

**THE EFFECT OF INFORMATION TRANSFER TECHNIQUE TOWARD  
STUDETNS SPEAKING ABLITY OF THE SECOND GRADE AT  
MADRASAH ALIYAH DARUL HIKMAH**

**A THESIS**

*Intended to fulfill one of the Requirements for the Award of Sarjana Degree  
in English Language Teaching and Education  
Universitas Islam Riau*



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**2021**

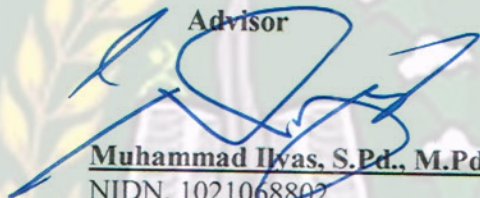
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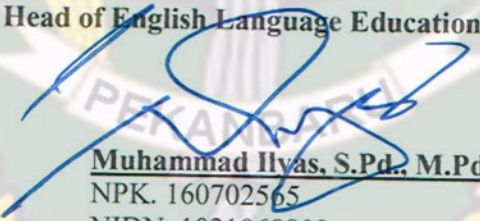
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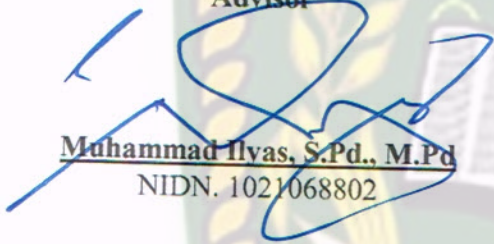
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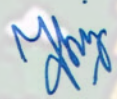
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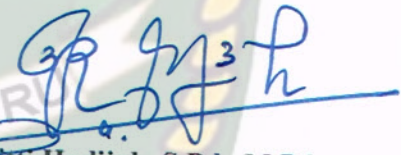
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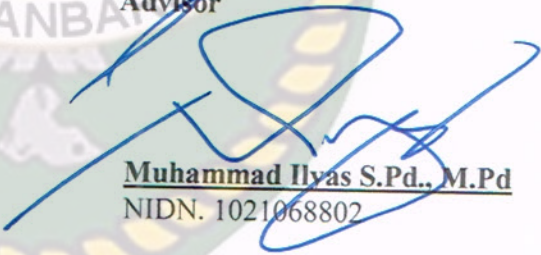
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## DECLARATION

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## ABSTRACT

NURCHAIRANI, 2021. *The Effect of Information Transfer Technique toward Students Speaking Ability of the Second Grade at Madrasah Aliyah Darul Hikmah.*

**Keywords:** *Information Transfer Technique, Speaking Ability.*

*The objective of this research was to find out students' speaking at madrasah aliyah darul hikmah and to know how information transfer technique improve students' speaking of the second grade students at Madrasah Aliyah Darul Hikmah.*

*This research was an experimental research which was held at Madrasah Aliyah Darul Hikmah. The experimental research involved two groups of students, they were experimental group and control group. The research subjects were the second year students of XI religion at Madrasah Aliyah Darul Hikmah. The sample of this research was taken purposive. The experimental group belong to experimental group included of 19 students while the students of control group belong to control group was 17 students.*

*The researcher findings included the results of the research, as follows: the analysis results of experimental class shows that the mean score of pre-test in experimental class was 46,53 and the means score of post-test was 52,74. Meanwhile, the analysis result of control class shows that the mean score of pre- test in control class was 55, 29 and the mean score of post-test was 60, 82. It shows that the experimental class experiences improvement in their speaking ability, and the hypothesis testing indicates that the score of the experimental class students were higher than the control class. It can be seen that the value of sig. (2-tailed) is 0.000 lower than value at the significant level 0.5. Furthermore, the hypothesis testing indicates that the score of the experimental class students were significantly higher than that of the control class. So, information transfer technique could be one of references in teaching material. Information transfer technique made the students' speaking more improving.*



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## CHAPTER I

### INTRODACTION

#### 1.1 Background of the Problem

English is one of the languages in which became the primary language of communication. It is one of the international of languages that has been used by many people. It is very important so many other countries use English for communication tools such as business, industry, and tourism. In learning English language we must know how to speak English clearly and fluently, basically when we speak with other people it has different meaning form one language to another language.

Furthermore speaking is one of language skills of English language, besides the other three which are; reading, writing and listening. Speaking is difficult skill to be taught and learned since the learners have to think and speak at the same time to present their idea orally. The goals of teaching competencies are to encourage among the students to communicate in English fluently.

Speaking is one of important skill for the students in teaching learning process. Speaking can make the students get easy in communication with each others and there is no miss communication on the students' conversation. Building a good communication the students should master the speaking skill. Speaking skill can help students in teaching learning process, so the students do not only keep silent when the teacher asks the question to the students. If the

Students can understand what the teacher means in conversation, the students will get a good comprehension in teaching learning process.

Furthermore, the teacher should be able to make the students interest in speaking, because speaking is necessary for them to build a good communication. If they can develop their speaking skills, it will help us to communicate more easily and effectively. There is so many ways to increase their speaking ability better. The first ways is practice our English in everywhere and every time to someone who is a native English speaker or not. Secondly, build their confidence to make more concentration and use the correct structure that they know. And then, try to practice using new words that they know in new situation or with our friends to get a good feedback.

Based on pre interview at Madrasah Aliyah Darul Hikmah it has two official languages that are Arabic and English languages, every once in two weeks they always change both of languages. And researcher gains the result form the students in the classroom, the students are not confident to speak English because some of reasons. First, the students have lack of vocabulary, second the student's lack of in grammar, third lack of motivation to practice.

The teaching of English must be given more attention to know how to be able to communicate. In this case the researcher would like to use information transfer technique to develop the students speaking ability. Use communicative language teaching technique will be help to practice English language.



The researcher chooses the students at MA Darul Hikmah pekanbaru, in conducting the research because they still have problem in speaking ability, Speaking learning is often neglected by the students difficult to speak English.

Information Transfer the word of transfer means change position or made from one position to another. Wang (2008) states that information transfer technique in teaching English as foreign language is a part of the technique in achieving progress in English. So, information transfer is an activity reproduction from one form into another form.

The researcher chooses this technique because this technique will be help the students to communicate well and this can be applied to the speaking class and can stimulate ideas to speak, students' also get new vocabulary from other friend and to solve their speaking ability and reduce students' nervousness in the speaking class.

The previous this research used by Rifka (2015) entitle "Teaching Speaking Through Information Transfer Task at the Second Grade Students of SMPN3 Batanghari East Lampung". The researcher state by using information technique in teaching and learning English process can help students to improve their students speaking ability.

Based on the explanation above, the researcher is interested in conducting research entitled **"The Effect of Information Transfer Technique toward Students Speaking Ability of the Second Grade at Madrasah Aliyah Darul Hikmah"**.

## 1.2 Setting of the Problems

Based on the background in teaching English at MA Darul Hikmah there were some problems that the students faced when they studied the speaking subject. First problem, the students do not want to speak English because they have to limit use vocabulary in speaking.

Second, students have a short time to practice their English. They also did not have opportunity to speak English in the classroom. It made the students was not confident to speak English and the student has mispronunciation interaction each other.

Third, student's lack of motivation and grammar this makes students difficult to speak and them still difficult to express their ideas and deliver information, this make students difficult to communication each other and interaction in classroom.

## 1.3 Limitation of the Problems

The limitation of problem, the researcher has limited the problems in speaking ability. There were some problems involving in this research. As mentioned above, some of the student's lack of vocabulary in speaking English, and most of students still confused in grammar. In this research would like try to use new teaching technique called information transfer technique to solve student's problem and to find how far IT technique can give significant effect towards students speaking ability at MA Darul Hikmah.

#### **1.4 Formulation of the Problem**

Formulation of the problem is made as follow: is there any significant effect of Information Transfer Technique toward Students Speaking Ability of second Grade Students at MA Darul Hikmah?

#### **1.5 Objective of the Research**

To find out whether or not there is the effect of information transfer technique toward students speaking ability of second grade students at MA Darul Hikmah.

#### **1.6 Significance of the Research**

The researcher hopes that the research can give some advantages for the teachers, students, and the other researcher:

##### **1.6.1 Teachers:**

The research findings are to give valuable input to the teachers at MA Darul Hikmah especially all English teachers generally as an attempt to improve the students' speaking ability.

