

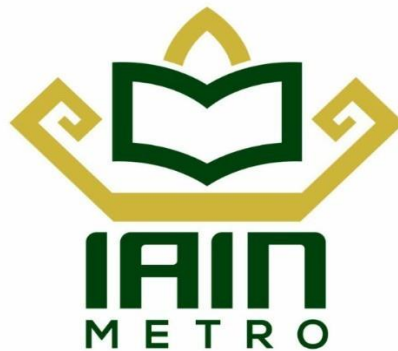
AN UNDERGRADUATE THESIS

**THE INFLUENCE OF WHIP AROUND STRATEGY ON STUDENTS'
SPEAKING SKILL AT THE ELEVENTH GRADE OF
SMAN 1 RAMAN UTARA**

By:

SEVITA ANGGI LESTARI

2001052015



Tarbiyah and Teacher Training Faculty

English Education Study Program

STATE ISLAMIC INSTITUTE (IAIN) METRO

1445 H/2024 M

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF WHIP AROUND STRATEGY ON STUDENTS'
SPEAKING SKILL AT THE ELEVENTH GRADE OF
SMAN 1 RAMAN UTARA**

Presented as Partial Fulfillment of the Requirements

For the Degree of Sarjana Pendidikan (S. Pd)

In English Education Study Program

By:

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Student Number: 2001052015

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STATE ISLAMIC INSTITUTE (IAIN) METRO

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STUDENTS' SPEAKING SKILL AT THE ELEVENTH
GRADE OF SMAN 1 RAMAN UTARA

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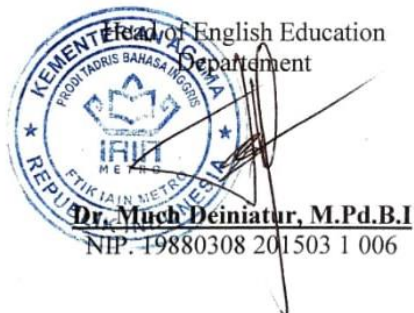
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To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic
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Metro, 11 June 2024
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Assalamu'alaikum, Wr. Wb

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

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Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

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RATIFICATION PAGE

No. 0-3037/11.28.1/D/PP.00-5/06/2024

An Undergraduate thesis entitled: THE INFLUENCE OF WHIP AROUND STRATEGY ON STUDENTS' SPEAKING SKILL AT THE ELEVENTH GRADE OF SMAN 1 RAMAN UTARA, Sevita Anggi Lestari, student number 2001052015, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Thursday 20th 2024 at 13.00 – 15.00 p.m.

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ABSTRACT
**THE INFLUENCE OF WHIP AROUND STRATEGY ON STUDENTS’
SPEAKING SKILL AT THE ELEVENTH GRADE OF
SMAN 1 RAMAN UTARA**

By:
SEVITA ANGGI LESTARI

The purpose of this research was to know the influence of whip around strategy on students’ speaking skill at the eleventh grade of SMAN 1 Raman Utara. Whip around strategy is an exciting and interesting strategy that gives students the chance to practice oral recitation and summarization in a secure classroom environment.

This research applied quantitative research methods in the form of quasi-experimental research. The total population in this research consisted of 153 eleventh grade students of SMAN 1 Raman Utara. From 153 existing population, simple random sampling was used to determine the sample in this research. The sample of this research are 51 students, was divided into 2 classes consisting of classes XI MIA 3 as experiment class and XI MIA 2 as control class. Data collecting technique included tests and documentation, while the data analysis techniques include normality test, homogeneity test, and independent sample t-test.

Based on the independent sample t-test result, it is showed that the sig-2-tailed value is 0.001, which is less than 0.05, means that the null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted. This shows that there is a positive and significant influence of whip around strategy (x) on students’ speaking skill (y) at the eleventh grade of SMAN 1 Raman Utara.

Keywords: *quantitative, speaking skill, whip around strategy*

ABSTRAK
PENGARUH STRATEGI WHIP AROUND TERHADAP
KETERAMPILAN BERBICARA SISWA KELAS XI
SMAN 1 RAMAN UTARA

Oleh:
SEVITA ANGGI LESTARI

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh strategi whip around terhadap kemampuan berbicara siswa kelas XI SMAN 1 Raman Utara. Strategi whip around adalah strategi yang menarik dan menyenangkan yang memberikan kesempatan kepada siswa untuk berlatih melafalkan dan meringkas secara lisan dalam lingkungan kelas yang aman.

Penelitian ini menggunakan metode penelitian kuantitatif dalam bentuk penelitian kuasi eksperimen. Jumlah populasi dalam penelitian ini adalah 153 siswa kelas XI SMAN 1 Raman Utara. Dari 153 populasi yang ada, simple random sampling digunakan untuk menentukan sampel dalam penelitian ini. Sampel penelitian ini berjumlah 51 siswa yang terbagi dalam 2 kelas yang terdiri dari kelas XI MIA 3 sebagai kelas eksperimen dan XI MIA 2 sebagai kelas kontrol. Teknik pengumpulan data yang digunakan adalah tes dan dokumentasi, sedangkan teknik analisis data yang digunakan adalah uji normalitas, uji homogenitas, dan independent sample t-test.

Berdasarkan hasil independent sample t-test menunjukkan bahwa nilai sig-2-tailed sebesar 0.001 yang kurang dari 0.05, berarti hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_a) diterima. Hal ini menunjukkan bahwa terdapat pengaruh yang positif dan signifikan antara strategi whip around (x) terhadap kemampuan berbicara siswa (y) di kelas XI SMAN 1 Raman Utara.

Kata kunci: *kuantitatif, keterampilan berbicara, strategi whip around*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned

Name : Sevita Anggi Lestari
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States that this undergraduate thesis is originally the result of the research done by the researcher, in exception of the certain parts which are excerpted from the bibliography mentioned.

Metro, June 10, 2024

Researcher



Sevita Anggi Lestari

Student Number. 2001052015

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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 10 Juni, 2024

Peneliti



Sevita Anggi Lestari

Student Number. 2001052015

MOTTO

وَأَحْسِنَ أَكَمَا حَسَنَ اللَّهُ إِلَيْكَ

“And be good to others as Allah has been good to you”

(Q.S al-Qasas: 7)

DEDICATION PAGE

This research was dedicated to:

My dearest parents Mr. Hanifan and Mrs. Sri Purwanti who never forget to always pray for me, pray for everything good I do, support me, and are always willing to do anything for my education. I will always love you.

My dearest little brother Muhammad Zahdan Alif Maulana who always spreads happiness to me and I hope you know that I love you a lot.

My family and all my friends who always provide support and prayers in the process of writing this undergraduate thesis.

ACKNOWLEDGEMENT

In the name of Allah the Most Gracious, the Most Merciful. Praise is only to Allah SWT, the lose of the worlds whom without His Mercy and Blessings, none of these would be possible. Thanks also to our idol of this life, the man of perfection Prophet Muhammad SAW, his families and companions. Finally the researcher can accomplish this undergraduate-thesis entitled “THE INFLUENCE OF WHIP AROUND STRATEGY ON STUDNTS’ SPEAKING SKILL AT THE ELEVENTH GRADE OF SMAN 1 RAMAN UTARA”.

Furthermore, this undergraduate thesis could not be successful without support, guidance, advice, help, and encouragement. Regarding to this undergraduate thesis, the researcher offers big thanks for:

1. Prof. Dr. Hj. Siti Nurjanah, M.Ag., PIA., the Rector of the State Institute for Islamic Studies (IAIN).
2. Dr. Zuhairi, M.Pd., as the Dean of the Tarbiyah and Teacher Training Faculty.
3. Dr. Much Deniatur, M.Pd. B. I, as the Head of the English Education Study Program.
4. Yeni Suprihatin, M.Pd, as thesis supervisor , who has motivated the researcher to complete this undergraduate thesis as soon as possible.
5. The lecturers in English Education Department, who always give knowledge and information.

6. The staff of English Education Department who helped the researcher in processing of administration.
7. The teachers of SMAN 1 Raman Utara who give the researcher opportunity to conduct this research.

The researcher realizes that this undergraduate thesis still has a plenty of weaknesses. The researcher apologizes for all mistakes in writing. All constructive comments and suggestions are very welcomed to improve the quality of this research proposal. Hopefully, this research proposal can be meaningful benefit for the other researchers, our campus and all readers generally.

Metro, June 10th, 2024

The Researcher,

Sevita Anggi Lestari

Npm. 2001052015

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CHAPTER I

INTRODUCTION

A. Background of Study

Several languages are used as international languages. One of them is English. As an international language, English can be used as a means of communication between countries. By using English, someone can communicate with people from other countries without any problems. In order to communicate in English, it is very important for countries that use English as a foreign language to learn English. It is because Indonesia is a country that uses English as a foreign language. Therefore, learning English is very necessary in Indonesia.

Furthermore, according to Law No. 20/2003 on the National Education System, English lessons are compulsory¹. Based on that law, in Indonesia learning English is carried out in school institutions, especially at the elementary, junior high and high school levels. English is one of the compulsory subjects in school. All students at school are expected to be able to learn all English learning that includes four language skills including of listening, speaking, reading, and writing.

Particularly, one of the important skills that must be learned in learning English is speaking skill. Speaking is the process of conveying messages or information in the form of ideas, thoughts, or feelings to

¹ Republik Indonesi. (2003). *Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional*. Jakarta.

others through speech or spoken language². Speaking can also be interpreted as the ability to express someone idea through things that are said orally. Speaking ability can be a measure of whether or not someone is proficient in English.

Interestingly, there are many benefits to be gained from learning speaking. Even though some people consider speaking to be a difficult skill, if you practice it continuously, you will get a lot of benefits. By having good speaking skill, it will be easier for someone to convey ideas efficiently. Good speaking skill can also increase a person's confidence to convey an opinion in front of others. By good speaking skill, learning English at school will be done easily.

In addition, students' speaking skill can develop well supported by several factors³. One of the factors that can affect students' speaking skill is internal factors that include high self-confidence, interest, and willingness of students to learn and practice. There are also external factors that can affect students' speaking skill. These external factors are environmental factors that include of the school environment, home environment, and family environment. As well as the environment, another external factor that affects students' speaking skill is the learning

² Welli Septia Dionar and Aryuliva Adnan, "Improving Speaking Ability of Senior High School Students by Using Truth or Dare Game," *Journal of English Language Teaching* 7, no. 2 (2018).

³ Thi Truong Nhung, "Factors Affecting English Major Students' Speaking Performance at University of Phan Thiet" *American Journal of Sciences and Engineering Research* 5, no. 4 (2022).

strategy used by the teacher. The appropriate learning strategy fosters student enthusiasm towards improving speaking skill.

However, improving students' speaking skill is not easy. There are several problems that are often encountered in learning speaking. One of the difficulties encountered by students in learning speaking is students have a limited vocabulary that causes students to have difficulty stringing words in English. Another speaking difficulty is being not able to pronounce English words. Difficulty in pronouncing English is because in Indonesia English is a foreign language so students are not used to pronouncing English words in everyday life. Furthermore, students' lack of confidence also makes students difficult to speak English in front of many people.

