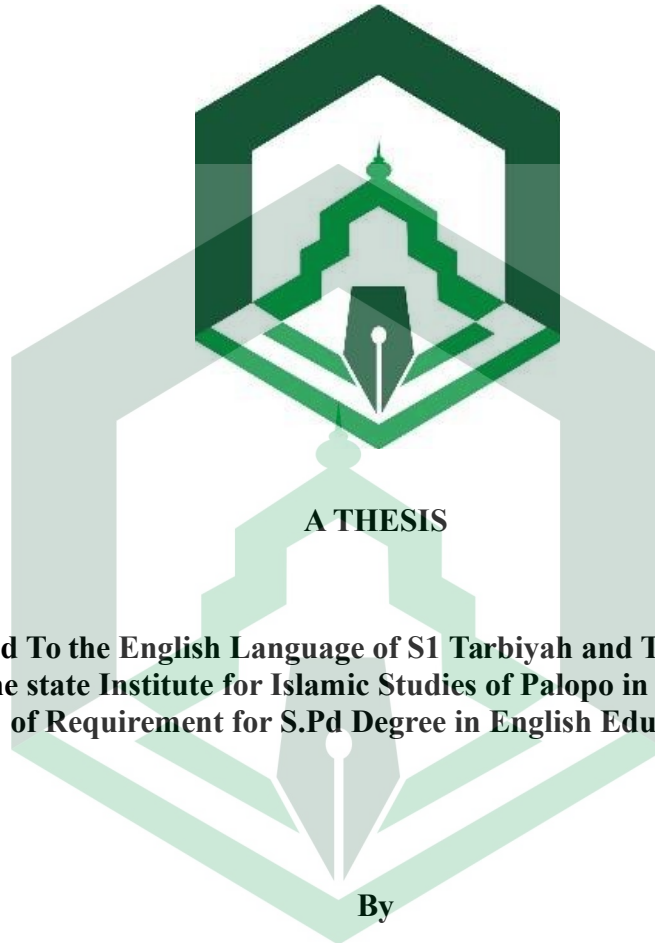


**THE IMPLEMENTATION OF SPIDERGRAM TECHNIQUE IN  
UPGRADING STUDENTS' SPEAKING SKILL AT THE SECOND  
SEMESTER ENGLISH STUDENTS OF IAIN PALOPO**



**A THESIS**

**Submitted To the English Language of S1 Tarbiyah and Teacher Training  
Faculty of the state Institute for Islamic Studies of Palopo in Partian Fulfillment  
of Requirement for S.Pd Degree in English Education**

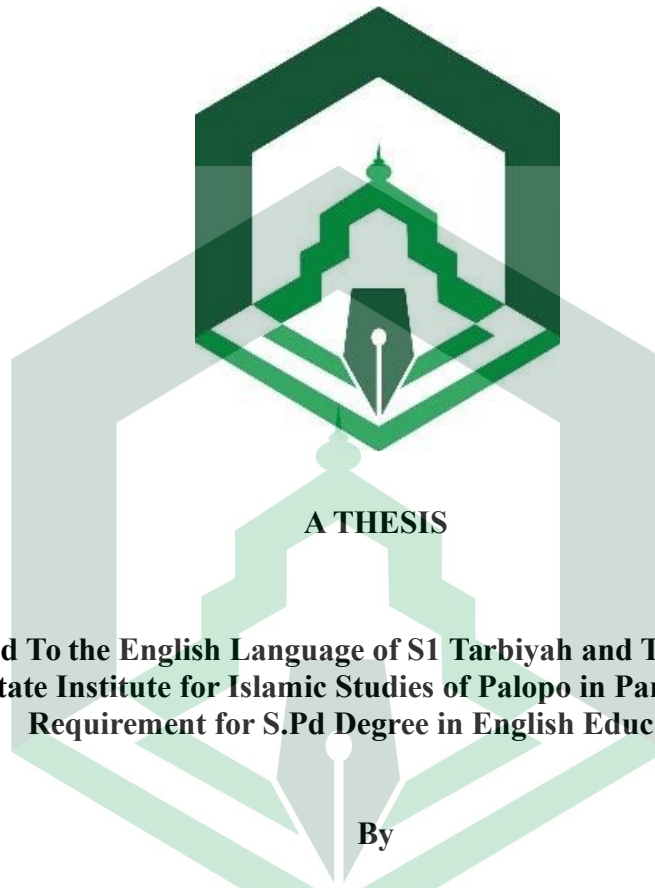
**By**

**YULIANTI**

**NIM. 11.16.3.0078**

**ENGLISH STUDY PROGRAM OF TARBIYAH AND TEACHER TRAINING  
FACULTY OF THE STATE INSTITUTE FOR ISLAMIC STUDIES  
(IAIN) PALOPO  
2015**

**THE IMPLEMENTATION OF SPIDERGRAM TECHNIQUE IN  
UPGRADING STUDENTS' SPEAKING SKILL AT THE SECOND  
SEMESTER ENGLISH STUDENTS OF IAIN PALOPO**



**A THESIS**

**Submitted To the English Language of S1 Tarbiyah and Teacher Training  
Faculty of state Institute for Islamic Studies of Palopo in Partian Fulfillment of  
Requirement for S.Pd Degree in English Education**

**By**

**YULIANTI**

**NIM. 11.16.3.0078**

**IAIN PALOPO**

**Under Supervision:**

- 1. Dr. Masruddin, S.S.,M.Hum.**
- 2. Jufriadi, S.S., M.Pd.**

**ENGLISH STUDY PROGRAM OF TARBIYAH AND TEACHER TRAINING  
FACULTY OF THE STATE INSTITUTE FOR ISLAMIC STUDIES  
(IAIN) PALOPO  
2015**

## ABSTRACT

Yulianti , 2015, **The Implementation of Spidergram Technique In Upgrading Students' Speaking Skill at The Second Semester English of IAIN Palopo**. Thesis, English Study Program of Tarbiyah and Teacher Training Faculty of the State Institute for Islamic Studies (IAIN) Palopo. Under Supervisors: Dr. Masruddin.S.S., M.Hum as the first consultant and Jufriadi,S.S., M.Pd as the second consultant.

Key Words : Upgrading, Speaking skill, Spidergram Technique

The objectives of this research is to find out the effectiveness spidergram in upgrading speaking skill at second semester of IAIN Palopo. And the result finds that spidergram is effective in speaking skill. The result of this research were expected : (1) for teacher: by implement spidergram technique, the method will be more helpful for teachers in teaching and learning process for upgrading student's speaking skill. (2) for students : by using spidergram, the students will be more easy to speak and improving their speaking skill. For others : by using spidergram, it will motivate them to study English.

This thesis applied quasi-experimental method. The researcher got the score of three aspects in speaking skill; accuracy, fluency, and comprehensibility by using a test namely pre-test and post-test in control class an experimental class. The population of this research was the students at the second semester of IAIN Palopo. The sample was taken by using random sampling. The number of sample was 40 students.

The result of this research shows that : 1) the students were enjoyable to express their ideas or their opinion in speaking proses, 2) the students were interested learning speaking by implement spidergram technique, 3) there was significant difference in experimental class after implement this technique and there was not significant difference in control class in post test. The result of the data analysis shows that the score of  $t_o$  (t-obtained) and gathered from SPSS 21, it shows that  $t_o$  was higher than  $t_{table}$ . The findings of  $t_o$  was 7.41 while the level of significance of 5% was 2.03 and the level of significance 1% was 2.72. It showed that  $2.03 \leq 7.41 \geq 2.72$ . from the orienting number of significance shows the significance was  $0.000 < 0.05$ , thus the alternative hypothesis ( $H_a$ ) was accepted and null hypothesis ( $H_o$ ) was rejected.

## CHAPTER I

### INTRODUCTION

#### *A. Background*

Speaking is the ability to speak appropriately and effectively in real communicative situation in order to communicate ideas to other. This statement reflects speaking is closely related to the language but in fact only some of students who realize the function of speaking. Therefore speaking aspect can influence some aspect of human beings' life such as economic, education, culture, and many more.

Nowadays, we as Indonesian society cannot deny the spreading of English speaking. Although English has a function as foreign language but it is too strong to influence some aspect of life. One of them is education. It can be noticed to English teachers as well as students are eager to speak English so that they can communicate in English. There are many kinds of ways that have been created to make the students can speaking easily and one of those ways is creating international class in each school. It is purposed to obligate the students to speak English. Although creating international school has been conducted but it has not given satisfied result yet. It is indicated by the students who still do not know to speak English. Generally, this case is mostly happened in every student.

In this case all English teachers seem to work hard for being English teacher as well as students. The teachers always try to modify the process of learning that can improve students' speaking skill. There are some ways that can be applied by the English discussion, English debate, English interview, English drama, telling story past time, experience or daily activities, and many other techniques in speaking class.

Concerning to the technique used by the English teachers, those have not been enough in guiding the students to improve their speaking aspect. There are some problems make students cannot speak English fluently. Those are the students lack of practice, difficult to find out the situation in which they practice their English more frequently.

Teaching should be an exciting and refreshing activity for the students and teachers. For this time the researcher believes this method will be able to change the situation of learning and teaching process become more comfortable for the students and teachers. So that they can produce communicative interaction trough speaking. This method always guides the students in upgrading their speaking skill and make English becomes a daily activity and unrepeated the bad habit of learning process. It means that students can speak fluently and structurally.

The researcher believes that this method will help the student focus on the topic, requires the student to review what they already know in order to organize that knowledge, and helps the student to monitor their growing comprehension of the topic. It also helps point out the areas where the student must investigate more (where the web is hard to fill out). If the topic at hand involves investigating attributes associated with a single topic, and then obtaining more details on each of these ideas, use a spidergram as your graphic organizer. The spider diagram is like a star graphic organizer with another level of detail.<sup>1</sup>

---

<sup>1</sup> Teachers'Notes.Using a spidergram.pdf. <http://www.elsp.ie> Accessed on October

For example, a spidergram can be used to find methods that help your study skills (like taking notes, reading, memorizing, etc.), and investigate the factors involved in performing each of the methods. By spidergram the student must concentrate on the main topic, list the big ideas concerning the topic, and think of the attributes/qualities/functions associated with each of these ideas.<sup>2</sup>

The result of observation in some thesis and journals that relate with spidergram said that it is suitable to upgrade students' speaking skill. At which explain at "partners in planning, information, participation and empowerment.

For this reason, the researcher had curiosity in conducting a research on " The Implementation of Spidergram Technique in Upgrading students' speaking skill at the second semester English students of IAIN Palopo

### ***B. Problem Statement***

Based on the description above, the researcher formulated the problem statement as follows:

1. Is the spidergram effective to upgrade students' speaking skill at the second semester English students of IAIN Palopo?
2. How is the students' response toward spidergram technique in upgrading students' speaking skill at the second semester of IAIN Palopo?

### ***C. Objective of the Research***

Based on the problem statement that had been formulated, the objective of the research as follows:

---

<sup>2</sup>Ibid.

1. To find out the effectiveness the implementation of Spidergram in Upgrading students' speaking skill at the second semester English students of IAIN Palopo?
2. To find out the students' response toward the spidergram technique in upgrading students' speaking skill at the second semester of IAIN Palopo.

#### ***D. Significance of the Research***

1. For teacher, this research would like to give information how to teach in speaking class and upgrade the students' speaking skill.
2. For students, it could improve and upgrade students speaking skill by knowing the good way in learning speaking skill.
3. For other researcher, it could be a reference for the researcher as contribution to upgrade speaking skill.