##### **1.6.2 Researcher:**

1. This research is hopefully contributing to the speaking as a researcher in terms of learning research as a novice.
2. To fulfill one of the requirements to finish the researcher in English study program Islamic University of Riau.

##### **1.6.3 Students**

The result of this research is expected to give them new experience in English learning. Especially in learning speaking so they can be more to

develop their abilities.

## **1.7 Definition of the Key Terms**

In order to avoid misunderstanding, the researcher provides the definition of the key terms is use:

### **1.7.1 Effect**

Effect means the development or influence of students speaking ability by using information transfer technique in teaching and learning process. the effect is a result or condition by a cause that something happens when one thing acts to another Longman (2016).

### **1.7.2 Speaking**

Speaking is a productive skill since it is product ideas, message and suggestion to interact each other. Speaking ability is tool to express message in order the listeners can be understand the material that the speakers talking about and to find out whether the speaker or the listener can adjust to the situation when he / she is delivering their idea (Brown 2004:279).

### **1.7.3 Information Transfer Technique**

Information transfer technique is the technique that the writer found and believe can encourage and help students to follow and understand the teaching and learning process easier because in information transfer technique, learners reproduce the message they hear in a new form; for example, they listen and respond by ordering a set of pictures, completing a map, drawing a picture or completing a table (Nation & Newton, 2009: 47).



Dokumen ini adalah Arsip Miik :

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**CHAPTER II**  
**REVIEW TO THE RELATED**  
**LITERATURE**

**2.1 Relevance Theories**

**2.1.1 The Nature of Speaking**

Speaking is one of the English skills that have to be learned by any foreign language learners all over the world besides listening, reading and writing. According to Maxom (2009:183) said that speaking is the most important skill in English language teaching. It's almost impossible to have true mastery of a language without actually speaking it. According to Murcia (2001: 103) the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication. Nevertheless, speaking in a second or foreign language has often been viewed as the most demanding of the four skills. The numbers of features make speaking hard to obtain by the language learners.

From definition, it can be concluded that speaking is an interaction between speaker and the audience in expressing ideas, arguments, or feelings to each other. Besides, speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols in a variety of context that involves producing, receiving, and processing information. Furthermore, according to Jansen (2015) states speaking is an action of people to express the message fluently and effectively. It means that, to communicatee to others the

speaker should attention on language structure, vocabulary, in the right cintext and pronunciation. According to Brown (2004:237) explained that social contact in interactive language functions is a key importance and in which it is not what you say that counts but how you say it what you convey with body languages, gestures, eye contacts, but how you say it what you convey with message. It can be concluded we can use nonverbal communication to give the message directly for communication to each other people.

Luoma (2004) said some of the following features of spoken discourse: Composed of idea units, May be planned, Employs more vague or generic words than written language, Employs fixed phrases, fillers, and hesitation markers, Contains slips and errors reflecting online processing, Involves reciprocity, Shows variation reflecting speaker roles, speaking purpose, and the context.

Based on the explanationn, it can be described that speaking is important activity to express the idea. The process of the speaker how to deliver information and message to others in this life, the people can interaction to society through speaking. And the listeners can hear the news or information forms the speakers directly, the speaker should pay attention in all aspects of speaking.in order to the listeners can easy to get the idea from the speakers. So speaking is very important skill for all people and cannot be separated in daily life.

### 2.1.2 The type of speaking

Brown and Abeywickrama (2010, p. 184-185) there are five types of speaking as explained in the following.

First, imitative this type of speaking requires the test takers to copy a word, phrase, or a sentence. Pronunciation is the main aspect of the assessment although grammar also takes part as the scoring criteria. What needs to be highlighted in imitative speaking is that the communicative competence of the language is not essential. They need to acquire some information, and then reproduce it orally without having to add extra explanation. What comes out from them is solely the information they hear.

Second, intensive unlike imitative, intensive speaking does not emphasize on pronunciation or phonological aspect. Understanding meaning is needed to respond certain tasks but the interaction with the counterpart is minimal. The activity sample is reading aloud, sentence and dialogue completion.

Third, responsive authenticity in a conversation is important. Therefore, the speaker is stimulated to speak promptly. To response a short conversation, making a simple request comment is a kind of activity that belongs to this type of speaking.

Fourth, interactive the load and complexity of the sentences is the major different between responsive and interactive speaking. The number of the speakers also matter as sometimes it needs more than two people in the conversation.

Fifth, extensive speaking involves a wide range of speech production. Also,



the speaker will need to interact with the counter speakers, which could be answering question, making discussion. It can be said that extensive speaking is the ultimate speaking skill that requires strong language components.

### 2.1.3 The Assessment of Speaking

Speaking skill assessment is trustworthy; there are factors that should come into consideration:

First, practicality the first principle of making language assessment is practicality. Before deciding a test, according to Brown (2001:19) we need to analyze how practical the test is to be used considering the time constraint of running and interpreting the scoring of the test, budget limitation and facilities.

Second, validity consistently accurate measurement must be provided to assign a valid test. It has to measure what should be measured by excluding all irrelevant variables to be tested. When speaking skill is tested, making essay is not a valid test as it fails to provide information of the test takers speech production. According to Validity refers to the ability of data collection instruments to measure what must be measured, to get data that is relevant to what is being measured (Deempsey, 2002: 79)

Third, reliability the need of consistent scoring measurement is very important to make a test reliable. According to Kuntjojo (2005: 37), reliability instrument is the consistency of the results achieved by a measuring instrument. Even though it is used repeatedly same or different subject, it is mean the reliable able to measure with the result consistency. Language test reliability is the consistency of a test in measuring what it is supposed to measure. A good

language test is expected to be reliable. There are two kinds of test reliability. These are intra-rater and inter-rater reliability. Intra-rater reliability indicates that a scorer's mood, physical environment and psychological state of mind may affect the mark given a particular essay at different times. Inter-rater reliability posits that there tend to be variation in the mark given to a particular essay by two or more scorers (markers). In addition, clear rubric and scoring criteria is also a must. Sometimes a reliable test may not be a valid test. However, a test designer should struggle to keep a reliable test as valid as possible. As a need of reliable scoring system is unavoidable in speaking test, before conducting speaking test, test takers must prepare a standard scoring system. The items on it should represent all aspects of what are to be assessed from the students. The weight of the score must be printed clearly on the form as well to make sure each student's ability is well presented. During the test, the standard scoring system will be used to record students' work. Without a good scoring system, it is hardly possible to have a reliable result of the test.

Fourth, authenticity it refers to a contextual language or language in use. Students are asked to represent something related to their values. In that case, the language produced is authentic. One goal of language testing is its backwash effect. It tells both teacher and learners of the effect of the learning and teaching (Hughes, 2003, p.53). As it is important, therefore, this issue should also be explored in designing a test.

#### 2.1.4 The Purpose of Speaking

The purpose of speaking the speaker can give the message and the message has been understood by listener (Basturkmen, 2002: 26). Speaking turns serving this purpose tend to be long and involve some prior organization of content and use of linguistic devices to signal either the organization or type of information that will be given.

#### 2.1.5 The Components of Speaking

There are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency.

First, comprehension for oral communication, it certainly requires a subject to respond, to speech as well as to initiate it, comprehension is refers to someone ability in understanding meaning or message of what speaker say and what they want to say. Understand everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred Longman in Pernanda (2009: 10).

Second, grammar it is needed for students to arrange a correct sentence in conversation; grammar is the rule by which put together meaningful a part of a language to communicate messages that is comprehensible Brown in Pernanda (2009: 9).

Third, vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot Communicative 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, vocabulary skill involves word meaning recognition and guessing the meaning of unknown word structure and context Dash (2013: 68). The researcher concluded that without mastering vocabulary sufficiently is English learners will not be able to speak English or write English properly.

Fourth, 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 statements 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. In speaking, pronunciation plays a vital role in order to make the process of communication easy to understand. Brown (2004:157) explained that pronunciation is the language learner has to know how to pronounce and understand the words that are produced by the speaker. And fifth, fluency is the ability to read, speak, or write easily, smoothly and expressively. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. Fluency in speaking is become the aim of language learners. Explain that the fluency is the quality or condition of being fluent. It is skill to use the language spontaneously and confidently and without undue pauses and hesitation Longman in Hormailis (2003: 17).

