

**“THE EFFECT OF USING TRANSACTIONAL CONVERSATION TO STUDENTS
SPEAKING SKILL OF THE SECOND GRADE IN SMAN 1 PASIR PENYU”**

A THESIS

*Intended to fulfill one of the Requirements for the Award of Sarjana Degree
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The researcher,

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ABSTRACT

Hanna Nabila, 2021. *The Effect of Using Transactional Conversation to Students Speaking Skill of The Second Grade in SMAN 1 Pasir Penyau. PEKANBARU: English Language Education, Universitas Islam Riau.*

Keywords: *Transactional Conversation and Speaking Skill.*

The objective of this research was to find out whether there is the effect of Using Transactional Conversation to Student Speaking Skill of The Second Grade in SMAN 1 Pasir Penyau or not.

There are two variables of this research: the first variable or variable *X* is Transactional Conversation as independent variable and the second variable or variable *Y* is teaching speaking ability as dependent variable. This research is one-group pretest-posttest. It means that the researcher is only conduct one class as a sample in this research. Before the variable *Y* gives a particular treatment, the pre-test is given and after the variable *Y* gives a particular treatment, the researcher takes measurements or post-test of variable *X* to know the effect of using transactional conversation in teaching speaking. Hence, this experimental research only involved one group of students; they were second Grade students in senior high school, as population of this research. This experimental research only involved one group of students; they were second Grade students, as population of this research. Second grade on science class contains 20 students were chosen as the sample, they were the students who was given spoken test after followed teaching speaking ability by using Transactional Conversation.

Furthermore, the researcher findings included the results of the research, as follows: the analysis result of the mean score in pre-test was 80.05 and the mean score in post-test was 86.20. It shows that this experimental class experiences improvement in their spoken test and hypothesis testing indicates that the score in post-test were higher than in pre-test. It can be seen the value of sig. (2-tailed) is 0.041 lower than value at the significant level 0.5. Furthermore, the hypothesis testing indicates that the score in post-test was significantly higher than the score in pre-test. So, using Transactional Conversation could be one of references in teaching material.

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Speaking is one skills in learning English, some people know if we are good in English from our speaking skill that we can do it well, and correct to pronounce the word. Learning the speaking skill is the most important aspect of learning a second foreign language and success is measured based on the ability to perform a conversation in the language and people may use their speech to create an image of themselves to others by using speed and pausing, variation of pitch, volume and intonation (Louma 2009). Speaking is the difficult part to teach because students now days, especially in my hometown is rarely to speak well.

The students in senior high school need to learn more about speaking because it can help them to communication when they want to talk or give some information in English. In the class room, we have some activity to show if the students is active and understand well. They like to speak and have a conversation with their teacher to ask some question or discuss something. And in the conversation form while spoken language that have a form that we or students doesn't know about it. And we can call that transaction form. We can already know about the form of spoken language if we learn in discourse analysis major for the collage students. Based on researcher experience when did teaching practice at SMAN 1 PASIR PENYU, the students have a problem when they try

to speak. Researcher want to know how is the transaction form can help them to speak and if this form is always use it in every conversation or not. Or just when we are in one situations that transaction form can be use. How is the example words or key words that marked that is transaction form. For long time researcher learn English she never know about the form from it. We just learn how to pronounce it well and how is the intonation, etc when we are in the classroom.

When we are speaking, we just speaking in the correct grammatical, good accent and use the good impression. The researcher interested to discuss about it because researcher want to know about the form of this transactions conversation in spoken language that always use in English. How is the characteristic and the types. We need to know about that because to fix the learning style, strategy, technique or maybe method that usually we use and that is not effective. We as a teachers just teach and get them know about the name of the text, the expression, etc. Try to use the transaction form in English teaching and learning process for senior high school students is challenging, researcher want to know if transaction form can improve their speaking and the types of it that can help.

The students is really unfamiliar with this also the people out there. And that is the difficult part to get them understand and how we use it for teaching and learning. Researcher don't know why this form we can not learn earlier, maybe is not really important to know or we as a English teachers just being set of the form material on the syllabus that we must teach to the students even though in the

syllabus that SMAN 1 PASIR PENYU there's a material using the transactional conversation.

The reasons why researcher choose this topic because, while we are doing speaking section researcher found that she use transactional form indirectly. Transactional word is simple word that we doesn't know about it. Students hate study when its difficult and complicated, transaction can help them to speaking well. From the simple word or sentence can be long if that is interesting conversation. From this transactional conversation can improve their speaking skill. Speaking as transaction refers to when the focus is on what is said or done (Richard 2008:25).

Due to Lily Hayati research using qualitative set a structure consisting in developing question and procedure. Thesis written by Ratih Dewi Suparno using task based-material, a thesis written by Nurin Afifah using material design from Jolly and Bolitho in tomlinson (1998) so this research will become the newest that using experiment and qualitative design for Transactional conversation

In conclusion, the researcher want to do the Experiment to the students in SMAN 1 PASIR PENYU by using transactional conversation. The researcher aims to apply transactional conversation for helping the students to enhance their speaking ability. So, the researcher in interested in carrying out the research entitled **“The Effect of using Transactional conversation to students speaking skill of the second grade in SMAN 1 PASIR PENYU”**

1.2 Setting of the Problem

There are some problem faced by the second grade of SMAN 1 PASIR PENYU. Based on the researcher experience, she draws conclusion as follow

First, the problem is students hard to pronounce some English words maybe cause of this problem is they really rare to practice, practice is the important part for students to be able to pronounce the words correctly because their tongue is get used to it and maybe make their accent change from Indonesian to America nor British.

Second, lack of vocabulary, in this case students have low reading habit and lazy to memories some vocabulary for their sake to improve their English because they don't seem interested on English or want to improve it.

Third, the students have low motivation and times problem. Because their disposed to play their phone look some social media then learn, actually English is very close to their daily live for example when their playing games, instagram, etc. But its not bother them to take a 3 minutes from their time to try learn and remember about it.

Fourth, how to start the conversation using English conversation marker. They seem confuse what they are going to say, thinking to much if they are going to have a mistake, not confident, and shy.

Fifth, transactional and interpersonal dialogues always happen in people's activities in various level. Example, "A : yes, but I don't really understand about our previous major", "B : uh-uh, no problem I'll explain to you later", "A : well.. thank you so much for always helping me."

However, all of the problem is always happen in teaching practice activity and we must solve the problem by using transactional conversation to heal their problem.

1.3 Limitation of the Problem

This research is limited to the teaching of English to the second students of SMAN 1 PASIR PENYU in Academic Year of 2019/2020. The researcher focused of the effect from using transactional conversation to improve students speaking skill of the second grade. There are five indicators :

1. Pronunciation is the knowledge of studying about how the words in particular language are produced clearly when people speak.
2. Vocabulary means an important component used in communication. By having inadequate vocabulary, a person cannot communicate or express their ideas effectively. Therefore, the English teacher should process considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning
3. Grammar this component is needed for students to arrange the correct sentence in the conversation. Therefore, the use of grammar is to learn the correct language structure in communication.
4. Fluency is another important component in speaking. Fluency means the capability of someone speaks fluently and accurately with little using pauses like 'umm' and 'eee', and so on.
5. Comprehension is the ability to understand the meaning of text or dialogue.

1.4 Formulation of the Problem

Formulation of the problem is made as follows: is there any significant effect of using transactional conversation to improve students speaking skill on the second grade at SMAN 1 PASIR PENYU?

1.5 Objective of the Research

To find out whether or not there is significant effect of from using transactional conversation to improve students speaking skill of the second grade at SMAN 1 PASIR PENYU.

1.6 The Significance of the Research

1. For students, This research expected to help the student for fixing and improve they speaking skill
2. For the teachers, This researcher giving contribution and information to English teacher about the effect from using transactional conversation to improve students speaking skill of the second grade at SMAN 1 PASIR PENYU have a an positive or good influence for the students.
3. For researcher, The researcher want to share and give new knowledge for many people outside about the effect from using transactional conversation to improve students speaking skill of the second grade at SMAN 1 PASIR PENYU
4. For next researcher, For the next researcher this research expected to give great contribution and information to the other researcher as a reference for further studies on a similar topic.

1.7 The Definition of Key Terms

To avoid misunderstanding and misinterpretation in writing this research, the researcher provides the definition of the key term is use :

1. Speaking

Speaking is great significance for the people interaction where they speak everywhere and every day. (Efrizal 2001, Pourhosein Gilakjani 2016)

2. Transactional conversation

Transational uses of language are those in which language is being used primarily for communicating information and transactional speaking are in need of some skills in order to enable them involve in transactional discourse activities (Richard, 2008 : 27)

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

2.1.1 The Definition of Speaking

Speaking is the process of making and sharing meaning by using verbal and nonverbal symbols in different contexts. (Chaney 1998). In other hand, speaking is an important skill that is used to communicate with other people even that is verbal or nonverbal. Related to the importance of speaking, it is not an easy for the teacher to teach speaking in the classroom because the students is really seldom to do that.

In the teaching-learning process of the English class, the objective is to students able to speak well, so they must also use English not only in in the classroom, but in the classroom when they have communication with others, English as a target. Speaking a language demands a correct use of language component including pronunciation, vocabulary, and grammatical structure, which will require linguistic accuracy practice (Lavery 2001).

Cotton (2007) state communication involves verbal and non-verbal elements and the ability to use either in the form of language writing or orally. According to Che Noh (2008), employees need to learn interpersonal communication and analytical skills which are among the paramount aspect to get jobs in the field of ICT skills, leadership and working ethics. However, speaking is really important for our future in job world. Report that speech production take place in real time and is therefore essentially linear, with a

great deal spontaneity (Thornbury 2005).

