship between a person and a group. Generally speaking, the speech function is the means of communication for transmitting messages and carrying out activities deemed necessary.

Speaking is defined as one of the essential means of effective communication. It would happen if two people or more than it engaged in an interaction. There are three functions of speaking as described below:

- a. Talk as interaction. It refers to the conversation and describes the interaction that serves a primarily social function. For example, when people meet each other, they exchange greetings, engage in small talk, and so on.
- b. Talk as the transaction. It refers to a situation where the focus is on what is said or done. The speaker should deliver the message accurately in order to make the listeners understand clearly, so the process of the transaction can run well.

c. Talk as performance. It refers to public talk that transmits information.¹⁴

4. Asking and giving opinion

a. Definition of opinion

As social beings, everyone needs each other to live because, without others, a person cannot do anything. One of the activities that everyone must do is communication. People communicate with other people every time, for example, with family, friends, colleagues, or even with teachers at school or college. However, when communicating, people are sometimes curious about the reaction of others. They will then ask others for their opinion, and other people will give their opinion based on their points of view on some issues that have come up.

Opinion is ideas, thoughts, and beliefs that are not necessarily based on factual data and have not been proven or verified. It can be concluded that giving an opinion is giving an expression or a view from our thoughts on a matter or issue, which could be a personal point of view, an agreement, and a disagreement opinion. Iswandi stated that opinion is the result of perspective, understanding, particular feelings, beliefs, and desires of someone who refers to information that is unfounded and different from knowledge and facts. Mitchell stated that opinion is an implicit verbal response or answer that an individual gives in response to a particular stimulus situation in which some general question is raised. Based on the definition above, the researcher

¹⁴J. C. Richards, "Developing Classroom Speaking Activities: From Theory to Practice," *Guidelines*, (RELC, Singapore) 28 (2006): 3–9.

concludes that opinion refers to a judgment belief about something, comes from an assumption or personal view, subjective statement, and will be different from person to person.

b. Asking opinion

There are many expressions to express opinions to others that can be used, but there are only two views that can be used in giving opinions, namely the opinions we give from our own views and the opinions we give from views in general (the views of many people in general). According to Nina, asking for an opinion is used when someone wants to know about anyone's thoughts.¹⁵

c. Giving opinion

Giving opinion is about giving an expression or a point of view from our thoughts on an issue or an issue, which can be personal opinion, agreeing and disagreeing.

d. Expressions' in asking and giving opinion

People give their opinions based on different occasions and issues that happened. The usage of expressions of asking and giving an opinion will help people in order to express their opinion to others.

There are several expressions of asking and giving opinions according to the teacher's lesson plan for junior high school eighth grades.

¹⁵A Journal et al., "IMPROVING STUDENTS' ABILITY IN ASKING AND GIVING OPINION BY USING HANGMAN GAME" (2013).

Table 2.1
Expression of Asking and Giving Opinion¹⁶

Asking for opinion	Giving for opinion
What do you think of...?	In my opinion...
Is that true that...?	I think...
Why do they behave like that?	I believe...
Do you have any idea about...?	I personally believe...
How do you like that?	I personally think...
How do you like...?	I personally feel...
How about...?	To my mind...
Please give me your frank opinion about	In my case...
Please share your idea about	Well, personally...
What your view on?	It seems that...
What is your reaction?	I personally consider
What is your idea?	I tend to think that
What is your comment?	As far I know
How is your opinion?	From my point of view

¹⁶Anastasia Koltai, Expressing of Asking and Giving Opinion. Retrieved from <https://www.myenglishteacher.eu/blog/asking-giving-opinions-agreeing-disagreeing/>

e. Example dialog of asking and giving opinion

There are some dialog of asking and giving opinion.

Dialog 1

Situation: Vidia and Ryan are arguing about smoking.

Vidia: Hi Ryan, by the way, I just don't understand why you guys like smoking?

Ryan: Well... It's nice you know...

Vidia: Nice? What's nice about smoking? In my opinion, there is nothing nice about smoking; it's dangerous for your health. And it is waste of money.

Ryan: I've heard many times, but I don't believe it.

Vidia: Maybe you'll believe it when you get your lung cancer.¹⁷

5. Random call technique

a. Definition of random call technique

The random-call technique is an effective way of getting students to speak up in class. It encourages students to be prepared and take their learning more seriously, as they know they may be called upon at any time. This method also helps the students to retain and recall the material better. However, the downside of this strategy is that it can put some students under pressure, as they must be ready to speak when their name is called.

¹⁷“Expression Asking and Giving Opinion” (n.d.), <http://englishadmin.com/2013/08/3-contoh-dialog-bahasa-inggris-terjemah-opinion.html>.

In conclusion, the random call method is an effective way to improve students' speaking abilities. It provides students with an opportunity to practice in a non-threatening environment, think quickly, and increase their self-confidence in their public speaking skills. By utilizing the random call method in the classroom, the researcher can help their students become more confident and effective communicate.

In a recent study conducted by Knight et al., published in CBE-Life Sciences Education, it was found that the use of random call after small group discussions improved the quality of the discussions. This suggests that when random call is used more frequently, student participation in classroom discussions increases. This may be due to students feeling more comfortable talking in front of the class after having been required to do so, or because they do not need to rely on the same individuals for answer questions. To help alleviate students' fear and anxiety when implementing random call, the following strategies can be used, based on literature and personal experience:

- 1) Creating a supportive group in the classroom where making mistakes is accepted and even encouraged can lead to a more positive learning experience. It's important to remember that being wrong is just another opportunity to learn. By normalizing this idea, students who are called on and get the wrong answer won't feel embarrassed or ashamed. In fact, the researcher could thank them for bringing up a chance for clarification.

- 2) Rather than using a "cold call" approach, where students are randomly called on to answer a question, a "warm call" provides students with the opportunity to discuss their answers and responses in small groups or pairs first. By informing students that they will eventually be called on during the initial question, the barrier to participation is further lowered. Additionally, this method gives students an encouragement to make the most of their small group discussions.
- 3) Permit student to either "call a friend" or "pass" their turn to another students. This is an entertaining decision that could create a sense of group in the classroom by giving pupils an opportunity to seek help from a classmate.
- 4) Ask questions to which there are multiple correct answers. Rather than relying on inquiries that have a single correct answer, you can focus on inquiries that encourage students to share their ideas.

To conclude, random call may be a useful strategy for creating an equitable and inclusive classroom, and there are certainly many approaches to making this a more realistic option for researcher and students¹⁸.

¹⁸EdComm and william pierce, "Taking the Terror out of Random Call," 2017, <https://www.ascb.org/careers/taking-terror-random-call/>.

6. Procedure of random call technique

- a. Prepare a random list of all students who need to be called at random.

Wiggins (2016) says that do not rely by the researcher to randomly choose a name. It can be as simple as using two dice in numbered list.

- b. Randomly select a student from the list.
- c. Call the student and ask them the questions.

Make it safe to students to speak up when they are called on. Randomly calling on students help push those who avoid talking to gain the ability to speak with confidence.

- d. Make it OK to be wrong.

“Passing” on a question should always be an option, but the researcher who can create a courageous atmosphere find that happens relatively rarely.¹⁹

- e. Be respectful and positive.

Random call students commonly viewed kindness, respect for students, and praise as a component of their implementation of random call and reported that this approach went a long way toward reducing students’ anxiety with random call technique.²⁰

- f. Repeat steps b and c until all students on the list have been called.

¹⁹Ben Wiggins, “What to Know When Using Random Calling” (2016), <https://www.washington.edu/trends/what-to-know-when-using-random-call/>.

²⁰Alex H. Waugh and Tessa C. Andrews, “Constructing a Framework of Random Call Components,” *CBE Life Sciences Education* 19, no. 2 (2020): 1–17.