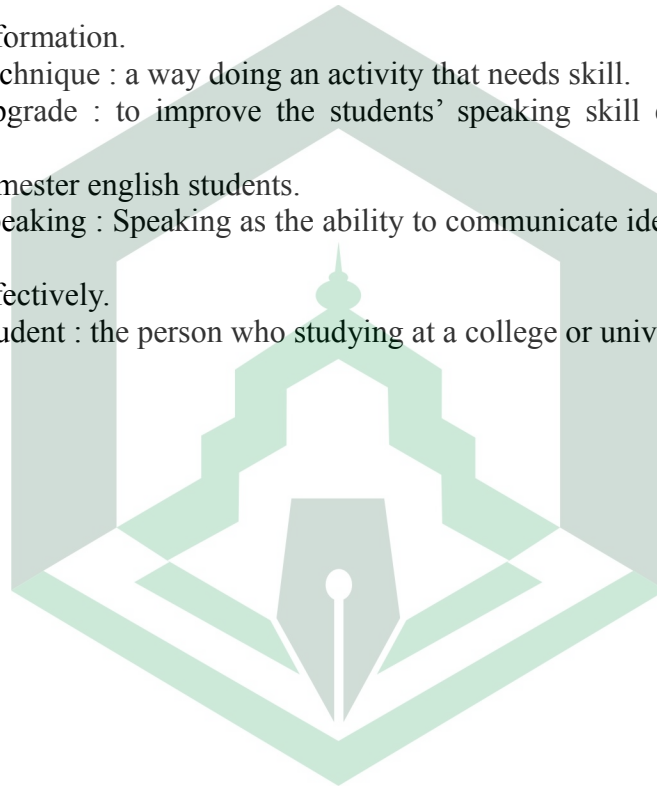
#### ***E. Scope of the Research***

This research focused in teaching speaking by using Spidergram in Upgrading students' speaking skill at the second semester English students of IAIN Palopo. The researcher used some topics for each treatment, they were related to animals, things, and human. In this research, researcher focus to asses the students' speaking skill in three aspects, they are fluency, accuracy, and comprehensibility.

### ***F. Operational Definition***

Based on the title above. The researcher gave definitions as follow :

1. Implementation : implement spidergram technique in upgrading students' speaking skill
2. Spidergram : Spidergram is a diagram with lines and circles for organizing information.
3. Technique : a way doing an activity that needs skill.
4. Upgrade : to improve the students' speaking skill especially in second semester english students.
5. Speaking : Speaking as the ability to communicate ideas appropriately and effectively.
6. Student : the person who studying at a college or university.



IAIN PALOPO



## CHAPTER II REVIEW OF LITERATURE

### *A. Previous Studies*

1. Suardi Sahid, in his thesis under title improving students' speaking skill by using retelling story through pantomime at the second semester of English study program tarbiyah department STAIN Palopo. He suggests the using of retelling story through pantomime, because it can the effectiveness and could give significant development toward the students' speaking ability in English.<sup>1</sup>

2. Attina Yunieta Putri in her thesis the effect of using spidergram on the eighth grade Students' vocabulary achievement at smp negeri 8 jember In the 2013/2014 academic year. She suggests to use the spidergram to improve students' vocabularies because it has significant effect to increase the students' vocabularies ability.<sup>2</sup>

3. Syamsuarni in his journal teaching speaking a recount text by using spidergram technique for junior high school students. He said that the using of spidergram is the

---

<sup>1</sup>Suardi Sahid, *Improving students' speaking skill by using retelling story through pantomime at the second semester of English Study Program Of tarbiyah department STAIN Palopo*, (Palopo : STAIN Palopo, 2013), p.72

<sup>2</sup> Attina yunieta Putri, *the effect of using spidergram on the eight gradestudents' vocabulary accivement at SmpN 8 Jember 2013/2014 academic year*, ( Jember : Universitas Jember, 2014), Repository.Unej.Ac.Id

alternative technique to teach speaking. Because it has positive respond from students.<sup>3</sup>

The similarity of the studies above are teaching and improving students' speaking skill and the difference are the researchers use different way in their research. By looking for the different and similarity from the previous study the researcher was eager to apply spidergram technique to upgrade the students' speaking skill. It can help the students to express their ideas and focus in their speaking.

## **B. The Concept Of Speaking**

### **1. Definition**

Speaking skill is fundamentally an instrument act.<sup>4</sup> Speaking as the ability to communicate ideas appropriately and effectively. According the Oxford dictionary that speaking is expressing our ideas openly<sup>5</sup>. Communication is a process by which we translate for other people our view of the world and related it to the way they see the world. By communicating we pass information back and forth and help each other see the world from another point of view.<sup>6</sup> It means that human need to communicate

---

<sup>3</sup>Syamsuarni, *teaching speakin in recount text by using spidergram technique for junior high school students*, (STIKIP PGRI West Sumatera : West Sumatera), p. 5.

<sup>4</sup> Herbert H. Clark and Eve V Clark, *Psychology and Language*, (United States of America: Harcourt Brace Joranovich, ich., 1997), p. 223.

<sup>5</sup> Oxford University press, *Oxford Learner's Pocket Dictionary*, (Forth Edition:2008 ), p. 426.

<sup>6</sup>J. Jerome Zolten and Gerald M Philips, *Speaking to An Audience*, (Cet. III; Indian: ITTbobbs-Merril Education, 1985), P. 5

their feeling, ideas, or thought. Speaking is the most essential way in which the speaker can express himself through the language.

1. Psychological factor that is the use the students are usually ashamed, awkward, and afraid of speaking English to other people.

2. Cognitive factor that is the students are lack of mastery English grammar and vocabularies. They are also difficult to pronounce English word and their ideas in English.

3. They lack of practice that is the students are difficult to find out the situation in which they practice their English more frequently.

One of the versatile techniques for the presentation and practice of phonological, lexical and grammatical items in speaking. It has the further advantages that it can be used for controlling or guiding free work and a dialogue is by fulfils the communication criterion. It is possible to use dialogue the most elementary school level, even the first lesson.

In speaking class the students are expected to express idea, information, and feeling to others. Much talking is important to upgrade the students' speaking skill. They will not be able to speak fluently if they do not practice the language in good, correct, and accurate language.

## **2. Elements of speaking**

According to Harmer that the ability to speak fluently presupposes not only knowledge of language features, but also the ability process information and language on the spot.<sup>7</sup>

*a. Language Features*

1) Connected Speech

In connected speech, should be modified assimilation omitted, added or weekend. It is for this reason that we should involve students in activities designed specially to improve their connected speech.

2) Expressive Devices

The use of this devices contributes to the ability to convey meanings. The allow the extra expression of emotion and intensity. Student should be able to develop at least some of such supra segmental features and device in the some way if they are to be fully effective communicators.

3) Lexis and Grammar

Spontaneous speech is marked by the use of all number of common lexical phrases, especially in the performance of certain language function.

4) Negotiating language

Effective speaking benefits from the negotiator language we use seek clarification and to show the structure of what we are saying.

*b. Mental/Social Processing*

1) Language Processing

Effective speakers need to able to process language in their own head and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended. Language processing involves the

---

<sup>7</sup>Jeremy Harmer, *The Practice of English Language Teaching* (Ed. III; England: Pearson Education Limited, 2001), p. 269.

retrieval of word and phrases from memory and their assembly into syntactically and propositionally approach sequence. One of the main reasons for including speaking activities in language lesson is to help students to develop habits if rapid language processing in English.

2) Interacting With Others

Most speaking involves interaction with one or more participant. This means that effective speaking also involves a good deal of listening, and understanding of how the other participant are feeling, and a knowledge of how linguistically to make turns allow other to do so.

3) (On the Spot) Information Processing

Quite apart from our response to others feelings we also need to be able to process information they tell us the mean we get it.

**3. Types of Classroom Speaking Performance**

According to Brown there are six types of classroom speaking performance that students expected to carry out in the classroom:<sup>8</sup>

a. Imitative

A very limited portion of classroom speaking time may legitimately be speech generating “human tape recorder speech where for example learner practice an intonation contour or try to pinpoint a certain vowel sound.

b. Intensive

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

c. Responsive

---

<sup>8</sup>Brown H. Douglas, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (New York: Prentice Hall, 2001), p.274.

A good deal of student speech in the classroom is responsive short replies a teacher or student, initiated questions or comments. Such speech can be meaningful and authentic.

d. Transactional (dialogue)

Transactional language carried out more for the purpose of conveying or exchanging specific information in the extended form of responsive language.

e. Interpersonal (dialogue)

Interpersonal language carried out more for the purpose of maintaining social relationship than for the transmission of the fact and information.

f. Extensive (monologue)

Students at intermediate to advanced level are called on to give extended monologues in the form of oral reports summaries or perhaps short speeches.

**4. Speaking Difficulties**

Study about foreign language is too difficult for beginners or learners as speaking skill. According to Brown, the following characteristic of spoken language can make oral performance easy as well as in some cases difficult.

1. Clustering

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

2. Redundancy

The speaker has an opportunity to make meaning clearly through redundancy of language. Learner can capitalize on this feature of spoken language.

3. Reduced form

Contractions, elisions, reduced vowels, etc. all form special problems teaching spoke English.

4. Performance variables

One of advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitation, pauses,

background and correlation. Learners can actually be taught how to pause and hesitate.

5. Colloquial language

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

6. Rate of delivery

Another silent characteristic of fluency is rate of delivery.

7. Stress, rhythm and intonation

This is the most important characteristic of English pronunciation pattern convey important messages.

8. Interaction

As noted in the previous section, learning to produce waves of language in a vacuum-without interlocutor-would rob speaking skill of its richest component the creativity of conversational negotiating.

**5. The Main Aspect of Assessing Speaking Skill**

The main aspect of assessing speaking skill divides into three main components, as follows:

1. Fluency

Fluency is the ability to produce what one wishes to say smoothly and without undue hesitation and searching.<sup>9</sup> Speak without you great an effort with a fairly wide range of expression.

2. Accuracy

Accuracy is the ability in use target language clearly intelligible pronunciation, particular grammatical and lexical accuracy. Brown says that accuracy

---

<sup>9</sup> Wilga M. Rivers, *Teaching Foreign Language Skill*, (Ed. II; London; 1981), p. 372.

is achieved to some extent by allowing student to focus on the elements of phonology grammar and discourse in their output.<sup>10</sup>

### 3. Comprehensibility

Comprehension is the ability to understand quite well to the top nomination with considerable repetition and rephrasing. Comprehension is exercise to improve one understands.<sup>11</sup>

In testing speaking proficiency, we use some elicitation techniques. According to Madsen elicitation techniques is the ways to get students to say something in speaking test, for example through limited response; directed response, questions about picture, reading-aloud, paraphrase explanation, guided role play or relaying information, visual and paraphrase techniques through oral interview.<sup>12</sup>

## 6. The Ways to Improve Speaking Skill

### 1. Learning Speaking by Speaking

Learning foreign language must be learning step by step. As the learners, they have to learn the language as they learn by their native language when they were

---

<sup>10</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (Ed II; San Francisco: Addison Wesley Longman Inc., 2001), p. 268.

<sup>11</sup> Oxford University press, *Oxford Learner's Pocket Dictionary*, (Forth Edition:2008 ), p. 86.

<sup>12</sup> Harold Madsen, *Techniques In Testing* (Ed.II ; New York : Oxford University,1983), p.162.



child, as Wilga and Rivers say other teacher persuade themselves that if they speak the new language exclusively in the classroom the students will, at sometimes, begin to speak it fluently too. This they justify by the argument that students now have the opportunity to learn a second or third language as they learned their native language as a child.

The teacher will need to give their students many opportunities to practice their speaking. From this experiment with the language, students become aware and have potential for the creation of new meaning of language. They realize the language is an available tool, which can be used in many ways. From these reasons, speaking the language should be natural activity from the first lesson.