In fact, the activity of talking happens for several reasons. One reason is the communicative need. For example a person talking is motivated by the fact that he / she needs to know something. Another reason is that a person speaks because he wants to find other people's stuff. We can say that there is an information gap between them. Here, the conversation helps to fill that gap so that the two speakers have the same information. So talking can also be said as something that makes people survive in their environment. Because, speaking, they can ask other people what they need, speaking, they try to fulfill what other people ask of them. Implicitly speaking, it is one of the linguistic skills that has a social aspect. In short, talking is a means of communication with other people which involves not only producing correctly, but also using the language communicatively.

In conclusion, speaking is a communicative activity in our life, and communication occurs because there is communicative purpose between speaker and listener (Hamer 2003:40), productive ability or verbal statements. Also speaking about the interactive process of construction of meaning that involves producing, what we talked about before that we should be responsible for, no matter what we talk about. Speaking is spontaneous, we can do something different from other skills. Ability to speak.

2.1.2 The purposes of Speaking

Speaking is a human interaction and spoken language is classified considering two main functions : interactional and

transactional. Interactional language is primarily listener oriented and its main concern is the maintenance of social relationship.

Communication purpose is if the speakers say something because they want something to happen as a result of what they say and select from their language store. Speaker have an inventive capacity to create new sentence. To achieve this communication purpose, they will select the language they think is appropriate for this purpose (Hammer 2003:40).

Conversation obviously far more than words and can take place through body language, prosodic feature such an intonation, speed, stress, and volume even through silence or laughter (Pridam 2001:2)

2.1.3 The Types of Speaking

There are basic types of speaking to measure speaking ability. According to Brown's (2001) the types can be as follows:

Imitative. The focuses of this category is pure in phonetic level of oral production. It has nothing to do with students' comprehension (Brown, 2004). The only role of the students is to repeat what they listen from a human tape recorder, like practice an intonation contour or pronounce a certain vowel sound correctly.

Intensive. This category leads the students to produce the language by themselves. The language production is in the form of responding to teachers' question or interacting with others at minimal length of utterance. This technique focuses on a small range of grammatical, phrasal, lexical, or phonological competences.

Responsive. This technique requires students to respond to teacher or other students' questions. The respond is usually short, meaningful, and authentic—not in the form of dialogue. This time, students' comprehension is taken into account and the stimulus is delivered orally by the teacher to maintain the authenticity of students' answers.

Interactive: Transactional (dialogue). This is longer and more complex form of responsive technique. The purpose of this technique is to accustom students to be able to convey or exchange fact, information, or opinion with others. Interactive: Interpersonal (dialogue). The purpose of this technique is for maintaining social

relationships. Casual register, ellipsis, sarcasm, slangs, humor and other sociolinguistics dimensions are features that must be known by students in this technique.

Extensive (monologue). In this technique, the language production is frequently planned and the participants' role is as listeners. They might respond to the speech, but it is limited to nonverbal responses.

Based on the theory above, we can conclude that in assessing speaking performance, we have to consider the six types. There are: imitative, intensive, responsive, (interactive transactional and interpersonal), and extensive (monologue).

2.1.4 The Assessment of Speaking

In this research researcher used extensive categori of speaking performance assessment to assess students speaking skill that correlated to the

research , the research assess the students speaking ability through dialogue conversation, when the students are speaking the researcher use scoring rubric to assessing them. Learning centered approach help to give students sense of owner ship of their learning and thereby adds to their intrinsic motivation (Brown, 2001). classroom performers is one of the best way (Thornbury 2004). However speaking assessment we can do in pairs, groups (Brooks 2009).

2.1.5 Principles for Teaching Speaking

The first principle is that, to make sure the teaching takes place in an intended way, it is critical to create a high level of motivation. That is the key consideration in the determining the preparedness of learners to communicate. Motivation is the combination of effort plus desire to achieve the goal of learning plus favorable attitudes toward learning the language. So effort alone does not signify motivation but it is the desire and the satisfaction in the activity that count (Nunan, 1999: 233). In order to make students feel satisfied and have the desire to get involved in the lesson, teachers should do the following things.

First, teachers use the instinct or experience, depending on the teacher's qualification, to choose interesting topics in order to draw students' attention and make inspiration. Productive skills cannot be develop beyond meaningful contexts. In addition, unreal contexts cannot help students get involved in such real life activities as job and academic settings (Green, 1995).

Second, teachers can create interest in the topic by talking about the topic and by communicating enthusiasm. Teachers can ask if anyone knows about the topic and can therefore tell the others about it before the activities start.

In this way, students have chances to express their ideas meaningfully and teachers can exploit their previous knowledge to get them into the lesson. Also, teachers can ask students to make guesses about the content and to discuss what happens which inspire students' curiosity and their wanting to find out the truth. So they have a reason to attend to the lesson and to talk for themselves. Additionally, teachers can ask several guiding questions before the activity and provide necessary information without telling what students have already known to create stronger motivation. (Harmer, 2002: 253).

Third, motivation is raised in a lesson also by the fact that teachers help to create a relaxed, non-anxious atmosphere which helps even weak and reluctant students. This can be done through some activities such as playing guessing games, doing the rehearsal in small groups before speaking in front of many people, or practicing speaking under the guidance of the teachers through drills, repetition, mechanical exercises first (Harmer, 1999: 234,235). In the case students feel fear of mistakes, teachers can encourage them to take risk and focus on content rather than form.

Fourth, teachers should give appropriate level of difficulty, not too difficult nor too easy for students may feel bored. And finally, teachers had better employ meaningful learning with meaningful activities relevant to the real life to get students to talk about themselves.

The second principle is, when students are motivated enough to get involved in the lesson, teachers should give them the maximum number of opportunities possible to practice the target language in meaningful contexts and

situations which helps to facilities acquisition for all learners rather than grammatical explanation or linguistics analysis (Nunan, 1999: 241). It is because learners must learn to develop the ability to use language to get things done in real life, outside the classroom.

From explanation above, The researcher concluded there is two principles in teaching speaking.

2.1.6 The Components of Speaking

There are five components of speaking concerned with , grammar, vocabulary, pronunciation, fluency, and accuracy Duong (2014:86).

1. Accuracy

Accuracy refers to an understanding word, right in structures, syntax, and better in catching the meaning of messages of language without parts of mistakes, and it process of how teacher and learner in language improvement Kusnierek (2015:78).

2 Grammar

This is similar to rigid rules in oral and written form. Grammar is a system of rules governing the conventional arrangement and relationship of words in the sentences Brown (2000:13). Combining necessary units of language help a speaker or a writer in expanding any ideas in their mind, and it makes a person a lot easier to build communication in expressing messages in spoken or written. Grammar is a set a rules that determines the structure of a language, and it could be the way to combine units of a language Al-Mekhlafi and Nagaratnam (2011).

3 Vocabulary

Vocabulary means the appropriate diction which is used in communication. Vocabulary, as one of the knowledge areas in language, plays a great role for learners in learning a language Cameron (2001). Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. So, based on this explanation, the researcher concluded that without mastering vocabulary sufficiently is English learners will not be able to speak English or write English properly.

4 Pronunciation

Pronunciation is one the most difficult aspects of English to acquire, and need explicit help from the teacher Fraser (2000). English Pronunciation is the way for students" to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. From the statement above, the researcher concluded that pronunciation is the knowledge of studying about how the words in a particular language are produced clearly when people speak. Pronunciation is an individual sound which involves good articulation, and it has features of sound such as aspiration, voicing, voice- setting intonation, and stress Nation and

Newton (2009). In speaking, pronunciation plays a vital role in order to make the process of communication easy to understand.

5 Fluency

Fluency is the ability to read, speak, or write easily, smoothly and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have spent a lot of time searching for the language items needed to express the message. From the ideas above, the researcher concluded that another important component is fluency. Fluency means the capability of someone speaks fluently and accurately with little using pauses like „ums“ and „ers“, and so on. According to Yingjie (2014:58) fluency is the capability to speak in effective speed and to speak smoothly and to produce the right word without thinking too much.

2.1.7 Spoken Language

Spoken language is very fast subject, and have so many types of speech in people everyday lives. In the daily live we always use the different style to speak in different situations.

Brown (2001: 267) speaking is an interactive process of constructing meaning thait involves producing, receiving, and processing information, and the preseence of speaker and listener. In addition, he states that

the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

Shummin, (2002: 204) “effectively oral communication requires the ability to use the language appropriately in social interaction”. Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech and using in the social interaction or social life

In their discussion on the nature of spoken language, Cotton (2007) explain that oral language consist of short utter and not completed or separated. Based on the opinion above it can be conclude that speaking skills is an active and productive communication activity to deliver ideas and feeling through oral language both one way or two ways. According to Nunan (1989: 32) successful oral communication involves the ability to articulate phonological features of the language comprehensibly, mastery of stress, rhythm, intonation patterns, an acceptable degree of fluency, transactional and interpersonal skills, skills in taking short and long speaking turns, skills in the management of interaction, skills in negotiating meaning, conversational listening skills (successful conversations require good listeners as well as good speakers), skills in knowing about and negotiating purposes for conversations and using appropriate conversational formulae and fillers Moreover, he states that the teacher can apply the bottom-up-top-down approach to speaking. The bottom-up approach to speaking means that the learners begin with the smallest units of

language, i.e. individual sounds, and move through the mastery of words and sentences to discourse. The top-down view, on the other hand, proposes that the learners start with the larger chunks of language, which are embedded in meaningful contexts, and use their knowledge of the contexts to comprehend and use the smaller language elements correctly.