7. Benefit of using random call technique.

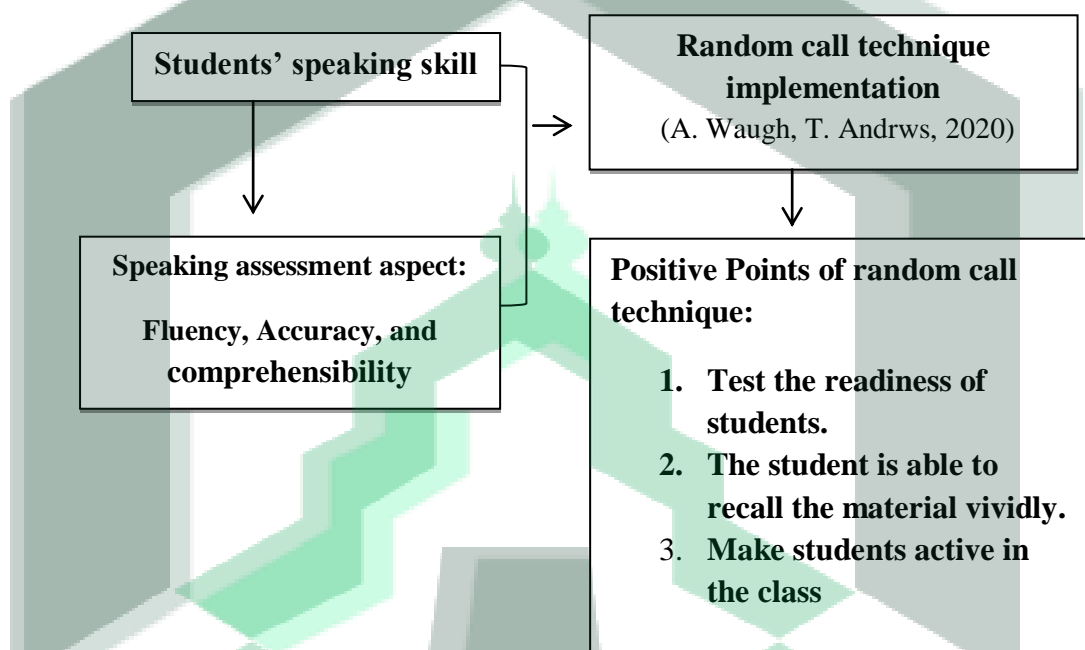
The Random Call Technique is a great way to help students develop their speaking skills. This technique encourages students to practice their speaking skills in a safe and comfortable environment. It also allows them to practice their pronunciation, intonation, and fluency. Additionally, it helps students become more confident in their speaking abilities and encourages them to take risks. Finally, it allows researcher to provide immediate feedback and guidance to the students.

- a. **Improved communication:** Random call techniques can help improve student communication skills by providing a safe and comfortable environment to practice communication techniques. This can help prepare students for real-world conversations and help them build confidence in their ability to communicate effectively.
- b. **Enhanced problem-solving skills:** By requiring students to think on their feet and respond to unexpected questions in real-time, random call techniques can help students develop problem-solving skills. This can help them become more creative and innovative thinkers.
- c. **Improved collaboration:** Random call techniques can also help students become better team players and foster collaboration between them. This can help them learn to work together towards a common goal and develop better interpersonal skills.

- d. Increased engagement: Random call techniques can help keep students engaged in the learning process by providing an interactive and engaging environment. This can help them maintain focus and stay motivated to learn.

C. Theoretical framework

Figure 1. flowchart of a thinking framework.



Based on preliminary studies conducted by researcher at SMPN 3 Belopa, when in process learning activities, students do not appear to be in a position to receive subject matter, as evidenced by their sitting posture that is not straight and some even lean their heads on the table and on the wall. Beside that students also can't speak in English well because they are too shy to speak and they are confused about how to start speaking English. The researcher was use the Random call technique in teaching English and this

technique was helpful for training students' courage in answering and talking to others. The random call technique is one strategy that can make the students speak up in class, students can express their idea confident it is necessary to develop a variety of teaching methods that can reduce student boredom in receiving lessons and can improve students skill to interact socially and minimize differences that exist in the classroom. One of the alternatives taken to improve student learning outcomes is through the creativity of researcher in choosing and determining learning models.²¹

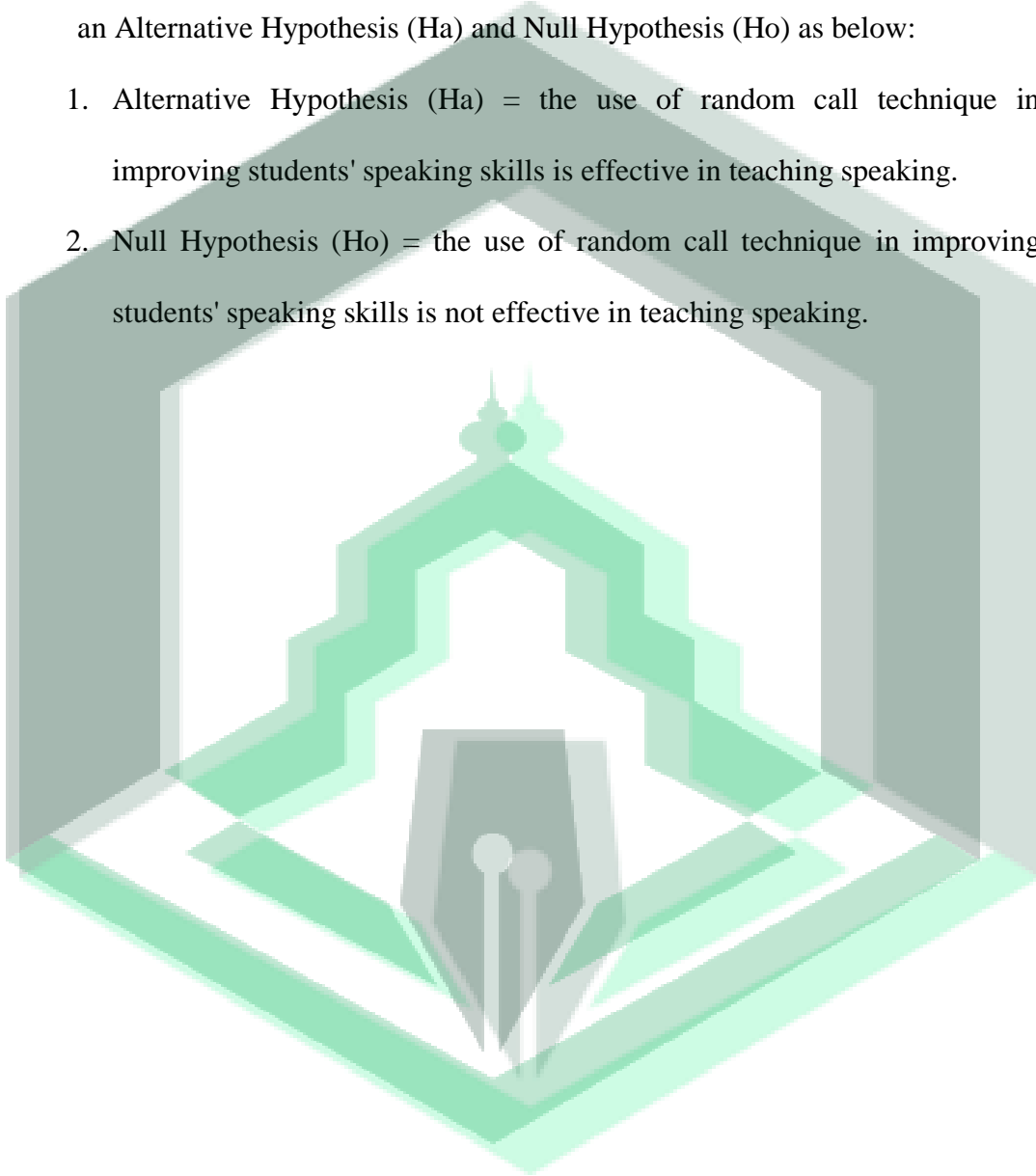
In this research, the researcher took some of samples from the population where the students would be given pre-test by the researcher to know their basic skills in speaking before being given treatments. Having known students' basic skill in speaking, the researcher was given some treatments as a process of learning speaking by random call technique. This process is expected to give development to the student's knowledge. Giving post-test to the students to know whether any significant development to the student after being given treatments.

²¹ Plotinsky, World, and Writer, "Random Calling Strategies That Work Anywhere."

D. Hypothesis

This research is to know whether teaching using random call technique is better and to find the answer to the problem; the researcher should propose an Alternative Hypothesis (Ha) and Null Hypothesis (Ho) as below:

1. Alternative Hypothesis (Ha) = the use of random call technique in improving students' speaking skills is effective in teaching speaking.
2. Null Hypothesis (Ho) = the use of random call technique in improving students' speaking skills is not effective in teaching speaking.



CHAPTER III

RESEARCH METHOD

A. Method and Design of Research

This research could be classified as pre-experimental method. The research employed the pre-test and post-test design which aims to know the use random call technique in improving students' speaking skills at the eight grade students of SMPN 3 Belopa.

The design of this research was described as follows:

$O_1 \ X \ O_2$

O_1 : Pre-test value (before treatment)

X : Treatment

O_2 : Post-test value (after treatment)

B. Research Settings

This research was carried out at SMPN 3 Belopa, which is located on Jl. Topoka Senga Selatan, Belopa. This research was conducted on August 2022.

C. Population and Sample of the Research

1. Population

The population of this research is the eight-grade students of SMPN 3 Belopa. The actual population was 160 for the five classes.

2. Sample

This research used sampling technique where one class taken a sample. Total in class VIII.3 are 30 students.