Beside that, of course we have question: why are some students' failure at language learning while others are successful? If we know the answer to the question, the job of teaching and learning a language would be easy. We can not point to a number of factors which seem to have a strong effect on a student will be motivated in learning that is all caused by method in teaching. As Harmer says that one of intrinsic motivations of the students are come from physically conditions, method, the teacher and success.

The speaking skill is the most important in English skill that must be learnt to be able to communicate with each other to communicate with the native speakers.

## 2. Dialogue

In dialogue, the students learn important features of conversation such as greeting, expression of impatience dismay, or surprise, conventional expression of agreement and polite agreement, common form of question and noncommittal answer, expletives and exclamations which give the speaker time to search for the correct

form to express the meaning, appropriate level of language for specific situation and relationship.

The dialogue is next presented in the foreign language several times with the aim visual aids, so that the situation becomes quite clear to the students. Now come the task of memorization of the dialog sentences. Students memorize each utterances by mimicking the teacher, until a point of accurate reproduction is reached.<sup>13</sup>

## **7. Planning Speaking Activities**

In planning speaking activities, teachers need to decide whether students need high structure (for example drills and controlled practice) for practice in learning or getting it or low structure (for example role plays, simulations) for using it. Questions to consider in relation to speaking include the following:

1. Is it necessary to review the language to be used in a task?
2. Will the learners work in pairs or small groups?
3. How will learners be monitored as they complete task?

When developing activities, lessons or tasks around speaking, teachers should also be aware of the three areas of knowledge that speaking encompasses. Each area

---

<sup>13</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (Ed II; San Francisco: Addison Wesley Longman Inc., 2001), p. 270.

should receive attention, though not necessarily all at once. It is advisable to inform the students of these areas, so they are aware of the purpose of the activities.

1. Mechanics: This area involves the different pieces that make up speaking including pronunciation, vocabulary, grammar and word order.
2. Functions: This area describes the uses of speaking whether for transaction or interaction, and when precise understanding is or is not required.
3. Social/cultural rules and norms: This area involves the more subtle cultural value inherent in the language's culture, such as turn taking, social norms, roles of participants, etiquette and social register etc.<sup>14</sup>

When creating activities that focus on student speaking, teachers can create activities relative to different types output and their purposes:

1. Structured output focuses on using a correct form, usually something specific that has been worked on in class. The purpose is to develop comfort with certain forms/structures
2. Communicative output focuses less on form and more on the completion of a task that includes using specific language. The purpose is for the students to get their meaning across; accuracy not as big of a consideration.

---

<sup>14</sup> <http://www.nclrc.org/essentials/speaking/spindex.htm> accessed on November 24<sup>th</sup> at 15.25 am.

## **8. How to Learn to Speak Language**

Rivers states that we learn to speak a language by speaking. Other teachers persuade themselves that if they speak the new language exclusively in the classroom the students will, at some time, begin to speak it fluently to, this is justified by the argument that the students now have the opportunity to learn speak a second or a fifth language as they learned their native as a child. This reasoning ignores the fact that little children learn to speak their language by continual patting for most their waking hours, frequently using incorrect forms, that they are continually being spoken to, often in specially adapted language, and uttering comprehensible speech enable them to gain things for which they feel a great need (physical satisfaction or their parents attention and praise). Students of a new language will not learn to speak fluently merely by hearing speech in class, although this is most important for familiarizing them practice in the receptive side of communication teachers will need to give their students may opportunities to practice speaking. They will need to use their imagination in deceiving situation which provoke the use of language in the expression of students own meaning, even the students has very limited resources on which to draw. From this early experiment with the language, students became aware of the extraordinary potentially for the creation of new meaning that recombination and rearrangement of language elements provide.<sup>15</sup>

The active practice of speech cannot be left to a “later stage” when the students presumably “know the language” from dissection reassembling of the writer

---

<sup>15</sup>Wilga M. Rivers, *Teaching Foreign Language Skill*, (Chicago: The University of Chicago Press, 1981), p.188-189.

language. By this time, many students will have developed certain inhibition about making strange sound in public, and will find it difficult to express themselves orally in the complex form of the literary code they have been taught. Students should be given the opportunity, throughout their period of language study, to develop ever greater skill encoding their thoughts in ever more complicated structural pattern of the new form of speech and in consolidating the muscular control involved in the acceptable production of sound sequences. Prolonged practice they require in working with the code must not be delayed. For this reason, speaking the language should be natural activity from the first lesson.

According to Lynn Lundquist, there are four simple rules you must follow when you are learning to speak English:

1. *To learn to speak English correctly, you must speak it aloud.*

It is important that you speak loudly and clearly when you are studying spoken English. You are retraining your mind to respond to a new pattern of proprioceptive and auditory stimuli. This can only be done when you are speaking aloud at full volume. One of the reasons that your English study in school required so much time while producing such poor results is that none of the *silent* study did anything to train your tongue to speak English.

2. *To learn to speak English fluently, you must think in English.*

The proprioceptive sense is not all that you are retraining when you learn spoken English. There is cognitive learning (memory) which must also take place. Grammar-based English instruction has emphasized cognitive learning to the

exclusion of retraining the proprioceptive sense. Nonetheless, cognitive learning is an important part of learning to speak English fluently.

*3. The more you speak English aloud, the more quickly you will learn to speak it fluently.*

Proprioceptive retraining is not instantaneous. It will require a great deal of repetition to build the new language patterns in your mind. As these new patterns develop, there will be progression from a laborious, conscious effort, to speech which is reproduced rapidly and unconsciously.

*4. You must never make a mistake when you are practicing spoken English.*

Strongly reinforcing the learning process each time you speak. However, when you construct a sentence incorrectly, you have not only wasted the learning time used to construct that sentence, but you must now invest even more time in order to retrain your mind, mouth, and hearing in order to construct the sentence correctly.<sup>16</sup>

#### **9. Characteristic of A Successful Speaking Activities**

Hymes states successful communication involves more than just the mastery of the “rules of grammar” that is the linguistic forms of a language, but also the understanding and appropriate application of the “rules of use”. Thus effective teaching of oral skills would naturally involve developing “communicative competence” or “pragmatic competence” in the learners.<sup>17</sup>

---

<sup>16</sup> Lynn Lundquist, *learning Spoken English*, (FreeEnglishNow:PublisherInformation), p.12

<sup>17</sup> Foley J.A., *New Dimensions in The Teaching of Oral Communication*, (Singapore: SEAMEO, Regional Language Centre, 2005), p.55.

Penny Ur stated that there are four characteristics of speaking activities, as follow:

a. Learner to talk

As much as possible of the period or time allocated to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up

teacher talk or pauses

b. Participation is even

A minority of talkative participants does not dominate classroom discussion, all get change to speak, and contribution is evenly distributed.

c. Motivation is high

Learner are eager to speak, because they are interested in the topic and have something new to say about it or because they want to contribute to achieving a task objective.

d. Language is of an acceptable

Learner expresses themselves in utterances that are relevant. Easily comprehensible to each other and of acceptable level of language accuracy.<sup>18</sup>

### **10. The Principles For Teaching Speaking**

According to Brown that there are six the principles for learning speaking, as follows :

1. Use techniques that cover spectrum of learner needs, from language based focus on accuracy to message-based to interaction, meaning and fluency.

In our current zeal for interactive language teaching, the teacher can easily slip into a pattern of providing zesty content-based, interactive activities that do not capitalize on grammatical pointers or pronunciation tips.

2. Provide intrinsically motivating techniques.

---

<sup>18</sup>Penny Ur, A., *Course in Language Teaching, Practice and Theory*, (Great Britain: Cambridge University Press, 1996), p.21.

Try at all times to appeal to students' ultimate goal and interest, to their need for knowledge, for status, for achieving competence and autonomy, for "being all that they can be". Even in those technique that do not send the students into ecstasy, help them to see how the activity benefit them. Often the students do not know why the teacher ask them to do certain things, it usually pays to tell them.

3. Encourage the use of authentic language in meaningful context.

It is no easy to keep coming up with meaningful intertion. The teacher succumb to the temptation to do, say, disconnect litle grammar exercises where they go around the room calling the students one by one to pick the right answer.

4. Provide appropriate feedback and correction.

It is important that the teacher take advantage of their knowledge of English to inject the kinds of corrective feedback taht are appropriate for the moment.

5. Give students opportunities to initiate oral communication.

The teacher ask question, give direction, and provide information, and students have conditioned only to "speak when spoken to." Part of oral communication competence is the ability to initiate conversations, to nominate topics, to ask question, to control conversations, and to change the subject.

6. Encourage the development of speaking strategies.

The concept of strategic competence is one that few beginning language students are aware of.<sup>19</sup>

### **C. Speaking for University Students**

Speaking is one of the productive skills, which is the evidence of a student that how much he or she is competent in a language. Moreover, much of the communication is made through speaking. In short, learning a language remains incomplete if one does not achieve competence in speaking.

---

19H Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy* ,( Ed II; San Francisco: Addison Wesley Longman Inc., 2001), p. 275



In IAIN Palopo students especially at the second semester students are required can speak English. They enter universities for undergraduate programs with a low proficiency in English. After completing the graduate and postgraduate levels, they have to be a English teacher. In different interviews they are tested on their competence in English, but the results are often disappointing. Moreover, most of the graduate and postgraduate students are not capable of speaking good English, which is an evidence of one's competence in a language. At the university level, especially in IAIN Palopo, the students usually forget what they have learned at secondary and higher secondary levels as most of the departments.

Based on the syllabus of speaking subject for second semester shows that they have to know how to speak English especially for their daily activities, although in basic level<sup>20</sup>. Because it can help them to know about English not only about their department.

#### ***D. The Explanation of Upgrading***

Upgrade has many definition based on its use. Upgrade is improve or useful of something, such as a machine or a computer program, or give a person a more

---

20 Bahan ajar, *Speaking dasar*, IAIN Palopo.

important job or state that their job is more important than it was in the past.<sup>21</sup> It means that make something be better. In this research, word “upgrade” is use for improving speaking skill students. It means that the students have a ability in speaking but they are still have many problems in speaking. They are still afraid, nervous, awkward to express their ideas in speaking. The point is the students have basic in speaking. By using word “upgrade” meant that there will be a methode how improve the students speaking skill fluently, accurately and comprehensible.

### ***E. The Concept of Spidergram***

#### **1. Explanation Of Spidergram**

Spidergram is a gram resembling a spider’s body leg in which information relating to a topic is noticed down in circles joined by radiating lines to the topic a central circle containing. In short, spidergram is a diagram to represent words, ideas, task or other item linked to a central key word or idea.<sup>22</sup>

According to Cambridge Advanced learner’s Dictionary defines that Spidergram is a diagram with lines and circles for organizing information. It is also a mind map. There are various examples of spidergram. The students can make one diagram with line and circle in organizing information. Based on some explanation given above, it can be concluded that a spidergram is a diagram with lines and circles for organizing

---

21 Cambridge Dictionaries Online, *Cambridge Advance Learner’s Dictionary*, Accessed On December 2015

22 Ibid, Accessed On December 2014

information. It is also mind map and strategy used to generate, to visualize and to classify ideas. The other names of spidergram are spider diagram or spider web.

## **2. Teaching Procedure Using Spidergram In Speaking Concept**

According syamsuarni in her short paper that there are some procedure in teaching spidergram.<sup>23</sup>

- a) The teacher asks students to move from usual structure of hand written note
- b) The students start to organizing their thoughts using spidergrams
- c) The teacher asks the students to make a big step forward in improving the quality of their thinking.
- d) The students take the position their ideas in relation their central topic.