2.1.8 Transactional conversation.

Transactional conversation is really important to focus on social order. “focuses on identity in interaction, where the social order is an important factor by Aronsson, 1996, 1998; Arosson & Caderborg1996”.

According to Berne (1961, 1966) formed to this theory of four components that consecutively complete one another and emphasised that the previous stage is understood before passing to the next stage. These components are called as ego states, transactions, psychological games, and life scripts.

Transactional conversation is message-oriented. Transactional uses of language are those in which language is being used primarily for communication information Richard (1990:54). Transactional speaking are need of some other skills in order to enable them involve in transactional discourse activity Richard (2008:27). And according to Brown (2001:273) transactional language carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language while interactional language is a form of language which is related to make social relationship.

Transactional conversation can have an effect to our psychology

analysis according to Graeme Summers and Keith Tudor (2000). Transactional uses of a language are those in which Language is being used primarily for communicating.

However transactional talk is for getting business done in the world in order to produce some change of situation, it could be telling something that they need to know, to get someone to get something and have an effect on our psychology and social order.

2.1.9 Transaction marker.

Transactions markers are used in some settings and transaction markers are opening (hello, what's new?, by the way, talking of X, now) and closing (right, so, okay, and so on and okay, by summarizing (sounds awful)) It is used in: Classroom, doctor, and formal interview.

2.1.9.1 To start and to end Conversations.

1. So,...
2. Right,...
3. Well,...
4. Now, ...
5. Ok,...

2.1.9.2 To change topic or return to the topic.

1. By the way/incidentally,...
2. Well, anyway...
3. To repeat what I said before
4. Like I said,...

5. As I say,...

2.1.9.3 To continue with the same topic.

1. That reminds me,...
2. To contradict what I
3. previously said
4. Mind you,
5. Still,...

2.1.9.4 Ordering or sequencing what we Say.

1. For a start,...
2. In general,...
3. Second/secondly,...
4. And then,...
5. In the end,...
6. What's more,...
7. First (of all)/firstly
8. Last of all/lastly,...
9. Next,...
10. On top of that,...
11. For rephrasing/clarifying what we say

2.1.9.5 To show I'm listening.

1. Uh-huh.
2. Yeah.
3. Right.

4. Ok.

2.1.9.6 Indicating agreement.

1. Fine, ...
2. Ok, so...
3. Good...
4. Great...
5. Absolutely.
6. Quite. (more formal)
7. Certainly.
8. Sure.

2.1.9.7 Indicating a difference

1. of opinion
2. Yes, but...
3. Nevertheless,...
4. Well, the thing is...

2.1.9.8 Indicating disagreement

1. with a negative idea
2. Yes, no I know...

2.1.9.9 To show interest thing

1. surprise
2. Oh...
3. Wow!
4. Really/Oh really?

5. Definitely!

6. I see!

2.1.10 Example of transaction Marker.

2.1.10.1 Opening & Closing Marker.

WHERE shall we have the TABLES?

A: /RIGHT / WHAT about in REAding area?

B : /NOW/

C : /RIGHT/THAT'S IT/

2.1.10.2 Conversation Example.

Mum : “So, how was school today Dylan ?

Dylan : “Oh, it was Okay. You know that , tom is rude ”

Mum :” Really? Why do you say that ?”

Dylan :”well , firstly, he stole my apple at lunch and wouldn't give it back. Then he called my names and wouldn't let me have a turn on the computer.”

Mum : “no way? That's not kind. The thing is dylan , he's a bit of a bully. If I were you I'd tell to the teacher if he's being really bad”

2.1.11 Conversation

Form conversation discourse could be separated become two dialogue discourse and conversation discourse it self. Dialogue discourse involved two persons or more.

Cutting (2002 : 29-31) mention that in discourse organization conversation could be divided into three, namely turn-taking, adjacency pairs,

and sequence. From here we can conclude that complex organization could find in a conversation process happened naturally.

2.1.11.1 Turn-taking

A conversation, unlike a piece of written work, is the work of a least of people. When humans want to use language to communicate orally with each other, they are faced with a sort of problem. Turn-taking is one of the basic mechanism in conversation between the speaker and another speaker. Cooperation in conversation is manage by all participants through turn taking. Sacks, Schegloff and Jefferson (1974) they argue that speakers follow an unwritten rule that only one speaker will speak at a time.

Holmes (1995:52) aptly describes an interruption as a “disruptive turn” in the discourse. In some speech events, interruptions will occur regularly.

2.1.12 Transactional Types

Assert that language serves interactional and transactional functions. The former relates the function to establish social roles and relationship with other persons. In other words, the language is used as “lubricant of social wheel”. In transactional talks people use language to achieve optimum and effective transference information. As transactional talks are message oriented, cohesive and accurate communication is highly acquired (McCarty 1991:36).

1. Ordering/commanding
2. Requesting

3. Promising
4. Threatening
5. Complaining
6. Refusing
7. Blaming

2.2 Scoring Rubrics

SCORING CATEGORIES FOR SPEAKING

(Brown, 2001 : 406-407)

Scores	Fluency	Pronunciation	Grammar	Comprehension
1	(No Specific fluency description. Refer to other to four language areas for implied level of fluency.)	Errors in pronunciation are frequent, but can be understood by a native speaker, used to dealing with for engineers attempting to speak his language.		Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.
2	Can handle with confidence but not with facility most social situations, including			

	conversations about current events, as well as work, family, and autobiographical information.		control of the grammar.	
3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.	Comprehension is quite complete at a normal rate of speech.
4	Able to use language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of his experience with a high	Errors in pronunciation are quite rare.	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	Can understand any conversation within the range of his experience.

	degree of fluency.			
5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	Equivalent to and fully accepted by educated native speakers.	Equivalent to that of an educated native speaker.	Equivalent to that of an educated native speaker

2.3 Relevance Studies

There are some related studies relating to Transactional Conversation of this research. They are:

First a thesis written by Lily Hayati with title “A STUDY ON STUDENTS’ SPEAKING TRANSACTIONAL AND INTERPERSONAL OF SECOND YEARS STUDENTS OF MTsN 3 PEKANBARU “, After analyzed and study about the data in Liliy Hayat thesis, it shows that the students ability especially in speaking by teaching transactional and interpersonal text and dialog, 20 students categorized into excellent, and 15 students into very Good in speaking pronunciation by using give a respond a statment from 35 sample of second years students of MTsN 3 Pekanbaru. And the score for each indicator from speaking the researcher found that

40.57% for Accuracy , 52.57% for Fluency and 34.28% for Acceptability. Based on the students speaking ability, actually the researcher focussed in three indicators such as : accuracy, fluency and acceptability. They able to speak up in english with their limitation of vocabulary and also motivation . they learn by doing from the teachers do before. But, for the next the students more able to speaking in teaching english class and get highest score.

Second a thesis written by Ratih Dewi Suparno with title “ IMPROVING STUDENTS SPEAKING SKILL IN MASTERING TRANSACTIONAL AND INTERPERSONAL DIALOGUE THROUGH TASK BASED-MATERIAL”, Based on the discussion in the Ratih’s thesis, it can be concluded that Task-Based Material can improve students’ speaking skill especially in mastering transactional and interpersonal dialogue. It could be seen that from the observation of the speaking activities in each cycle, speaking activities can achieve the criteria of successful speaking activity. If the criteria of a successful speaking activity can be achieved, the students’ speaking skill can be improved.

Third , a thesis written by Nurin Afifah with title “ DESIGNING GOOD AT ENGLISH AS AN ENGLISH CONVESATION BOOK FOR SPEAKING ACTIVITIES OUTSIDE THE CLASS FOR GRADE VIII STUDENTS OF JUNIOR HIGH SCHOOL”, based on the results of the needs analysis, most students’ goal in learning English was to be able to develop knowledge, especially English functions and have communication in English correctly. They wanted the conversation materials to help them

provide conversation practices. The topics that they liked were the topics related to daily activities. The conversation inputs that students preferred were pictures/photos. The speaking activity they wanted in conversation outside the class was playing games. If there was a conversation book designed for outside class activities, they preferred the materials presented a lot of information and explanations. They wanted to learn vocabulary by spelling the words correctly. They wanted to learn pronunciation by pronouncing words, phrases, and sentences correctly. They wanted to learn grammar by practicing speaking activities by paying attention to the grammar. In addition, the role of the teacher that the students preferred was as a motivator, encouraging the students to be enthusiastic and active. They wanted the teacher to explain tasks that should be done by them. The role of the students that they preferred was as active students. Their opinion about the task given was that it should be done about 2-3 times a week. Last of all, they wanted to work in groups. From the evaluation of the materials, it is said that the designed conversation book was appropriate to be implemented in the teaching and learning process, especially for speaking activities outside the class for Grade VIII students of the junior high school. The materials were evaluated based on the contents, language, presentation, and layout appropriateness. Those four aspects were 79 evaluated. The mean score was 3.8. This score is in the range of $3.25 \leq \leq 4$, which was categorized into “very good”. This product still needed some revisions after getting the expert judgment. After the revisions had been