Specifically, one of the learning strategies that can be used to improve students' speaking skill is the whip around strategy. According to Kevin Feldman and Lou Denti, the Whip Around strategy is an exciting and interesting strategy that gives students the chance to practice oral recitation and summarization in a secure classroom environment⁴. In this strategy, students are required to convey the ideas they have from a topic orally. Therefore, this whip around strategy is the appropriate strategy to improve students' speaking skill.

Moreover, there are a lot of advantages gained from the use of whip around strategy in English language learning. Kevin Feldman and

⁴ Kevin Feldman and Lou Denti, "High-Access Instruction: Practical Strategies to Increase Active Learning in Diverse Classroom," *Focus on Exceptional Children Journal* 36, no.7 (2004): 5.

Lou Denti state that the whip around strategy is helpful for getting students to highlight key big ideas, themes, and summative information at the end of a class or assignment⁵. From the expert's opinion, we can conclude that this whip around strategy is very helpful for students to voice the ideas they have.

Additionally, Johnatan C. Erwin points out another advantage of learning speaking using whip around strategy is that it increases students' confidence. Whip around strategy will help lower students' anxiety about speaking in front of the class⁶. In learning by using this strategy, students are trained to dare to express their opinions in front of the class. Thus, students will be more confident and put aside their anxiety of speaking in front of the class.

In line with the speaking skill problem, the researcher has conducted a pre-survey on December 6, 2023 at SMAN 1 Raman Utara by documenting students English assignments in eleventh grade related to speaking skill. In addition, the researcher also conducts interview with English teacher to find out the problems of students in learning English, especially those related to speaking skill.

Based on interviews conducted with English teachers, it is known that there are several problems that cause students to have difficulty in speaking English. Problems that cause difficulties in speaking English

⁵ *Ibid.*

⁶ Johnatan C. Erwin, *The Classroom of Choice: Giving Students What They Need and Getting What You Want* (Alexandria: Association for Supervision and Curriculum Development, 2004): 92.

such as, students have low mastery of English vocabulary, students have difficulty in pronouncing English vocabulary, students have difficulty in applying English grammar concepts in sentences, students have low mastery in developing their ideas in the speaking process, students lack practice speaking English, and students get mental blocks when speaking English in front of the class. These problems that hinder students in speaking English must be overcome as well as possible. Therefore, the creativity of teachers in providing teaching to students is needed to overcome the problems that have been described.

In relation to speaking learning problems found in schools, the use of learning strategies applied by teachers is very important to contribute directly in overcoming students' speaking problems. An effective learning strategy, of course, can influence students' motivation to continue developing their speaking skill. By applying the appropriate learning strategy, students can measurably develop their speaking skill.

Some strategies that have been applied by teachers in learning speaking at SMAN 1 Raman Utara include role play, discussion and storytelling. The strategies that have been mentioned are good and interesting strategies in learning speaking. However, for some reason students' speaking skills are still low. For this reason, the researcher applied a strategy called whip around strategy in the hope that this strategy can influence students' speaking skills.

In addition to interviews conducted with English teachers, researchers also documented the learning outcomes of eleventh grade students at SMAN 1 Raman Utara, the following table provides an illustration of the pre-survey results:

Table 1

The Data of Students' Speaking Skill Result

No.	Grade	Frequency	Percentage	Criteria
1	$75 \geq$	13 students	25,49%	Complete
2	$75 \leq$	38 students	74,51%	Incomplete
Total		51	100%	

Source: *pre-survey data of students speaking skill score at the eleventh grade*, taken on December 6th, 2024.

According to the pre-survey results, it can be concluded that most students experience several obstacles in speaking English. these obstacles cause students to have difficulty speaking in English. These obstacles cause students' speaking skills to be hampered. This can be seen from the pre-survey data which shows that students' speaking skills tend to be low. Therefore, whip around strategy is one of the appropriate strategies to overcome the problems in students' speaking skill. This is because, with the application of this whip around strategy, students are expected to be able to develop their speaking skill in a directed manner. In this case, the researcher intends to investigate the influence of whip around strategy in English learning on students' speaking skill.

Considering all of the given explanations, the researcher conducted quantitative research by the treatment of whip around strategy in speaking learning. This research is intended to investigate whether whip around strategy can influence students' speaking skill effectively and significantly. In this case, the researcher constructs the research proposal entitled: *The Influence of Whip Around Strategy on Students' Speaking Skill at the Elventh Grade of SMAN 1 Raman Utara Lampung Timur.*

B. Problem Identification

The research problems are identified in the following description:

1. Students have difficulty to pronounce English vocabulary.
2. Students have low English vocabulary mastery.
3. Students have difficulty to apply English grammar concepts in sentences.
4. Students have low mastery to develop their ideas in the speaking process.
5. Students lack practice speaking English.
6. Students get mental blocks when speaking English in front of the class.

C. Problem Limitation

The researcher's research problem centered on issues related to students speaking skills based on the issues that have been identified. In this case, the researcher addressed the problem by conducting quantitative

research with experimental research type through the implementation of whip around strategy in English learning.

D. Problem Formulation

The research problem formulation focuses on: Is there any positive and significant influence of whip around strategy on students speaking skill at the Elventh Grade of SMAN 1 Raman Utara?

E. Objective and Benefits of the Research

1. Objective of the research

This research aims to determine the influence of whip around strategy on students speaking skill at the Elventh Grade of SMAN 1 Raman Utara.

2. Benefits of the research

a. For the students

This research is expected to provide benefits for students in the speaking learning process. Through learning using whip around strategy, students will be more enthusiastic in learning speaking skill. This is because in applying the whip around strategy, students not only do thinking activities but also involve physical activities so that students do not feel bored during the learning process. The application of whip around strategy is also expected to provoke students to be more active in conveying the ideas they have according to the topic so that the fluency of students' speaking skills can be well directed.

b. For the teacher

This research is expected to provide benefits not only for students, but also for English teachers. In this study, the researcher will provide information on students' speaking skill scores from the pre-test and post-test results that can be used by teachers as a reference in teaching speaking skills. In addition, this research is expected to provide benefits for teachers by providing one example of a learning strategy namely whip around strategy that can be applied in teaching speaking skills.

c. For the other researchers

This research is hopefully able to provide benefits for other researchers by providing information related to the effect of the whip around strategy on students' speaking skills. This research does not only provide information about the theory of whip around strategy on students' speaking skill learning but also presents concrete examples by including evidence of research data results regarding the application of whip around strategy on speaking skill learning. Therefore, it is hoped that this research can be a source of information for further researchers to be developed in further studies.

F. Prior Research

The researcher conducted this research by considering previous relevant research. The first relevant research was conducted by Atalisi Zalukhu and Mitra Gusmeni Hia with the title “Increasing the Students’ Speaking Ability in Giving Suggestions and Advice by the Using of Whip Around Strategy”⁷. This research is conducted using classroom action research method. The purpose of this research is to increase the students’ ability in speaking by using whip around Strategy at the second grade of SMP Adhyaksa. The result of the data in Cycle I showed the average of students’ value was 60, the maximum score was 78 and the minimum score was 41. While in Cycle II 20 students (100%), the student got the maximum score was 83 and the minimum score was 75. Based on the study's findings, it can be concluded that “Whip Around” Strategy increases the students’ speaking ability in second grade of SMP Adhyaksa.

The second relevant research is research conducted by Atalisi Zalukhu, Mey Trisnawati Hulu, Kardelius Giawa, Sondang Manik, Lastri Wahyuni, and Manurung with the title “Improving The Students’ Speaking Ability in Giving Suggestions and Advice by The Use of Whip Around Strategy in The Second Grade of SMA Negeri 8 Medan”⁸. This research was conducted using CAR method. The purpose of the research is to

⁷ Atalisi Zalukhu and Mitra Gusmeni Hia, “Increasing the Students’ Speaking Ability in Giving Suggestions and Advice by the Using of ‘Whip around’ Strategy,” *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 11, no. 1 (July 2, 2023): 314–23, <https://doi.org/10.24256/ideas.v11i1.3804>.

⁸ Atalisi Zalukhu et al., “Improving The Students’ Speaking Ability In Giving Suggestions And Advice By The Use Of ‘Whip Around’ Strategy In The Second Grade Of SMA Negeri 8 Medan,” *Jurnal Pendidikan Dan Konseling* 5, no. 4 (2023).

improve the students' ability in speaking by using whip around Strategy at the second grade of SMA Negeri 8 Medan. The result of the data in Cycle I showed the average of students' value was 60, the maximum score was 78 and the minimum score was 41. While in Cycle II 20 students (100%), the student got the maximum score was 83 and the minimum score was 75. From the result of the research, it can be concluded that "Whip Around" Strategy Improving the students' speaking ability in second grade of SMA Negeri 8 Medan.

The third relevant research was conducted by Herlina, Asti Veto Mortini, and Ria Aprianti in Palembang in 2020⁹. This research was conducted using quansi-experiment research method. This study aims to ascertain if the use of the Whip Around Strategy had a substantial influence on the writing achievement of tenth grade students at SMA Negeri 4 Palembang when it comes to producing descriptive paragraphs. According to the study's findings, students in the experimental group scored an average of 64.37 on the pretest and 77.93 on the posttest, while students in the control group scored an average of 64.53 on the pretest and 66.78 on the posttest. This indicates that employing the Whip Around strategy to teach tenth grade students at SMA Negeri 4 Palembang has a major influence on their ability to write descriptive paragraphs.

This research has several similarities and differences with previous relevant research. The first equation is the similarity with the first relevant

⁹ Herlina, Asti Veto Mortini, and Ria Aprianti, "The Influence of Whip Around Technique Toward Writing Descriptive Paragraph of The Tenth Grade Students of State Senior High School 4 of Palembang," *Esteem: Journal of English Study Programme* 3, no.2 (2020), 1.

research and also the second relevant research that both examine the whip around strategy on students' speaking skills. Another similarity is the similarity with the third relevant research, which is the same as using the quantitative experimental research method. There are also differences between this research and the previous relevant research. The first difference is with the first and second relevant research, the two relevant researches use CAR method as a research method while the researcher used quantitative method as a research method in this research. There are also differences between this research and the third relevant research, the third relevant research examines the effect of the whip around strategy on students' writing skills, while this research examines the effect of the whip around strategy on students' speaking skills.

Based on the research above, it can be said that the research has previously appointed before. However, the research that the researcher adopts is different from the research above, because it focuses more on the Whip around Strategy and learning outcomes in students speaking skill. The method used in this study uses quantitative methods. The researcher also raised a novelty of the research by conducting the experimental quantitative research method of Whip Around Strategy by applying it in a more fun activity by applying the provisions of reward and punishment. Rewards are given to students who can convey their ideas about the topic given. The reward is in the form of coupons containing a word of praise in English. Indirectly, this word of praise will add new vocabulary for

students. Then, punishment will be given to students who cannot convey their ideas. This punishment is in the form of giving 5 vocabulary coupons that must be memorized by the student.