### 2.1.6 Principles of Teaching Speaking

In order that a teacher is successful in teaching speaking, the first effort that should be considered is speaking activities. As a matter of fact, there are a plenty of activities that could be used in teaching speaking. All of activities will help students to be able to communicate in real situation. The activities are arranged from most simple to the most complicated ones. The main goal is to encourage the students to speak and to solve problems from students' psychological factors, such as, shy, nervous and anxiety. Nation and Newton (2009:12) state that there are principles and four strands that should be taken into granted by a teacher. The following suggestions can be considered in teaching: (1). Provide and organize large amount of comprehensible input through both listening and reading. This could involve providing an extensive reading program, reading to the learners, getting learners to give talks for their classmates to listen to, arranging spoken communication activities, and interaction via the internet. (2). both learning through comprehensible input by adding a deliberate element. Note words on the board as they occur in listening, do consciousness-raising activities before communicate tasks, get learners to reflect on new items they meet while reading, and explain problem items that come up in the context of communication activities. (3). Support and push learners to produce spoken and written output in a variety of appropriate genres. Use communication activities in a range of situations, use role plays, match writing and speaking tasks to learner needs. (4). Provide opportunities for cooperative interaction. Do group work involving opinion gap and information gap tasks, get learners to work

together on writing and reading. (5). Help learners deliberately learn language items and patterns, including sounds, spelling, vocabulary, multi-word units' grammar and discourse. Do teacher-led intensive readings, give feedback on writing, deliberately teach language items, and arrange individual study of language items. (6). Train learners in strategies that will contribute to language learning. Work on guessing from context, dictionary use, word part analysis, and learning using word cards. (7). Provide fluency development activities in each of the four skills of listening, speaking, reading and writing. Run a speed reading course, include repeated reading, provide an extensive reading program, do 4/3/2 activities, and organize a regular ten-minute writing program, do listening to stories. (8). Provide a roughly equal balance of the four strands of meaning-focused input, meaning- focused output, language-focused learning, and fluency development. Keep a record of the activities done in the course, the strand they fit into, and the amount of time spent on them. (9). Plan for the repeated coverage of the most useful language items. Focus on high frequency items, use controlled and simplified material, and provide plenty of input at the same level. (10). Use analysis, monitoring and assessment to help address learners' language and communication needs.

### **2.1.7 Teaching Speaking for Senior High School**

Teaching and learning process at senior high school in Indonesia is based on the regulation as stated in Peraturan Menteri Pendidikan dan Kebudayaan (Permendikbud) Number 103 Year 2014 (Depdikbud 2014). In that regulation it is said that the teaching and learning process should be done according to certain

teaching guidelines. The teaching should be based on scientific approach with five activities, namely, observing, questioning, collecting information, associating and communicating, Jufri (2016:64). In implementing this approach, the teacher chooses three alternative methods, that is, problem-based learning, discovery- based learning and project-based learning. These three methods are done under cooperative learning model. It means that the teaching and learning process is done through discussion in the form of pair work and group work.

Furthermore, in language teaching, the teacher is required to integrate among four skills: listening, speaking, reading and writing. In teaching speaking, the teacher should begin their teaching with listening. The teaching of listening is done by following scientific approach; observing, questioning, collecting information and associating. The students are expected to get concept of the materials in association stage. When the teacher is already sure that his/her students have got knowledge, then he/she continues to communicating stage. In this stage, the teacher asks the students to communicate the knowledge they have got. To know whether the students are able to communicate, the teacher can ask them to explain again the lesson by their own words or to practice in front of the classroom. Before the teacher asks the students to practice, first of all, the teacher does the following steps: (1). Giving the students' time to memorize and discuss all the texts for speaking, (2) .Showing the model how to practice the texts, (3). Choosing the way how speaking will be done; individual talk, pair work or group work, (4). Giving the students chance to practice in their desk, (5). Asking the students to practice in front of the classroom. to know whether

the students have already got the competence in speaking, the teacher should observe the characters needed in real communication outside the classroom. The real life situation is taken as indicators of the success in speaking.

### 2.1.8 Communicative Language Teaching

CLT is to develop the communicative competence; CLT aims to make communicative competence as the goal of language teaching and to develop techniques and procedures for teaching language skills that are based on interdependent aspects of language and communication. Communicative Language Teaching is given many positive impacts in teaching and learning process in speaking and make students to easy during interaction each other, individually or in pairs or in group work (Richard and Rogers 2001,P. 67-68).

Communicative competence includes grammatical competence, sociolinguistic, and strategies. Communicative language abilities include knowledge or competence and proficiency in the application of these competencies in the communicative use of language, contextual and appropriate.

Applying proper techniques in a language teaching-learning session is very important in order to get good outcomes: In order to improve the ability of students using the CLT approach, there are some techniques and activities that need to be applied especially for teaching speaking.

Richards (2006: 18) has also suggested some activities that can be applied in a CLT classroom. The activities include the following:

1. Information gap activities this refers to activities where the students use seek or find missing vocabulary, grammar and/or communications to



complete a task.

2. Jigsaw activities in these activities, the class are divided into groups and each group or person has part of the information needed to complete an activity. When doing so, they must use their own words to communicate meaningfully and to take part in meaningful communications practice.
3. Picture Series, these are activities where a student or a group of students tell a story based on a sequential series of pictures; the pictures may need to be sorted into order first.
4. Storytelling, which is the art of sharing aloud mythology, legends, fables, folk or fairy tales and original stories orally.
5. Information-transfer activities are activities where the students are required to take information that is presented in one form, and present it in a different form.
6. Debates and group discussions are activities involving deriving new information from given information through the process of inference, practical reasoning, etc. In this activity, the students can give their opinions to others and compare their or others values, opinions, or beliefs, (Richards, 2006, p. 18).
7. Role plays or mini-dramas are activities in which students are assigned roles and improvise a scene based on given information or clues.

### **2.1.9 Language Component of Communicative Language Teaching**

During learning process of CLT, students' are hoped to communicate orally and conquer all components of communicative competence and teacher is being

motivator, assessor, facilitator and corrector during students' discussion or speaking in front of the class. In addition, the teacher also should make their lesson interesting so the students don't fall asleep during learning English, (Harmer, 1998: 1).

#### **2.1.10 Information Transfer Technique**

These require learners to take information that is presented in one form, and represent it in a different form. For example, they may read instructions on how to get from A to B, and then draw a map showing the sequence, or they may read information about a subject and then represent it as a graph.

One excellent feature of the information transfer technique is that the nature of the exercise itself is a justification for its use. That is, Information Transfer as the action of comprehending graphics includes the linguistics performance of oral or written interpretation, comments, questions, etc. This implies a process of Information Transfer from one skill to another: in this case, from reading verbal and/or non-verbal information to speaking or writing Brown, (2004).

Using of Information transfer technique develop the speaking accuracy, to describe whether or not the use of Information transfer technique can develop the speaking fluency and to describe the feedback of the students' attitude toward Information transfer technique.

#### **2.1.11 Teaching Speaking Through Information Transfer Technique**

Speaking is one of the language skills that must be mastered by the English learner. The speaker has to master the element of speaking, such as: grammar, vocabulary, fluency, pronunciation and comprehension. English teacher have

responsibilities to improve students' speaking ability, so the teacher needs to choose the best teaching method in order to solve the problem faced by the students in their speaking class. The teacher also needs the appropriate technique in order to improve the students' speaking ability. According to Ruantika, (2015:19) there are a lot of techniques that can be applied by the teacher to the speaking class in order to improve students' speaking ability; one of the techniques is information transfer task.

Information Transfer task means transferring data from one form to another. In this case the information that will be transferred by the media like pictures and charts to oral language. The role of teacher in this technique is as the provider of pictures and charts that will stimulate the students to speak and transfer the information from those pictures or charts into oral language. From the explanation above, we can conclude that information transfer task is behaved to be an effective technique to improve and help the students' speaking ability.

#### **2.1.12 Learning Procedure by Information Transfer Technique**

According to Radhiyani (2018:151) in each meeting, there were some activities conducted with procedure to teach speaking ability as follow:

1. Teacher explains about the topic which different in each meeting.
2. The teacher gives direction about how to transfer the information. These require learners to take information that is presented, and represent it in a different form (Richard 2006:19).
3. The teacher distributes the material by using Map, diagram, etc. as visual material based on the topic and also put in the white board (palmer 1982).

4. Teacher gives example to the students how to transfer the information. The information transfer could of phrases showing the process of cooking a certain food, or making something such as clay pot (Palmer in Nation and Newton 2009:30).
5. Teacher will ask one of the students to give another example.
6. The students describe in the class to speak based on the topic.
7. Teacher gives some practical /tips and advice in developing their speaking by using information transfer.
8. Teacher tells the students what they should do in the next meeting.