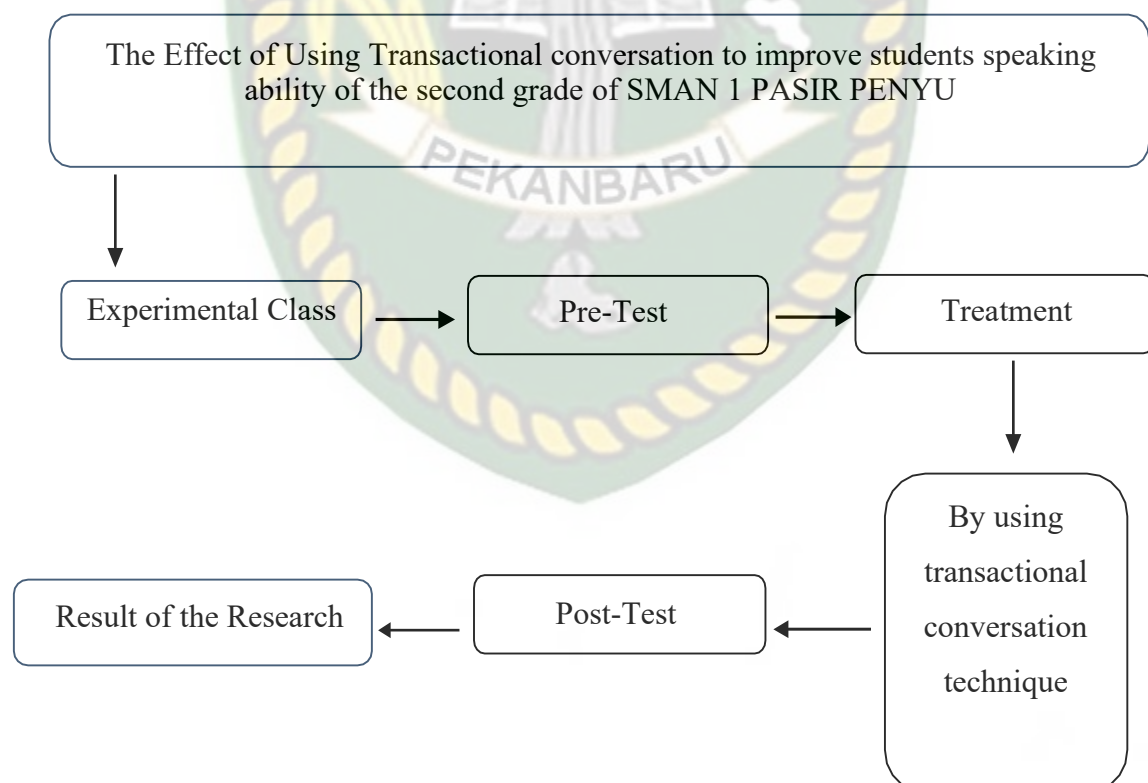
made, the designed materials became the final product. This product is meant to be the guide for Grade VIII students of the junior high school to learn speaking especially conversation for outside class activities.

it could be concluded that “Good at English” as an English conversation book was appropriate to be implemented as the materials for speaking activities outside the class for Grade VIII students of the junior high school.

2.4 Conceptual Framework

In this reresearch, the researcher presents the conceptual framework in the following below :

Figure 2.3 Conceptual Framework



This conceptual framework describe about the effect of using transactional conversation to improve students speaking ability of the second grade of SMAN 1 PASIR PENYU which is divided into control class and experiment class and one of that using the transactional conversation another using the conventional technique. The researcher is goin to see the result between it.

2.5 Hypothesis

There were two types of the hypothesis consist in this research. They were as following points:

- H1 : There is no significant Effect of using Transactional conversation to improve students speaking skill of the second grade in SMAN 1 PASIR PENYU.
- H2 : There is significant Effect of using Transactional conversation to improve students speaking skill of the second grade in SMAN 1 PASIR PENYU.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

In this research, the researcher use experimental research. The quantitative method was a research procedure. The quantitative methods chapter now includes more information about examining the statistical significance of results, as well as the practical results conveyed through effect sizes and confidence intervals. New references are added to cite recent literature on quantitative methods. An additional experimental design is applied behavioral analysis or single-subject experiments in which an experimental treatment is administered over time to a single individual or a small number of individuals (Cooper, Heron, & Heward, 2007; Neuman & McCormick, 1995) .

Experimental research seeks to determine if a specific treatment influences an outcome. The researcher assesses this by providing a specific treatment to one group and with holding it from another and then determining how both groups scored on an outcome. Experiments include true experiments, with the random assignment of subjects to treatment conditions, and quasi-experiments that use non randomized assignments (Keppel, 1991). Included within quasi-experiments are single subject designs.

This experiment the researcher choose true experimental design. The experimental and the control group are same, then the group are pretested for the independent variable. After that, receives the treatment, and finally, the group are post-tested to investigate the effects of the independent variable on the dependent one .

Table 3.1 The Research Design

Class	Pre Test	Treatment	Post Test
XI SCIENCE 2	V1	X	V2

The table above is the research design in which :

V1 : Pre Test

X : Treatment, by using Transactional Conversation

V2 : Post Test

3.2 Time and Location of the Research

This research were conducted on April-May 2021 and the location of this research at SMAN 1 PASIR PENYU, Indragiri Hulu Riau.

NO	Meeting	Month/Year	Action
1	1 st Meeting	April, 2021	Taking Pre-test
2	2 nd - 5 th Meeting	April,2021	Applying Transactional conversation
3	6 th Meeting	May, 2021	Taking Post-test

Schedule of this research as follows

Table 3.2 Schedule of the Research

3.3 Population and Sample of the Research

3.3.1 The Population

The population of this research in the second year students of SMAN 1 PASIR PENYU. There are classes of the second year of SMAN 1 PASIR PENYU. There are 245 students of XI classes which is divided into social and science class.

Table 3.3.1 The Population
(All classes of the second Grade)

Gender	Table of Students
Male	117
Female	128
Total	245

the researcher takes two classes in this research. They are experiment class and control class.

3.3.2 The Sample

The researcher choose random sampling as a sample. And the result is get into one class, that is science class.

Classes	Table of Students
XI SCIENCE 2	20

3.4 Instrument of the Research

The research instrument for this research using spoken test. The research collected the data by using pre-test and post-test to know the students speaking ability

based on material. The students' give pre-test before they get treatment. The researcher give for students . The researcher recording them when they talking. After finish, the researcher analyzes their recorder. The purpose of this test is to know students' speaking ability before treatment by using Transactional conversation. After giving pre-test, the researcher give the treatments by using Transactional conversation. The researcher conducted the treatments in fourth meeting:

Table 3.4 Instrument of the Research

No.	Meeting	Topic	Students activity
1.	Pre-test	Opinion and Thoughts	<ul style="list-style-type: none"> Doing pre-test
2.	Treatment 2 nd –5 th meeting	Opinion and Thoughts, Invitation	<ul style="list-style-type: none"> The students follow the learning process by implementing the steps of transactional coversation on the research instruction
3.	Post-test	Invitation	<ul style="list-style-type: none"> Doing post-test

Table 3.5 The Blue Print of the Instrument

No	Meeting	Topic	Students Activity
1	Pre-test (first meeting)	Opinion and Thoughts	<ul style="list-style-type: none"> - students will write about their opinion about several topic. - they may choose lottery for the topic (corruption, global warming, social media, drugs, bullying, free sex, trash, scarce animal, smoking , and pollution) - Student will performance about Their opinion and thoughts in front of the class one by one. -The teacher record students voice.

2	Treatment (2 nd -5 th meeting)	Opinion and thoughts, Invitation	<p>- The first step is explain the material. The students were guided to see, observe, and listen to the explanation about the material related to the expressions of how to ask opinion and give opinion & thoughts about something</p> <p>- The second step is questioning. The students were guided to answer teacher's questions related to the material that had been given by the teacher</p> <p>- third step is</p>

			<p>collecting information.</p> <p>The students were guided to collect information about the expressions of how to ask opinion and give opinion & thoughts for something</p> <ul style="list-style-type: none"> - students will make an invitation according to the topic - the topic is chosen by the teacher (birthday party, company ceremony, dinner invitation, and wedding ceremony) - their may choose their partner by
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			<p>themselves (make group consist of two people)</p> <ul style="list-style-type: none"> - the students may discuss about the invitation and make it as interesting as they can - the teacher give them 30 minute - all the group is do the same
3	Post Test (6 th meeting)	Invitation	<ul style="list-style-type: none"> - the students may explain about the invitation in front of the class - the teacher gave them six minutes to explain) - after the presentation, another students may ask them (only

			<p>two question is allowed)</p> <p>- all the group is do the same</p> <p>- the teacher record the students voice</p>
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The research instrument for this research using spoken test. The research collected the data by using pre-test and post-test to know the students speaking ability based on material. The students' give pre-test before they get treatment. The researcher give for students. The researcher recording them when they talking. After finish, the researcher analyzes their recorder. The purpose of this test is to know students' speaking ability before treatment by using Transactional Conversation. After giving pre-test, the researcher give the treatments by using Transactional Conversation. The researcher conducted the treatments in fourth meeting.

3.4.1 Variable X (Transactional Conversation)

Based on the background of the problem, this research consists of two variables. They are variable X and variable Y. Variable X of this research is Transactional conversation, transactional conversation that influences students' speaking ability.

3.4.2 Variable Y (Speaking Ability)

Variable Y of this research is students ' speaking ability that influenced by Transactional conversation. So, in this research the researcher tried to figure out the effect of transactional conversation toward students' speaking ability.

3.4.3 Validity of the Instrument

The validity means a tool measurement which used to get data validity (Sugiyono, 2011, p. 172). By far the most complex criterion of an effective test-and arguably the most important principle is validity, "the extent to which inferences made from assessment results are appropriate, meaningful and useful in terms of the purpose of the assessment" (Gronlund, 1998, p. 226).

3.4.4 Reliability of Instrument

A reliable test is consistent and dependable. If you give the same test to the same student or matched students on two different occasions, the test should yield similar results Brown (2004).