D. The instrument of the research

The instrument of the research was the pre-test, whose purpose is to know about the level of students' speaking ability; there are tests and documentation. The test was classified into two steps, pre-test and post-test. In this case, two kinds of tests should be done by researcher, those are following:

1. Pre-test

Pre-test is a test given to all students in class VIII.3 SMPN 3 Belopa. The test is conducted to know the students speaking skills in describing pictures before conducting the treatment. In this pre-test, the researcher instructs the students to explain the picture using expressions asking and giving an opinion without using random call technique.

2. Post-test

The post-test is given to all students in class VIII.3 at SMPN 3 Belopa to measure the students speaking expressions asking and giving opinions after using random call technique. In this post-test researcher instructed the students to answer the questions on pictures using expressions, asking, and giving opinion.

E. The procedure for collecting data

To support data collection, it will be great for the researcher to do some data collection techniques. It could be a test (pre-test and post-test), treatment, and documentation. In this case, the researcher will focus on the test as the main method to collect data in quantitative descriptive.

1. Pre-test

The pre-test is used to check the current condition of students. Implementation is carried out before students get treatment. The researcher will be some activities:

- a. The researcher collected the data by using the instrument of the test.
- b. The test was an oral test based on the questions in the instrument. From here, researchers would take students' performance into data.
- c. The researcher was given some pictures.
- d. The researcher would ask the students to give their opinion about the picture that was given.

2. Treatment

The researcher provided care after the pre-test, and treatment was done for several people. The research was prepared several ways or steps to encourage their speaking skill by using the random call technique. The treatment is explained as follows:

a. Treatment I

- 1) The researcher divided the student into five groups.

- 2) The researcher provided some topics based on the learning material (Asking Opinion).
- 3) The students were called randomly based on the attendance list.
- 4) The selected students from any group must answer the question.
- 5) If the students are successful in answering, they are obliged to invite other groups to answer the next question, and so on.
- 6) The student was given the opportunity to repeat some dialog so that they could better understand the material.

b. Treatment II

- 1) The researcher divided the student into five groups.
- 2) The researcher provided some topics based on the learning material (Asking for opinions).
- 3) The students were called randomly based on the attendance list.
- 4) The select students from any group must answer the question.
- 5) If the students are successful in answering, they are obliged to invite other groups to answer the next question.
- 6) The student was given the opportunity to repeat some dialog so that they could better understand the material.

c. Treatment III

- 1) The researcher divided the students into five groups.
- 2) The researcher provides some topics based on the learning material (Giving opinions).

- 3) The students were called randomly based on the attendance list.
- 4) The selected student must answer the question in front of the class.
- 5) If the students are successful in answering, they are obliged to invite their friends to answer the next question.
- 6) The student was given the opportunity to repeat some dialog so that they could better understand the material.

d. Treatment IV

- 1) The researcher divided the students into five groups.
- 2) The researcher provides some topics based on the learning material (Giving opinions).
- 3) The students' was call randomly based on the attendance list.
- 4) The selected student must answer the question in front of the class.
- 5) If the students are successful in answering, they are obliged to invite their friends to answer the next question.
- 6) The students' practiced the dialog in front of the class.
- 7) The student was given the opportunity to repeat some dialog so that they could better understand the material.

3. Post-test

The post-test is given to all students in class VIII.3 at SMPN 3 Belopa to measure the students speaking expressions asking, and giving opinions using the random call technique. In this post-test researcher instructed the

students to answer the questions on the picture using expressions, asking, and giving opinion.

F. Techniques of analysis data

Based on the experimental research, the researcher conducted the instrument of pre-test and post-test on a piece of paper. All the students get the pre-test in the first meeting to measure their qualification of speaking, after that treatment was held for four meetings, and then the last would be conducting the instrument of post-test to measure the impact of random call technique at SMPN 3 Belopa students in case of improving speaking skill.

The data collection was analyzed by using quantitative descriptive by using Statistical Produce and Service Solution (SPSS) ver. 22 for windows. SPSS 22 is computer software/program for processing, calculating, or analyzing data of statistics.

Classifying the students' score into the following criteria, in the aspect of fluency, Accuracy, and comprehensibility, could be used to assess students' speaking ability as follow:

Table 3.1

Assessment of criteria²²

<i>Rating</i>	<i>Accuracy</i>
6	<i>Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical or lexical errors</i>
5	<i>Pronunciation is only very slightly influenced by the mother</i>

²² J.B Heaton, "Writing English Language Tests.Pdf," n.d.

tongue. A few minor grammatical and lexical errors, but most utterances are correct

- 4 Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors, but only one or two major errors cause confusion
- 3 Pronunciation is influenced by the mother tongue but only a few serious phonological and lexical errors, some of which cause confusion
- 2 Pronunciation is seriously influenced by the mother tongue with errors causing a breakdown in communication. Many basic and grammatical errors
- 1 Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course

Fluency

- 6 Speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but not only one or two unnatural pauses.
- 5 Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses
- 4 Although he/she has made an effort and search for words, they are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.
- 3 Long pauses while he/she searches for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at the time. Limited range of expression.
- 2 Long pauses while he/she searches for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at the time. Limited range of expression.
- 1 Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

Comprehensibility

- 6 Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions or clarification required.
- 5 The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are

- necessary.
- 4 *Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help them to convey the message to seek clarification.*
 - 3 *The listener can understand a lot of what is said, but they must constantly seek clarification. Cannot understand many of the speakers more complex or longer sentence*
 - 2 *Only small bits (usually short sentence and phrase) can be understood and then with considerable effort by someone who is used to listening to the speaker.*
 - 1 *Hardly anything of what is said can be understood. Even when the listeners makes a great effort interrupts, the speaker is unable to clarify anything they seems to have said.*

1. The formula used in scoring the students' achievement

$$\text{Score} = \frac{\text{students' gained score}}{\text{total score}} \times 100\%$$

Table 3.2

The Rate of Percentage Score in Post-Test

No	Score	Classification
1	86-100	Excellent
2	76-85	Very good
3	66-75	Good
4	56-65	Average
5	36-55	Poor
6	0-35	Very Poor

(Heaton : 1989)

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

The finding of the research showed the result of the data that have been analyzed statistically and the tabulating of data. It compared the students' scores in the pre-test and post-test, the classification of students' scores in the pre-test and post-test, and the mean score of students' pre-test and post-test.

1. The analysis of students' speaking skills scores in pre-test and post-test
 - a. Pre-test

In this section, the researcher showed the complete score of students in speaking ability (Accuracy, fluency, and comprehensibility), the mean score and standard deviation of students, and the rate percentage of students' scores of speaking skills in the pre-test. The researcher presented the data in the tables and calculated the score by using SPSS 22. Then, the researcher showed the students' complete scores of speaking skills in the pre-test. The tabulation of students' scores in the pre-test can be seen in the table:

Table 4.1

The Score of Students' speaking skill in Pre-Test

Respondent	Accuracy	Fluency	Comprehensibility	Score
R1	2	2	3	7
R2	5	4	3	12
R3	2	2	2	6
R4	2	2	2	6
R5	3	2	2	7

R6	3	3	3	9
R7	3	2	2	7
R8	3	3	3	9
R9	3	3	4	10
R10	3	3	3	9
R11	3	2	2	7
R12	2	2	2	6
R13	3	2	3	8
R14	5	4	4	13
R15	2	2	3	7
R16	2	2	2	6
R17	2	2	3	7
R18	3	3	3	9
R19	3	2	2	7
R20	3	2	2	7
R21	3	3	3	9
R22	3	2	2	7
R23	1	1	1	3
R24	2	3	3	7
R25	3	3	3	9
R26	5	4	3	12
R27	2	2	2	6
R28	3	3	3	9
R29	2	3	3	8
R30	3	2	3	8

Table 4.1 shows the students' scores in the pre-test. Based on the table above, it can be seen that the highest score was 13, and the lowest score was 3.

b. Post-test

The researcher showed the complete score of students in the speaking skill (students' correct answer), the mean score and standard deviation of students, and the rate percentage of students' scores of speaking skills in the post-test. The researcher presented the data in the tables and calculated the score by using SPSS 22. Then, the researcher showed the students' complete scores of speaking skills in the post-test. The tabulation of students' scores in the post-test can be seen in table 4.2:

Table 4.2

The Score Students' Speaking Skills in Post-Test

Respondent	Accuracy	Fluency	Comprehensibility	Score
R1	3	4	4	11
R2	6	5	4	15
R3	4	4	3	11
R4	4	4	3	11
R5	4	3	4	11
R6	4	4	4	12
R7	4	3	4	11
R8	4	4	3	11
R9	4	4	4	12
R10	4	4	4	12
R11	3	3	3	9
R12	4	4	3	11
R13	4	4	3	11
R14	6	5	4	15
R15	4	3	4	11
R16	4	4	3	11
R17	3	4	3	10
R18	4	4	4	12
R19	4	4	3	11
R20	3	3	2	8
R21	4	4	4	12
R22	3	3	2	8
R23	4	4	3	11
R24	3	4	4	11
R25	4	4	4	12
R26	6	5	4	15
R27	4	3	4	11
R28	4	4	3	11
R29	4	4	3	11
R30	4	3	3	11

Table 4.2 shows the students' scores in the post-test. Based on the table above, it can be seen that the highest score was 15, and the lowest score was 8.