### 2.1.13 The Scoring Rubric of Speaking

There are five components of speaking to be scored; pronunciation, grammar, vocabulary, fluency and comprehension.

**Table 2.1 The Scoring Rubric of Speaking**

No	Criteria	Rating score	Description
1.	Pronunciation	5	Equivalent to and fully accepted.
		4	Errors in pronunciation are quite rare.
		3	Errors never interfere with understanding and accent may be obviously foreign.

		2	Accent is intelligible though often quite faulty.
		1	Errors pronunciation are frequent but can be understand.
2.	Grammar	5	Equivalent to that of an educated native speaker.
		4	Able to use the language accurately on all levels normally pertinent to professional needs, errors in grammar are quite rare.
		3	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.
		2	Can usually handle

			<p>elementary constructions quite accurately but does not have thorough or confident control of the grammar.</p>
		1	<p>Errors in grammar are frequent, but speaker can be understood.</p>
3.	Vocabulary	5	<p>Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural reference.</p>
		4	<p>Can understand and participate in any conversation within the range of this experience with a high degree of precision of vocabulary.</p>

		3	<p>Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics.</p> <p>Vocabulary is broad to grope for a word.</p>
		2	<p>Has speaking vocabulary sufficient to express them simply with some circumlocutions.</p>
		1	<p>Speaking vocabulary inadequate to express anything but the most elementary needs.</p>
4.	Fluency	5	<p>Has complete fluency in the language such that his speech is fully accepted by educated native speakers.</p>
		4	<p>Able to use the language fluently on all</p>

			<p>levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.</p>
		3	<p>Can discuss particular interest of competence with reasonable ease, rarely has to grope for works.</p>
		2	<p>Can handle with confidence but not with facility most social situations, including introductions and casual conversation about current events, as well as work, family, and autobiographical information.</p>
		1	<p>No specific fluency descriptions refer to other</p>



			four language areas for implied level of fluency.
5.	Comprehension	5	Equivalent to that of an educational native speaker.
		4	Can understand any conversation within the range of his experience.
		3	Comprehension is quite complete at a normal rate of speech.
		2	Can get the gist of most conversation of non-technical subjects.
		1	Within the scope of his very limited language experience can understand simple questions and statement if delivered with slowed speech repetition, or paraphrase.

## 2.1. Relevance Studies

Researchers on Information Transfer have been conducted by some experts. They observed the implementation of Information Transfer in Language teaching and result.

First, another study was done Septa Aryanika (2015:193) entitle “The Influence of Using Information Transfer Technique towards Students’ Reading Comprehension”.

Information transfer technique can be used in teaching English especially in teaching reading, information transfer technique made students interest in facing reading activity, it is proved that there was a significant influence of Information Transfer Technique towards students’ reading comprehension. By implementing Information Transfer Technique, the students become more active to present the class and they become more interesting in learning reading text. Moreover, Information Transfer Technique could give opportunities in developing interaction between students themselves and also with the text. In learning process, the students are given chance to express their idea while comprehending text by changing the form information in the text itself.

Considering the technique, the writer suggests the English teachers can apply Information Transfer Technique as one of the ways in teaching reading comprehension because it can help the students in comprehending the text easier.

Second, ZHAO Ju-qing, MENG Zi-yan (2015) entitles “Information Transfer Technique in Classroom Interaction” the information transfer technique

cannot solve all the problems in teaching. But the TELF class can be managed more successfully and successful learning can take place if we teachers take the following measures. In the first place, the information transfer technique is to be used in the TEFL classrooms. In the second place, teachers should take into account the language items, the information content and rhetorical acts in the Material development. Besides, information transfer activities are carried out in a controlled half controlled almost free process. Learners should be actively involved in the communicative activities in class. In the present world, everything is changing, and language teaching is no exception. Language teachers should make efforts to meet the pedagogical needs instead of just adhering to the traditional methods.

Third, Fitri Radhiyani (2018) entitle “Developing the Students’ Speaking Performance through Information Transfer Technique”, the use of information transfer technique also developed significantly the students’ speaking fluency. However, since the implementation of information transfer had made them active to speak, the more active they spoke, the more productive their utterances. And more productive they were the more inhibition they made in their speaking fluently. The use of information transfer technique procedures encouraged the students to be strongly positive in their feeling, thinking, and behaving toward the learning material in information transfer technique. In fact, this teaching technique brings a new nuance in English language teaching and learning, particularly to develop the students’ speaking performance in terms of accuracy and fluency.

Fourth, Umami Khaerati Syam and Ismail Sangkala (2014) entitled “Information Transfer Technique in Teaching Writing”.

Based on the result of the research, Information transfer technique is considered more effective to teach writing. It can be more effective to increase overall students’ in teaching writing. Information transfer technique took a greatest part in helping the students.

In addition, there is another study relates entitled “Teaching Speaking through Information Transfer Task at the Second Grade Students of SMPN 3 Batanghari East Lampung” by Rifka Arina Ruantika (2016). Information transfer task can be used to increase the students’ speaking Achievement; it can be seen from students’ scores which increase significantly. Students are encouraged to actively involved in the teaching learning process through information transfer task. The data of students’ perception questionnaire show that most of the students state that they can reach better learning after the researcher applying information transfer task. So, the students are able to increase their learning activities and finally their learning Product.

Analysis of data was obtained from learning of the information transfer technique modules were the authenticity of the tasks that motivated the students to be actively engaged in the instructional process. The research results also indicated what these information transfer technique learning activities could make students more engaged in the learning process.

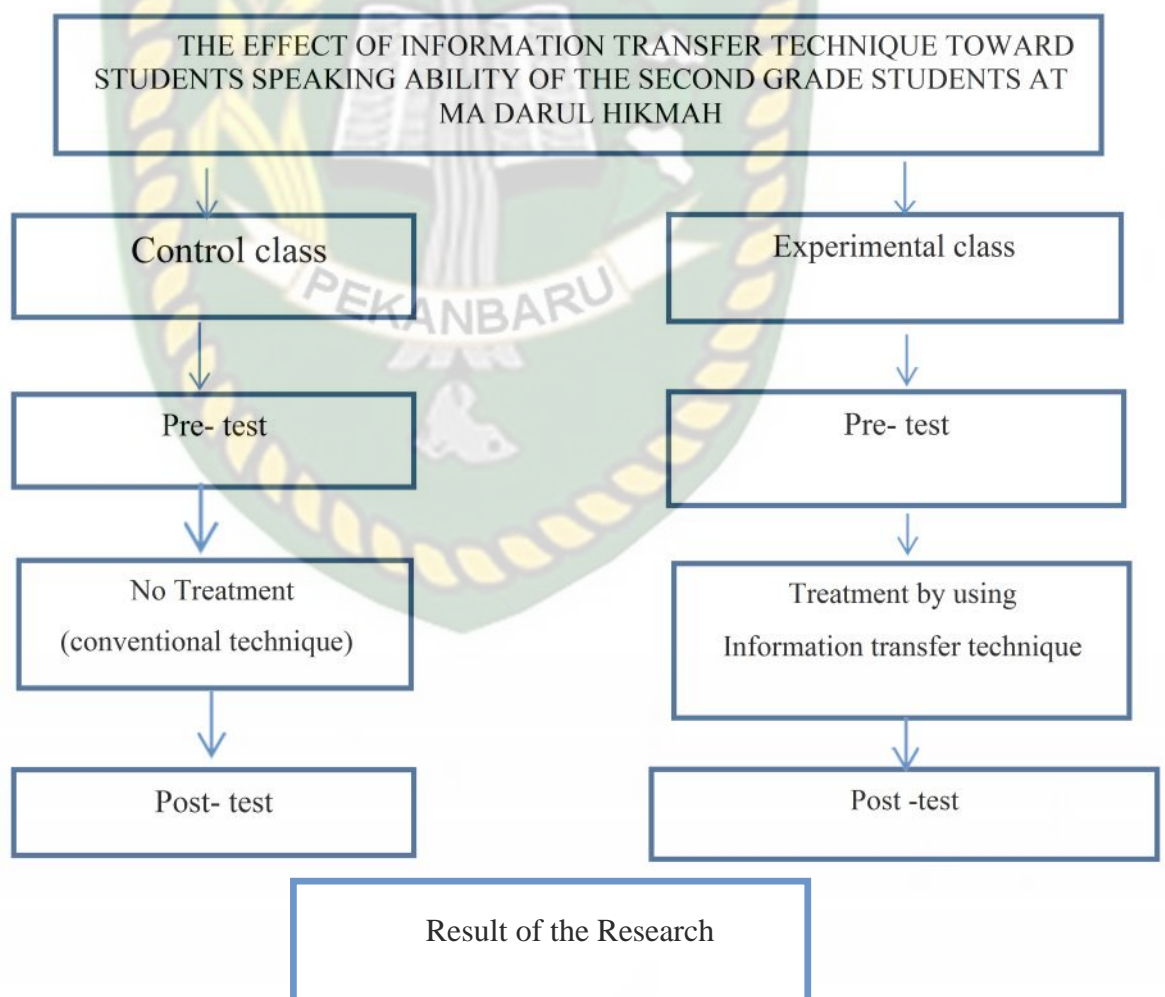
Information transfer technique is expected to give a positive effect for the learner, particularly in speaking. Many experts have investigated the effect of

using information transfer technique for teaching in various subjects. This is one opportunity for teachers to attempt using information transfer technique for their teaching media.