3.5 Data Collecting Technique

The researcher material of this researcher will take from English book from Permendikbud 2017.

The material that will teach as follow:

1. Pre-Test

Before gave a treatment. Students were given a pre-test to know students' speaking skill before treatment. Pre-test took one meeting in the first meeting. The pre-test was spoken test, teachers gave one case for students and ask students to work and record the dialogue based on the case that had been given by the researcher. After that, the researcher introduces the material in the first meeting through zoom application because online class.

Table 3.6 Instrument of Pre-test

Please present your argument or opinion based on the case bellow through zoom and record it!

The topic or case : corruption, bullying, global warming, social media, drugs, bullying, free sex, trash, scarce animals, smoking, and pollution.

Time Allocation : 25 Minutes

2. Treatment

The treatment was conducted for the experimental group only, the treatment uses Transactional Conversation. The steps were:

a. Meeting 2-3

The teacher and students met in zoom application. The students follow the steps based on the researcher's instruction. The researcher showed English text book and power point as media to make clearer the material:

The first step is explain the material. The students were guided to see, observe, and listen to the explanation about the material related to the expressions of how to ask opinion and give opinion & thoughts about something. Can be seen on the picture above : **(Figure 3.1)**





Figure 3.2

The second step is questioning. The students were guided to answer teacher's questions related to the material that had been given by the teacher.

Wanda and Shafa are talking about their plan to have a holiday to Bali

Wanda : _____ going to Bali next holiday?
 Shafa : _____ . I've never been to Bali.
 Wanda : _____ we should book the ticket from now or just before we go?
 Shafa : _____ we'd better book the ticket now. Many people go to Bali in holiday. If we don't book the ticket now, we might not get any ticket later.
 Wanda : Yes, you are right.

1. What do you think about
2. That's a good idea
3. Do you think
4. I think

Figure 3.3

Choose your favorite actors

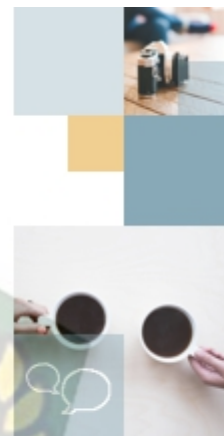
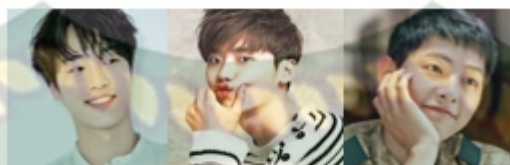


Figure 3.4

The third step is collecting information. The students were guided to collect information about the expressions of how to ask opinion and give opinion & thoughts for something.

Exercise 1

Read carefully and fill in the blank with Expressing Opinion in the box!

5. What's your opinion
2. In my opinion 4. Where do you think 6. That's
oke



Mr. Subroto and his family are talking about a suitable place to visit during their holiday.

Mr. Subroto : "Next month is long vacation, isn't it? 1. _____ we should spend our holiday, Doni "

Doni : "2. _____ Bali is a nice place to visit. There are a lot of beautiful sceneries over there."

Siska : "I do agree with Doni. But, we had been there last year."

Mr. Subroto : "So, 3. _____ Siska?"

Siska : "4. _____ Jogjakarta is good to visit. There are a lot of historical places there. We can travel and study also."

Figure 3.5

"Mom : "Yeah, I think so. Jogja is nice place. We've never been there, right?"
 "Mr. Subroto : "Mm, 5. _____ Doni? Your mom and your sister are eager for visiting Jogjakarta."
 Doni : " 6. _____ Dad. I come with you."
 Mr. Subroto : "Good. Next month we are going to travel to Jogjakarta"

Back to the number

Figure 3.6

Exercise 2

You want ask your friend's opinion about national examination. What would you say?

You want to ask your friend's opinion about your new shoes. What would you say?

Back to the number

Figure 3.7

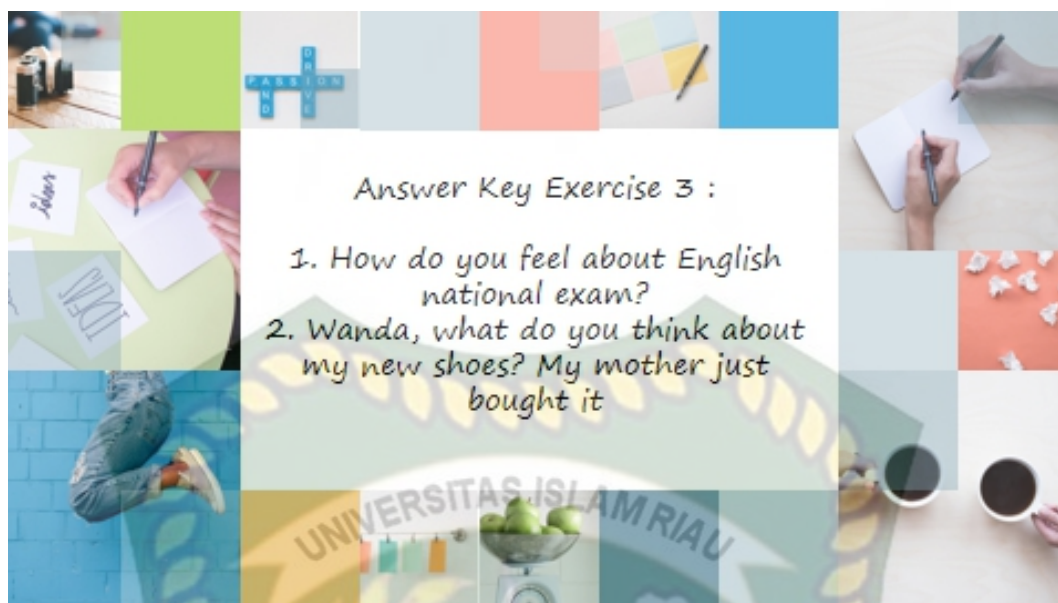


Figure 3.8

The fourth step is associating. The students were guided to analyze the expressions of how to ask opinion and give opinion & thoughts based on the power point. After that, Students make a conclusion related the material. And The last step is communicating. The students were guided to read the text in power point while the researcher explaining.

1. A: What do you think about car? B: I think it is more comfortable than motorcycle.

2. A: **what do you think** of the magazine? B: **I think** it is more entertaining than the newspaper.

3. A: **What do you think** of computer? B: **I think** it is more useful than television.

4. A: What do you think about Lombok? B: **I think** it is more wonderful than Bali.

5. A: **What do you think** of Harry Potter movie? B: **I think** it is more interesting than Guideway.

Key Exercise 2:

1. Where do you **think**
2. I **think**
3. So, what is your **opinion**, Siska?
4. In my **opinion**
5. What do you **think**,
6. **agree/disagree**

Figure 3.9

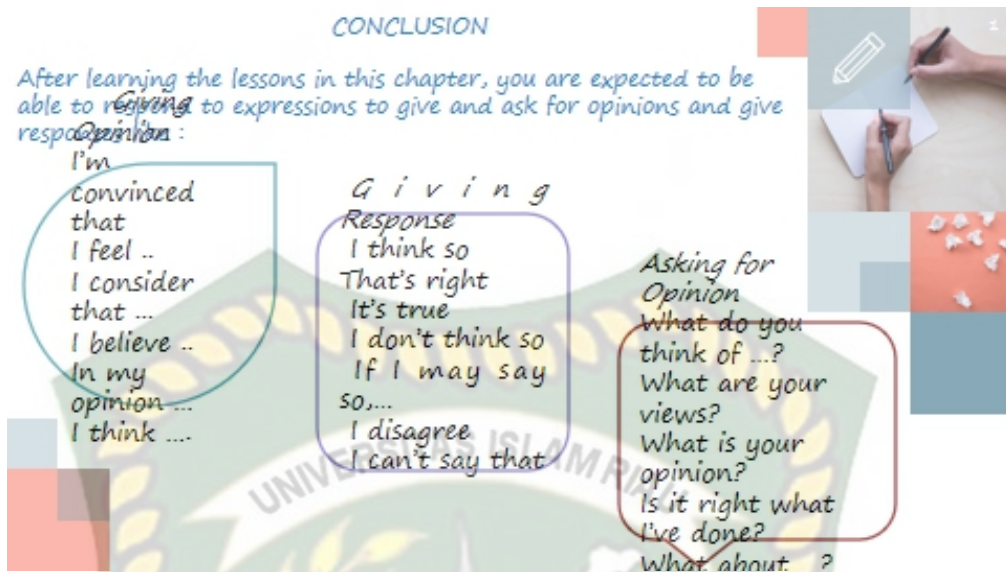


Figure 3.10

b. Meeting 3-4

The teacher and students met in zoom application. Before continue the step, the teacher and students remember again the material last week. After that, the students continue to follow the steps of Transactional conversation based on the researcher's instruction. The researcher showed power point as media to make clearer the material about invitation: **Figure 3.11**