2. The classification of students' speaking skills scores in pre-test and post-test

Table 4.3

Classification of Students' Speaking Scores (pre-test)

No	Classification	Score	Frequency	Percentage
1	Excellent	86-100	0	
2	Very Good	76-85	0	0%
3	Good	66-75	3	10%
4	Average	56-65	0	0%
5	Poor	36-55	21	70%
6	Very poor	0-35	6	20%
Total			30	100%

Table 4.3 shows the classification of the students' speaking scores in the pre-test. There were 3 students who got good, 21 students who got poor, and 6 students who got very poor.

Table 4.4

Classification of Students' Speaking Scores (post-test)

No	Classification	Score	Frequency	Percentage
1	Excellent	86-100	0	0%
2	Very Good	76-85	3	10%
3	Good	66-75	6	20%
4	Average	56-65	17	57%
5	Poor	36-55	0	0%
6	Very Poor	00-35	4	13%
Total			30	100%

Table 4.4 shows that after giving the treatment, there was a significant giving difference in students' speaking skills. The classification of the students' speaking scores in the post-test are 3 students got very good, 6 students got good, and 4 students got very poor.

3. Students' Mean Score in Pre-test and post-test

The pre-test result before doing treatment showed that the student's ability to speak was less. They struggle to organize and use assessing of speaking and struggle to develop their ideas. After giving treatment, the results of the post-test showed that the students got an improvement in their speaking skills. The researcher used SPSS 22 to determine descriptive. It can be seen by the data below.

Table 4.5
Students' Pre-test and Post-test Mean Score

Students' score		Improvement
Pre-test	Post-test	%
7,9%	11,3%	3,4%

Table 4.5 shows that the improvement percentage of students in speaking was 3,4% after using the random call technique. The mean score of the students in the pre-test was 7,9%, and post-test which to be 11,3%

4. Calculating Standard Deviation and T-test of Pre-test and Post-test Score

Table 4.6
The Standard Deviation of the students' Pre-test and Post-test Scores

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	30	3.00	13.00	7.9000	2.05695
Posttest	30	8.00	15.00	11.3000	1.60065
Valid N (listwise)	30				

Table 4.6 shows that the mean score of the post-test was higher than the pre-test (11.300>7.900). It means that there was a significant difference after giving a treatment by using the random call technique. The standard deviation of the post-test was higher than the standard deviation of the pre-test (1.600>2.059).

Table 4.7
The Paired Sample Test of Pre-test and Post-test

		Paired Samples Test					t	Df	Sig. (2-tailed)
		Paired Differences			95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	pretest - posttest	3.40000	1.42877	.26086	-3.93351	-2.86649	-13.034	29	.000

Based on the result of the Paired sample t-test, paired sample difference in mean between the pre-test and post-test of speaking skill was 3.400 with a standard deviation was 1.428 and t-count of 13.034 and a degree of freedom was 29.

From the table above, the researcher found out that the probability value was higher than alpha (α) ($0.000 < 0.05$). It can be concluded that there was a significant difference in the students' speaking skills before and after the treatment by using the random call technique. It means that H_a was

accepted and H_0 was rejected. The random call technique was effective in improving students' Speaking skills at SMPN 3 Belopa.

B. Discussion

In this part, it would be discussed the findings this research that was composed by the participant of the research, they were the students in the eighth grade of SMPN 3 Belopa that had been as a sample. Based on the observation, the researcher found out there was one class who had a lack of speaking skills was low.

Based on preliminary studies conducted by researcher at SMPN 3 Belopa, when in process learning activities, students do not appear to be in a position to receive subject matter, as evidenced by their sitting posture that is not straight and some even lean their heads on the table and on the wall, talking with their classmates and some are even busy copying other subjects or doing homework. Beside that students also can't speak in English well because they are too shy to speak and they are confused about how to start speaking English. The researcher was use the Random call technique in teaching English and this technique was helpful for training students courage in answering and talking to others. The random call technique is one strategy that can make the students speak up in class. Students can express their idea confident it is necessary to develop a variety of teaching methods that can reduce student boredom in receiving lessons and can improve students' skill to interact socially and minimize differences that exist in the classroom. One

of the alternatives taken to improve student learning outcomes is through the creativity of researcher in choosing and determining learning models.²³

In this research, the researcher took some of samples from the population where the students would be given pre-test by the researcher to know their basic skills in speaking before being given treatments. Having known students' basic skill in speaking, the researcher was given some treatments as a process of learning speaking by random call technique. This process is expected to give development to the student's knowledge. Giving post-test to the students to know whether any significant development to the student after being given treatments.

Further, based on the result of the students speaking in the pre-test was low. In the pre-test, their speaking skill was less good. Almost all of them were confused and spent time thinking about what they wanted to speak in English when they saw the picture.

Based on the problem above, the researcher gave the treatment by using the random call technique so that the students could show improvement in the post-test. The post-test indicated how far the students achieved after giving treatment. The researcher's findings indicated that the student's skill in speaking by using the random call technique, showed improvement in the students speaking skills.

²³ Plotinsky, World, and Writer, "Random Calling Strategies That Work Anywhere."

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Random call technique is a method of teaching that involves randomly calling on students to answer questions or participate in class discussions. This technique is used to ensure that all students are actively engaged in the learning process and that no one student dominates the conversation. In developing the material, the researcher adopted the Alex H. Waugh and Tessa C. Andrews theory: use random call early in the term, explain to the students why you are using random call technique, ask questions that require higher-order cognitive skills, allow students to talk to another before random call, select a group, select an individual, random without replacement, pose a question so that the student is reporting collective ideas, be respectful and positive, use attendance list, Allow a pass, do not call list.

Based on the result, it can be concluded that the use of the random call technique is effective in improving students' speaking skills for the eighth grade of SMP 3 Belopa. This technique encourages students to practice their speaking skills in a low-pressure environment, think on their feet, and build their confidence in their speaking skills. By implementing the random call technique in the classroom, researcher help the students to become more confident and effective communicators. The random call technique is one of the techniques for teaching speaking skills because this technique

meaningfully gave a positive outcome in improving the students' speaking skills. Also, the random call technique can make teaching speaking easier for the teacher and make speaking English comfortable and fun for the students.

B. Suggestion

Based on the conclusion of the study, the researcher presents some suggestions.

1. For Teacher

It is suggested that English teachers use the random call technique as an alternative technique in teaching speaking. The technique can improve the students' speaking skills, and when the students are well attracted by interesting methods, they will be motivated and brave to speak.

2. For Students

Using the random call technique, the students could be freely expressed and more active in exploring their idea and opinion about the problems that have been faced. Besides that, they can work together with their friends to answer the question.

3. For Other Researcher

This research study using of the random call technique to improve students' speaking skills. It is hoped that the result of the study can be used as an additional reference for further research in a different context that will give a contribution to teaching English.