CHAPTER II

THEORETICAL REVIEW

A. Concept of Speaking Skill

1. Nature of Speaking Skill

Speaking is simply a monologic response to a stimulus not designed to achieve a social action vis-a-vis an interlocutor. While people usually talk to others and rarely just speak to nobody, the latter is exactly what the vast majority of language assess. Given that large-scale, high-stakes language tests do not assess what people use language for, there is a serious risk that their results are flawed and that construct underrepresentation threatens the defensibility of decisions and conclusions based on scores . There would be no problem if speaking were the same as talking, that is, if people who are good at speaking are invariably good at talking, and people who are good at talking are invariably good at speaking¹. Speaking is not always about speakers and listeners responding to each other. Speaking can be one person voicing his or her opinion and not speaking to others. In addition, voicing an opinion in front of others as a listener without a response from the listener can also be defined as speaking.

Speaking is an effective way for people to learn and interact socially. As a result, it has played a key role in several sociolinguistic and sociocultural studies on the formation of first and second languages

¹ M. Rafael Salaberry and Alfred Rue Burch, *Assessing Speaking in Context Expanding the Construct and its Applications* (Bristol: Multilingual Matters, 2021), 25.

(L2), as well as in study on bilingualism, multilingualism, and other forms of learning. Speaking is viewed via a psychological, cognitive, or linguistic lens by many second language acquisition (SLA) researchers that are interested in oral language development. L2 oral production is broken down into quantifiable components including pronunciation, fluency, accuracy, and comprehensibility². Speaking is important when learning a second language. One's speaking ability indicates the success or failure of second language learning activities carried out. This aspect of speaking fluency includes pronunciation, fluency, accuracy, and comprehensibility. Besides that, speaking is also very important in the linguistic and social context or what is commonly called sociolinguistics as well as in studies of bilingualism, multilingualism, and other types of learning.

Speaking requires a lot of improvisation because students need to be able to create language "on the fly" without the preparation and introspection that come with other skills, like writing and reading. To fulfill the demanding processing requirements of spontaneous conversation, speakers need to master not only the language's linguistic elements but also a blend of accuracy, fluency, and complexity³. In speaking, the speaker is required to be able to say words or sentences spontaneously without any preparation. In practicing speaking, it may

² Tracey M. Derwing, Murray J. Munro, and Ron I. Thomson, *The Routledge Handbook of Second Language Acquisition and Speaking* (New York: Routledge, 2022), 54.

³ Anne Burns · Joseph Siegel, *International Perspectives on Teaching the Four Skills in ELT* (Switzerland: Springer International Publishing AG, 2018), 5-6.

still be allowed to write the words or sentences to be discussed, but in its application, it must be done spontaneously. Therefore, in order to speak spontaneously, the speaker needs to be able to balance accuracy, fluency, and complexity.

Skills are a set of actions that can be learned, or they can be goal-oriented activities. The majority of language studies have focused on language skills, which are defined as knowledge and the capacity to apply this knowledge in communicative situations. These research have identified a deficiency in language skills as the primary cause of difficulties in L2 communication⁴. Skills in second language learning are things that can be learned and developed. However, skills are a major problem in second language learning. This problem is not because someone does not have skills but because someone does not try to develop the skills they have.

Skills are voluntary acts or tasks that are learned with the intention of achieving a certain objective⁵. To achieve the goal of learning a second language, learning and developing skills must be done continuously. Even though the improvement that occurs is only a little, if it is done regularly and continuously, the desired goal will be achieved properly.

⁴ Alireza Jamshidnejad, *Speaking English as a Second Language: Learners' Problems and Coping Strategies* (Switzerland: Springer International Publishing AG, 2020), 6.

⁵ Marilyn L. Moy and Felicity Blackstock Linda Nici, *Enhancing Patient Engagement in Pulmonary Healthcare* (Switzerland: Springer International Publishing AG, 2020), 28.

From the understanding of these experts, it can be concluded that speaking skill is the capacity of someone to convey their thoughts. The aspect of speaking fluency includes pronunciation, fluency, accuracy, and comprehensibility. Speaking skill is something that can be trained and can be developed continuously.

2. Indicators of Speaking

In learning speaking, there are several indicators that must be mastered. Students' speaking skills will be good if they can master the indicators in this speaking learning. The speaking indicators include⁶:

a. Grammar and vocabulary

The first indicator in speaking is grammar and vocabulary, the following is an explanation of these 2 indicators:

1) Grammar

Grammatical knowledge is defined as knowledge of the structures and patterns that govern a language, and its acquisition as the ability to use this information in communication. We consider both syntax and morphology as part of this definition, inasmuch as they constitute linguistic patterns and are treated as grammar in pedagogical practice. We also include lexicogrammar, the grammatical behavior of lexical items. In second language acquisition (SLA), grammar learning has commonly been associated with the learning of rules, most of

⁶ Noriko Nagai et al., *CEFR-Informed Learning, Teaching and Assessment: A Practical Guide*, Springer Texts in Education (Singapore: Springer Singapore, 2020), 128-129.

which are derived from written language. However, as spoken corpora have become more numerous and accessible, it is now well established that the rules we commonly see in language teaching and pedagogical materials do not fully capture the unique grammatical properties of speech. Grammar is best examined in terms of how it is used to express meaning and how contextual factors influence speakers' language choices⁷.

2) Vocabulary

Vocabulary is all the words used in a language. Vocabulary is divided into nouns, adjectives, and verbs used in English. Vocabulary is one of the very important things used when carrying out the communication process. The more vocabulary we master, the more fluent speaking skills using English. Therefore, mastering English vocabulary is very important to improve speaking skills.

b. Pronunciation

Pronouncing a language correctly can facilitate regular communication, especially when it comes to intelligibility. A multitude of factors influence pronunciation. Among these is the capacity to consciously comprehend and generate the spoken form. The articulation of individual sounds as well as the unique characteristics of sounds, such as voicing and aspiration, voice-

⁷ Tracey M. Derwing, Murray J. Munro, and Ron I. Thomson, eds., *The Routledge Handbook of Second Language Acquisition and Speaking*, The Routledge Handbooks in Second Language Acquisition (New York: Routledge, 2022), 215.

setting elements, stress, and intonation, are all included in pronunciation. Paying attention to these factors also necessitates paying attention to how sounds are blended or excluded, as well as how different factors affect intelligibility. Thus, it's crucial to pay attention to other components of the sound system even though practicing with individual sounds can be quite helpful⁸.

c. Interactive communication

Interactive communication is the communication activity of an individual with another individual so that there is an interaction between these individuals. The interactive communication describes communication as a process in which participants alternate positions as sender and receiver and generate meaning by sending messages and receiving feedback within physical and psychological contexts.

3. Teaching Speaking

In the teaching of speaking, there are two main focuses that are done before the teaching of speaking, namely the selection of materials and the stage of speaking lesson plan.

a. Speaking material selection

Based on a study conducted by Anne and Joseph, it is said that English language learning course books in Cameroon encourage teacher-centered and teacher-dominated practices, and students are given few opportunities to use language orally. However, in order to

⁸ I. S. P. Nation and J. Newton, *Teaching ESL/EFL Listening and Speaking*, ESL & Applied Linguistics Professional Series (New York: Routledge, 2009), 75–76.

provide a more illustrative picture of the broader context of English language teaching they provide a more detailed picture of the practice of teaching speaking in the classroom. There are three categories of activities that teachers most often implement to help students build their speaking skills: modeling activities, rhythmic activities, and storytelling.

The technique used by most teachers in introducing sounds, words and simple short sentences in English is modeling. The modeling activity is where the teacher provides model examples in the target language especially to encourage students to imitate aspects of pronunciation such as pitch intonation and stress patterns. They also include language pattern activities that demonstrate to students how a particular pattern works, for example, in short, for example, in a sentence or phrase.

Rhythmic activities involve some form of play, action or psychomotor movement (e.g. jumping, clapping, tapping or finger tapping), accompanied by the student's use of sound. The emphasis is on specific aspects of language such as specific sounds or words, where students are expected to repeat regular patterns to the beat, movement or activity.

Storytelling was another common activity. Teachers often used pictorial strips to introduce pupils to storytelling narration whilst still observing basic requirements, such as structure, logical

development and tense. Pupils were expected to study the pictures, and then try to narrate or describe orally what each frame depicted. Usually, the scenes were familiar to pupils. At times, the children imitated or mimed the action before talking about what was taking place in the picture frame.⁹

It can be seen that despite the limitations of textbooks, some teachers strive to introduce innovations into their practices in teaching speaking. In Indonesia itself, school learning usually uses books from the government in accordance with the syllabus set by the Ministry of Education but teachers usually develop an innovation in the learning process through interesting learning methods or strategies.

b. Stage of speaking lesson

For many years, lesson planning was frequently done inside the PPP structure. PPP is an acronym for presentation, practice, and production. There are three alternatives for speaking teaching stages such as awareness-raising, appropriation activities, and autonomy. Throughout the awareness-raising stage (cognitive), learners are introduced to or make their own discoveries about the characteristics of spoken language. A common awareness-raising task that involve identifying and classifying various discourse indicators in a spoken language transcription.

⁹ Anne Burns and Joseph Siegel, *International Perspectives on Teaching the Four Skills in ELT*, (Sydney: Palgrave Macmillan, 2018), 84

The second stage, appropriation activities, includes “reading aloud, rehearsing and performing dialogues, and engaging in communicative tasks of the information-gap type-where learners gain control of targeted features”. Appropriation activities also give learners opportunities to internalize new vocabulary items, pronunciation accuracy, and grammar structures.

Finally, students reach the last stage which is autonomy, “as independent speakers in a variety of speaking genres like discussion, formal presentations, debate, and drama-based activities”. At this stage, students produce original spoken texts, whether short statements, unpracticed speech sequences, or prepared speeches.¹⁰

Based on the description above, it can be concluded that there are three stages in learning to speak: awareness, appropriation activities, and autonomy. Each stage has concepts that guide and help to understand the plan and develop the lesson. With these guidelines, teachers can be more directed in preparing the appropriate lesson plan.

4. Speaking Assessment

Speaking assessments based on the CEFR (Common European Framework of Reference for Language) may include assessments that focusing on spoken production (e.g. presentations) and spoken interaction tasks. So, based on the theory above it may be defined that

¹⁰ Kathleen M. Bailey, *Teaching Listening and Speaking : In Second and Foreign Language Contexts* (New York: Bloomsbury Publishing Plc, 2020), 85

speaking assessments using CEFR are concerning on the spoken production for example like presentation and the spoken interaction tasks.

Table 2
Speaking Test Rubric¹¹

Grammar and vocabulary	Pronunciation	Interactive communication	grade	CEFR Level
Shows a good degree of control of simple grammatical forms Uses a range of appropriate vocabulary when talking about everyday situations	Is mostly intelligible and has some control of phonological features at both utterance and word levels	Maintains simple exchanges Requires very little prompting and support	5	B1
<i>Performance shares features of bands 4 and 5</i>			4.5	A2+
Shows sufficient control of simple grammatical forms Uses appropriate vocabulary to talk about everyday situations	Is mostly intelligible, despite limited control of phonological features	Maintains simple exchange, despite some difficulty Requires prompting and support	4	A2
<i>Performance shares features of bands 3 and 4</i>			3.5	A1+
Shows only limited control of a few grammatical forms Uses a vocabulary of isolated words and phrases	Has a very limited control of phonological features and is often unintelligible	Has considerable difficulty maintaining simple exchange Require additional prompting and support	3	A1

¹¹ Nagai et al., *CEFR-Informed Learning, Teaching and Assessment*.