Figure 3.12

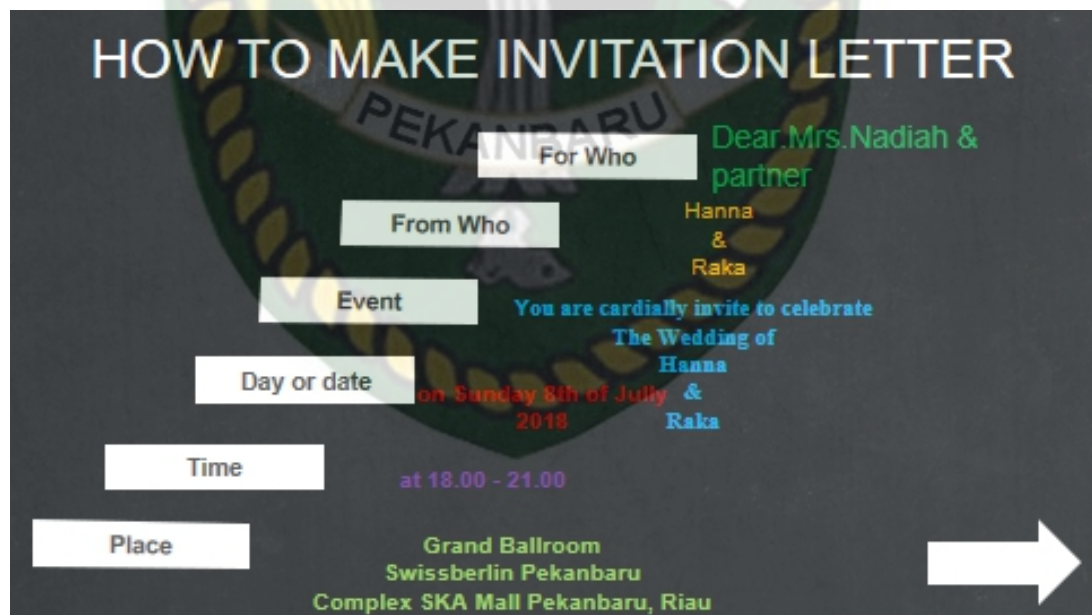


Figure 3.13

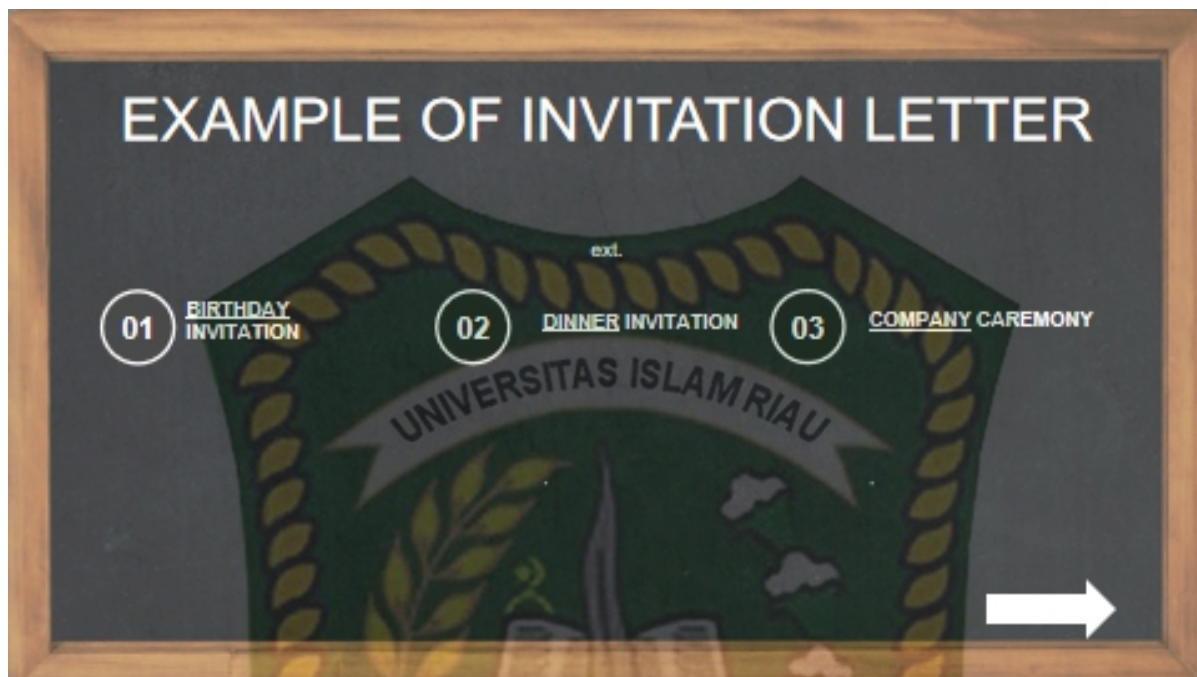


Figure 3.14



Figure 3.15



Figure 3.16



Figure 3.17

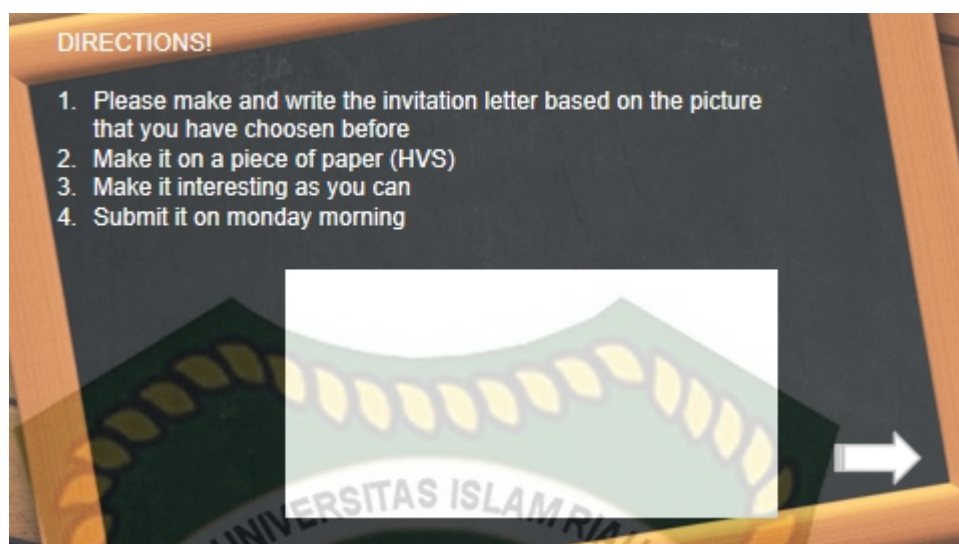


Figure 3.18

3. Post-test

After treatment, this test was conducted to determine changed in students' speaking skills after teaching through the steps of transactional conversation. The post-test was conducted in the last meeting. The teacher gave instruction for the students to make an invitation, and a dialogue in pairs related the expressions of how to ask opinion and give opinion & compliment for something. Thereafter, the students practice the dialogue through zoom meeting which was monitored by researcher. As stated by Creswell, 2008: 297, post-test is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment. So the result of voice recorder was analyzed and used for the final data of this research.

Table 3.7 Instrument of Post-test

Please present your invitation through zoom meeting! (I will record it when you're present). With the topic Birthday Invitation, Wedding Invitation, Dinner Invitation and Company Ceremony.

Time allocation : 25 minutes

3.6 Data Analysis Technique

In this research, the data were analyzed by using SPSS version 25 program, in order to find out whether there is or no a significant effect of Transactional conversation. There are five components which are use by the researcher to assess the students speaking ability. there are pronunciation, grammar, vocabulary, fluency, comprehension. The students' speaking performance would be assessed by using scoring rubric proposed by Brown.

Table 3.8 Scoring Rubric of Speaking

No	Aspect	Score	Description
1.	Grammar	1-4	Errors in grammar are frequent, but speaker can be understand by a native speaker used to selling with foreigner.
		5-8	Can usually stem elementary constructions rather correctly but have
			not through or secure control of the grammar.
		9-12	Control of grammar is good. It can be conclude that to speak the language with structural enough coincidentally to respondent clearly in most formal asnd informal dialogues on sensible, common, and experts topics.

		13-16	Able to apply the language effectively on all levels in general relevant to expert needs. Errors in grammar are quite rare.
		17-20	Equivalent the aim of a knowledgeable native speaker.
2.	Vocabulary	1-4	Speaking vocabulary inadequate to express anything but the most elementary needs.
		5-8	Has speaking vocabulary enough to communicate himself cleanly with any past words.
		9-12	Able to talk the language with adequate vocabulary to respondent successfully in most adequate vocabulary is
			extensive enough that he seldom has to fumble for a word.
		13-16	Can recognize and contribute in any dialogues within the range of his practice with a high level of precision of vocabulary.

		17-20	Speech on all categories is completely received by learned native speakers in all its skin containing breath of vocabulary and synonyms, behavior words and pertinent cultural references.
3.	Comprehension	1-4	Within the possibility of his very poor language knowledge, can comprehend easy questions and statements if with slowed speech, repetition or paraphrase.
		5-8	Can obtain the idea of most dialogues of non-technical subjects. (i.e., topics to involve no specific knowledge).
		9-12	Comprehension is rather complete at common rate of talk.
		13-16	Can understand some dialogues inside the distance of his experience.
		17-20	Equivalent is learned of native speaker.
4.	Fluency	1-4	(There is no detail description, less of four language skill).
		5-8	Good in confident, but there is no facility situations, containing, in opening and common dialogues about a new events, although work, family and autobiographical information.

		9-12	Good in talk about exact interests of skill with practical ease and seldom to grope for words.
		13-16	Enough in using the language on all categories and to professional needs.
		17-20	Very good in competing fluency in the language, especially in receiving of native speakers' education.
5.	Pronunciation	1-4	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
		5-8	Accent is intelligible though often quite faulty.
		9-12	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
		13-16	Errors in pronunciation are quite rare.
		17-20	Equivalent to and fully accepted by educated native speakers.
Grand Total		100	

Adopted from Brown in Wulandari (2016)

Based on the table 3.8, each student got their score based on the format; grammar, vocabulary, comprehension, fluency and pronunciation in their spoken test. To get objective score, the researcher asked the rater to follow the scoring of the students' speaking:

Grammar	(20)
Vocabulary	(20)
Comprehension	(20)
Fluency	(20)
Pronunciation	(20)
<hr/>	
Students' value	(100)

After that, the researcher identified the students' level achievement. The classification is reflected into following table:

Table 3.9 Classification of students' speaking ability

Grade	Level of Achievement	Value
86-100	A	Excellent
71-85	B	Good
56-70	C	Sufficient
<55	D	Fairly sufficient
0	E	Poor

Furthermore, the data will be analyzed by using SPSS 25 in a computer to find out whether there is a significant effect of using Transactional Conversation in teaching speaking ability or not.