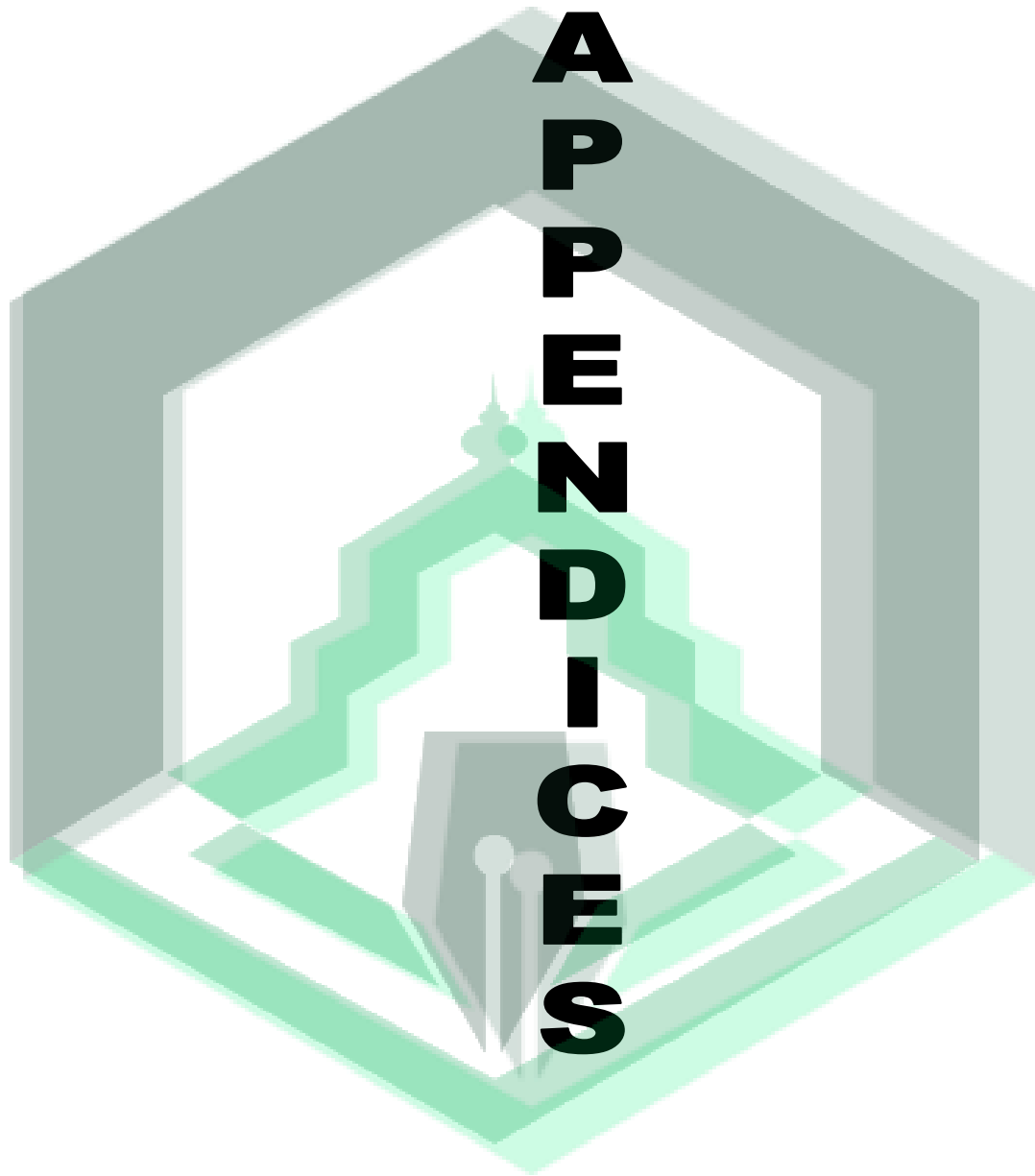
BIBLIOGRAPHY

- Burns, Anne. "Teaching Speaking" (2014): 102–123.
<https://www.cambridge.org/core/journals/annual-review-of-applied-linguistics/article/abs/teaching-speaking/6B3BE7CE852D44A88A5D451C97F8E97A>.
- EdComm and William Pierce. "Taking the Terror out of Random Call," 2017.
<https://www.ascb.org/careers/taking-terror-random-call/>.
- Equity, Cultivate Classroom. "Calling on Students at Random : What Are the Keys to Success ?" (2020): 1–2.
- Heaton, J.B. "Writing English Language Tests.Pdf," n.d.
- Hughes, Rebecca, and Beatrice Szczepek Reed. *Teaching and Researching Speaking: Third Edition. Teaching and Researching Speaking: Third Edition*, 2016.
- Journal, A, Nina Prastuti, Teacher Training, and Education Faculty. "IMPROVING STUDENTS ' ABILITY IN ASKING AND GIVING OPINION BY USING HANGMAN GAME" (2013).
- Keen, C. "University Study Finds Random Student Selection Keeps Students Engaged." *Kagan Online Magazine* Fall (2019): 1.
- Knight, Jennifer K., Sarah B. Wise, and Scott Sieke. "Group Random Call Can Positively Affect Student In-Class Clicker Discussions." *CBE Life Sciences Education* 15, no. 4 (2019).
- Leong, Lai-mei, and Seyedeh Masoumeh Ahmadi. "An Analysis of Factors Influencing Learners' English Speaking Skill." *International Journal of Research in English Education* (n.d.): 37.

- Lidia, Wijayanti, Nanis Hairunisya, and Imam Sukwatus Sujai. "Pengaruh Model Talking Stick Terhadap Hasil Belajar IPS." *Jurnal Teori dan Praksis Pembelajaran IPS* 3, no. 2 (2018): 81–87.
- LUTVIANI, DWI. "Penerapan Talking Stick Method Untuk Mengembangkan Kemampuan Berbicara Siswa Kelas VIII Di SMP Negeri 19 Palu" (2019). <http://repository.untad.ac.id/1763/>.
- Namaziandost, Ehsan, Parisa Abedi, and Mehdi Nasri. "The Role of Gender in the Accuracy and Fluency of Iranian Upper-Intermediate EFL Learners' L2 Oral Productions." *Journal of Applied Linguistics and Language Research* 6, no. 3 (2019): 1–14.
- Plotinsky, Miriam, Education World, and Contributing Writer. "Random Calling Strategies That Work Anywhere" (2020).
- Richards, J. C. "Developing Classroom Speaking Activities: From Theory to Practice." *Guidelines, (RELC, Singapore)* 28 (2006): 3–9.
- Thornbury, Scott.
 "[Scott Thornbury] How To Teach Speaking (HOW)(BookFi.Org).Pdf," 2002.
- Trotman, Wayne. "The TKT Teaching Knowledge Test Course." *ELT Journal* 60, no. 1 (2006): 93–95.
- Waugh, Alex H., and Tessa C. Andrews. "Constructing a Framework of Random Call Components." *CBE Life Sciences Education* 19, no. 2 (2020): 1–17.
- Wiggins, Ben. "What to Know When Using Random Calling" (2016).
<https://www.washington.edu/trends/what-to-know-when-using-random-call/>.
- "Expression Asking and Giving Opinion" (n.d.).
<http://englishadmin.com/2013/08/3-contoh-dialog-bahasa-inggris-terjemah->

[opinion.html](#).







APPENDIX 1
SURAT IZIN MENELITI



APPENDIX 2
SURAT KETERANGAN
SELESAI MENELITI



RENCANA PELAKSANAAN PEMBELAJARAN (RPP) HOTS

Sekolah : SMPN 3 BELOPA
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII.3/I
Materi Pokok : Expression (asking and giving opinion)
Alokasi Waktu : 60 Menit

A. Tujuan Pembelajaran

Siswa di harapkan mampu meningkatkan kemampuan literasi, karakter, kompetensi untuk mendeskripsikan dan meningkatkan keterampilan berbicara melalui apa yang disampaikan oleh guru dan menguasai beberapa contoh *expression asking and giving opinion* secara benar dan sesuai dengan konteks.

B. Materi dan strategi pembelajaran

1. Materi pembelajaran

Guru memberikan gambaran materi terkait *expression asking and giving opinion*, siswa mengidentifikasi *expression asking and giving opinion* yang ada didalam dialog kemudian guru menginstruksikan siswa untuk berdialog (metode random call)

2. Strategi pembelajaran

- | | |
|---------------|--|
| a) Teori | : Constructivism, Cognitivism |
| b) Pendekatan | : Cooperrative |
| c) Model | : Activity Based Learning |
| d) Metode | : dialog dan tanya jawab |
| e) Teknik | : Random Call Technique |
| f) Perangkat | : RPP, Media, Buku, Silabus, Rubrik |
| g) Moda | : Offline learning/Luring (Tatap Muka) |

C. Evaluasi pembelajaran

kemampuan literasi, karakter dan kemampuan kompetensi (merumuskan, mengembangkan, melaksanakan, menelaah, mengecek dan mengombinasikan).

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) HOTS

Sekolah : SMPN 3 BELOPA
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII.3/I
Materi Pokok : Expression (asking and giving opinion)
Alokasi Waktu : 60 Menit

A. Tujuan Pembelajaran

Siswa di harapkan mampu meningkatkan kemampuan literasi, karakter, kompetensi untuk mendeskripsikan dan meningkatkan keterampilan berbicara melalui apa yang disampaikan oleh guru dan menguasai beberapa contoh *expression asking and giving opinion* secara benar dan sesuai dengan konteks.

B. Materi dan strategi pembelajaran

1. Materi pembelajaran

Guru memberikan gambaran materi terkait *expression asking and giving opinion*, siswa mengidentifikasi *expression asking and giving opinion* yang ada didalam dialog kemudian guru menginstruksikan siswa untuk berdialog (metode random call)

2. Strategi pembelajaran

- a) Teori : Constructivism, Cognitivism
- b) Pendekatan : Cooperrative
- c) Model : Activity Based Learning
- d) Metode : dialog dan tanya jawab
- e) Teknik : Random Call Technique
- f) Perangkat : RPP, Media, Buku, Silabus, Rubrik
- g) Moda : Offline learning/Luring (Tatap Muka)

C. Evaluasi pembelajaran

kemampuan literasi, karakter dan kemampuan kompetensi (merumuskan, mengembangkan, melaksanakan, menelaah, mengecek dan mengombinasikan).