In addition, some procedures of using spidergram technique that include as follow:

- a) The first step is dividing the students based on their number. And then they study alone.
- b) The second step is giving the students copies of worksheet. one copy for each student. The sample of worksheet are shown in appendices as the treatment material.
- c) The third step is explaining what the students are going to do with they are also expect to answer interview questions reciprocally in some oral forms.
- d) the fourth step is asking the students to retell their answer in short talk in front of class.

The processes of spidergram technique can be like below:

- a) The teacher prepares the material that will be develop in spidergram.
- b) The teacher should develop the material based on the context .
- c) The teacher need realized the instructions are so clear.
- d) The students focus to their spidergram activity.

---

<sup>23</sup> Syamsuarni, *Teaching Speaking a Recount Text by Using Spidergram Technique for Junior High School Students of English Department of STKIP PGRI West Sumatera* ( Sumatera : STKIP West sumatera), p.3

Based on the explanation above, the researcher concludes that teaching speaking through spidergram technique is a good strategy that can motivate the students in teaching and learning speaking in the class.

### **3. The Advantages of Spidergram Technique**

There are advantages of Spidergram:<sup>24</sup>

- a) Spidergram is useful to generate the ideas, visualize, structure, and classify ideas.
- b) Spidergram aids students to understand of the information by thinking through connected points.
- c) Spidergram creates a unique visual image that is easier to recall than a written one.
- d) Spidergram guides students to report without remembering the idea in their head.
- e) Spidergram helps the students to focus on their ideas in reporting activity.

Based on the advantages above that spidergram tehnikue can help students in speaking proccess. All the advantages are appropriate with the all problem of students when they want to speak.

#### ***F. Conceptual Framework***

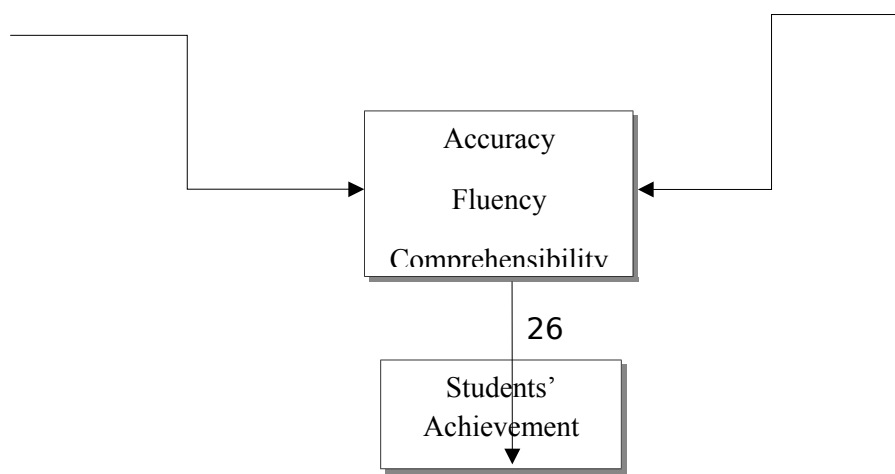
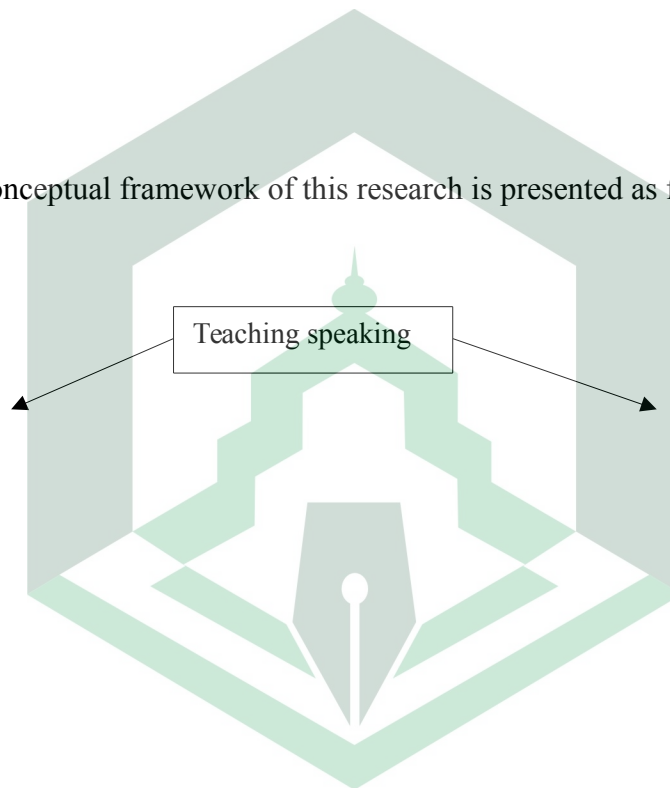
As we know speaking English nowadays is not unusual thing, but not at all the people can speaking English. There are several reason why someone unable to speak English. The reality is students now just several of them can speak English and who unable with their own reason, they have their own reason such as their problem is difficult to express their feeling in English or we can say it is about their fluency in speaking.

---

<sup>24</sup> Ibid. P.5

Based on the statement above, the researcher focus on the encouraging students' in speaking by using spidergram technique.

The conceptual framework of this research is presented as follows:



## G.

### - The Advantages of Spidergram

#### Technique

1. Spidergram is useful to generate the ideas, visualize, structure, and classify ideas.
2. Spidergram aids students to understand of the information by thinking through connected points.
3. Spidergram creates a unique visual image that is easier to recall than a written one.
4. Spidergram guides students to report without remembering the idea in their head.
5. Spidergram helps the students to focus on their ideas in reporting activity.

### -The principles for teaching speaking

1. Use techniques that cover spectrum of learner needs, from language based focus on accuracy to message-based to interaction, meaning and fluency.
2. Provide instrisically motivating techniques.
3. Encourage the use of authentic language in meaningful context.
4. Provide appropriate feedback and correction.
5. Give students apportunities to initiate oral communication.
6. Encourage the development of speaking strategies.

Criteria of hypotnesis acceptability :

$$H_0 : \mu_1 = \mu_2 = \text{Accept null hypothesis}$$

$$H_a : \mu_1 \neq \mu_2 = \text{Reject null hypothesis}^{25}$$

IAIN PALOPO

25 Sugiyono, *Statistika Untuk Penelitian*, (Bandung: Alfabeta), P.172

### CHAPTER III

### METHODOLOGY

This section discusses about research design, population and sample, variables, instrument of the research, procedure of collecting data and technique of data analysis.

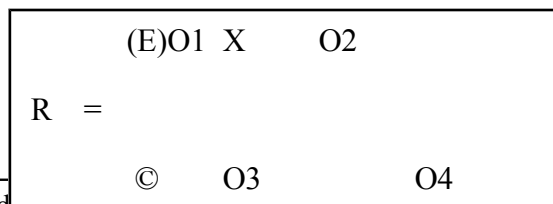
#### *A. Research Design*

##### 1. Method

In this research, the researcher applied quasi experimental method. Quasi experimental is the research to find out the related of cause effect of the reality<sup>1</sup>. It aims for giving description about the effectiveness the implementation of spidergram in upgrading students' speaking skill at the second semester of STAIN Palopo.

##### 2. Design

The design of this research as follow:



1 Masyuhuri, Zainuddin, *metodologi penelitian pendidikan pendekatan praktis dan aplikatif*,(Ed,III;Malang : PT Refika Aditama, 2011)p,43

Where:

(E) : Experiment Class

© : Control Class

O<sub>1</sub> : Pretest in experimental class

O<sub>2</sub> : Posttest in experimental class

O<sub>3</sub> : Pretest in control class

O<sub>4</sub> : posttest in control class

X : Treatment by using Spidergram

- : Without treatment<sup>2</sup>

## ***B. Population and Sample***

### **1. Population**

The population of this research was the second semester english students of IAIN Palopo that consist 162 students that were distribute in 4 classes.

### **2. Sample**

In this research, the researcher applied purposive sampling. Purposive sampling is The sample which take because of certain reasons.<sup>3</sup> The researcher wanted to focus in a second semester English students because they were still have

---

<sup>2</sup> Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R&D)*, (Bandung : Alfabeta, 2008), p.112.

<sup>3</sup> Nasution, *Metode Research (penelitian ilmiah)*, (Jakarta: Bumi Aksara, 2001), p.98



problem in speaking. The sample of this research consist of two class, 1 experimental class and 1 control class. Each class consist of 20 students, and the total were 40 students.

### ***C. Variables***

The variables of the research include dependent and independent variables.

1. Dependent variable is the students' speaking skill.
2. Independent variable is spidergram.

### ***D. Instrument of the Research***

The instrument of the research consists of speaking and questionnaire.

1. Speaking test

Speaking test consists of pre-test and post-test. Pre-test was used to measure the students' speaking before treatment is given by the teacher. Post-test was used to measure the students' speaking after treatments have been given.

2. The questionnaire

The questionnaire used to see the students' interest. The questioner was meant to find out whether the students were interested in learning speaking by using spidergram.

#### ***E. Procedure of Collecting Data***

The procedure of collecting data in this research was described as follows:

##### **1. Pretest**

The pretest was done before the treatment. The researcher gave the students one topic. The students explained their answer in front the class.

##### **2. Treatments for class experiment**

After giving a pre-test, the treatment was given to the students. The treatment carried out in four meetings. For each meeting takes 90 minutes, so the total time for four meeting is 360 minutes. It was done for two weeks. The treatment was divided into three steps. The first step, the researcher divided the students into five groups. Each group was given one worksheet of spider gram. Than the researcher explained about spider gram. The second step, each

grup discussed about the worksheet . And finally, the reseacher corrected on some mistakes done by the students.

- a. At the first meeting, the researcher gave worksheet of spidergram with topic “ cat” and the interview question “ what do you think about cat?”. The researcher gave some clues to the students how to make the spidergram. The clue were the definition, characteristic, and all of related to the topic. The worksheet consist of an empty gram and the the reseacher asked the students to fill the gram based on the topic. After that, each student was given 5 minutes to pay attention to their own paper. And then the students explained their answer in front of their group. After all student got their turn, the researcher gave correction of the mistaken made.
- b. At the second meeting, the researcher gave worksheet of spidergram wwith topic “class” and the interview question “ could you explain your class based on the gram?”. The researcher gave some clues to the students how to make the spidergram. The clue were the definition, characteristic, and all of related to the topic The worksheet consist of an empty gram and the the reseacher asked the students to fill the gram based on the topic. After that, each student was given 5 minutes to pay attention to their own paper. And then the students explained their answer in front of their group. After all student got their turn, the researcher gave correction of the mistaken made

- c. At the third meeting, the researcher gave worksheet of spidergram with topic “my house” and the interview question “ could you tell us about your house?”. The researcher gave some clues to the students how to make the spidergram. The clue were the definition, characteristic, and all of related to the topicThe worksheet consist of an empty gram and the the reseacher asked the students to fill the gram based on the topic. After that, each student was given 5 minutes to pay attention to their own paper. And then the students explained their answer in front of their group. After all student got their turn, the researcher gave correction of the mistaken made
- d. At the fourth meeting, the researcher gave worksheet of spidegram with topic “ my family” and the interview question “ could you tell us about your family?”. The researcher gave some clues to the students how to make the spidergram. The clue were the definition, characteristic, and all of related to the topic The worksheet consist of an empty gram and the the reseacher asked the students to fill the gram based on the topic. After that, each student was given 5 minutes to pay attention to their own paper. And then the students explained their answer in front of their group. After all student got their turn, the researcher gave correction of the mistaken made
- e. Post test

The post test was done after treatment had conducted. The form of post test was the same as the pre test but in post test the students from class experiment were

given a worksheet of interview spidergram form and the class control not. After that then the students explained their answer in front of class.

#### h. Questionnaire

The questionnaire used to see the students' interest. The questioner was meant to find out whether the students were interested in learning speaking by using spidergram technique or not.