CHAPTER IV

RESEARCH FINDINGS

4.1 Data Presentation

This research was conducted to know the effect of Transactional conversations to students speaking skill of the second grade in SMAN 1 PASIR PENYU. A set of test to found out the score of the students' achievement in speaking ability.

4.1.1 Pre-Test

The pre-test carried out to determine the early background ability of the students who were selected as the sample. It was held to find out whether the experimental group at the same level before applying transactional conversation in teaching speaking ability and the material was the test. The first meeting, teachers gave one case for students and ask students to work and record the dialogue based on the case that had been given by the researcher. After students did the pre-test, teacher explained about Opinion and thoughts. The objective in this meeting was to give the students clear understanding of Opinion and thoughts by giving examples it.

a. Data Presentation of Pre-Test

After the researcher analyzed all the voice recorder by the students, the rather gave the score for students' test in pre-test.

4.1 Students' Score of Speaking at Pre-Test from the Rater

No	Students' Name	Assessment of Speaking					Score
		G	V	C	F	P	
1	Students 1	16	17	16	15	15	79
2	Students 2	17	18	18	17	17	87
3	Students 3	15	15	16	15	15	76
4	Students 4	18	18	19	18	17	90
5	Students 5	18	17	18	16	17	86
6	Students 6	18	17	18	17	17	87
7	Students 7	17	18	18	16	16	85

8	Students 8	14	15	13	14	12	68
9	Students 9	13	14	14	13	12	66
10	Students 10	13	13	12	11	12	61
11	Students 11	15	15	16	16	16	78
12	Students 12	17	18	18	17	16	86
13	Students 13	15	16	17	15	16	79
14	Students 14	17	17	18	17	17	86
15	Students 15	14	15	13	14	13	72
16	Students 16	18	17	18	17	17	87
17	Students 17	17	16	16	17	18	84
18	Students 18	14	15	14	12	12	67
19	Students 19	17	18	17	18	17	87
20	Students 20	18	18	19	17	18	90
						Highest	90
						Lowest	61
						Total	1601
						Average	80.05

4.2 Students' Achievement of Speaking at Pre-Test from the Rater

No	Students' Name	Score	Grade	Level of Achievement
1	Students 1	79	B	Good
2	Students 2	87	A	Excellent
3	Students 3	76	B	Good
4	Students 4	90	A	Excellent
5	Students 5	86	A	Excellent
6	Students 6	87	A	Excellent
7	Students 7	85	B	Good
8	Students 8	68	C	Sufficient
9	Students 9	66	C	Sufficient
10	Students 10	61	C	Sufficient
11	Students 11	78	B	Good
12	Students 12	86	A	Excellent
13	Students 13	79	B	Good
14	Students 14	86	A	Excellent
15	Students 15	72	B	Good
16	Students 16	87	A	Excellent
17	Students 17	84	B	Good
18	Students 18	67	C	Sufficient
19	Students 19	87	A	Excellent
20	Students 20	90	A	Excellent

4.1.2 Treatment

The treatment of implementation Transactional conversation in teaching speaking, the steps were:

1. Meeting 2-3

The first meeting for the treatment was conducted on April, 8th-15th 2021. The teacher and students met in zoom meeting because online class by using power point and text book as a media. In early minutes, checking attendance list, giving motivation, and gave evaluation about introduce the material in pre-test activity last week was done. The first step is observing. The students were guided to see, observe, and listen the explanation related the expressions of how to ask opinion and give opinion & thoughts for something. The second step is questioning. The students were guided to answer teacher's questions related with the material that had been given by the teacher in observing step. The third step is collecting information. The students were guided to collect information about the expressions of how to ask opinion and give opinion & thoughts. After that, the teacher gave a conclusion from the lesson and giving close greeting.

2. Meeting 4-5

The fourth and fifth meeting was conducted on April, 22nd-29th 2021. The teacher and students met in zoom meeting because online class by using power point as a media. In early minutes, checking attendance list, giving motivation, and gave evaluation about the material last week was done. After that, the students continue to follow the transactional conversation material. The fourth step is associating. The students were

guided to analyze the expressions of how to ask opinion and give opinion & thoughts based on the videos in observing step. After that, Students make a conclusion related the material. The last step is communicating. The students were guided to practice and read the text or dialog After that, the teacher gave a conclusion from the lesson and giving close greeting.

4.1.3 Post-Test

After treatment, this test administered in order to know the students' achievement after following the learning-teaching process by implementing transactional conversation. A Spoken test as the post-test conducted on the last meeting. In the last meeting, The researcher gave instruction for the students to present the invitation and practice the dialogue in pair related to the material through zoom meeting which was monitored by the researcher. And the researcher recorded while the students did post-test. Then, the result of students' voice recorder at post-test to find out whether or not significant improvement which was made by the researcher for the students after implemented transactional conversation in teaching English speaking skill.

a. Data Presentation of Post-Test

Table 4.3 Students' Score of Speaking at Post-Test from the Rater

No	Students' Name	Assessment of Speaking					Score
		G	V	C	F	P	
1	Students 1	17	18	18	16	17	86
2	Students 2	20	18	19	18	18	93
3	Students 3	17	17	16	16	16	82
4	Students 4	20	17	20	20	20	97
5	Students 5	20	18	19	18	18	93
6	Students 6	20	17	20	20	19	96
7	Students 7	19	20	18	17	17	91
8	Students 8	16	17	16	15	15	79

9	Students 9	15	17	14	13	12	71
10	Students 10	14	15	14	13	12	68
11	Students 11	17	17	18	18	18	88
12	Students 12	18	18	19	19	18	92
13	Students 13	19	17	18	18	17	89
14	Students 14	20	17	20	18	16	91
15	Students 15	14	15	13	13	12	70
16	Students 16	19	18	18	17	17	89
17	Students 17	19	18	19	18	18	92
18	Students 18	14	16	14	13	13	70
19	Students 19	19	19	17	18	17	90
20	Students 20	19	20	20	19	19	97
Highest							97
Lowest							68
Total							1724
Average							86.20

Table 4.3 showed that there were 20 students who followed the spoken test in post-test. After the researcher analyzed all the score according the rater, the students' result of speaking particularly in speaking the expressions of Opinion and thoughts, as follows: the lowest score was 68 and the highest score was 97. Moreover, the total score were 1724 and the average score was 86.20 point. (Can be seen in Appendix 3)

Table 4.4 Students' Achievement of Speaking at Post-Test from the Rater

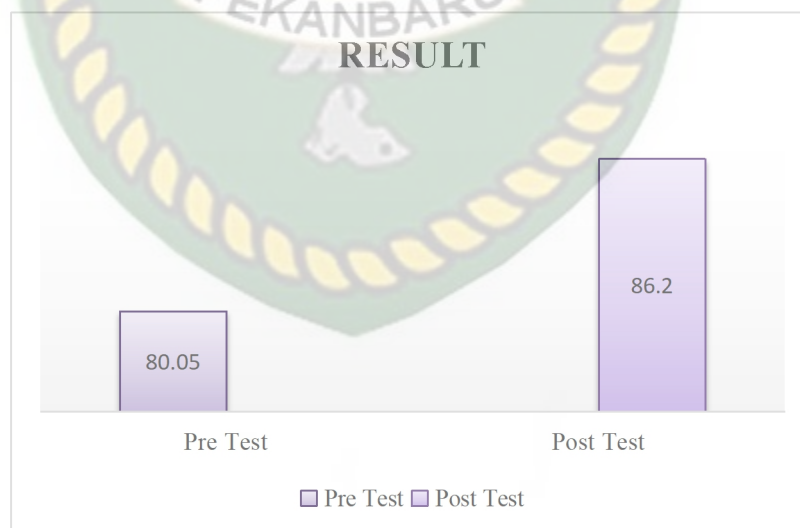
No	Students' Name	Score	Grade	Level of Achievement
1	Students 1	86	A	Excellent
2	Students 2	93	A	Excellent
3	Students 3	82	B	Good
4	Students 4	97	A	Excellent
5	Students 5	93	A	Excellent
6	Students 6	96	A	Excellent
7	Students 7	91	A	Excellent
8	Students 8	79	B	Good
9	Students 9	71	B	Good

10	Students 10	68	C	Sufficient
11	Students 11	88	A	Excellent
12	Students 12	92	A	Excellent
13	Students 13	89	A	Excellent
14	Students 14	91	A	Excellent
15	Students 15	70	C	Sufficient
16	Students 16	89	A	Excellent
17	Students 17	92	A	Excellent
18	Students 18	70	A	Excellent
19	Students 19	90	A	Excellent
20	Students 20	97	A	Excellent

Based on the table 4.4, according the rater, there were two students got sufficient achievement, three students got good and fifteen students got Excellent level achievement. (Can be seen in Appendix 3).

4.1.4 The Increasing Students' Mean Score of Pre-test and Post-test

Based on the calculation above, the researcher got the mean score of pre-test and post-test.



According to the diagram the percentage increasing to 7.68% (can be seen in Appendix 4) Furthermore, the increased of students can be seen in the diagram above.