Shows no control of grammatical forms Uses inappropriate vocabulary or mostly Japanese	Pronunciation is mostly unintelligible	Unable to ask or respond to most questions	2	Pre-A1
Does not attempt the task	Does not attempt the task	Does not attempt the task	1	Pre-A1

Source: Adopted from Nagai, in *CEFR-Informed Learning, Teaching and Assessment*.

B. Concept of Whip Around Strategy

1. Definition of Whip Around Strategy

One of strategy that can use in English learning is Whip Around Strategy. This strategy is essentially applied by doing a brief "whip" around the circle, during which each person takes a turn saying one phrase that best expresses how they are feeling at that very moment. Sometimes all it takes to resume a conversation and possibly increase understanding on a personal level is to simply make a statement on silence¹². This strategy is usually applied by teachers to find out students' opinions on a topic.

The Whip Around Strategy is a lesson-ending organized exercise. The teacher pose a question, have the students write down their answers on paper, and then "whip around" the class to have the students respond

¹² Mauriane Adams et al., *Teaching for Diversity and Social Justice* (New York: Routledge, 2016), 132.

orally¹³. From this explanation, it can be seen that in the application of the whip around strategy started with the teacher gives a topic to students. Then, the students are asked to think about the topic. After students have an opinion about the topic students are asked to express their opinions about the topic orally.

Whip-around strategy is a common inclusion strategy that makes sure every member is heard¹⁴. Some teachers also apply this strategy as a means to make sure whether students have understood the learning material that day or not. In its application, the teacher poses questions to the class regarding the topic that has been covered, and the students are required to provide correct, spoken responses to the questions.

Whip Around Strategy is a strategy in which learners write down a response to a question and then share with the group or other partner¹⁵. The whip around strategy can also be applied in group discussions. In its application, the teacher divides the class into some small groups and then gives a topic to discuss. After discussing the topic given, students are asked to express their opinions and it is hoped that all group members will also express their opinions orally so that all students can practice their speaking skills.

¹³ McDevitt and Ormrod, *Child Development and Education* (London: Pearson Educational, 2014), 61.

¹⁴ Catherine Newell and Alan Bain, *Team-Based Collaboration in Higher Education Learning and Teaching* (Singapore: Springer Nature Singapore, 2018), 38.

¹⁵ Diane Myers, Brandi Simonsen, and Jennifer Freeman, *Implementing Classwide PBIS* (New York: Guilford Press, 2020), 84.

2. The Advantages of Whip Around Strategy

There are several advantages of using whip around strategy in learning speaking, such as:

- a. Ensuring all students are active in learning activities¹⁶

Learning using whip around strategy involves all students in the class. All students are given the same opportunity in learning activities. Therefore, it can be ensured that all students are active in learning activities.

- b. Encourage students to identify their ideas¹⁷

One of the causes of students' speaking skill weakness is the lack of ideas. For that reason, in learning using whip around strategy, students will be trained to identify their ideas about a given topic.

- c. Provide opportunities for students to share their ideas¹⁸

After students have thought about a topic, students are given the opportunity to share their ideas. Not only one or two students share their ideas but also all students in the class are given the same opportunity to share their ideas.

¹⁶ Catherine Newell and Alan Bain, *Team-Based Collaboration in Higher Education Learning and Teaching* (Singapore: Springer Nature Singapore, 2018), 38.

¹⁷ Kevin Feldman and Lou Denti, "High-Access Instruction: Practical Strategies to Increase Active Learning in Diverse Classroom," *Focus on Exceptional Children Journal* 36, no.7 (2004): 5.

¹⁸ Howard Kirschenbaum, *Value Clarification in Counseling and Psychotherapy: Practical Strategies for Individual and Group Settings* (New York: Oxford University Press, 2013), 88.

- d. Students can practice their speaking skills¹⁹

All students share their ideas orally. Therefore, the application of whip around strategy can help students practice their speaking skills. Thus, it is expected that whip around strategy can have a good influence on students' speaking skills.

3. Procedures of Whip Around Strategy

There are three steps implementing Whip Around Strategy in English class activity, such as²⁰:

- a. Pose an open-ended question

One that can solicit a variety of responses and calls for more than a simple yes/no or one-word response. (The excitement of the strategy fades fast when everyone repeats the same response.)

- b. Think about the answer

Give the students a minute to come up with an answer in their head or in writing. Ensure that all students have an answer and are ready to share by having them signal with a thumbs-up. Or if the class are online, students can unmute themselves to indicate they are ready to participate.

¹⁹ Kevin Feldman and Lou Denti, "High-Access Instruction: Practical Strategies to Increase Active Learning in Diverse Classroom," *Focus on Exceptional Children Journal* 36, no.7 (2004): 5.

²⁰ Barbara Oakley, Beth Rogowsky and Terrance J. Sejnowski, *Uncommon Sense Teaching* (New York: Penguin Random House LLC, 2021), 68.

c. Time to speak

The teacher calls on a student to respond, and have subsequent students respond by whipping around the room in an orderly fashion (for example, up and down the rows, or if online, in the order of a list of student member names). Neither teachers nor students are allowed to interrupt the flow by adding additional commentary.

C. Theoretical Framework and Paradigm

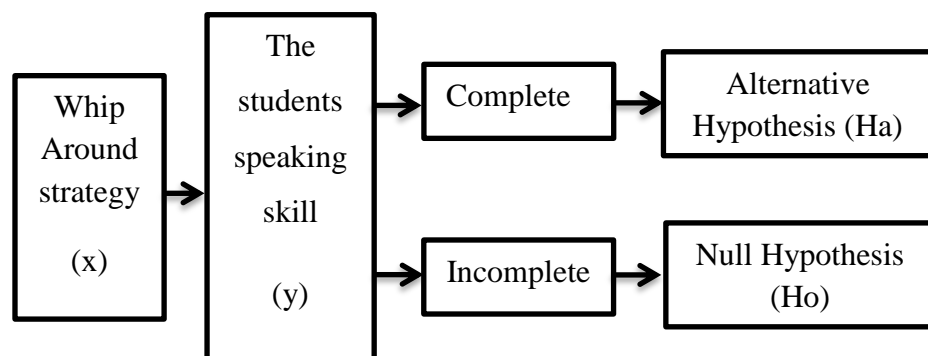
1. Theoretical Framework

Theoretical framework refers to the identification of theories that form the basis of the research or alternative theories or frames of reference used to analyze the subject. Thus, there are two variables in this research. The two variables in this research are independent variable (X) and dependent variable (Y). The independent variable (X) is Whip Around strategy. Then the dependent variable (Y) is the students Speaking Skill.

2. Paradigm

The researcher describe the paradigm as follows:

Figure 1
Paradigm of the influence of Whip Arooun d Strategy on the students speaking skill



The above-mentioned paradigm shows that if the use of Whip Around strategy correlates with the students' complete speaking skill scores, means that there is a positive and significant influence of Whip Around strategy on students' speaking skill at the eleventh grade of SMAN 1 Raman Utara. In addition, if the use of Whip Around strategy is correlated with the incomplete scores of students' speaking skill, then there is no positive and significant influence of Whip Around strategy on students speaking skill at the eleventh grade of SMAN 1 Raman Utara.

D. Hypothesis

A hypothesis is a possible guess, a logical assumption, or an informed conjecture. It offers a speculative explanation for a phenomenon that is being studied. Hypothesis can focus attention on potential information sources that could help researcher answer one or more subproblems, which could then help researcher solve the main research topic²¹. In a nutshell, a hypothesis is generally interpreted as a temporary answer (conjecture) of a problem that will be researched. Accordingly, the following below are the hypotheses:

a. Alternative Hypothesis (Ha)

There is a positive and significant influence of using Whip Around Strategy on the students speaking skill at the eleventh grade of SMAN 1 Raman Utara.

²¹Paul D. Leedy and Jeanne Ellis Ormrod, *Practical Research: Planning and Design*, Eleventh edition (Boston: Pearson, 2016), 22.

b. Null Hypothesis (H₀)

There is not positive and significant influence of using Whip Around Strategy on the students speaking skill at the eleventh grade of SMAN 1 Raman Utara.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used quantitative research methods. A method for testing objective theories is quantitative research, which involves comparing groups or looking at how variables relate to one another. In turn, these variables can be measured, usually with instruments, allowing for the statistical analysis of numbered data. The completed written report follows a predetermined format that includes an introduction, methods, results and discussion¹. In brief, quantitative research is a research method that uses numbers and statistics in the collection and analysis of quantifiable data.

The researcher did experimental quantitative research in this research. Experimental research is to determine the effects of a given intervention or whether a particular hypothesis is supported². Otherways, research that aims to establish a causal relationship between the independent and dependent variables is commonly referred to as experimental research. To determine the effect on the dependent variable, this independent variable will be controlled.

This research applied quantitative research methods classified as quasi-experimental research. Quasi-experimental research is A method similar to experimental research but without random assignment to groups. When the researcher conduct quasi-experimental research, the researcher do

¹ John W. Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, Sixth edition (Los Angeles London New Delhi Singapore Washington DC Melbourne: SAGE, 2023), 38.

² *Ibid.*, 45.

not control for all confounding variables and so can not completely rule out some alternative explanations for the results they obtain. They must take whatever variables and explanations they have not controlled for into consideration when they interpret their data³. In this research, the sample used is not randomized and the researcher cannot manipulate the subject. However, there must be experimental and control groups. Quasi-experimental research aims to find out between variables involving control groups and experimental groups. Therefore, quasi-experiments can be used for research that wants to investigate the effects of relationships between variables and clarify the causes of these relationships.

Research in foreign language teaching has a very important role to determine the outcome of the process of learning the language. This means that the researcher has a high concern for the learning process. Finally, the result of the data collecting is classified and analyzed to know the influence of Whip Around Strategy toward the speaking skill among the eleventh graders at SMA Negeri 1 Raman Utara.

B. Operational Definition of Variable

A variable is any quality or characteristic with two or more possible values in a research study⁴. Based on this understanding, it can be seen that a variable is a designation for a research object whose form can be given a number value (quantitative) or quality value (qualitative). Variables can also

³ Paul D. Leedy and Jeanne Ellis Ormrod, *Practical Research: Planning and Design*, Eleventh edition (Boston: Pearson, 2016), 207.

⁴ *Ibid.*, 58.

be defined as an attribute, trait or value of people, as well as objects or activities that have certain variations that will be studied and conclusions drawn by a researcher.

In quantitative research there are two types of variables, namely the independent variable and the dependent variable. As for the explanation of the two variables is as follows:

1. Independent Variable

Independent variable is the influence, or affect, on study results. They are "independent" because they are not influenced by other forces because researchers alter them in tests. In experimental research, independent variables are also sometimes referred to as treatment variables or manipulated variables⁵. Independent variables mean variables that have an influence on changes that occur in other variables. A change that occurs in a variable is considered to be caused by this independent variable. This type of variable is also commonly called the X variable.