#### ***F. Technique of Data Analysis***

To analyze the data, the researcher used the following steps:

##### 1. Scoring the student's test

In this test, the researcher used 1-6 point scale to measure the student's oral answers based on rating ability.

The scoring of the interview can range from an impression mark to a mark arrive at one the basis of a fairly detailed marking scheme (showing accuracy of pronunciation, grammar, vocabulary, appropriacy, fluency and case of speech). The following marking scheme (using a 6- point scale) as follows: Table 3.1

The assessment of oral text

Ratin	Accuracy
g	
6	Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical or lexical errors.
5	Pronunciation is slightly influenced by the mother 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 causing confusion.
3	Pronunciation is influenced by the mother tongue but only a few serious phonological and lexical errors, some of which causes confusion.
2	Pronunciation 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.

Ratin	Fluency
g	
6	Speaks without too great and effort with a fairly wide range of expression. Searchers 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 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 expression.
3	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.
2	Long pauses while he researcher for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the efforts 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.

---

Ratin

g  
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 him to convey the message to seek clarification |
| 3 | The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentence.         |



---

2 Only small bits (usually short sentence and phrases) 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 speakers is unable to clarity anything he seems to have said.

---

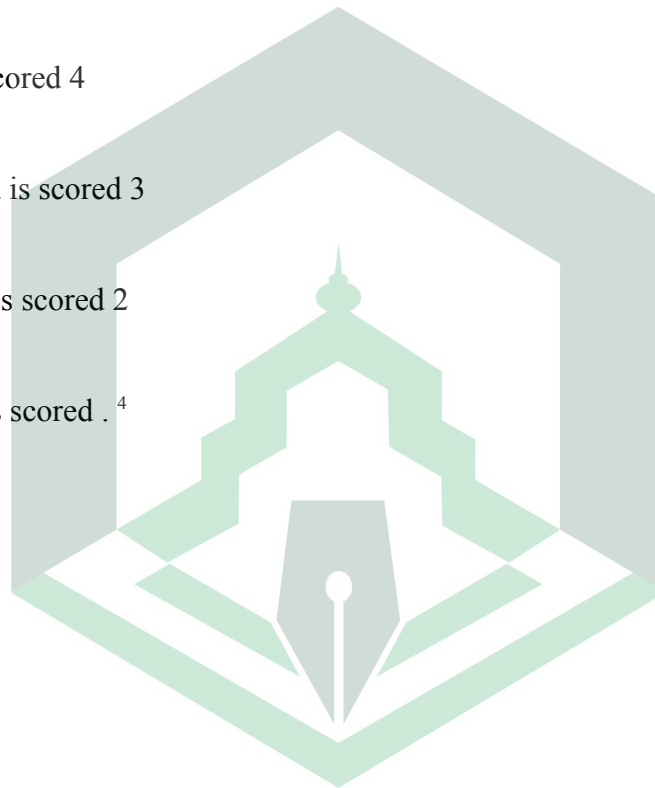
Beside the technical of scoring through six scales above, the researcher also made rating classification to measure the student's speaking ability. The following was rating scale classification:

Classification	Scale	Rating
Excellent	86-100	6
Very good	71-85	5
Good	56-70	4
Fairly good	41-55	3
Poor	26-40	2
Very poor	25	1

In this research in looking for mean score and standard derivation of students' score in pre-test and post-test using SPSS 21.

To see the student's interest in learning speaking by using spidergram technique, the researcher used questionnaire. Each statement in the questionnaire offers four scales, the scales namely:

- a. Strongly agree is scored 5
- b. Agree is scored 4
- c. Undecided is scored 3
- d. Disagree is scored 2
- e. Strongly is scored .<sup>4</sup>



IAIN PALOPO

---

<sup>4</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*, (Bandung: Alfabeta, 2010), p.94

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

This chapter describes about the findings and discussions result of the research show the realities and comparing between theory and application in educational institution.

#### *A. Findings*

The findings of the research shows to describe the result of the data that analyzed statistically. It comprises the students' score of the control and experimental classes in pre-test and post-test or the score before the students gave treatment and the score after the students have given treatment.

1. The analysis students' speaking score of the control class and experimental class in pre-test and post-test.

**Table 4.1**  
**The Scores of Students' control class in the Pre-test (O3)**

Respondent	The Aspect of Speaking Skill			score
	Accuracy	Fluency	Comprehensibility	
R1	2	1	2	1,7
R2	2	1	1	1,3
R3	1	1	1	1
R4	2	2	2	2
R5	1	2	1	1,3
R6	2	1	1	1,3
R7	1	2	1	1,3
R8	2	1	2	1,3
R9	3	3	2	2,7
R10	1	2	2	1,7

R11	1	1	1	1
R12	1	2	1	1,3
R13	2	2	1	1,7
R14	1	1	1	1
R15	1	2	1	1,3
R16	2	2	1	1,7
R17	1	1	1	1
R18	2	1	2	1,7
R19	1	1	1	1
R20	2	1	2	1,7
Note : score = $\frac{A+F+C}{3}$				

From the table above, there were 20 students observed in control class and all students got unexpected score. The highest score is 2,7 and the lowest score is 1. There is one student got score 2,7, one student got score 2, six students got score 1,7, seven students got score 1,3 and five students got score 1.

**Table 4.2**  
**The Scores of Students' experimental class in the Pre-test (O1)**

Respondent	The Aspect of Speaking Skill			score
	Accuracy	Fluency	Comprehensibility	
R1	2	2	2	2
R2	2	1	1	1,3
R3	1	1	1	1
R4	2	2	2	2
R5	1	1	1	1
R6	1	1	2	1,3
R7	2	1	1	1,3
R8	1	1	1	1
R9	1	2	2	1,7
R10	2	2	1	1,7
R11	1	1	1	1
R12	3	3	1	1,7

R13	1	1	1	1
R14	1	1	1	1
R15	2	2	1	1,7
R16	1	2	1	1,3
R17	2	1	1	1,3
R18	1	1	2	1,3
R19	1	2	1	1,3
R20	1	1	1	1

From the table above, there were 20 students observed in experimental class and all students got unexpected score. The highest score is 2 and the lowest score is 1. There are two students got score 2, four students got score 1,7, seven students got score 1,3 and seven students got score 1.

**Table 4.3**  
**The Scores of Students' control class in the Post-test (O4)**

Respondent	The Aspect of Speaking Skill			score
	Accuracy	Fluency	Comprehensibility	
R1	2	3	3	2,7
R2	3	2	2	2,3
R3	2	3	2	2,3
R4	3	3	2	2,7
R5	2	3	2	2,3
R6	2	2	2	2
R7	2	2	1	1,7
R8	3	3	2	2,7
R9	3	4	3	3,3
R10	2	3	2	2,3
R11	2	2	2	2
R12	2	3	2	2,3
R13	3	3	2	2,7
R14	2	2	1	1,7
R15	2	3	2	2,3
R16	2	3	2	2,3

R17	1	1	1	1
R18	2	1	2	1,7
R19	2	1	1	1,3
R20	2	1	2	1,7

From the table above after giving treatment (used verbal explanation) is better than before. The highest score is 3,3 and the lower score is 1. There were one student got score 3,3, four students got score 2,7, seven students got score 2,3, two students got score 2, four students got score 1,7, one student got score 1,3 and one students got score 1.

**Table 4.4**  
**The Scores of Students' experimental class in the Post-test (O1)**

Respondent	The Aspect of Speaking Skill			score
	Accuracy	Fluency	Comprehensibility	
R1	5	5	4	4,7
R2	4	3	3	3,3
R3	3	4	3	3,3
R4	4	3	4	3,7
R5	3	3	3	3
R6	4	3	3	3,3
R7	4	3	3	3,3
R8	5	5	3	4,3
R9	3	4	3	3,3
R10	3	3	3	3
R11	3	4	3	3,3
R12	5	6	5	5,3
R13	3	3	3	3
R14	4	3	3	3,3
R15	4	5	5	4,7
R16	3	4	3	3,3
R17	4	3	3	3,3
R18	3	3	4	3,3

R19	3	4	3	3,3
R20	3	4	3	3,3

From the table above the experimental class students have good progress after giving treatment. Where the highest score is 5,3 and the lowest score is 3. There was one student got score 5,3, two students got score 4,7, one student got score 4,3, one student got score 3,7, twelve students got score 3,3 and three students got score 3.

**Table 4.5**  
**Score classification of students' control class in the pre-test (O3)**

Classification	Score	Rating	Frequency	Percentage
Excellent	86 – 100	6	-	-
Very Good	71 – 85	5	-	-
Good	56 – 70	4	-	-
Fairly Good	41 – 55	3	1	5%
Poor	26 – 40	2	7	35%
Very Poor	≤ 25	1	12	60%

In the table above, there were 20 students observed in control class before giving treatment. There were five students (5%) who got **fairly good** score, seven students (35%) who got **poor** students and eight students (60%) who got **very poor** score.

**Table 4.6**  
**Score classification of students' experimental class in the pre-test (O1)**

Classification	Score	Rating	Frequency	Percentage
Excellent	86 – 100	6	-	-

Very Good	71 – 85	5	-	-
Good	56 – 70	4	-	-
Fairly Good	41 – 55	3	-	-
Poor	26 – 40	2	6	30%
Very Poor	≤ 25	1	14	70%

In the table above, there were 20 students observed in experimental class before giving treatment. There were eight students (30%) who got **poor** score, and twelve students (70%) who got **very poor** score.

**Table 4.7**  
**Score Classification of students' control class in the post-test (O4)**

Classification	Score	Rating	Frequency	Percentage
Excellent	86 – 100	6	-	-
Very Good	71 – 85	5	-	-
Good	56 – 70	4	-	-
Fairly Good	41 – 55	3	5	25%
Poor	26 – 40	2	13	65%
Very Poor	≤ 25	1	2	10 %

In the table above, there was changing in post test after giving treatment (used verbal explanation). There were five students (25%) got **fairly poor** score, thirteen students (65%) got **poor** score and two students (10%) got **very poor** score.

**Table 4.8**  
**Score Classification of students' experimental class in the post-test (O2)**

Classification	Score	Rating	Frequency	Percentage
Excellent	86 – 100	6	-	-



Very Good	71 – 85	5	3	15%
Good	56 – 70	4	2	10%
Fairly Good	41 – 55	3	15	75%
Poor	26 – 40	2	-	-
Very Poor	≤ 25	1	-	-

In the table above, the experimental class students have very good progress after giving treatment. Where, three students (15%) got **very good** score, two students (10%) got **good** score, and fifteen students (75%) who got **fairly good** score.

Beside that, the researcher also make score of the students' speaking skill in control class and experimental class were elaborated into six scale through classified based on English speaking proficiency consist of accuracy, fluency, and comprehensibility.

**Table 4.9**  
**Frequency distribution and percentage of students' control class pre-test speaking Accuracy (O3)**

Classification	Score	Rating	Frequency	Percentage
Excellent	86 – 100	6	-	-
Very Good	71 – 85	5	-	-
Good	56 – 70	4	-	-
Fairly Good	41 – 55	3	1	5 %
Poor	26 – 40	2	9	45%
Very Poor	≤ 25	1	10	50%

Based on the table above shows that the speaking skill of the control class students before gave treatment (pre-test) in accuracy is **very poor**. From all of the

students, there was one student (5%) got the score **fairly good**, nine students (45%) got the score **poor**, and ten students (50%) got the score **very poor**.