Figure 4.5 The Comparison Mean Score Components in Speaking of Pre-Test and Post-test

From figure 4.1, it can be seen the comparison mean score component in pre-test and post-test for grammar was 16.05 to 17.80, vocabulary was 16.35 to 17.45, comprehension was 16.40 to 17.50, fluency was 15.60 to 16.85 and pronunciation was 15.50 to 16.45. (can be seen in appendix 5)

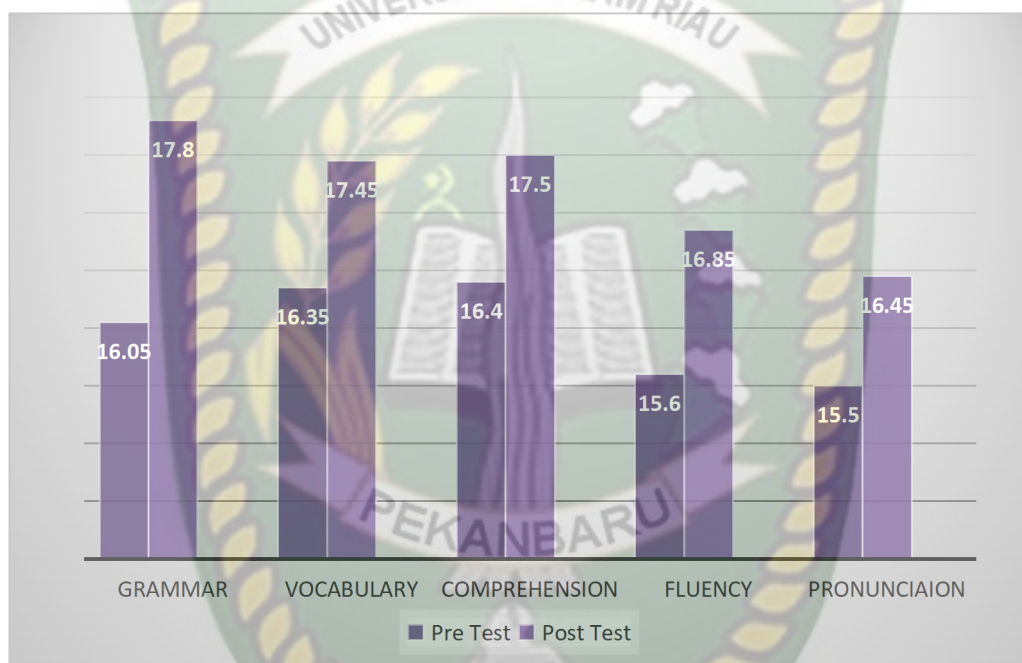
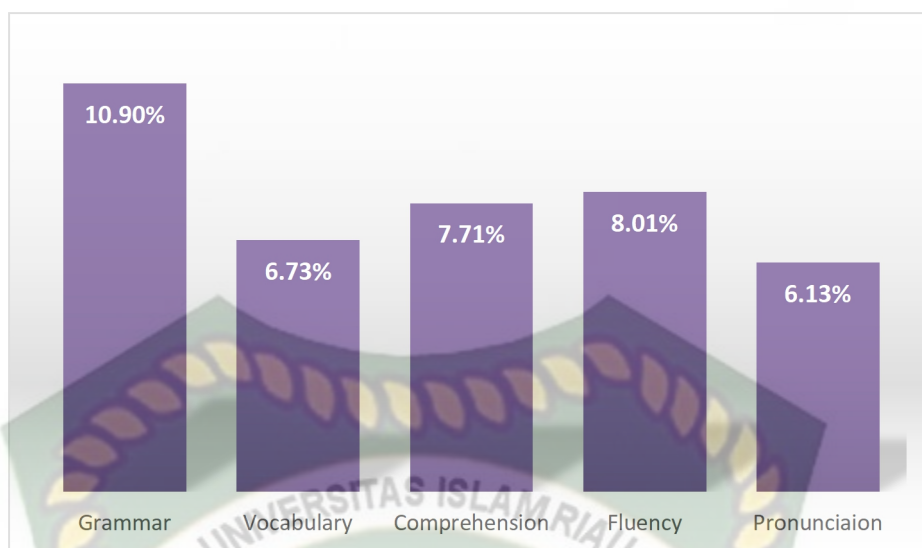


Figure 4.6 The Raising Percentage Mean Score Pre Test and Post Test

The raising percentage mean score pre test and post test can be seen below. From the data, component that has highest percentage was grammar with 10.90% and component that has the lowest increase was pronunciation with 6.13%. vocabulary has enhancement percentage to 6.73%, comprehension has enhancement percentage to 7.71%, lastly Fluency has enhancement percentage to 8.01%. (can be seen on appendix 6)



4.1.5 Descriptive Statistic

Table 4.3 Descriptive Statistics Pre – Test and Post - Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre - Test	20	61	90	80.05	8.888
Post - Test	20	68	97	86.20	9.529
Valid N (listwise)	20				

Based on the table 4.3, it can be seen there are 20 students and minimum score of pre-test was 61 and post-test was 68. And maximum score of pre-test was 90 and post-test is 97. The mean score of pre-test was 80.05 and post-test is 86.20, standard deviation of pre-test was 8.888 and post-test was 9.529.

4.1.6 Based on explanation above, it can be concluded between that the score of pre-test and post-test has different score. The scores of post-test were higher than pre-test Data Interpretation.

In this discussion was focused on the result of the research and the data analysis which was the effect of Transactional conversations to students' speaking skill.

It can be analyzed that the increasing of the students' speaking which was taught by using Transactional conversation. The highest score in pre-test was 90 and in the post-test was 97. The lowest score in pre-test was 61 and in post-test

was 68. The total score in pre-test was 1.601 and in post-test 1.724. The mean score in pre- test was 80.05 and the mean score in post-test was 86.20. Moreover, there were two students got sufficient achievement, three students got good and fifteen students got Excellent level achievement. In brief, using Transactional conversations increases students' score in speaking.

4.2 Hypothesis Testing

After the researcher analyzed the data of the students, the researcher found out the compare average between average score in pre-test and post-test by using independent t-test. The compares average can be seen as follow:

Table 4.7 Output SPSS of Research

		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
Speaking Skill	Equal variances assumed	.036	.851	2.111	38	.041	6.150	2.914	.251	12.049
	Equal variances not assumed			2.111	37.817	.041	6.150	2.914	.251	12.049

Based on output SPSS 25 version of the research, Independent Sample T-Test shows levene's test to know the same variance.

Ho= No difference means between Pre test and Post test

Ha= There's a differences mean between Pre test and Post test

If $\text{Sig.}(2\text{-tailed}) > 0,05$, H_0 is accepted.

If $\text{sig.}(2\text{-tailed}) < 0,05$, H_a is accepted.

Based on the data of SPSS of the research, it can be seen Sig.Levene's test for equality of variance is $0,851 > 0,05$ that it means the data variance between Pre test and Post test is homogeneous or equal. Output "Independent Sample Test" of "Equal Variance Assume" known $\text{Sig.}(2\text{-tailed}) 0,041 < 0,05$ on the other hand as the basis for decision making in the Independent Sample Test can be conclude that H_0 is rejected and H_a is accepted. However thus it can be conclude that there are a significant difference or obvious between the result from Pre test and Post test.

In brief, there is significant effect of using Transactional Conversation to improve students speaking skill of the second grade in SMAN 1 PASIR PENYU.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

5.1 Conclusion

Based on the result of data analysis, research findings, and discussion on the previous chapter, the researcher concluded the mean score of pre-test was 80.05 and post-test was 86.20. It can be summarized, there is significant effect of using Transactional conversation to improve students speaking skill of the second grade in SMAN 1 PASIR PENYU.

5.2 Implication

Implications are drawn from the research finding. The research came with a finding that there is a significant effect of using Transactional conversation to improve student speaking skill of the second grade in SMAN 1 PAISIR PENYU. Moreover, this research implies that using Transcational conversation is needed in teaching speaking the expressions of opinion and Thoughts.

Students were interested and relaxed in the learning speaking process when they were taught through Power Point and book as media in implementing the Transactional conversation. Therefore, It also helps the students to express their ideas and practice speaking the expressions of Opinion and thoughts.

In summary, using Transactional conversation during the research improve the students' speaking skill. Therefore, using Transactional conversation periodically can be an effective to help the students practice their speaking

5.3 Suggestion

Based on the findings of this research, the researcher would like to give some suggestions to futures action and more effective to apply Transactional conversation in teaching and learning

5.3.1 For the English Teacher

As the teacher, they have to support to the students in increasing their speaking ability. Teaching English by using Transactional conversation in learning process can become interesting and easy to understand. The teacher can create creative activity and made an enjoyable situation in learning process to help students express their ideas, talk or discuss so many things with the students and automatically can improve the students speaking ability.

5.3.2 For the Students

The researcher was interested on using Transactional conversation in teaching and learning process. This can give opportunity for the students to be more active in learning English, especially in speaking ability because Transactional conversation is a common thing that always happen in their daily life. Listen to the teacher when doing the learning and teaching activity, because when you pay attention to your teacher, you can get or understand the material even it's only a little bit.

5.3.3 For the Next Researcher

This thesis is hopefully providing meaningful reference for those who are interested in Transactional Conversation. This thesis can be used in carrying out

the next researcher as references for their writing, to add some theory and learn about how to using Transactional conversation in teaching process. The researcher hopes that the next researcher should be more creative and innovative to apply Transactional conversation in their research.



Dokumen ini adalah Arsip Milik :

Perpustakaan Universitas Islam Riau

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