In this research, the independent variable (x) is a learning strategy called whip around strategy. This x variable will be measured through observation to identify the effectiveness of using Whip Around Strategy in speaking learning activities.

⁵ Creswell and Creswell, *Research Design.*, 77-78.

2. Dependent Variable

The dependent variable is the variable that gets the influence of the independent variable. These are the consequences or outcomes that the independent variables have an influence on⁶. In contrast to independent variables, dependent variables mean variables that are affected by other variables. This variable is considered to be a result of the independent variable. This type of variable is also known as the Y variable.

The dependent variable (Y) of this research is students' speaking skill, which is defined as the outcome of the application of Whip Around Strategy in learning activities. Measurement of this variable will be done by giving a pre-test and post-test. The pre-test and post-test instruments will be in the form of telling ideas about topics that have been prepared by the author using their own words. The time given to present ideas in front of the class is 2 minutes.

C. Population, Sample and Sampling Technique

1. Population

The term "population" refers to all the individuals from whom the researcher has collected data. Population is the entire complete and clear element or subject that will be an object of the research. In this research, the population was students of the eleventh graders at SMA Negeri 1 Raman Utara. There are 6 classes in the eleventh grade of SMAN 1

⁶ *Ibid.*

Raman Utara, namely XI MIA 1, XI MIA 2, XI MIA 3, XI ISOS 1, XI ISOS 2, and XI ISOS 3. The total population is 153 students.

2. Sample

Sample is a subset of a population that data is available from for analysis⁷. The sample may be defined as a tiny unit of population that is used in research to represent the entire population. The sample for this research is eleventh-grade students from SMA Negeri 1 Raman Utara, which includes 26 students from XI MIA 3 for the experimental class and 25 students from XI MIA 2 for the control class, with details of XI MIA 3 consisting of 11 male students and 15 female students, while XI MIA 2 consists of 8 male students and 17 female students.

3. Sampling Technique

Sampling is the process of drawing a sample from a population⁸. The sampling technique is a method of determining the sample size that will be utilized as the data source. In determining the research sample, the researcher uses simple random sampling technique.

Simple random sampling is exactly the process just described: Every member of the population has an equal chance of being selected⁹. Such an approach is easy when the population is small and all of its

⁷ Sofie Bager-Charleson and Alistair McBeath, *Supporting Research in Counselling and Psychotherapy: Qualitative, Quantitative, and Mixed Methods Research* (Cham: Springer International Publishing AG, 2023), 120.

⁸ Burke Johnson, *Educational Research: Quantitative, Qualitative, and Mixed Approaches*, Fifth edition (Thousand Oaks, Calif: Sage Publications, 2014) , 277.

⁹ Leedy and Ormrod, *Practical Research*, 179.

members are known. By using simple random sampling, the researcher chose class XI MIA 3 and XI MIA 2 as the sample in this research.

D. Data Collection Technique

The researcher collects data using the following techniques:

1. Test

In this research, the researcher collects data using a pre-test and post-test to assess the students' speaking skills.

a. Pre-test

Pretest is an assessment conducted on the experimental dependent variable before treatment is given. Pretest was given to students in this research at the initial meeting. In conducting the pre-test students were asked to have a conversation or dialog. The purpose of this test is to determine the level of speaking skill of each student before conducting Whip Around Strategy in learning.

b. Post-test

A posttest is an assessment taken after treatment to determine the dependent variable in an experiment¹⁰. A post-test is used in the study's final program after the experimental class has had some treatment over time to see if there is a difference between the means of the experimental and control classes. The test conducted during the post-test is the same as the pre-test, where students were asked to have a conversation.

¹⁰ Johnson, *Educational Research*.

2. Documentation

In this research, the researcher also used documentation as the instrument to collect the data. Another method to collecting the data is documentation. Documentation is a method used to obtain data and information in the form of books, archives, written numbers and images in the form of reports and information that can support the data.

E. Research Instrument

1. Instrument Blueprint

In this research, Instrument is designed and adjusted with the indicators which have been specified. Research instrument that will use in this research are:

a. Speaking skill test

The test consists of pre-test and post-test, this research was in the form of speaking skill test, namely the performance test. The test was administrated by asking students to do a conversation in English.

b. Documentation sheets

It refers to the archive data that helps the researcher to collect the needed data. The researcher utilized the document related to the object research such as students' name list and teacher's name. There are also the other instruments that will be used for the documentation method such as books, data from the internet, and many more.

Additionally, the research instrument is also in the form of a grid, in other to show the influence of using Whip Around Strategy toward the speaking skill among the eleventh graders at SMA Negeri 1 Raman Utara.

Table 3
The instrument test for Speaking Skill
by using Whip Around Strategy

Basic Competence	Test	Speaking Topics
Compose short and simple oral transactional interaction texts involving the act of giving and requesting information related to opinions and thoughts, with attention to social functions, text structures, and correct and contextually appropriate language elements.	Pre Test	Students in groups make short conversations about “asking and giving opinions”
	Post Test	Students in groups make short conversations about “asking and giving opinions” based on the topics below: <ul style="list-style-type: none"> - Online shopping - Online learning - Game addiction - Extracurricular - Subject in school - Social media - Hobbies

2. Data Calibration

Calibration is the process of checking and adjusting the accuracy of measuring instruments by comparing them with standards / benchmarks. Calibration is necessary to ensure that the measurements taken are accurate and consistent with other instruments. Therefore, the researcher used standard test in oral test. The test used was relevant to objective of the study on English syllabus and material of the eleventh graders of SMA Negeri 1 Raman Utara.

F. Data Analysis Technique

To find out whether there is a significant influence of using Whip Around strategy on the students' speaking skill at SMA N 1 Raman utara, the researcher analyzed the data by using T-test with using SPSS 26 version.

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Description of Data

1. The Profile of SMAN 1 Raman Utara

SMAN 1 Raman Utara is one of the best high schools in East Lampung Regency. The school was inaugurated on September 30, 2004. Located in the village of Raman Aji, Raman Utara, Lampung Timur, the school only had 2 buildings when it was first built. The 2 buildings consist of 1 building for the teacher's room and 1 building for classroom.

The Vision of SMAN 1 Raman Utara is “Faithful, Pious, Technologically Knowledgeable and Environmentally Sound”. In connection with this vision, the mission of this school are gained as: 1) appreciate the diversity of national culture; 2) realizing the attitude and character of faith, noble character to God almighty, independent, mutual cooperation, global diversity, critical reasoning, and creative; 3) fostering a spirit of excellence intensively to all school members in academic and non-academic fields; 4) developing the creativity and potential of teachers and students in mastering science and technology; 5) guiding and training sports and arts achievements so that they can excel at the district, provincial and national levels; 6) Implementing 5S (*Senyum, Salam, Sapa, Sopan, Santun*) in daily life; 7) integrating the values of the Pancasila Student Profile in lesson planning, lesson implementation, and assessment; 8) increased reference of reading books and professional

library management; 9) increased internet access and mastery of information technology; and 10) realizing education to produce outstanding and high-quality graduates who are able to compete both locally and nationally.

In connection with the mission of SMAN 1 Raman Utara, academic and non-academic learning is prioritized. The curriculum used in this A accredited school is the 2013 curriculum (K13) and the merdeka curriculum. For learning process in grade 10 already uses the merdeka curriculum, but in grade 11 and 12 learning still uses the K13. Then, to support students' interests and talents, this school also has several extracurricular activities including scouts, paskibra, rohis, PMR, English club, sports, and traditional dance.

The current principal of SMAN 1 Raman Utara is Tutut Zatmiko, S. Pd., M. Pd. There are also 58 teachers and staff who help the learning process and administration at the school. The 58 employees consist of 31 government employees and 27 honorary employees. In addition, in the 2023/2024 school year the total number of students at SMAN 1 Raman Utara was 451 students. The tenth grade has 149 students, the eleventh grade has 153 students, and the twelfth grade has 149 students.

Although at the beginning of its construction there were only 2 buildings, until now SMAN 1 Raman Utara has changed a lot. The school, which is built on $18,510m^2$ of land, is growing rapidly. Currently

there are 53 rooms to support the teaching and learning process in this school.

2. Description of Research Result

The research findings are presented in an attempt to answer the research objectives and determine whether there is any positive and significant influence of whip around strategy on students' speaking skill at the eleventh grade of SMAN 1 Raman Utara.

The researcher explains the following section to explain the results of this research:

a. Pre-Test Experiment Class and Control Class Result

The researcher conducted a pre-test on May 14th, 2024 by giving speaking test was perform a simple dialog in two classes grade eleventh SMAN 1 Raman Utara. On the pre-test session was conducted to determine students speaking skill before treatment was carried out. That was the result of pre-test in experiment and control class are illustrated in the following table:

Table 4
Pre-Test Score of Students Speaking Skill Experiment Class

No	Name	Score	Category
1	AM	75	Complete
2	ANM	60	Incomplete
3	ABS	55	Incomplete
4	DP	50	Incomplete
5	DRK	75	Complete
6	DA	70	Incomplete
7	IS	70	Incomplete
8	JA	50	Incomplete

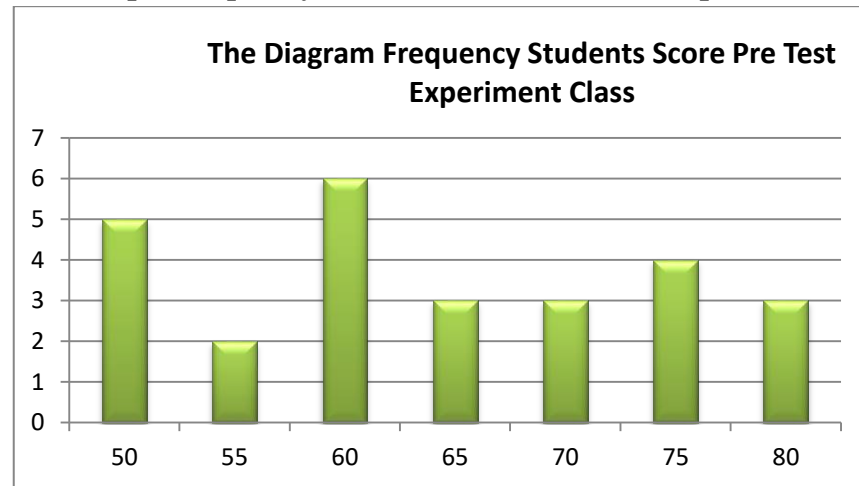
9	JE	60	Incomplete
10	KGP	50	Incomplete
11	KR	65	Incomplete
12	KA	70	Incomplete
13	MDA	65	Incomplete
14	MR	60	Incomplete
15	MFO	65	Incomplete
16	MRDP	50	Incomplete
17	NIJ	80	Complete
18	NDK	60	Incomplete
19	N	80	Complete
20	PWP	60	Incomplete
21	PLA	55	Incomplete
22	RF	50	Incomplete
23	SJA	80	Incomplete
24	SNA	75	Complete
25	ZVW	60	Incomplete
26	ZM	75	Complete
Total		1665	
Average		64	Incomplete

Source: *The result of pre-test experiment class*

Based on the table above, it can be seen on the table frequency distribution of pre-test below:

Table 5
Frequency Distribution Result Pre-Test Experiment Class

No	Interval Class	Frequency	Category	Percentage
1	50	5	Incomplete	19%
2	55	2	Incomplete	8%
3	60	6	Incomplete	23%
4	65	3	Incomplete	12%
5	70	3	Incomplete	12%
6	75	4	Complete	15%
7	80	3	Complete	12%
Total		26		100%

*Figure 2***The Graph Frequency Students Score Pre-Test Experiment Class**

Based on the data above, it can be seen that the result there were 5 (19%) students got score 50. There were 2 (8%) students got score 55, 6 (23%) students who got score 60, 3 (12%) students who got 65, 3 (12%) students who got score 70, 4(15%) students got score 75, and 3 (12%) students got score 80. Finding that the data students speaking skill in pre-test experiment class was incomplete based on Minimum Master Criteria passed 75.