## 2.1 Conceptual Framework

The study focuses on experimental research to prove whether there is a significant effect of using information transfer technique on students speaking ability of the second grade MA Darul Hikmah.

**Figure 2.3 Conceptual Framework**

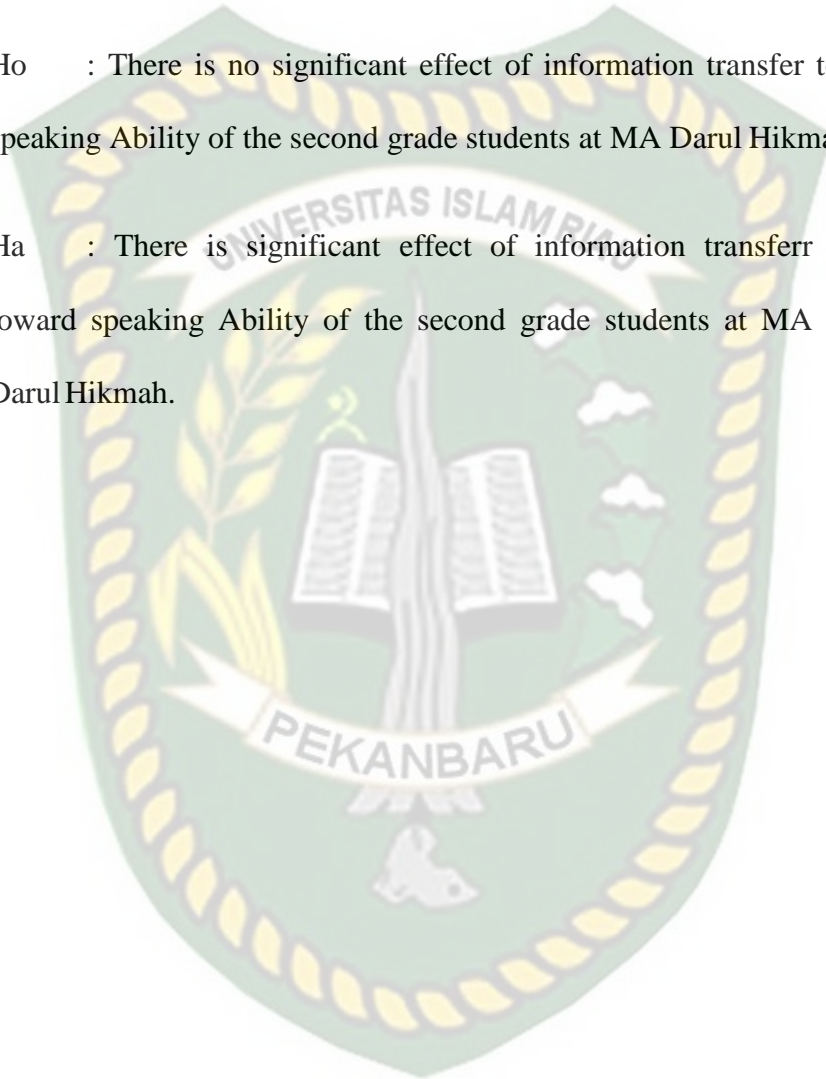


## 2.2 Hypothesis

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

Ho : There is no significant effect of information transfer toward speaking Ability of the second grade students at MA Darul Hikmah.

Ha : There is significant effect of information transferr toward speaking Ability of the second grade students at MA Darul Hikmah.





Dokumen ini adalah Arsip Miik :

**Perpustakaan Universitas Islam Riau**

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter deals with research design, the location and the schedule of the research, the population and the sample of the research, the research instrument, the data collection technique, and the data analysis technique.

#### 3.1 Research Design

The research methodology in this research is experimental; the researcher determines that experimental research design used for explained data in situation and to observed the possibility of causal-effect by gave treatment to the result. According to Priyono (2008:43) this research can be done outdoors and in class. In experimental research, the condition is manipulated by researchers in accordance with the needs of researchers. In this manipulated condition. Usually there are two groups. For the control group and comparison group. For the control group gave a certain treatment or stimulus in accordance with research objectives, the results of the reaction of the two groups compared.

The type of this reseach used static group comparison, According to Kuntjojo (2009:45) static group comparison is modification design from pre- test and post- test design. In this design choose two groups for object, for first experiment get the treatment class, and second class function is to be control class or comparison class which consist of two variables information transfer technique as the independent variable (symbolized with X),and speaking ability as dependent variable (symbolized Y).



The aim of this research is to find out the significance information transfer technique in teaching learning activities of the students' speaking ability, this research consists of two variables, and they are information transfer technique and speaking ability. This is an experimental research focus on the quantitative.

**Table 3.1 the Researcher Design Experimental Group**

CLASS	Pre- test	Treatment	Post- test
Eexperiment class	Y1	X	Y2
Control class	Y1	-	Y2

Where:

E: Experimental class

Y1: The Pre- test of experimental groups

X: Treatment (Experimental Groups)

Y2: The Post- test of experimental groups

### 3.2 Time and Location of the Research

The research was conducted 4 Nov – 20 Nov, 2020 at MA DARUL HIKMAH.

It is located on street Jl.Manyar Sakti, panam - Pekanbaru. The schedule of this research such as follow:

**Table 3.2 Schedule of Research**

No	Activity	Date	Topic
1.	Pre – test	Nov,4 2020	Taking pre-test

2.	Treatment 1	Nov ,6 2020	Analytical exposition
3.	Treatment 2	Nov,11 2020	Analytical exposition
4.	Treatment 3	Nov,13 2020	Analytical exposition
5.	Treatment 2	Nov,18 2020	Analytical exposition
6.	Post – test	Nov,20 2020	Taking post- test

### 3.3 Research Population and Sample

#### 3.3.1 The Population

The populations in this research of the second grade students at MA Darul Hikmah pekanbaru in academic year 2020-2021. There are six classes of the second grade at MA Darul Hikmah.

#### 3.3 The Population

Classes	Table of student
XI science 1	18
XI science 2	19
XI religion 1	19
XI religion 2	17
XI Social 1	28
XI Social 2	30
Total	131

The population of this research second grade of MA Darul Hikmah. The total of XI classes is 131 students.

### 3.3.2 The Sample

The sample in this research is kind of purposive sampling, according to Kuntjojo (2009:35) state that purposive is a way of withdrawal the sample is selected by subject based on criteria specific by the researcher. It means that two classes are appointed to be the sample respondents experiment class and control class.

**Table 3.4 Sample of the Research**

Class	Total of student
X religion 1 (Experimental group)	19
X religion 2 (Control group)	17
Total	36

the researcher choose them sample based on the theory used because the researcher want to apply a new technique that make students be able to improve their speaking ability.

### 3.4 Instrument of the Research

In carrying out this research, the research collected the data by using pre –test and post – test to know the students speaking Ability based on material. That test was taken by zoom application, the researcher used analytical exposition as material.

#### 3.4.1 The Indicators of Variable X (information transfer Technique)

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 Information Transfer technique that influences students' speaking ability.

### **3.4.2 The Indicators of variable Y (Speaking Ability)**

Variable Y of this research is students speaking ability that influenced by Information Transfer Technique. So, in this research the researcher tried to figure out the effect of Information Transfer technique toward students speaking ability.

### **3.4.3 Validity of the Instrument**

Validity refers to the ability of data collection instruments to measure what must be measured, to get data that is relevant to what is being measured (Deempsey, 2002: 79)

### **3.4.4 Reliability of Instrument**

Reliability instrument is the consistency of the results achieved by a measuring instrument, even though it is used repeatedly same or different subject, it is mean the reliable able to measure with the result consistency Kuntjojo (2005: 37).the instrument have to acceptable to understand and clear. Reliability of this research is use by SPSS 25 program in a computer.