**Table 4.10**  
**Frequency distribution and percentage of students' control class pre-test speaking Fluency (O3)**

Classification	Score	Rating	Frequency	Percentage
Excellent	86 – 100	6	-	-
Very Good	71 – 85	5	-	-
Good	56 – 70	4	-	-
Fairly Good	41 – 55	3	1	5 %
Poor	26 – 40	2	8	40%
Very Poor	≤ 25	1	11	55%

Based on the table 4.10 shows that the speaking skill of the control class students before gave treatment (pre-test) in fluency is **very poor**. From all of the students, there was only one student (5%) got the score **fairly good**, eight students (40%) got the score **poor** and there were eleven students (55%) got the score **very poor**.

**Table 4.11**  
**Frequency distribution and percentage of students' control class pre-test speaking Comprehensibility (O3)**

Classification	Score	Rating	Frequency	Percentage
Excellent	86 – 100	6	-	-
Very Good	71 – 85	5	-	-

Good	56 – 70	4	-	-
Fairly Good	41 – 55	3	-	-
Poor	26 – 40	2	7	35%
Very Poor	≤ 25	1	13	65%

Based on the table above shows that the speaking skill of the control class students before gave treatment (pre-test) in comprehensibility is **very poor**. From all of the students, there were seven students (35%) got the score **poor** and there were thirteen students (65%) got the score **fairly poor**.

**Table 4.12**  
**Frequency distribution and percentage of students' experimental class pre-test speaking Accuracy (O1)**

Classification	Score	Rating	Frequency	Percentage
Excellent	86 – 100	6	-	-
Very Good	71 – 85	5	-	-
Good	56 – 70	4	-	-
Fairly Good	41 – 55	3	1	5%
Poor	26 – 40	2	7	35%
Very Poor	≤ 25	1	12	60%

Based on the table above shows that the speaking skill of the experimental class students before gave treatment (pre-test) in accuracy is **very poor**. From all of the students, there was one student (5%) got the score 3, seven students (35%) got the score 2, and there were twelve students (60%) got the score 1.

**Table 4.13**  
**Frequency distribution and percentage of students' experimental class**  
**pre-test speaking Fluency (O1)**

Classification	Score	Rating	Frequency	Percentage
Excellent	86 – 100	6	-	-
Very Good	71 – 85	5	-	-
Good	56 – 70	4	-	-
Fairly Good	41 – 55	3	1	5%
Poor	26 – 40	2	7	35%
Very Poor	≤ 25	1	12	60%

Based on the table above shows that the speaking skill of the experimental class students before gave treatment (pre-test) in fluency is **very poor**. From all of the students, there was one student (5%) got the score 3, seven students (35%) got the score 2, and there were twelve students (60%) got the score 1.

**Table 4.14**  
**Frequency distribution and percentage of students' experimental class**  
**pre-test speaking Comprehensibility (O1)**

Classification	Score	Rating	Frequency	Percentage
Excellent	86 – 100	6	-	-
Very Good	71 – 85	5	-	-
Good	56 – 70	4	-	-
Fairly Good	41 – 55	3	-	-

Poor	26 – 40	2	5	25%
Very Poor	≤ 25	1	15	75%

Based on the table above shows that the speaking skill of the experimental class students before gave treatment (pre-test) in comprehensibility is **very poor**. From all of the students, there were five students (25%) who got score 2, and there were fifteen students (75%) got the score 1.

**Table 4.15**  
**Frequency distribution and percentage of students' control class post-test speaking Accuracy (O4)**

Classification	Score	Rating	Frequency	Percentage
Excellent	86 – 100	6	-	-
Very Good	71 – 85	5	-	-
Good	56 – 70	4	-	-
Fairly Good	41 – 55	3	5	25%
Poor	26 – 40	2	14	70%
Very Poor	≤ 25	1	1	5%

Based on the table above shows that the speaking skill of the control class students after giving treatment (post-test) in accuracy is **poor**. From all of the students, there were five students (25%) got the score 3, fourteen students (70%) got the score 2 and one student (5%) got the score 1.

**Table 4.16**  
**Frequency distribution and percentage of students' control class post-test speaking Fluency (O4)**

Classification	Score	Rating	Frequency	Percentage
Excellent	86 – 100	6	-	-

Very Good	71 – 85	5	-	-
Good	56 – 70	4	1	5%
Fairly Good	41 – 55	3	10	50%
Poor	26 – 40	2	5	25%
Very Poor	≤ 25	1	4	20%

Based on the table above shows that the speaking skill of the control class students after giving treatment (post-test) in fluency is **fairly good**. From all of the students, there was one student (5%) got the score 4, ten seventeen students (50%) got the score 2, five students (25%) got the score 2 and four students (20%) got the score 1.

**Table 4.17**  
**Frequency distribution and percentage of students' control class post-test speaking Comprehensibility (O4)**

Classification	Score	Rating	Frequency	Percentage
Excellent	86 – 100	6	-	-
Very Good	71 – 85	5	-	-
Good	56 – 70	4	-	-
Fairly Good	41 – 55	3	3	15%
Poor	26 – 40	2	14	70%
Very Poor	≤ 25	1	4	20%

Based on the table above shows that the speaking skill of the control class students after giving treatment (post-test) in comprehensibility is **poor**. From all of the students, there were three students (15%) got the score 3, fourteen students (70%) got the score 2 and four students (20%) got the score 1.

**Table 4.18**  
**Frequency distribution and percentage of students' experimental class**  
**post-test speaking Accuracy (O2)**

Classification	Score	Rating	Frequency	Percentage
Excellent	86 – 100	6	-	-
Very Good	71 – 85	5	3	15%
Good	56 – 70	4	7	35%
Fairly Good	41 – 55	3	10	20%
Poor	26 – 40	2	-	-
Very Poor	≤ 25	1	-	-

Based on the table above shows that the speaking skill of the experimental class students after giving treatment (post-test) in accuracy is **very good**. From all of the students, there were three students (15%) got the score 5, seven students (35%) got the score 4 and ten students (20%) got the score 3.

**Table 4.19**  
**Frequency distribution and percentage of students' experimental class**  
**post-test speaking Fluency (O2)**

Classification	Score	Rating	Frequency	Percentage
Excellent	86 – 100	6	1	5%
Very Good	71 – 85	5	3	15%
Good	56 – 70	4	6	30%
Fairly Good	41 – 55	3	10	50%
Poor	26 – 40	2	-	-
Very Poor	≤ 25	1	-	-

Based on the table above shows that the speaking skill of the experimental class students after giving treatment (post-test) in fluency is **very good**. From all of the students, there was one student (5%) got the score 6, three students (15%) got score 5, six students (30%) got the score 4, and ten students (50%) got the score 3.

**Table 4.20**

**Frequency distribution and percentage of students' experimental class post-test speaking Comprehensibility (O2)**

<b>Classification</b>	<b>Score</b>	<b>Rating</b>	<b>Frequency</b>	<b>Percentage</b>
Excellent	86 – 100	6	-	-
Very Good	71 – 85	5	2	10%
Good	56 – 70	4	3	15%
Fairly Good	41 – 55	3	15	75%
Poor	26 – 40	2	-	-
Very Poor	≤ 25	1	-	-

Based on the table above shows that the speaking skill of the experimental class students after giving treatment (post-test) in comprehensibility is **good**. From all of the students, there were two students (10%) got score 5, there were three students (15%) got the score 4, and fifteen student (50%) got the score 3.



**Table 4.21**  
**The mean score of students' control class in the pre-test (O3)**

No	Respondent	Score
1	R1	1,7
2	R2	1,3
3	R3	1
4	R4	2
5	R5	1,3
6	R6	1,3
7	R7	1,3
8	R8	1,3
9	R9	2,7
10	R10	1,7
11	R11	1
12	R12	1,3
13	R13	1,7
14	R14	1
15	R15	1,3
16	R16	1,7
17	R17	1

18	R18	1,7
19	R19	1
20	R20	1,7

Looking at the mean score of students' control class in pre-test, the researcher calculated it by using SPSS 21. The result was presented in to the table descriptive statistic as follows:

**Table 4.22**  
**The Mean Score of Class control students in Pre-test**

Descriptive Statistics							
	N	Minimum	Maximum	Sum	Mean	Std. Deviation	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
pretestO3	20	1.00	2.70	29.00	1.4500	.09473	.42364
Valid N (listwise)	20						

The table 4.22 shows that the highest score of students were 2.7 and the lowest score is 1. Besides, it also indicated that the mean score of control class students in pre-test were 1.455 and the standard deviation error is 0.194.

**Table 4.23**  
**The mean score of students' control class in the post-test (O4)**

No	Respondent	Score
1	R1	2,7
2	R2	2,3
3	R3	2,3
4	R4	2,7
5	R5	2,3
6	R6	2
7	R7	1,7
8	R8	2,7
9	R9	3,3
10	R10	2,3

11	R11	2
12	R12	2,3
13	R13	2,7
14	R14	1,7
15	R15	2,3
16	R16	2,3
17	R17	1
18	R18	1,7
19	R19	1,3
20	R20	1,7

Looking at the mean score of students' control class in post-test, the researcher calculated it by using SPSS 21. The result was presented in to the table descriptive statistic as follows:

**Table 4.24**  
**The Mean Score of Class control students in Post-test**

Descriptive Statistics							
	N	Minimum	Maximum	Sum	Mean	Std. Deviation	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
posttestO4	20	1.00	3.30	43.30	2.1650	.12124	.54219
Valid N (listwise)	20						

The table 4.22 shows that the highest score of students were 3.3 and the lowest score is 1. Besides, it also indicated that the mean score of control class students in post-test were 2.16 and the standard deviation error is 0.12.

**Table 4.25**  
**The mean score of students' experimental class in the pre-test (O1)**

No	Respondent	Score
1	R1	2
2	R2	1,3
3	R3	1
4	R4	2
5	R5	1
6	R6	1,3
7	R7	1,3
8	R8	1
9	R9	1,7
10	R10	1,7

11	R11	1
12	R12	1,7
13	R13	1
14	R14	1
15	R15	1,7
16	R16	1,3
17	R17	1,3
18	R18	1,3
19	R19	1,3
20	R20	1

Looking at the mean score of students' experimental class in pre-test, the researcher calculated it by using SPSS 21. The result was presented in to the table descriptive statistic as follows:

**Table 4.26**  
**The Mean Score of experimental control students in pre-test**

Descriptive Statistics							
	N	Minimum	Maximum	Sum	Mean	Std.	
	Statistic	Statistic	Statistic	Statistic	Statistic	Error	Deviation
pretestO1	20	1.00	2.00	26.90	1.3450	.07625	.34101
Valid N (listwise)	20						

The table 4.26 shows that the highest score of students were 2 and the lowest score is 1. Besides, it also indicated that the mean score of experimental class students in pre-test were 1.34 and the standard deviation error is 0.07.

**Table 4.27**  
**The mean score of students' experimental class in the post-test (O2)**

No	Respondent	Score
1	R1	4,7
2	R2	3,3
3	R3	3,3
4	R4	3,7
5	R5	3
6	R6	3,3
7	R7	3,3
8	R8	4,3
9	R9	3,3
10	R10	3
11	R11	3,3

12	R12	5,3
13	R13	3
14	R14	3,3
15	R15	4,7
16	R16	3,3
17	R17	3,3
18	R18	3,3
19	R19	3,3
20	R20	3,3

Looking at the mean score of students' control class in post-test, the researcher calculated it by using SPSS 21. The result was presented in to the table descriptive statistic as follows:

**Table 4.28**  
**The Mean Score of experimental control students in post-test**

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
posttestO2	20	3.00	5.30	71.30	3.5650	.14460
Valid N (listwise)	20					

The table 4.27 shows that the highest score of students were 5.3 and the lowest score is 3. Besides, it also indicated that the mean score of experimental class students in post-test were 3.56 and the standard deviation error is 0.14. we can see



that the mean score of experimental class students after giving treatment their mean score have very good progress from 1,34 becomes 3,56.