*Table 6***Pre-Test Score of Students Speaking Skill Control Class**

No	Name	Score	Category
1	AW	60	Incomplete
2	AS	50	Incomplete
3	AHN	50	Incomplete
4	ARP	60	Incomplete
5	CNI	60	Incomplete
6	DBP	75	Complete
7	DSMS	75	Complete
8	DF	50	Incomplete
9	DHA	65	Incomplete
10	FA	60	Incomplete

11	GN	80	Complete
12	GBSP	50	Incomplete
13	INBAP	50	Incomplete
14	IBPA	50	Incomplete
15	IKR	60	Incomplete
16	IS	60	Incomplete
17	LA	80	Complete
18	NWA	60	Incomplete
19	NN	50	Incomplete
20	RIP	70	Incomplete
21	RIP	75	Complete
22	TDN	65	Incomplete
23	TW	60	Incomplete
24	VVR	75	Complete
25	AA	65	Incomplete
	Total	1555	
		62,2	Incomplete

Source: *The result of pre-test control class*

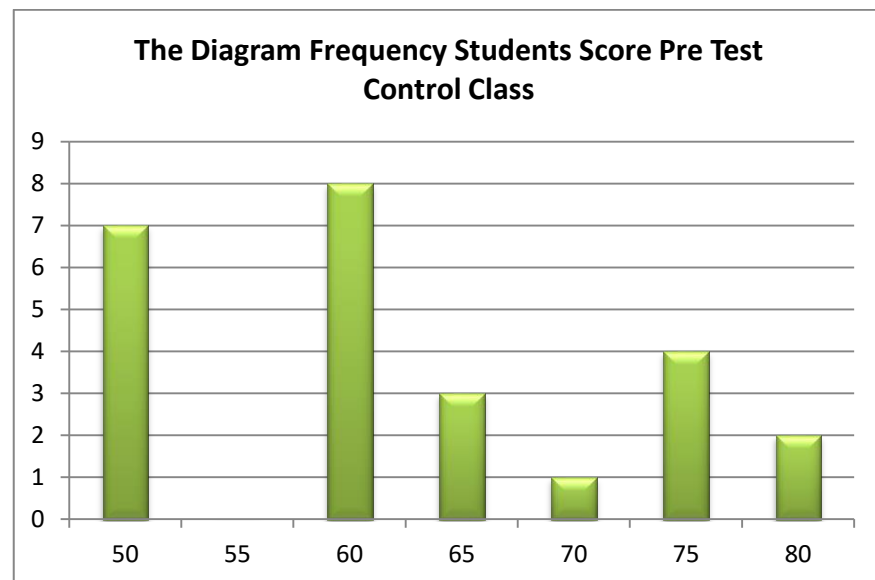
Based on the table above, it can be seen on the table frequency distribution of pre-test below:

Table 7
Frequency Distribution Result Pre-Test Control Class

No	Interval Class	Frequency	Category	Percentage
1	50	7	Incomplete	28%
2	55	0	Incomplete	0%
3	60	8	Incomplete	32%
4	65	3	Incomplete	12%
5	70	1	Incomplete	4%
6	75	4	Complete	16%
7	80	2	Complete	8%
	Total	25		100%

Figure 3

The Graph Frequency Students Score Pre-Test Control Class



Based on the data above, it can be seen that the result there were 7 (28%) students got score 50. There were 8 (32%) students got score 60, 3 (12%) students who got score 65, 1 (4%) students who got 70, 4 (16%) students who got score 75, and 2 (8%) students got score 80. Finding that the data students speaking skill in pre-test control class was incomplete based on Minimum Master Criteria passed 75.

b. Treatment in Experiment Class

This session research, the researcher conducted the treatment by applying Whip around Strategy in this process of research on experiment class. Researcher do the treatment did it in 2 meetings.

The first meeting treatment and pre-test was conducted on May 14th, 2024. Next, the second treatment was conducted on May 21th,

2024. It was also carried out directly by researches that were directly at SMAN 1 Raman Utara to the eleventh grade to carry out treatment with Whip Around Strategy

c. Post Test Experiment Class and Control Class

The researcher conducted a post-test on May 21th, 2024 by giving speaking test was perform a simple dialog in two classes grade eleventh SMAN 1 Raman Utara. On the post–test session was conducted to determine students speaking skill after treatment was carried out. That was the result of post-test in experiment and control classes are illustrated in the following table:

Table 8
Post Test Score of Students Speaking skill Experiment Class

No	Name	Score	category
1	AM	85	Complete
2	ANM	75	Complete
3	ABS	75	Incomplete
4	DP	60	Incomplete
5	DRK	85	Complete
6	DA	80	Complete
7	IS	85	Complete
8	JA	70	Incomplete
9	JE	65	Incomplete
10	KGP	75	Complete
11	KR	75	Complete
12	KA	80	Complete
13	MDA	80	Complete
14	MR	75	Complete
15	MFO	75	Complete
16	MRDP	70	Incomplete
17	NIJ	85	Complete
18	NDK	70	Incomplete
19	N	85	Complete

20	PWP	75	Complete
21	PLA	65	Incomplete
22	RF	65	Incomplete
23	SJA	90	Complete
24	SNA	85	Complete
25	ZVW	75	Complete
26	ZM	80	Complete
	Total	1985	
	Average	76,34	Complete

Source: *The result of post-test experiment class*

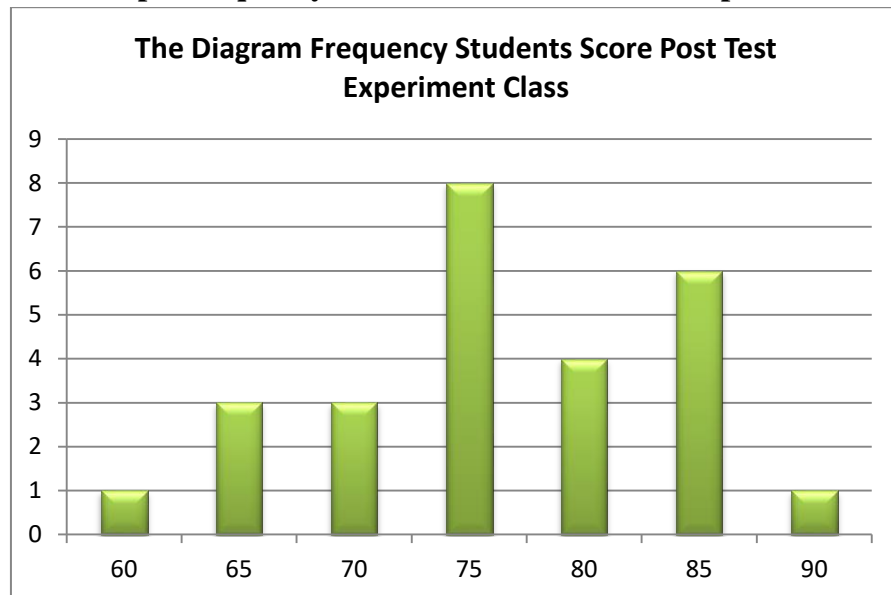
Based on the table above, it can be seen on the table frequency distribution of post-test below:

Table 9

Frequency Distribution Result Post-Test Experiment Class

No	Interval Class	Frequency	Category	Percentage
1	60	1	Incomplete	4%
2	65	3	Incomplete	12%
3	70	3	Incomplete	12%
4	75	8	Complete	31%
5	80	4	Complete	15%
6	85	6	Complete	23%
7	90	1	Complete	4%
	Total	26		100%

Figure 4
The Graph Frequency Students Score Post-Test Experiment Class



Based on the graph and table data above it known that the result there were 1 (4%) student got score 60. Furthermore, there were 3 (12%) students got score 65, 3(12%) students got score 70, 8 (31%) students got score 75. Next, 4 (15%) students got score 80, 6 (23%) students got score 85, and 1 (4%) student got score 90. Therefore, it can be concluded that the students speaking skill is complete based on Minimum Master Criteria passed 75.

Table 10
Post-Test Score of Students Speaking Skill Control Class

No	Name	Score	Category
1	AW	70	Incomplete
2	AS	65	Incomplete
3	AHN	60	Incomplete
4	ARP	75	Complete
5	CNI	65	Incomplete

6	DBP	70	Incomplete
7	DSMS	75	Complete
8	DF	50	Incomplete
9	DHA	75	Complete
10	FA	75	Complete
11	GN	80	Complete
12	GBSP	50	Incomplete
13	INBAP	60	Incomplete
14	IBPA	50	Incomplete
15	IKR	65	Incomplete
16	IS	65	Incomplete
17	LA	80	Complete
18	NWA	65	Incomplete
19	NN	60	Incomplete
20	RIP	75	Complete
21	RIP	75	Complete
22	TDN	75	Complete
23	TW	70	Incomplete
24	VVR	85	Complete
25	AA	70	Incomplete
Total		1705	
Average		68,2	Incomplete

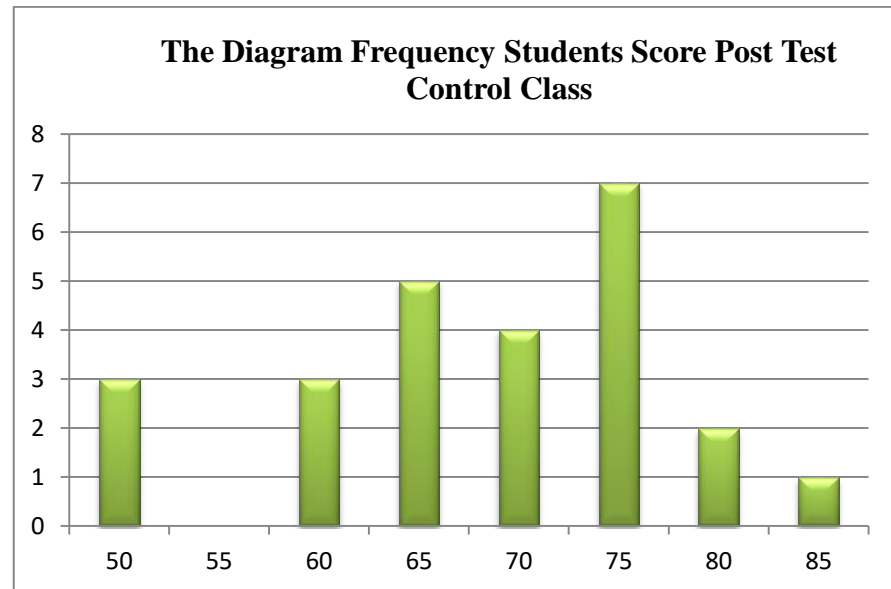
Source: *The result of post-test control class*

Based on the table above, it can be seen on the table frequency distribution of post-test below:

Table 11

Frequency Distribution Result Post-Test Control Class

No	Interval Class	Frequency	Category	Percentage
1	50	3	Incomplete	12%
2	55	0	Incomplete	0%
3	60	3	Incomplete	12%
4	65	5	Incomplete	20%
5	70	4	Incomplete	16%
6	75	7	Complete	28%
7	80	2	Complete	8%
8	85	1	Complete	4%
Total		25		100%

*Figure 5***The Graph Frequency Students Score Post-Test Control Class**

Based on the graph and table data above it known that the result there were 3 (12%) students got score 50. Furthermore, there were 3 (12%) students got score 60, 5(20%) students got score 65, 4 (16%) students got score 70, 7 (28%) students got score 75, 2 (8%) students got score 80, and 1 (4%) student got score 85. Therefore, it can be concluded that the students speaking skill is incomplete based on Minimum Master Criteria passed 75.