### **3.5 Data Collecting Technique**

#### **1. Pre –test**

Before gave a treatment, Students were given a pre-test to know students speaking ability before treatment. Pre-test took one meeting in the first meeting; the teacher gave two topics for students and asks to students' performance one by one in zoom meeting. After that, the researcher introduced the material in the first meeting through zoom application because online class.

#### **2. Treatment**

The treatment was conducted for the experimental group only,

the treatment use information transfer technique, he treatment only given the experimental class, the steps were:

a. Meeting 1

The teacher and students met in zoom application. The students followed the step of information transfer technique based on the researcher instruction. The researcher showed the power point as media to explain the material:

The first step, the researcher tell to students about the material is analytical exposition start the definition, characteristic and generic structure of analytical exposition and then teacher show about power point the impact of online during pandemic.

b. Meeting 2

The teacher ask students about the material, before continue material and after that students continue follow the step information transfer technique. And teacher asks students to perform about their argument with same topic.

c. Meeting 3

Teacher show the power point about the influence of social media for young generation and after that teacher give some question about the topic to make students speaking and then teacher ask the students how to transfer the information based on their arguments.

d. Meeting 4

Teacher countinue the topic about the influence of social media for young generation teacher give and students try to speak ad after that students try to speak the conclusion our material today.

### 3. Post – test

After treatment, this test was conducted to determine changed the students speaking ability after teaching through the steps of information transfer technique the post – test was conducted in the last meeting. The teacher gives instruction to The students to performance one by one through in zoom meeting.

### 3.6 Data Analysis Technique

In this research, the data will be analyzed by using SPSS 25 in computer, in order to find out whether there is or no significant effect of the effect of information transfer technique in teaching speaking ability. The students speaking would be assessed by using scoring rubric proposed by brown.

**Table 3.5 Indicators of speaking ability**

No	Indicator Assessed	Score				
		1	2	3	4	5
1.	Pronunciation					
2.	Grammar					
3.	Fluency					
4.	Vocabulary					
5.	Comprehension					

*(Brown in Andriyan 2015)*

Based on the table, the students get their score based on the format; pronunciation, grammar, fluency, vocabulary, comprehension. The researcher asked the rater to follow the scoring of students speaking:

Pronunciation (5)

Grammar (5)

Fluency (5)

Vocabulary (5)

Comprehension (5)

**25**

$$\times 100 = 100$$

**25**

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

**Table 3.6 Classification of teaching speaking ability**

Value	Grade	Level of achievement
80-100	A	Excellent
66-79	B	Good
56-65	C	Sufficient
40-55	D	Fairly Sufficient
>39	E	Poor

*(Adopted from Wulandari 2016)*

## CHAPTER IV

### RESEARCH FINDINGS

#### 4.1 Data Presentation

This research was conducted to know the effect of Information Transfer technique toward students' speaking ability at Madrasah Aliyah Darul Hikmah Pekanbaru. A set of test to found out the score of the students' achievement in their speaking ability.

The researcher used two classes to assume to be equal and homogenous statistically in order was conducted the research. Then, the research explained into the classroom and gave the same material, for length of the time, but different treatment.

##### 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 and control group at the same level before applying a new technique for the experimental group and the material was the test. The first meeting, teacher gave one topic for control class and two topics for experimental class and the must to speak about the topic that they has chosen before. After students doing the pre-test, teacher explained about Analytical Exposition. The objective in this meeting was to give the students clear about Analytical Exposition by giving examples about Analytical Exposition.



**a. Data Presentation of Pre-Test in Control Class**

**Table 4. 1 Pre-Test in Control Class from Two Raters**

No	Name of Students	Rater 1	Rater 2	Total	Average
1	Students 1	44	64	108	54
2	Students 2	40	64	104	52
3	Students 3	36	56	92	46
4	Students 4	40	56	96	48
5	Students 5	52	64	116	58
6	Students 6	52	80	132	66
7	Students 7	40	64	104	52
8	Students 8	44	64	108	54
9	Students 9	52	52	104	52
10	Students 10	40	64	104	52
11	Students 11	40	64	104	52
12	Students 12	68	80	148	74
13	Students 13	60	56	116	58
14	Students 14	40	60	100	50
15	Students 15	36	56	92	46
16	Students 16	64	72	136	68
17	Students 17	56	60	116	58
				Highest	74
				Lowest	46
				Total	940
				Average	55,294118

The first analysis was the students' score of pre-test in control group which has done to know the ability of students' in speaking. The researcher presented the students' speaking ability on pre-test, the result as follows; The highest average score were 74 and lowest average score were 46. Moreover, in control class, the total score that 17 students were 940 and the average score they were 55.29 point. (See Appendix 8)

**b. Data Presentation of Pre-Test in Experimental Class**

**Table 4.2 Pre-Test in Experimental Class from Two Raters**

No	Name of Students	Rater 1	Rater 2	Total	Average
1	Students 1	40	68	108	54
2	Students 2	28	60	88	44
3	Students 3	24	64	88	44
4	Students 4	20	64	84	42
5	Students 5	44	72	116	58
6	Students 6	52	80	132	66
7	Students 7	36	56	92	46
8	Students 8	36	60	96	48
9	Students 9	32	52	84	42
10	Students 10	48	60	108	54
11	Students 11	28	56	84	42
12	Students 12	32	64	96	48
13	Students 13	32	52	84	42
14	Students 14	32	68	100	50
15	Students 15	20	48	68	34
16	Students 16	32	56	88	44
17	Students 17	20	40	60	30
18	Students 18	36	72	108	54
19	Students 19	28	56	84	42
				Highest	66
				Lowest	30
				Total	884
				Average	46,526316

The students' results in speaking ability, particularly in speaking analytical exposition in pre-test of experiment class, as follows; the highest average score was 66 and the lowest average score was 30. Moreover, in experiment class, the total score that 19 students were 884 and the average score was 46.53 points. (See Appendix 6)

#### 4.1.2 Treatment

The treatment was conducted for the experimental group only. The treatment of teaching through Information Transfer technique as follows:

The treatment only gave the experimental class, the steps were:

##### 1. Meeting 1

The first meeting was conducted on Nov, 6th 2020. In early minutes, introduction, giving motivation, and checking attendance list was done. In this meeting, the students use their laptops and hand phone to log in zoom meeting. In the Pre- Test the teacher gave two topics and students choose one first topic is the impact of online learning during pandemic and second topic is the influence of social media for young generation. And after that teacher call one by one students to join zoom meeting after Pre- test teacher give invitation in group whatsapp App for students and teacher explain about the analytical exposition definition of analytical exposition, characteristic and generic structure of analytical exposition. And after that teacher show the power point about how to transfer the information, the topic is the impact of online learning during pandemic and then teacher explain about how to information transfer technique use a map.

##### 2. Meeting 2

The second treatment was on Nov, 11 2020 .the teacher give invitation to log in in zoom meeting and explained what they had to do on that day. The material was Analytical Exposition with the title The Impact of online learning during pandemic.

The teacher ask students about the material, before continue material and after that students continue follow the step information transfer technique. And teacher asks students to perform about their argument with same topic.

In the last 5 minutes, teacher gave topic for the next meeting and gives the advice for students. Teacher gave a conclusion from the lesson and giving close greeting.

### **3. Meeting 3**

The third treatment was on Nov, 13 2020. In early minutes, introduction, giving motivation, and checking attendance list was done. In this meeting, the material of Analytical Exposition the topic is the influence of social media for young generation. The teacher explained what they had to do on that day.

The teacher show the power point about the topic and how to transfer the information distribute use a map and ask students what they think about the influence of social media for young generation and after that teacher give some question about the topic to make students speaking and then teacher ask the students how to transfer the information use the topic.

In the last 5 minutes before our closing, teacher gave what students do for tomorrow for the next meeting and gives the advice for students. Teacher gave a conclusion from the lesson and giving close greeting.

It was not quite different from the previous meeting; the teacher was asked to students with their argumentative about the topic and they should be answered by students.

In the last minutes, teacher gave the conclusion and some practical tips to prove their speaking such as spend their time to speak face to face on mirror, use a map to be a key word, be brave, do not be nervous.