**Table 4.29**  
**The Mean Score and Standard Deviation of control class students in Pre-test (O3) and Post-test (O4)**

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
pretestO3	20	1.00	2.70	29.00	1.4500	.42364
posttestO4	20	1.00	3.30	43.30	2.1650	.54219
Valid N (listwise)	20					

**Table 4.30**  
**The Mean Score and Standard Deviation of experimental class students in Pre-test (O1) and Post-test (O2)**

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
pretestO1	20	1.00	2.00	26.90	1.3450	.34101
posttestO2	20	3.00	5.30	71.30	3.5650	.64667
Valid N (listwise)	20					

From the table 4.27 (the mean score and standard deviation of control class students in O3 and O4) and table 4.28 (the mean score and standard deviation of experimental class students in O1 and O2), we can see that there was distinction between their mean and deviation. The mean score of control class students after giving treatment (verbal explanation) their mean score have good progress from 1,45 becomes 2.16 and the mean score of experimental class students after giving treatment (spidergram) thier mean score have very good progress fro 1.34 becomes

3.56. The deviation of control class students in O3 and O4 were 0,11855, and The deviation of experimental class students in O1 and O2 were 0,30566.

To know whether the control class and experimental class were significantly different, and also to know acceptability of the hypothesis of this research, the researcher used  $t_{\text{test}}$  analysis and calculated it by using SPSS 21. The results could be shown in the table of group statistic and independent samples test. It presents in the following tables:

**Table 4.31**  
**The Result T-Test from Pre-Test Score of Control and Experimental Class**

		Group Statistics			
	class	N	Mean	Std. Deviation	Std. Error Mean
score	control	20	1.4500	.42364	.09473
	experimental	20	1.3450	.34101	.07625

The output of group statistics shows that the pre-test mean of the control class was 1.145 and the pre test mean of the experimental class was 1.34, the N (number of the case) was 20 for control class and 20 for experimental class. The standard deviation for control class was 0.423 and standard deviation for experimental class was 0.341. The standard error mean for control class was 0.1094 and standard deviation mean for experimental class was 0.076.

**Table 4.32**  
**The Independent Sample Test from Pre-Test score of Control Class and Experimental class**

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
									Lower Upper
score	Equal variances assumed	.633	.431	.863	38	.393	.10500	.12161	-.14118 .35118
	Equal variances not assumed			.863	36.341	.394	.10500	.12161	-.14155 .35155

From the tables above (the mean score of difference control class and difference experimental class), we can see that the mean score of difference between control class and experimental class don't have different significantly.

**Table 4.33**  
**The Result of T-Test from Post-Test score of Experimental and Control Class**

		Group Statistics			
class		N	Mean	Std. Deviation	Std. Error Mean
score	experimental	20	3.5650	.64667	.14460
	control	20	2.1650	.54219	.12124

The output of group statistics shows that the post test mean of the experimental class was 3.56 and the post test mean of the control class was 2.16, the N (number of the case) was 20 for experimental class and 20 for control class. The standard deviation for experimental class was 0.64 and standard deviation for control class was 0.54. The standard error mean for experimental class was 0.144 and standard deviation mean for control class was 0.121. the description of t-test was described by the following table :

**Table 4.34**  
**The Independent Sample Test from Post-Test score of Experimental and Control Class**

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.313	.579	7.419	38	.000	1.40000	.18870	1.01180	1.78220
Unequal variances not assumed			7.419	36.878	.000	1.40000	.18870	1.01176	1.78239

From the table above, the output of independent sample test showed that t-test result was 7.419, its df was 38, significance was 0.000, mean difference was 1.40000, standard error was 0.18870, the lower difference interval was 1.01180, the upper difference interval was 1.78220.

Thus, in interpreting  $t_0$ , the researcher used two ways:

1. By comparing  $t_o$  (t-obtained) to  $t_{table}$ . From  $df=38$ , the level of significance 5% with  $df = 38$ , got 2.03 and the level of significance 1% with  $df = 38$ , got 2.72. It can be seen that  $2.03 \leq 7.41 \geq 2.72$ . It meant that the null hypothesis ( $H_o$ ) was rejected, while the alternative hypothesis ( $H_a$ ) was accepted.
2. By orienting number of significance. If probability  $> 0.05$ , null hypothesis ( $H_o$ ) is accepted. If probability  $< 0.05$ , alternative hypothesis ( $H_a$ ) is accepted. Because the significance was  $0.000 < 0.05$ , thus the alternative hypothesis ( $H_a$ ) was accepted and null hypothesis ( $H_o$ ) was rejected.

Based on the interpreting, the researcher can conclude that there was difference for students in Experimental Class after implementing Spidergram technique with the Control Class.

## 2. Analysis of Questionnaires

To get data of students' interest in learning speaking by spidergram technique, the researcher made questionnaire that consisted of 7 items. To find out the percentage of students in questionnaire assessment by using the formula below:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = The percentage from the student's response

F = The Frequency

N = number of students.

The result and the percentages of students' score would be presented by using table. It would be explained one by one according to the indicators of interest and it could be seen by following tables:

**Table 4.35**  
Questionnaire no. 1  
The students' interest in learning speaking through spidergram technique

No	Statement	Classification	Frequency	Percentages
1.	Apakah anda senang belajar dengan menggunakan tekhnik spidergram?	Strongly Agree	11	55%
		Agree	9	45%
		Neutral	-	-
		Disagree	-	-
		Strongly Disagree	-	-
		TOTAL	20	100%

Table 4.31 present that there were 11 students (55%) choose “Strongly agree”, 9 students (45%) choose “agree”. Besides, it shows that there was none of the students (0%) choose “disagree” and “strongly disagree”.

The result above shows that all of students (20) choose strongly agree and agree than choose disagree and strongly disagree, so it can be concluded the students like studying speaking English through spidergram technique. Because of that, the researcher assumes that the teachers' skill affect the students' understanding in learning speaking English through spidergram technique.

**Table 4.36**

Questionnaire no. 2  
Self confidence

No	Statement	Classification	Frequency	Percentages
2.	Apakah spidergram technique dapat membangun rasa percaya diri anda dalam berbicara di kelas?	Strongly Agree	10	50%
		Agree	10	50%
		Neutral	-	-
		Disagree	-	-
		Strongly Disagree	-	-
		TOTAL	20	100%

Table 4.32 present that there were 10 students (50%) choose “strongly agree”, 10 students (50%) choose “agree”. Besides, it shows that there was none of the students (0%) choose “disagree” and “strongly disagree”, it means that the students are interesting if the teacher applies spidergram technique.

**Table 4.37**

Questionnaire no. 3  
New Technique

No	Statement	Classification	Frequency	Percentages
3.	Kemampuan anda berbicara dalam bahasa inggris meningkat setelah menggunakan tekhnik spidergram.	Strongly Agree	10	50%
		Agree	10	50%
		Neutral	-	-
		Disagree	-	-
		Strongly Disagree	-	-
		TOTAL	20%	100%

Table 4.28 presents that there were 10 students (50%) choose "strongly agree" and 10 students (50%) choose "agree". Besides, it shows that none of the students (0%) choose "disagree" and "strongly disagree". The result indicates that most of the students more choose strongly disagree and disagree than choose strongly agree and agree.

The fact that most of students choose "Agree" and "Strongly Agree" showed that the students are interested in learning speaking through spidergram technique. Because of the students realize that spidegram technique was useful for them especially to improve their speaking.



**Table 4.38**  
Questionnaire no. 4  
The students motivation in learning speaking skill

No	Statement	Classification	Frequency	Percentages
4.	Spidergram technique memotivasi anda untuk meningkatkan kemampuan berbahasa inggris.	Strongly Agree	13	65%
		Agree	7	35%
		Neutral	-	-
		Disagree	-	-
		Strongly Disagree	-	-
		TOTAL	20	100%

Table 4.34 presents that there were 13 students (65%) choose "strongly agree" and 7 students (35%) choose "agree", Besides, it shows that none of the students (0%) choose "disagree" and "strongly disagree".

The fact that most of students choose "Agree" and "Strongly Agree" showed that the students interest in learning speaking through spidergram technique. Because of the students realize that spidergram technique was useful for them especially to improve their speaking. One of the benefits that spidergram technique can motivate the students' in learning speaking English.

IAIN PALOPO

**Table 4.39**  
Questionnaire no. 5

The students' attitude in learning speaking English by using spidegram technique

No	Statement	Classification	Frequency	Percentages
5.	Dengan teknik ini kita dapat belajar speaking dengan mudah dan menyenangkan bersama teman-teman.	Strongly Agree	14	70%
		Agree	6	30%
		Neutral	-	-
		Disagree	-	-
		Strongly Disagree	-	-
		TOTAL	20	100%

Table 4.30 presents that there were 14 students (70%) choose “strongly agree” and 6 students (30%) choose “agree”. Besides, it shows that there was none of the students (0%) choose “Neutral”, “disagree” and “strongly disagree”. It because of the technique in learning speaking is very interesting. It shows from the result of students' choices which are most of them more choosing strongly agree and agree. And none of them choose strongly disagree.

IAIN PALOPO

**Table 4.40**  
Questionnaire no. 6  
The improvement of students' vocabulary

No	Statement	Classification	Frequency	Percentages
6.	Spidergram technique dapat menambah perbendaharaan kata bahasa inggris anda.	Strongly Agree	16	80%
		Agree	4	20%
		Neutral	-	-
		Disagree	-	-
		Strongly	-	-
		Disagree	-	-
		TOTAL	20	100%

Table 4.36 present that there were 16 students (80%) choose "strongly agree" and 4 students (20%) choose "agree". Besides, it shows that there was none of the students (0%) choose "Neutral", "disagree" and "strongly disagree". The reality indicates that most of the students choose "agree" and "Strongly agree". It can be concluded that spidergram technique improves the students' vocabularies in learning speaking English.

**Table 4.41**

Questionnaire no. 7

The students' opinion about using this technique in speaking learning process

No	Statement	Classification	Frequency	Percentages
7.	Metode yang digunakan sesuai dengan materi yang di ajarkan.	Strongly Agree	12	60%
		Agree	8	40%
		Neutral	-	-
		Disagree	-	-
		Strongly	-	-
		Disagree	-	-
		TOTAL	20	100%

Table 4.37 presents that there were 12 students (60%) choose "strongly agree" and 8 students (40%) choose "agree". Besides, it shows that none of the students (0%) choose "disagree" and "strongly disagree". It means that this technique is appropriate in learning and teaching speaking process. So, the researcher can conclude that the students interested in learning speaking English by using spidergram technique.

It means that the students who studying speaking English through spidegram technique is effective. it looks from the students took part actively during applying this method. So, the researcher can conclude that the students interested in learning speaking by using spidegram technique.

After doing tabulation of the perception questionnaire's data, the researcher needs to analyze the items for the score of the perception questionnaire, which is:

**Table 4.42**  
**The List of Students' Perception Score in Questionnaire**

No	Res	Number of items							Score
		1	2	3	4	5	6	7	
1	R1	4	4	4	5	5	4	4	30
2	R2	5	4	5	5	4	5	5	33
3	R3	5	4	4	4	4	5	4	30
4	R4	4	5	5	4	5	5	4	32
5	R5	4	4	4	5	4	5	4	30
6	R6	5	4	4	5	5	5	5	33
7	R7	5	5	4	5	5	5	5	34
8	R8	5	4	5	5	4	4	5	32
9	R9	4	4	5	4	4	5	4	30
10	R10	4	4	5	5	5	5	5	33
11	R11	5	5	5	4	5	5	5	34
12	R12	5	5	5	5	4	5	5	34
13	R13	5	5	5	5	5	5	5	35
14	R14	5	4	5	5	5	5	4	33
15	R15	4	5	4	5	5	5	5	33
16	R16	5	4	4	4	5	5	5	32
17	R17	4	4	4	4	5	4	4	29
18	R18	4	5	4	5	5	5	5	33
19	R19	5	5	4	4	5	5	4	32
20	R20	4	5	5	5	5	4	5	33

By totaling the score of the students' answering toward the statement in questionnaire that was given to the students, it concludes that the lowest score is 29 and the highest score is 35.