3. Hypothesis Test

a. Normality Test

Normality test was the test conducted to determine whether the distribution of data was normality distributed or not.

Ha: the data has been collected was normally distributed.

Ho: the data has been collected was abnormally distributed.

- 1) If the probability or Sig. $> \alpha$ (0.05), then the null hypothesis (ha) is accepted.
- 2) If the probability or Sig. $< \alpha$ (0.05), then the null hypothesis (Ho) is rejected.

Researcher gets the result of the data normality test contained in the following table:

Table 12
The Result of Normality Using SPSS

Tests of Normality							
	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result of Research	Experiment	.161	26	.080	.942	26	.150
	Control	.164	25	.081	.931	25	.090

a. Lilliefors Significance Correction

Based on the normality test table above, it can be seen the Sig. value in the Kolmogorov-Smirnova column that the sig. value of the experimental class is 0.080 which means more than 0.05. Furthermore, the sig. value of the control class is 0.081 which means it is also more

than 0.05. Then it can be concluded that the data is normally distributed.

b. Homogeneity Test

Researcher continued testing the data with a homogeneity test.

Ha: Data homogenous

Ho: Data did not homogenous

Homogeneity Test Guidelines:

- 1) Ha: The variance of the data is homogeneous when $\text{Sig} > \alpha = 0.05$
- 2) Ho: The variance of the data is not homogeneous when $\text{Sig} < \alpha = 0.05$

The results of the homogeneity test can be seen from the following table:

Table 13
The Result of Homogeneity Using SPSS

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Result of Research	Based on Mean	1.106	1	49	.298
	Based on Median	.887	1	49	.351
	Based on Median and with adjusted df	.887	1	47.196	.351
	Based on trimmed mean	1.048	1	49	.311

From the table above it can be seen that the sig value. 0.298 Which means it exceeds 0.05. So, it can be interpreted that the data is homogeneity

c. Independent Sample T-Test

The researcher continued data analysis using parametric tests and independent sample T-test. If the data is homogeneous and normally distributed, the parametric test using independent sample T-test can be used. The table of SPSS independent sample t-test results resembles this:

Table 14
The Result of Independent Sample T-Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	1.106	.298	3.383	49	.001	8.146	2.408	3.307	12.986
	Equal variances not assumed			3.369	46.273	.002	8.146	2.418	3.280	13.013

Based on the output above, it is known that the Sig. Levene's Test for Equality of Variances is $0.298 > 0.05$, it means that the data variance between the 2 groups is homogeneous, so the interpretation of the Independent Samples Test output table above is guided by the value contained in the Equal variances assumed table.

Based on the “Independent Samples T-test output table in the Equal variances assumed section, it is known that the Sig value. (2-tailed) of $0.001 < 0.05$, then as the basis for decision making in the independent sample t-test it can be concluded that H_0 is rejected and H_a is accepted. Thus it can be concluded that there was a positive and significant influence Whip Around strategy on students speaking skill at the eleventh grade of SMAN 1 Raman Utara.

B. Discussion

In providing a discussion of the findings of this research, the researcher explored the theories that helped her answer the problem formulation. Using a simple dialogue, the researcher conducted a speaking test as part of the pre-test. According to the speaking skill pre-test findings, the experimental class's average score was 64, whereas the control class's average score was 62, 2. Pre-test had been done before the researcher applied the treatment using Whip Around Strategy.

The researcher applied the whip around strategy to learning in the experimental class for 2 meetings. In both meetings, each student was asked to express their opinion on the topic that had been determined. The topics given during the lesson were online shopping, online learning, and social media.

After conducting treatment using the whip around strategy in the experimental class, the researcher conducted a post-test in the experimental and control classes. The test was the same as the pre-test. According to the

post-test results, students in the experiment class scored an average of 76,3, while those in the control class scored an average of 68,2.

The researcher used SPSS 26 version and conducted tests with it. The researcher obtained the following results after conducting an SPSS test on the experiment class post-test result and control class post-test result data. H_a is accepted and H_o is rejected. According to the data analysis, the independent sample t-test score of 0.001 was less than $\alpha=0.05$. The learning process outcomes in the experiment class and control class differed significantly as a result. This indicates that the Whip Around Strategy has a positive influence on the eleventh grade of SMAN 1 Raman Utara students' speaking learning process.

The test results prove that the whip around strategy has a positive and significant influence on students' speaking skills. Hall's results are directly proportional to the results of previous research. In the previous research using quantitative research methods to see the influence of whip around strategy on students' writing skills, the results also showed that the whip around strategy had a positive and significant influence on students' writing skills.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research results it can be concluded that Whip Around strategy assist students in their speaking skill. The students got low score in the pre-test, after the treatment was given, students could speak easily by using Whip Around Strategy. This was proved by the results of the students' pre and post-tests score. It can be seen from the results of the Independent sample T-test. Sig (2-tailed) of the post test was $0.001 < 0.05$. It means that there is a positive and significant influence of Whip Around Strategy on the students speaking skill at the eleventh grade of SMAN 1 Raman Utara.

B. Suggestion

Based on the research finding, the researcher proposes several suggestions:

1. For The Students

Students are suggested to practice speaking English more often to improve their speaking skill. Students should also be more active in the English learning process to improve their speaking skills.

2. For The Teacher

It is suggested that teachers should be more creative in encouraging students to learn English and use the Whip Around strategy as one of the reference strategies in the learning process, especially in the speaking learning process.

3. For The Headmaster

School principals are suggested to further support teachers and facilitate teachers in learning proses using Whip Around strategy.

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APPENDICES



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

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Nomor : B-5026/In.28/J/TL.01/10/2023
Lampiran :-
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
Kepala SMAN 1 RAMAN UTARA
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **Sevita Anggi Lestari**
NPM : 2001052015
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris
Judul : THE INFLUENCE OF WHIP AROUND STRATEGY ON
STUDENTS SPEAKING SKILL AT THE ELEVENTH GRADE
OF SMAN 1 RAMAN UTARA LAMPUNG TIMUR

untuk melakukan prasurvey di SMAN 1 RAMAN UTARA, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 31 Oktober 2023
Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMAN 1 RAMAN UTARA
Alamat : Raman Aji Kecamatan Raman Utara Kode Pos 34154
Email : smansa_ramura@yahoo.com



SURAT KETERANGAN

Nomor : 420 / 244/ 11.SK/ SMA 01 / 2023

Menindaklanjuti surat dari INSTITUT AGAMA ISLAM NEGERI METRO Tanggal 31 Oktober 2023, Nomor B.5026/In28/J.TL.01/10/2023, Hal Izin Pra survey maka Kepala SMA Negeri 1 Raman Utara Kabupaten Lampung Timur menerangkan bahwa :

Nama : SEVITA ANGGI LESTARI
NPM : 2001052015
Semester : 7 (TUJUH)
Jurusan : Tadris Bahasa Inggris

Kami menerima mahasiswa tersebut untuk mengadakan survey di SMA Negeri 1 Raman Utara dalam rangka menyelesaikan tugas akhir (Skripsi) dengan judul "THE INFLUENCE OF WHIP AROUND STRATEGIY ON STUDENTS SPEAKING SKILL AT THE ELEVENTH GRADE OF SMAN 1 RAMAN UTARA LAMPUNG TIMUR"

Demikian surat ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Raman Utara, 6 Desember 2023
Kepala SMA Negeri 1 Raman Utara



TUTUT LATMIKO, S.Pd, M.Pd
NIP. 19750713 199903 1003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A, Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

RATIFICATION PAGE

The Research Proposal entitled: THE INFLUENCE OF WHIP AROUND STRATEGY ON STUDENTS' SPEAKING SKILL AT THE ELEVENTH GRADE OF SMAN 1 RAMAN UTARA, written by: Sevita Anggi Lestari, Student Number: 2001052015, English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on Monday, February 26th 2024 at 09.30-11.00 WIB.

BOARD OF EXAMINERS

Chairperson	: Yeni Suprihatin, M.Pd	(.....)
Examiner I	: Dr. Much Deiniatur, M.Pd.B.I	(.....)
Examiner II	: Eka Yuniasih, M.Pd	(.....)
Secretary	: Yuniarti, M.Pd	(.....)

Head of English Education Department



Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006



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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : 1878/In.28.1/J/TL.00/04/2024
 Lampiran : -
 Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
 Yeni Suprihatin, M.Pd (Pembimbing 1)
 (Pembimbing 2)
 di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	: Sevita Anggi Lestari
NPM	: 2001052015
Semester	: 8 (Delapan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: THE INFLUENCE OF WHIP AROUND WHIP AROUND STRATEGY ON STUDENTS' SPEAKING SKILL AT THE ELEVENTH GRADE OF SMAN 1 RAMAN UTARA

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 23 April 2024
 Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.
 NIP 19880308 201503 1 006

5/12/24, 10:07 AM

SURAT TUGAS



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

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SURAT TUGAS

Nomor: B-2084/In.28/D.1/TL.01/05/2024

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **Sevita Anggi Lestari**
NPM : 2001052015
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMAN 1 RAMAN UTARA, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF WHIP AROUND STRATEGY ON STUDENTS SPEAKING SKILL AT THE ELEVENTH GRADE OF SMAN 1 RAMAN UTARA".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 13 Mei 2024

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



5/12/24, 10:07 AM

IZIN RESEARCH



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-2085/In.28/D.1/TL.00/05/2024
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMAN 1 RAMAN UTARA
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2084/In.28/D.1/TL.01/05/2024, tanggal 13 Mei 2024 atas nama saudara:

Nama : **Sevita Anggi Lestari**
NPM : 2001052015
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMAN 1 RAMAN UTARA bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMAN 1 RAMAN UTARA, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF WHIP AROUND STRATEGY ON STUDENTS SPEAKING SKILL AT THE ELEVENTH GRADE OF SMAN 1 RAMAN UTARA".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 13 Mei 2024
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMAN 1 RAMAN UTARA
TERAKREDITASI A



NSS : 301120411043

NIS : 300430

NPSN : 10806080

Alamat : Raman Aji Kecamatan Raman Utara Kode Pos 34154

Email : smansaramanutara@gmail.com

SURAT KETERANGAN

Nomor : 420 /388/ 11.SK/ SMA 01 / 2024

Menindak lanjuti surat dari Institut Agama Islam Negeri Metro, Nomor : B-2085 /In.28/D.1/TL.00/05/2024, hal IZIN RESEACH, maka Kepala SMAN 1 Raman Utara Kabupaten Lampung Timur menerangkan bahwa :

Nama : SEVITA ANGGI LESTARI
NPM : 2001052015
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Adalah benar mahasiswa tersebut diatas telah diterima untuk mengadakan research/survey di SMAN 1 Raman Utara dalam rangka menyelesaikan tugas akhir/skripsi dengan judul : "THE INFLUENCE OF WHIP AROUND STRATEGY ON STUDENTS SPEAKING SKILL AT THE ELEVENTH GRADE OF SMAN 1 RAMAN UTARA"

Demikian surat ini kami buat untuk dapat dipergunakan sebagaimana mestinya.