#### **4. Meeting 4**

The fourth treatment was on Nov, 18 2020. Teacher ask students to review and make sure the students remember about the material yesterday and after that teacher ask students with the same topic the influence of social media for young generation students have to answer and give their argument before they give the argument students write in the map as key word to know what they want to speak generation teacher give some question and students try to speak and after that students try to speak the conclusion our material today.

In the last 5 minutes teacher ask students to give the conclusion our lesson today and after that the teacher straighten and conclude the material that has been discussed and give them motivation an suggestion.

##### **4.1.3 Post-Test**

After treatment, this test administered in order to know the students' achievement after add the technique was implemented in the classroom process. The post-test conducted on the last meeting, speaking. In the last meeting, the teacher gave topic by students chosen .and after those students speak in zoom meeting with their topic and suitable with generic structure of analytical exposition. And for control class students speak about the influence of social media for young generation. After distributing the test to the students, It was

analyzed the result of their answer at the pre-test and post-test to find out whether or not significant improvement made by the students after series of teaching English speaking ability used information transfer technique.

**a. Data Presentation of Post-Test in Control Class**

**Table 4.3 Post-Test in Control Class from Two Raters**

No	Name of Students	Rater 1	Rater 2	Total	Average
1	Students 1	60	72	132	66
2	Students 2	60	72	132	66
3	Students 3	48	60	108	54
4	Students 4	52	56	108	54
5	Students 5	60	68	128	64
6	Students 6	52	80	132	66
7	Students 7	48	68	116	58
8	Students 8	48	68	116	58
9	Students 9	48	52	100	50
10	Students 10	40	76	116	58
11	Students 11	48	64	112	56
12	Students 12	68	76	144	72
13	Students 13	64	56	120	60
14	Students 14	44	64	108	54
15	Students 15	52	52	104	52
16	Students 16	80	80	160	80
17	Students 17	72	60	132	66
				Highest	80
				Lowest	50
				Total	1034
				Average	60,823529

The students' in speaking ability, particularly speaking post-test of control class, as follows; the highest average score was 80 and the lowest average score was 50. Moreover, in control class, the total score that 17 students were 1034 and the average score they were 60.82 point. (See Appendix 8).

**b. Data Presentation of Post-Test in Experimental Class**

**Table 4.4 Post-Test in Experimental Class from Two Rater**

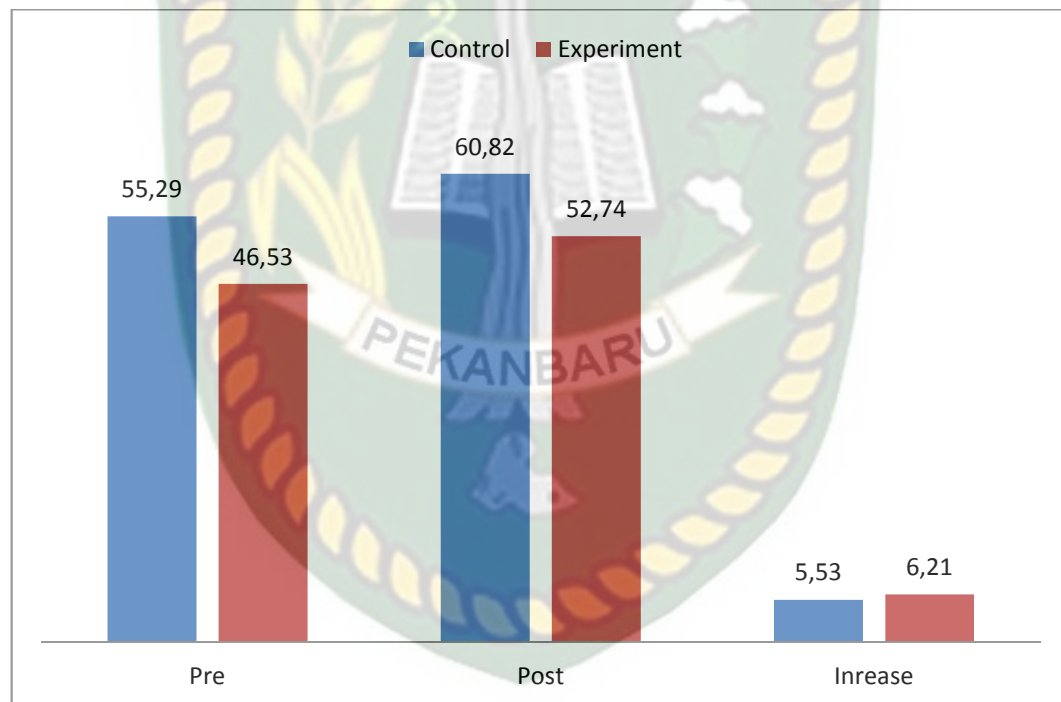
No	Name of Students	Rater 1	Rater 2	Total	Average
1	Students 1	44	76	120	60
2	Students 2	36	56	92	46
3	Students 3	36	60	96	48
4	Students 4	44	64	108	54
5	Students 5	48	72	120	60
6	Students 6	56	88	144	72
7	Students 7	48	60	108	54
8	Students 8	40	60	100	50
9	Students 9	36	52	88	44
10	Students 10	64	64	128	64
11	Students 11	36	56	92	46
12	Students 12	28	64	92	46
13	Students 13	32	56	88	44
14	Students 14	60	72	132	66
15	Students 15	28	52	80	40
16	Students 16	40	60	100	50
17	Students 17	36	52	88	44
18	Students 18	60	72	132	66
19	Students 19	36	60	96	48
				Highest	72
				Lowest	40
				Total	1002
				Average	52.73684

The students' result of speaking ability, particularly speaking in post-test of experimental class, as follows; the highest average score was 72 and the lowest average score 40. Moreover, in experiment class, the total score that 19 students' were 1002 and the average score were 52.74 point. (See Appendix 7)

#### 4.1.4 The Increasing Students' Mean Score of Pre-test and Post-test in Control and Experimental Class

Based on the calculation above, the researcher got the mean score of pre-test and post-test in control and experimental class. Furthermore, the increased of students score between control and experiment class can be seen in the diagram below:

**Figure 4.1 The Increasing Students' Mean Score of Pre-Test and Post-test in Control and Experimental Class**



From figure 4.1, it can be seen the mean score of pre-test in control class was 55.29 and mean score of post-test was 60.82. While the mean score of pre-test in experimental class was 46.53 and after the students were given the treatment by implementing Information Transfer technique the mean of post-test become 52.74.



It can be summarized that there was a significant effect Information Transfer technique toward students' speaking ability at Madrasah Aliyah Darul Hikmah.

**Table 4.5 Pre-test Experiment Class**

No	Students' Name	Assessment at Pre-Test				
		P	G	F	V	C
1	Students 1	5	4	5	7	6
2	Students 2	4	4	4	5	5
3	Students 3	4	4	4	5	5
4	Students 4	4	4	4	4	5
5	Students 5	5	6	7	5	6
6	Students 6	6	6	7	7	7
7	Students 7	4	4	4	5	6
8	Students 8	4	5	5	5	5
9	Students 9	3	4	5	5	4
10	Students 10	5	6	5	6	5
11	Students 11	4	4	3	5	5
12	Students 12	4	5	4	5	6
13	Students 13	4	4	4	4	5
14	Students 14	5	4	6	5	5
15	Students 15	3	3	3	4	4
16	Students 16	3	5	5	4	5
17	Students 17	3	3	3	3	3
18	Students 18	5	5	6	6	5
19	Students 19	3	4	4	5	5
TOTAL		78	84	88	95	97
PERCENTAGE		18%	19%	20%	21%	22%

Based on the table above, it shows that the total pronunciation 78, grammar 84, fluency 88, vocabulary 95, comprehension 97. And the pre- test 18% mastered in pronunciation, 19% mastered in grammar, 20% mastered in fluency, 21% mastered in vocabulary and 22 % mastered in comprehension.

**Table 4.6 Post-test Experiment Class**

No	Students' Name	Assessment at Post-Test				
		P	G	F	V	C
1	Students 1	4	5	6	6	7
2	Students 2	3	5	5	4	6
3	Students 3	5	4	5	5	5
4	Students 4	5	5	5	5	7
5	Students 5	5	7	5	6	7
6	Students 6	6	6	8	7	9
7	Students 7	5	5	5	6	6
8	Students 8	5	5	5	6	4
9	Students 9	4	4	5	5	4
10	Students 10	6	7	6	6	7
11	Students 11	4	5	4	5	5
12	Students 12	5	5	4	4	5
13	Students 13	4	4	5	5	4
14	Students 14	6	6	7	7	7
15	Students 15	3	3	5	5	4
16	Students 16	5	5	5	5	5
17	Students 17	3	5	5	4	5
18	Students 18	6	6	7	7	7
19	Students 19	4	5	5	5	5
TOTAL		88	97	102	103	109
PERCENTAGE		18%	19%	20%	21%	22%

Based on the table above, it shows that the total pronunciation 88, grammar 97, fluency 102, vocabulary 103, comprehension 109. And the pre- test 18% mastered in pronunciation, 19% mastered in grammar, 20% mastered in fluency, 21% mastered in vocabulary and 22 % mastered in comprehension.