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) HOTS

Sekolah : SMPN 3 BELOPA
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII.3/I
Materi Pokok : Expression (asking and giving opinion)
Alokasi Waktu : 60 Menit

A. Tujuan Pembelajaran

Siswa di harapkan mampu meningkatkan kemampuan literasi, karakter, kompetensi untuk mendeskripsikan dan meningkatkan keterampilan berbicara melalui apa yang disampaikan oleh guru dan menguasai beberapa contoh *expression asking and giving opinion* secara benar dan sesuai dengan konteks.

B. Materi dan strategi pembelajaran

1. Materi pembelajaran

Guru memberikan gambaran materi terkait *expression asking and giving opinion*, siswa mengidentifikasi *expression asking and giving opinion* yang ada didalam dialog kemudian guru menginstruksikan siswa untuk berdialog (metode random call)

2. Strategi pembelajaran

- | | |
|---------------|--|
| a) Teori | : Constructivism, Cognitivism |
| b) Pendekatan | : Cooperrative |
| c) Model | : Activity Based Learning |
| d) Metode | : dialog dan tanya jawab |
| e) Teknik | : Random Call Technique |
| f) Perangkat | : RPP, Media, Buku, Silabus, Rubrik |
| g) Moda | : Offline learning/Luring (Tatap Muka) |

C. Evaluasi pembelajaran

kemampuan literasi, karakter dan kemampuan kompetensi (merumuskan, mengembangkan, melaksanakan, menelaah, mengecek dan mengombinasikan).

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) HOTS

Sekolah : SMPN 3 BELOPA
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII.3/I
Materi Pokok : Expression (asking and giving opinion)
Alokasi Waktu : 60 Menit

A. Tujuan Pembelajaran

Siswa di harapkan mampu meningkatkan kemampuan literasi, karakter, kompetensi untuk mendeskripsikan dan meningkatkan keterampilan berbicara melalui apa yang disampaikan oleh guru dan menguasai beberapa contoh *expression asking and giving opinion* secara benar dan sesuai dengan konteks.

B. Materi dan strategi pembelajaran

1. Materi pembelajaran

Guru memberikan gambaran materi terkait *expression asking and giving opinion*, siswa mengidentifikasi *expression asking and giving opinion* yang ada didalam dialog kemudian guru menginstruksikan siswa untuk berdialog (metode random call)

2. Strategi pembelajaran

- | | |
|---------------|--|
| a) Teori | : Constructivism, Cognitivism |
| b) Pendekatan | : Cooperrative |
| c) Model | : Activity Based Learning |
| d) Metode | : dialog dan tanya jawab |
| e) Teknik | : Random Call Technique |
| f) Perangkat | : RPP, Media, Buku, Silabus, Rubrik |
| g) Moda | : Offline learning/Luring (Tatap Muka) |

C. Evaluasi pembelajaran

kemampuan literasi, karakter dan kemampuan kompetensi (merumuskan, mengembangkan, melaksanakan, menelaah, mengecek dan mengombinasikan).



APPENDIX 4

PRE-TEST

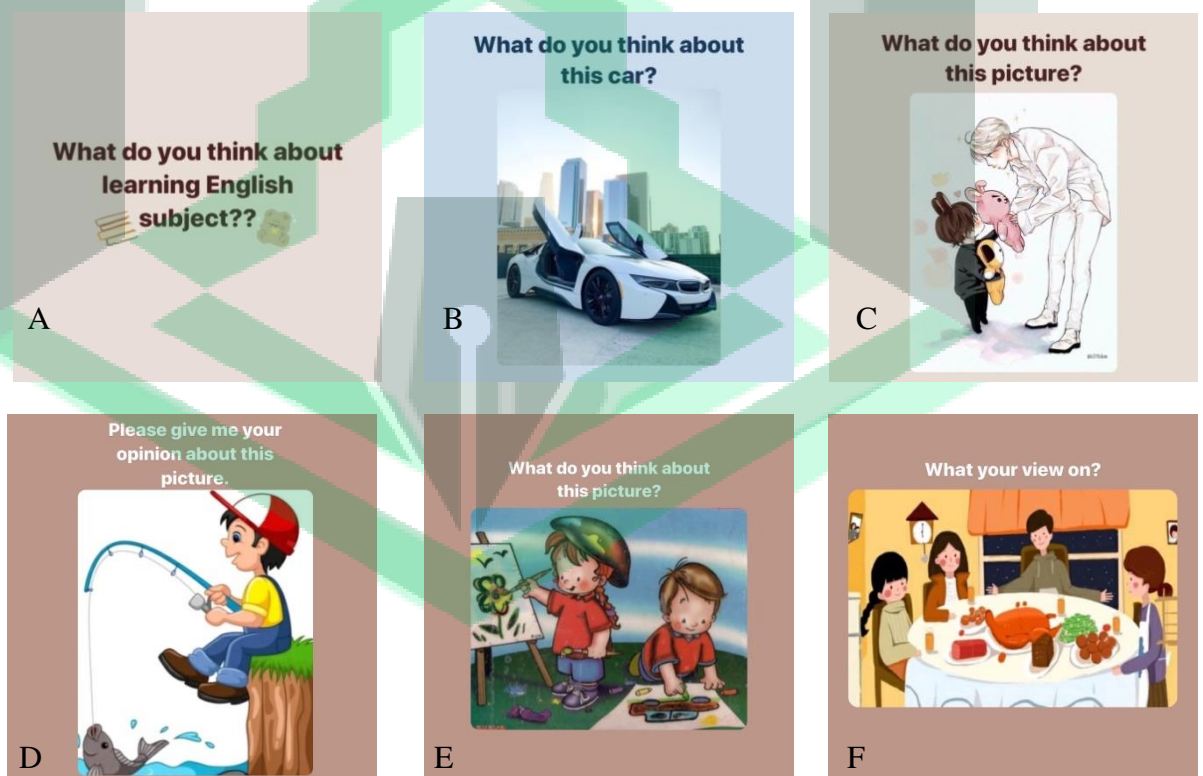
PRE-TEST

Instruction:

Pre-test is used to check the current condition of students.

Implementation is carried out before students get treatment. Researcher will be some activities:

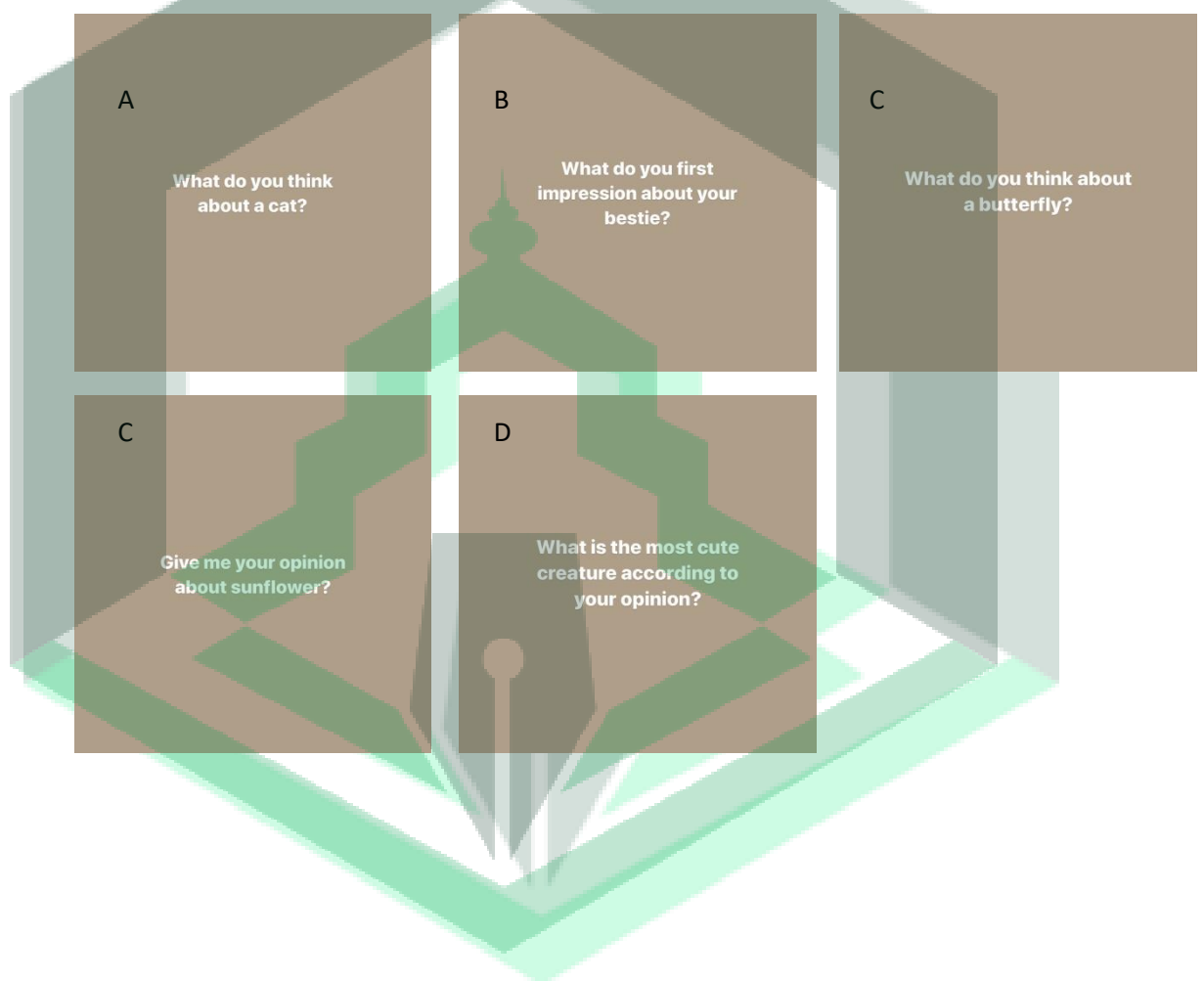
1. The researcher was collected the data by using the instrument of the test.
2. The test was an oral test based on the questions in the instrument. From here, researchers would take students' performance into data.
3. The researcher was given some picture of a question.
4. The researcher would ask the students to give their opinion about the picture that was given.