The table distribution frequency about the student' perception score toward the learning process by spidegram technique shows by table distribution of single data. It was done because the spreading score that was the researcher presented was not too wide.

To make table distribution frequency, the researcher used the single data of table distribution frequency that was most of the score frequent more than one. The way that needs to do, that is:

1. Looking for the highest score (H) and the lowest score (L) and from the data that was got, it shows that  $H = 35$  and  $L = 29$ . After knowing the score of H and L, the researcher arranged the score of students' interest from the highest rank into the lowest rank, it started from the highest score successively until the lowest score in the first column of table distribution frequency.

2. Counting the frequency in each score that had been got, then its result was come into the second language that had prepared, next the score was added so that it was got the total of frequency ( $\sum N$  or  $N$ ).

For more knowing, it shows in the following table:

**Table 4.43**

**Distribution Frequency of Students' perception**

Score	Frequency	Percentage
-------	-----------	------------

35	1	5%
34	3	15%
33	7	35%
32	4	20%
30	4	20%
29	1	5%
$\Sigma = 193$	N= 20	100%

Based on the table above, it shows that the students got the high score 35 are 1 student (5%) and one student (5%) got the lowest score 29. The others got 34 are 3 students (15%), 7 students (35%) got score 33, 4 students (20%) got score 32 and 4 students (20%) got score 30.

## **B. Discussions**

### **1. Speaking Test**

In this research, the speaking test was given to the second semester english students of IAIN Palopo who have basic for speaking. It means that they can speak in english but still have some problems when they want to speak. Some of them still afraid, awkward, and they were difficult to express what they want to talk about.

Based on the result of data analysis, the researcher find out that the use of spidergram technique in upgrading students' speaking skill at the second semester English students of IAIN Palopo is effective.

According to attina yunieta putri that spidergram can improve the students' vocabularies, because spidergram has significant effect to increase the students' vocabularies ability. In this research prove that spidergram not only can increase the vocabulary ability but also the spidergram technique can upgrade the students' speaking skill. In improving students speaking skill by spidergram technique make the second semester english students of IAIN Palopo are confidence in practicing their speaking skill, enjoy getting the material in learning speaking, easy to express their thoughts, ideas and feeling the result of their learning is improved.

One of the principle of teaching speaking is using techniques that cover spectrum of learners needs, from language based on focus on accuracy, to message based to interaction, meaning, and fluency. By this principle the theacher should have a tehniqe how to make it happen. Spidergram is the answer the answer of this problem, one of the advantages of spidergram is useful to generate the ideas, visualize, structure, and classify ideas.

Lynn Lundquist stated that one of the rule of on learning speaking is” *to learn to speak English correctly, you must speak it aloud*”. Spidergram is a technique that make students unrepeated their bad habit, this technique make the students motivated to speak aloud because they are focus in their topic. Some of students speak in low



voice because they do not know what they want talk about. By this technique make the students back to their hand written habit before speak. Spidegram aids students to understand of the information by thinking through connected points.

The significant difference between experimental class and control was showed from the score of the students of pre test to post tes in accuracy, fluency and comprehensibility. The experimental class had the significant improving after giving treatment, that was spidergram. The score in post test was higher than in pre test.

In addition, during the learning process in treatments, most of the students got their motivation when they tried to speak in front of the class during the process of learning. It occurs because they obtained their confidence to express their ideas, opinions, and arguments in the class. It also made the students did not get many difficulties in communication by using English. The students were taught by spidergram technique were easier to present their ideas, opinions, and arguments. They were focus in their topis and

In fact, by spidergram technique that focused on making the students are more active in learning process. The students can freely express and share their ideas and opinion about the problems that has been faced. Acoording to Penny, one of the characteristic of speaking is high motivation. Spidergram technique could facilitate the students to have more motivation to used English incommunication with their friends. They were interested in learning speaking by using this technique and they were focus to the topic explained it without remembering the idea in their head.

The ability to speak is not only construct a sentence that take place through communication, but how to say the words to express thoughts, ideas and feeling so that listeners can receive messages or information delivered through a series of one orintonation well which assisted by the expression or the way information delivered.

## 2. Analysis of Questionnaire

This research presents the result of data analysis from questionnaire, in relation to the findings of the percentage on the students' interest in learning speaking by spidegram technique, it indicates that there were most of the students very interest in learning speaking by spidergram technique and the others were interested in learning speaking. It could be seen through the total items found the available questionnaire which represent all element or aspects of interest, namely:

- a. Students attitude in learning speaking by spidegram technique is an interesting ways that could be applied in the classroom. The items related to the questionnaire number 1,5, 7.
- b. Students attention in learning speaking by spidergram technique. Because the students during the learning process could active, motivate the students' to improve speaking skill, they build self confidence and took part actively In this technique the students' were expected to contribute ideas, opinion and feelings to others, so that way students' could get new model in speaking skill. This items indicates to the number 2,3,4.
- c. The awareness of there are some benefits that could be get by the students after studying speaking by spidergram technique. Because the students got the

improvement after studying the material. The items referred to the questionnaire number 6.

In addition the students' interest in learning speaking by spidegram technique could be seen through the answer of the questionnaire by the students'. Having analyzed the result of students' responses toward the technique applied by the researcher in this research, it shows that most of students choose strongly agree and agree, but none students chose disagree and strongly disagree. Many students chose positive choises in all the statements, it shows that the students gave positive response to this technique.

From the result of the questionnaire, the researcher gave the analysis about answer majority of the students. Most of students chose agree and strongly agree as their answer. The researcher concludes the students at the second semester English students of IAIN Palopo were interested in learning speaking through spidegram technique.

A large, light green watermark logo is centered on the page. It features a stylized building with a central dome and minaret, set within a hexagonal frame. Below the building is an open book with a quill pen resting on it. The text "IAIN PALOPO" is written in a bold, serif font at the bottom of the logo.

IAIN PALOPO

## CHAPTER V

### CONCLUSIONS AND SUGGESTION

#### A. Conclusion

1. Based on the score of  $t_o$  (t-obtained) and gathered from SPSS 21, it shows that  $t_o$  was higher than  $t_{table}$ . The findings of  $t_o$  was 7.41 while the level of significance of 5% was 2.03 and the level of significance 1% was 2.72. It showed that  $2.03 \leq 7.41 \geq 2.72$ . from the orienting number of significance shows the significance was  $0.000 < 0.05$ , thus the alternative hypothesis ( $H_a$ ) was accepted and null hypothesis ( $H_o$ ) was rejected. Therefore the researcher can conclude that  $H_a$  was accepted and  $H_o$  was rejected .

In the other word, there was significant difference of speaking skill after being taught by implementing spidergram technique for experimental class and without spidergram technique for control class, it means that the implementation of spidergram technique can upgrade students' English speaking skill at the second semester of IAIN Palopo.

2. Having analyzed the result of students' interest toward the technique applied by the researcher in this research, the data shows that many students chose positive choices in all the statements, it shows that the students give positive response to this technique. Based on the data, the researcher concluded that the students at the second semester of IAIN Palopo are interested in learning speaking through spidergram technique.

## **B. Suggestions**

Successful in teaching does not depend on the lesson program only, but more important is how the teacher present the lesson and using various method to manage the class more lively and enjoyable. The method also helps the teacher and lecturer, and giving much opportunity for the students to be active in teaching learning process. Regarding to the teaching speaking by spidergram technique, the researcher give some suggestions for the teacher and students as follows:

1. For the lecturer and teacher, they need to implement spidergram, so that the teaching and learning process become more enjoyable, fun and interesting. The enjoyment ought to be the foremost aims which hopefully will have good effects to the students. Teaching speaking using spidergram technique motivated students to practice speaking more, and it improved student's speaking skill. The researcher suggests the teacher and lecturer to try using spidergram technique because it encouraged students to speak in speaking class.
2. For the students, they should still be more active and speak up in class having applied this technique, because the students have many vocabularies that can make them express easier their ideas that are comprehensible. And the students who will apply this technique have to know much about the topic so they can give much information about the topic.
3. For the next researcher who wants to develop this research in the future by using this spidergram technique, this method can be applied not only in speaking skill, but also in reading skill, vocabulary.



IAIN PALOPO

## BIBLIOGRAPHY

- Bahan Ajar, *Speaking Dasar*, IAIN Palopo, 2015
- Cambridge Dictionaries Online, *Cambridge Advance Learner's Dictionary*, Accessed On December 2014
- Cohen, Louis., *Research Method in Education*, London: Taylor & Francis e-library, 2005
- Douglas, Brown H., *Teaching by Principles An Interactive Approach to Language Pedagogy*. New York: Prentice Hall, 2001
- Foley J.A., *New Dimensions In The Teaching Of Oral Communication*, Singapore: SEAMEO, Regional Language Centre, 2005
- Harmer, Jeremy., *The Practice of English Language Teaching*. England: Pearson Education Limited, 2001
- Herbert H. Clark and Eve V Clark, *Psychology and language*, United State: Harcourt Brace Jorandovich, 1997
- Lundquist, lynn, *Learning Spoken English*, FreeEnglishNow:PublisherInformation
- Masyuhuri and Zainuddin, *Metodologi Penelitian Pendidikan Pendekatan Praktis Dan Aplikatif*, Malang : PT Refika Aditama, 2011
- Nasution, *Metode Research (Penelitian Ilmiah)*, Jakarta: Bumi Aksara, 2001
- Oxford University press., *Oxford Learner's Pocket Dictionary*. New York: Oxford University, 2008
- Patel, M.F, Praveen M Jain., *English Language Teaching*, Jaipur: Sunrise Publisher and Distributors, 2008
- Penny Ur, A., *Course in Language Teaching Practice and Teory*, Great Britain: Cambrige University, 1996
- Putri, Attina Yunieta., *The effectof using spidergram on the eight grade students' vocabulary accivement at SMPN 8 Jember 2013/2014 academic year*, Jember: Universitas Jember, 2014. [http.Repository.Unej.Ac.Id/bitstream](http://Repository.Unej.Ac.Id/bitstream)

Sahid, Suardi., *Improving Students' Speaking Skill By Using Retelling Story Through Pantomime at the Second Semester Of English Study Program Of Tarbiyah Department STAIN Palopo*. Palopo: STAIN Palopo, 2014

Syamsuarni. *Teaching Speaking a Recount text By Using Spidergram Technique for Junior High Shcool students' Of English Department of STKIP PGRI Sumatera*. Sumatera: STKIP West Sumatera

Sugiyono. *Statistika Untuk Penelitian*. Bandung: Alfabeta. 2013

Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*. Bandung: Alfabeta. 2010

Teachers'Notes.Using a spidergram.pdf. <http://www.elsp.ie> Accessed on October 15<sup>th</sup> at 19.45 pm

Wilga M. Rivers, *Teaching Foreign Language Skill*, Chicago: The University of Chicago Press, 1981

Zolten ,J.Jerome and Gerald M Philips, *Speaking to An Audience*, Indian:ITTbobbs-Merril Education,1985

<http://www.nclrc.org/essentials/speaking/stratspeak.htm>. Accessed on November 24<sup>th</sup> at 15.25 am

<http://www.michaelonmindmapping.com/mind-maps/spidergrams-and-mind-mapping-whats-the-difference>. Accessed on October 15<sup>th</sup> at 20.01 pm

IAIN PALOPO