From the data above, it can be summarized that students' at Madrasah Aliyah Darul Hikmah were mastered in aspects of speaking. It can be seen after treatment students able to apply the aspects of speaking. In brief, every student was higher

score in speaking. On the other hand, for the next researcher should be mastered how to improve students' speaking based on aspects.

**Table 4.7 Pre-test Control Class**

No	Students' Name	Assessment at Pre-Test				
		P	G	F	V	C
1	Students 1	5	5	7	5	5
2	Students 2	5	5	7	5	4
3	Students 3	3	5	5	5	5
4	Students 4	5	5	4	5	5
5	Students 5	6	5	7	5	6
6	Students 6	6	7	7	7	6
7	Students 7	5	6	5	5	5
8	Students 8	5	5	5	6	6
9	Students 9	5	5	4	6	6
10	Students 10	4	5	6	5	6
11	Students 11	4	5	7	5	5
12	Students 12	6	8	8	7	8
13	Students 13	4	6	7	6	6
14	Students 14	5	5	5	5	5
15	Students 15	4	5	4	5	5
16	Students 16	6	7	7	6	8
17	Students 17	5	6	6	6	6
TOTAL		83	95	101	94	97
PERCENTAGE		18%	20%	21%	20%	21%

Based on the table above, it shows that the total pronunciation 83, grammar 95, fluency 101, vocabulary 94, comprehension 97. And the pre- test 18% mastered in pronunciation, 20% mastered in grammar, 21% mastered in fluency, 20% mastered in vocabulary and 21 % mastered in comprehension.

Table 4.8 Post-test Control Class

No	Students' Name	Assessment at Post-Test				
		P	G	F	V	C
1	Students 1	7	6	7	6	7
2	Students 2	7	6	7	6	7
3	Students 3	4	4	7	6	6
4	Students 4	5	6	5	6	5
5	Students 5	6	6	7	7	6
6	Students 6	7	6	7	6	7
7	Students 7	5	6	6	6	6
8	Students 8	6	5	6	6	6
9	Students 9	4	6	4	5	6
10	Students 10	6	7	6	5	5
11	Students 11	5	6	6	5	6
12	Students 12	5	8	8	7	8
13	Students 13	4	5	7	7	7
14	Students 14	5	5	7	5	5
15	Students 15	4	6	4	6	6
16	Students 16	8	8	8	8	8
17	Students 17	6	6	8	6	7
TOTAL		94	102	110	103	108
PERCENTAGE		18%	20%	21%	20%	21%

Based on the table above, it shows that the total pronunciation 94, grammar 102, fluency 110, vocabulary 103, comprehension 108. And the pre- test 18% mastered in pronunciation, 20% mastered in grammar, 21% mastered in fluency, 20% mastered in vocabulary and 21 % mastered in comprehension.

From the data above, it can be summarized that students' at Madrasah Aliyah Darul Hikmah were mastered in aspects of speaking.

#### 4.1.5 Independent Sample Test

After the researcher analyzed the data of the students, the researcher found out the compare average between average score in post-test of experimental and control class by using independent t-test.

**Table 4.9 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 Ability	Equal variances assumed	.891	.352	-2.804	34	.008	-8.087	2.884	-13.949	-2.225
	Equal variances not assumed			-2.829	33.922	.008	-8.087	2.858	-13.895	-2.278

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

$H_0$  = Variance Population Identic.

$H_a$  = Variance Population not Identic.

If  $\text{Sig } T_{\text{calculate}} > 0,05$ ,  $H_0$  is accepted.

If  $\text{sig } T_{\text{calculate}} < 0,05$ ,  $H_a$  is accepted.

And the other hand the data can be seen that sig  $T_{\text{calculate}}$  in Equality of Variances is 0,352. It can be summarized that  $H_0$  is accepted because  $0,352 > 0,05$ . In brief, it means the variance population identic.

On the other hand, from the data can be seen that  $t_{\text{calculate}}$  obtained -2.804 will be compare to  $t_{\text{table}}$ ,  $df= 34$ . It can be concluded that  $t_{\text{table}}$  is higher than  $t_{\text{calculate}}$ . In other word, it can be read  $2.804 < 34$ . Based on the score, the reseaseacher concluded that concluded that  $H_0$  is rejected and  $H_a$  is accepted means that significant effect of information transfer technique at second grade Darel Hikmah Pekanbaru.

#### 4.1.6 Descriptive Statistic

**Table 4.10 Descriptive Statistics Pre-Test and Post-Test Experimental and Control Class**

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experiment	19	30	66	46.53	8.322
Post-Test Experiment	19	40	72	52.74	9.267
Pre-Test Control	17	46	74	55.29	7.744
Post-Test Control	17	50	80	60.82	7.876
Valid N (listwise)	17				

Based on the table 4.1, it can be seen there are two classes is experimental and control class. Experimental class has 19 students and mean score of pre-test is 46.53 and post-test is 52.74, standard deviation of pre-test 8.32 and post-test 9.26. Experimental class has highest score than control class. While, control class has 17 students and mean score of pre-test is 55.29 and post-test is 60.82, standard deviation of pre-test is 7.74 and post-test is 7.87.

Based on explanation above, it can be concluded between that the score of experimental and control class has different score. The scores of experimental class were higher than control class.

#### **4.2 Data Interpretation**

In this discussion was focused on the result of the research and the data analysis which is the effect of Information Transfer technique of students' speaking ability.

It can be analyzed that the increasing of the students' speaking ability in the experimental class which was taught by implementing Information Transfer technique. The mean score was 52.74. On the other hand, the control class was 60.82. In brief, the Information Transfer technique increases students' score in speaking ability.

#### **4.3 Hypothesis Testing**

After the calculation the data of used SPSS 25 of the research, it can be seen sig  $T_{\text{calculate}}$  in Equality of Variances is 0,352. It can be summarized that  $H_0$  is accepted because  $0,352 > 0,05$ . In brief, it means the variance population identic.

On the other hand, from the data can be seen that  $t_{\text{calculate}}$  obtained -2.804 will be compare to  $t_{\text{table}}$ ,  $df= 34$ . It can be concluded that  $t_{\text{table}}$  is higher than  $t_{\text{calculate}}$ . In other word, it can be read  $2.804 < 34$ . Based on the score the researcher concluded that  $H_0$  is rejected and  $H_a$  is accepted. In brief, there is significant effect of Information Transfer technique toward students' speaking ability of second Grade students at Madrasah Aliyah Darul Hikmah.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

Based on the theories information transfer technique the researcher concluded this technique helpful students in speaking learning process. The finding of the research, it can be concluded that information transfer technique improved students speaking ability of second grade at MA Darul Hikmah.

The result of data analysis research findings and discussion on the previous chapter, the researcher concluded the mean score of pre-test control class was 55.29 and pre-test experimental class was 46.53. The mean score of post-test experimental class was 52.74 and control class was 60.82. It can be summarized there is significant effect of used information transfer technique toward students' speaking ability of the second grade at madrasah aliyah darul hikmah.

#### 5.2 Suggestion

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

##### 5.2.1 For the Student

Before the students knew about the material, the students got problems to develop their ideas in speaking. But, after the researcher introduces of information



transfer technique on some treatments the students become to understand and easy to develop their speaking. The researcher was interested using information transfer technique in teaching learning process. It can helps students focus on the use of information listener from speaker and can build their confidence in speaking ability.

### **5.2.2 For the English Teacher**

Based on the data in teaching learning process use the information transfer technique is helpfull students, And Teaching English can use this technique in learning process to improve the students speaking ability.

### **5.2.3 For the Other Researchers**

This thesis is hopefully providing meaningful reference for those who are interested in concluding research. This thesis can be used in carrying out the next researcher as references their speaking, to add some theory and learn about the new technique in teaching. In conclusion, the researcher hopes that the next researcher could be more creative and innovative to prove grammar and pronunciation use information transfer technique in their research.



Dokumen ini adalah Arsip Miik :

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