Post-Test

The post-test is given to all students in class VIII.3 at SMPN 3 Belopa to measure the students speaking in expression asking and giving opinion used random call technique. In this post-test researcher instruct the students to answer the questions on picture using expressions asking and giving opinion.

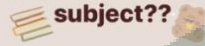




SCRIPT PRE-TEST

What do you think about
learning English
subject??

A



What do you think about
this car?

B



What do you think about
this picture?

C



Please give me your
opinion about this
picture.

D



What do you think about
this picture?

E



What your view on?

F



R1

Researcher: What do you think about learning English subject? (Picture A)

Responden: Mmmmm, susah di ucapkan.

R2

Researcher: What do you think about this car? (Picture B)

Responden: Mobilnya bagus dan keren

R3

Researcher: What do you think about this picture? (Picture C)

Responden: hmmm kakak adik sedang bermain boneka.

R4

Researcher: Please give me your opinion about this picture? (Picture D)

Responden: Anuu kak, anak memancing ikan di sungai.

R5

Researcher: What do you think about this Picture? (Picture E)

Responden: adik kakak melukis di lapangan, hmmm mereka melukis bunga dan mobil.

R6

Researcher: What your view on? (Picture f)

Responden: keluarga sedang makan bersama.

R7

Researcher: What do you think about learning English subject? (Picture A)

Responden: Hmm apa? Ee nda tau kak, anu takut ki bicara bahasa inggris

R8

Researcher: What do you think about this car? (Picture B)

Responden: mobil putih dan mewah kak.

R9

Researcher: What do you think about this picture? (Picture C)

Responden: Hmm kakaknya toh kak na kasi boneka ke adeknya.

R10

Researcher: Please give me your opinion about this picture? (Picture D)

Responden: Anak sedang memancing ikan.

R11

Researcher: What do you think about this Picture? (Picture E)

Responden: Dua orang sedang melukis

R12

Researcher: What your view on? (Picture f)

Responden: Ummmm anuu... Makan bersama dengan keluarga.

R13

Researcher: What do you think about learning English subject? (Picture A)

Responden: anu kak, sedikit susah karena takut ki biasa angkat tangan kak, tidak pede ki bicara juga.

R14

Researcher: What do you think about this car? (Picture B)

Responden: ummm mobil white terbuka pintunya ke atas kak hehe.

R15

Researcher: What do you think about this picture? (Picture C)

Responden: Di sini gambar kak, ada kakak adik main boneka.

R16

Researcher: Please give me your opinion about this picture? (Picture D)

Responden: Anak sedang memancing dan mendapat ikan.

R17

Researcher: What do you think about this Picture? (Picture E)

Responden: Dua orang sedang menggambar bunga dan mobil

R18

Researcher: What your view on? (Picture f)

Responden: anu kak, makan malam dengan keluarga

R19

Researcher: What do you think about learning English subject? (Picture A)

Responden: tidak ku tau kak, sulit dan malu ka mengangkat tangan kalau tidak di tunjuk kak, bisa ji ka menjawab kak asal di tunjuk ki hehe

R20

Researcher: What do you think about this car? (Picture B)

Responden: Ummm itu toh kak mobil canggih dan mahal.

R21

Researcher: What do you think about this picture? (Picture C)

Responden: Dua orang bermain boneka.

R22

Researcher: Please give me your opinion about this picture? (Picture D)

Responden: Eeeee, anak laki-laki memancing ikan

R23

Researcher: What do you think about this Picture? (Picture E)

Responden: Dua orang sedang menggambar bunga dan mobil

R24

Researcher: What your view on? (Picture f)

Responden: hmm terlihat, keluarga sedang makan bersama

R25

Researcher: What do you think about learning English subject? (Picture A)

Responden: umm susah kak di ucapkan

R26

Researcher: What do you think about this car? (Picture B)

Responden: mobil putih yang mewah kak.

R27

Researcher: What do you think about this picture? (Picture C)

Responden: Dua orang bermain boneka.

R28

Researcher: Please give me your opinion about this picture? (Picture D)

Responden: Eeeee, anak laki-laki memancing ikan

R29

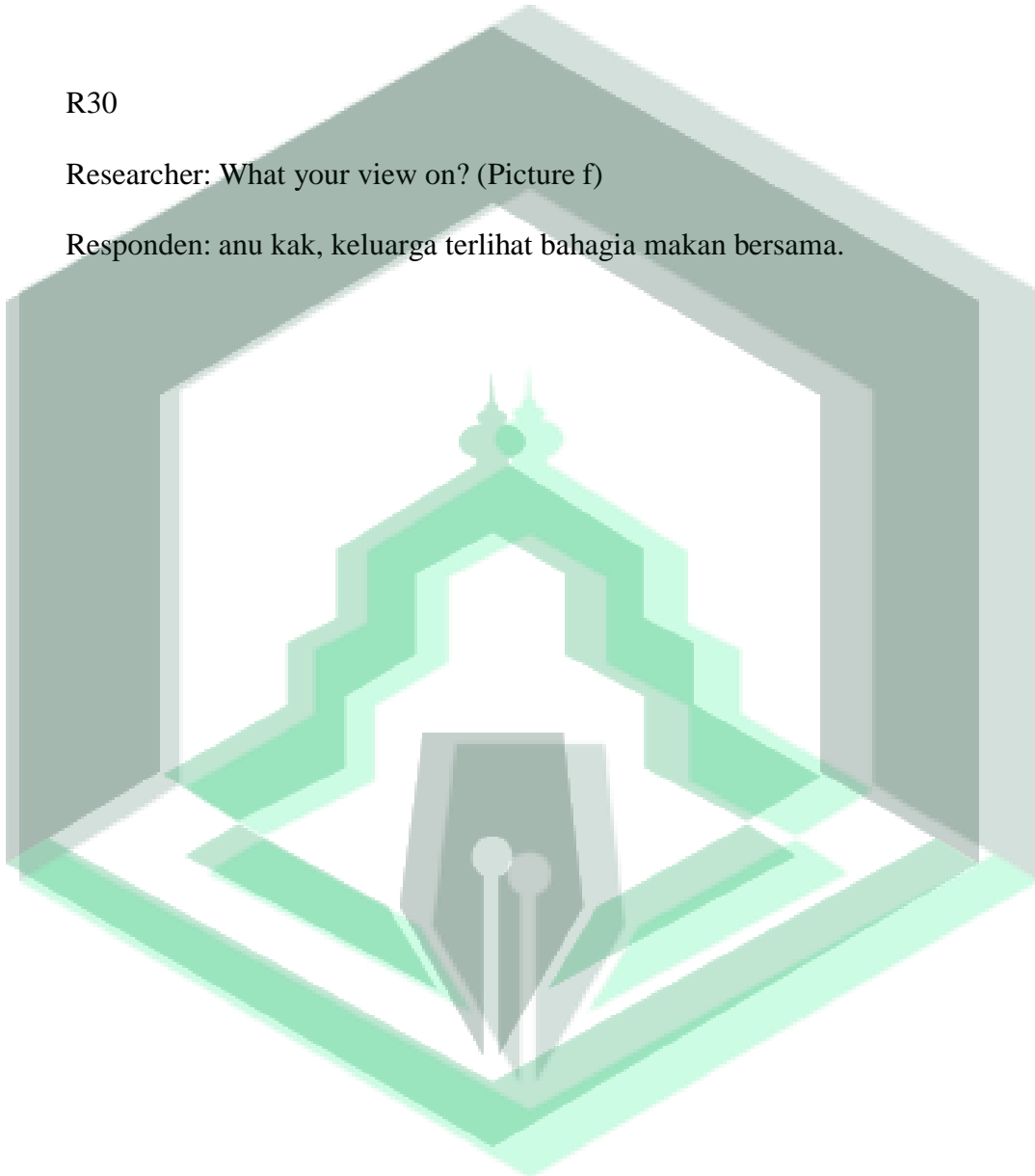
Researcher: What do you think about this Picture? (Picture E)

Responden: anak anak menggambar di lapangan.

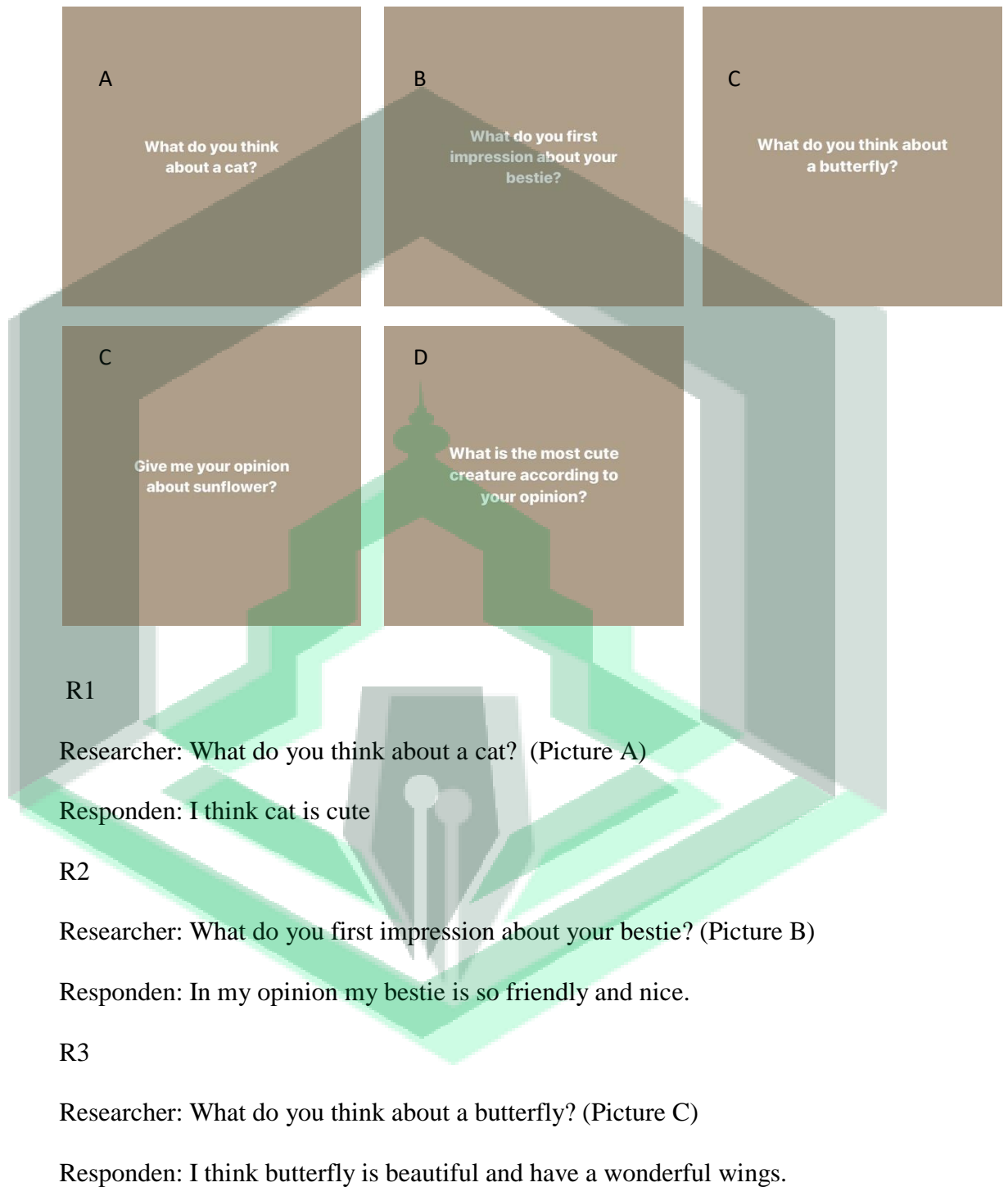
R30

Researcher: What your view on? (Picture f)

Responden: anu kak, keluarga terlihat bahagia makan bersama.



SKRIPT POST-TEST



R4

Researcher: Give me your opinion about sunflower? (Picture D).

Responden: In my opinion, sunflower is a warm and pretty flower.

R5

Researcher: What is the cutest creature according to your opinion?

(Picture E)

Responden: hmmm. I think, when I met my pet name lily.

R6

Researcher: What do you think about a cat? (Picture A)

Responden: ummm, I think cute

R7

Researcher: What do you first impression about your bestie? (Picture B)

Responden: my bestie is nice.

R8

Researcher: What do you think about a butterfly? (Picture C)

Responden: I think butterfly is beautiful wings.

R9

Researcher: Give me your opinion about sunflower? (Picture D).

Responden: hmmm, my opinion, sunflower is pretty flower.

R10

Researcher: What is the cutest creature according to your opinion?

(Picture E)

Responden: hmmm. I think, when wear cute dress.

R11

Researcher: What do you think about a cat? (Picture A)

Responden: ummmm, I think cat so funny and cute

R12

Researcher: What do you first impression about your bestie? (Picture B)

Responden: in my opinion my bestie is so friendly.

R13

Researcher: What do you think about a butterfly? (Picture C)

Responden: I think butterfly have pretty wings.

R14

Researcher: Give me your opinion about sunflower? (Picture D).

Responden: In my opinion, sunflower so pretty flower.

R15

Researcher: What is the cutest creature according to your opinion?

(Picture E)

Responden : in my opinion is my doll so cute

R16

Researcher: What do you think about a cat? (Picture A)

Responden: I think cat is cute

R17

Researcher: What do you first impression about your bestie? (Picture B)

Responden: In my opinion my bestie is so friendly and nice.

R18

Researcher: What do you think about a butterfly? (Picture C)

Responden: I think butterfly is beautiful and have a wonderful wings.

R19

Researcher: Give me your opinion about sunflower? (Picture D).

Responden: In my opinion, sunflower is a warm and pretty flower.

R20

Researcher: What is the cutest creature according to your opinion?

(Picture E)

Responden: hmmm. I think, when I met my pet name lily.

R21

Researcher: What do you think about a cat? (Picture A)

Responden: ummm, I think cute

R22

Researcher: What do you first impression about your bestie? (Picture B)

Responden: my bestie is nice.

R23

Researcher: What do you think about a butterfly? (Picture C)

Responden: I think butterfly is beautiful wings.

R24

Researcher: Give me your opinion about sunflower? (Picture D).

Responden: hmmm, my opinion, sunflower is pretty flower.

R25

Researcher: What is the cutest creature according to your opinion?

(Picture E)

Responden: hmmm. I think, when wear cute dress.

R26

Researcher: What do you think about a cat? (Picture A)

Responden: hmm, I think cat so cute

R27

Researcher: What do you first impression about your bestie? (Picture B)

Responden: in my opinion my bestie is so friendly and nice.

R28

Researcher: What do you think about a butterfly? (Picture C)

Responden: I think butterfly have pretty wings and colorfull.

R29

Researcher: Give me your opinion about sunflower? (Picture D).

Responden: I think, sunflower so pretty flower.

R30

Researcher: What is the cutest creature according to your opinion?

(Picture E)

Responden : in my opinion is my hamster so cute and pretty





APPENDIX 7
LEMBAR VALIDASI INSTRUMENT



APPENDIX 8
DOCUMENTATION



BIOGRAPHY



Andi Nilam Raodah, born in Mangkoso Barru on August 28, 1999. The author is the first of 3 children of a father named Yurdan yunus and mother named Andi yusnah. Currently the author resides in housing Pns. Taddette Block CC/8, Belopa. The author's basic education was completed in 2010 at Elementary school 21 Taddette. Then at the same year pursuing education at junior high school 3 Belopa, the author was active in various extracurricular activities including; Young Indonesia red cross society and Scouts in 2014 continuing education at senior high school 2 Belopa. In the second year of high school, the author joined the student council. After graduating from high school in 2017, the author continued her study in the English language education study program at the education faculty of the State Islamic Institute (IAIN) Palopo.

Authors contact person : andinilam28@gmail.com