Raman Utara, 14 Mei 2024
Kepala SMAN 1 Raman Utara

TUTUT ZATMIKO, S.Pd.M.Pd
NIP. 197507131999031003



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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama Sevita Anggi Lestari
NPM :2001052015

Jurusan : TBI
Semester : 7

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Jumat, 22-12-2023		<p>revise the background of the study!</p> <p>formulate the problem of the study!</p> <p>focus on the problem/limitation</p> <p>check the grammatical errors.</p> <p>find out the novelty</p> <p>Enrich the references.</p>	<p><i>(Handwritten signature)</i></p> <p><i>(Handwritten signature)</i></p> <p><i>(Handwritten signature)</i></p> <p><i>(Handwritten signature)</i></p> <p><i>(Handwritten signature)</i></p> <p><i>(Handwritten signature)</i></p>

Mengetahui
Ketua Jurusan TBI

(Handwritten signature)
Dr. Much Diniatur, M.Pd.
B.I
NIP. 19880808 201503 1 006

Dosen Pembimbing

(Handwritten signature)
Yeni Suprihatin, M. Pd
NIP 19890301 202321 2 050



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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IAIN METRO**

Nama : Sevita Anggi Lestari
NPM : 2001052015

Jurusan : TBI
Semester : 7

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Rabu, 27 Desember 2023		<p>check the page number of every chapter</p> <p>Master the strategy well (with word)</p> <p>Read the guide book of undergraduate thesis</p> <p>Delete the term of "speaking process" in chapter II</p>	

Mengetahui
Ketua Jurusan TBI

Dr. Much De niatur, M.Pd, B.I
NIP. 19880808 201503 1 006

Dosen Pembimbing

Yeni Suprihatin, M. Pd
NIP. 19890301 202321 2 050






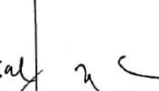
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Sevita Anggi Lestari
 NPM : 2001052015

Jurusan : TBI
 Semester : 7

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Jumat, 29 Desember 2023		Check the grammatical error Use the future tense Complete the appendixes ACC for proposal seminar	   

Mengetahui
 Ketua Jurusan TBI

Dr. Much Deinjatur, M.Pd, B.I
 NIP. 19880808 201503 1 006

Dosen Pembimbing

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 NIP 19890301 202321 2 050



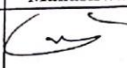
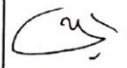
**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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IAIN METRO**

Nama : Sevita Anggi Lestari
NPM : 2001052015

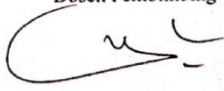
Jurusan : TBI
Semester : 8

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	07/2024 /05	✓ ✓	Aec ApD go to chapter IV	 

Mengetahui
Ketua Jurusan


Dr. Much Deihatin, M.Pd. B.I
NIP. 1988080319015031006

Dosen Pembimbing


Yeni Suprihatin, M. Pd
NIP. 198903012023212050









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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Sevita Anggi Lestari
NPM : 2001052015

Jurusan : TBI
Semester : 8

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	27/2024 5		Revise the term related to the faculty Use past tense or perfect base Revise background of study. Revise the footnote Revise chapter 2.	     

Mengetahui
Ketua Jurusan TBI

Dr. Moch Deiniatur M.Pd.B.I.
 NIP. 19880308 201503 1 006

Dosen Pembimbing



Yeni Suprihatin, M. Pd
 NIP. 19890301 202321 2 050








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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Sevita Anggi Lestari
NPM : 2001052015

Jurusan : TBI
Semester : 8

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
2.	9/2024 /06		Check the references use the updated books Read the journals check the grammatical errors Revise the diagram of Hypothesis Revise chapter IV (profile of location)	    

Mengetahui
Ketua Jurusan TBI

Dr. Much Dehatun M.Pd.B.I.
NIP. 19880308 201503 1 006

Dosen Pembimbing

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NIP. 19890301 202321 2 050



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Sevita Anggi Lestari
NPM : 2001052015

Jurusan : TBI
Semester : 8

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	7/2024 /06		the table and picture moved to appendices. Revise bibliography. Explain the intro in paragraph Write the abstract	
2.	11/2024 /06		Revise the abstract Acc for unacademy	

Mengetahui
Ketua Jurusan TBI

Dr. Much Diniatur M.Pd.B.I.
NIP. 19880308 201503 1 006

Dosen Pembimbing

Yeni Suprihatin, M. Pd
NIP. 19890301 202321 2 050

SILABUS

Bahasa Inggris Umum

Satuan Pendidikan : SMAN 1 Raman Utara

Kelas : XI (Sebelas)

Kompetensi Inti :

- **KI-1 dan KI-2: Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

- **K14:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan I think, I suppose, in my opinion)</p>	<ul style="list-style-type: none"> • Fungsi Sosial <p>Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.</p> <ul style="list-style-type: none"> • Struktur Teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan - Ungkapan menyatakan 	<ul style="list-style-type: none"> - Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataan pendapat dan pikiran - Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan pendapat dan pikiran dan menyebutkan pernyataan yang dimaksud - Bertanya dan mempertanyakan
<p>4.2 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai</p>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
konteks	<p>pendapat <i>I think, I suppose, in my opinion</i></p> <ul style="list-style-type: none"> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <p>Situasi yang memungkinkan munculnya pernyataan tentang pendapat dan pikiran yang dapat</p>	<p>tentang hal-hal yang tidak diketahui atau berbeda</p> <ul style="list-style-type: none"> - Diberikan beberapa situasi peserta didik menyatakan pendapat dan pikirannya yang sesuai secara tertulis kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan daerahnya dan sekitarnya kemudian menyatakan pendapat dan pikirannya terkait dengan upaya menjaga, memelihara dan memperbaikinya - Melakukan refleksi tentang proses

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	menumbuhkan perilaku yang termuat di KI	dan hasil belajar

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMAN 1 Raman Utara

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/Dua

Materi Pokok : Asking and Giving Opinion

Alokasi Waktu : 4 x 40 Menit (2 Pertemuan)

A. Kompetensi Inti

1. **KI-1 dan KI-2: Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
2. **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

3. **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

1. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan I think, I suppose, in my opinion)
2. Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. Indikator

1. Menyebutkan ungkapan teks interaksi interpersonal lisan yang melibatkan ungkapan meminta dan memberi pendapat.
2. Mengidentifikasi ungkapan teks interaksi interpersonal tulis yang melibatkan tindakan meminta dan memberi pendapat.
3. Menyusun teks tulis sederhana tentang ungkapan meminta dan memberi pendapat.

D. Tujuan Pembelajaran

1. Peserta didik mampu menyebutkan ungkapan teks interaksi interpersonal lisan yang melibatkan ungkapan meminta dan memberi pendapat.
2. Peserta didik mampu mengidentifikasi ungkapan teks interaksi interpersonal tulis yang melibatkan tindakan meminta dan memberi pendapat.
3. Peserta didik mampu menyusun teks tulis sederhana tentang ungkapan meminta dan memberi pendapat.

E. Strategi Pembelajaran

Whip Around Strategy

F. Materi Pembelajaran

1. Fungsi Sosial
 - Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.
2. Struktur Teks
 - Memulai
 - Menanggapi (diharapkan/di luar dugaan)
3. Unsur Kebahasaan
 - Ungkapan menyatakan pendapat *I think, I suppose, in my opinion*
 - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

4. Topik

Situasi yang memungkinkan munculnya pernyataan tentang pendapat dan pikiran yang dapat menumbuhkan perilaku yang termuat di KI

G. Langkah-Langkah Pembelajaran

No.	Kegiatan	Waktu
Pertemuan Pertama		
1.	Pendahuluan: <ul style="list-style-type: none"> - Guru melakukan pembukaan dengan salam dan berdoa untuk memulai pembelajaran - Guru memeriksa kehadiran peserta didik - Guru menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. - Guru mempersiapkan peserta didik dengan melakukan ice breaking. - Guru mengajukan pertanyaan terkait pengetahuan sebelumnya dengan materi yang akan dipelajari. - Guru menyampaikan tujuan pembelajaran dan manfaat pembelajaran dalam kehidupan sehari-hari. 	10 menit
2.	Kegiatan inti: <ul style="list-style-type: none"> - Mengamati 	60 menit

	<p>Guru menunjukkan dialog sederhana tentang ungkapan meminta dan memberi pendapat menggunakan gambar dan peserta didik diminta untuk menyebutkan ungkapan-ungkapan yang ada pada gambar.</p> <ul style="list-style-type: none">- Menanya <p>Peserta didik dibimbing oleh guru untuk memberikan pertanyaan berkaitan dengan materi yang disampaikan tentang ungkapan meminta dan memberi pendapat.</p> <ul style="list-style-type: none">- Mengeksplorasi <p>Sebagai langkah awal dalam Whip Around Strategy, guru meminta pendapat kepada peserta didik mengenai suatu topik dan setiap peserta didik diberikan waktu untuk mengeksplor pendapatnya mengenai topik yang diberikan untuk kemudian diungkapkan secara lisan.</p> <ul style="list-style-type: none">- Mengasosiasi <p>Peserta didik memberikan pendapatnya mengenai topic yang diberikan. Peserta didik diharapkan dapat mengemukakan pendapatnya sesuai dengan struktur teks</p>	
--	---	--

	<p>ungkapan memberikan pendapat yang telah dijelaskan sebelumnya.</p> <ul style="list-style-type: none"> - Mengasosiasi <p>Memberikan feedback kepada peserta didik mengenai hasil yang telah mereka kerjakan.</p>	
3.	<p>Penutup:</p> <ul style="list-style-type: none"> - Guru bersama peserta didik menyimpulkan bersama tentang materi yang telah dipelajari. - Melakukan refleksi bersama peserta didik tentang kegiatan pembelajaran yang telah dilakukan. - Menyampaikan informasi tentang rencana kegiatan pembelajaran selanjutnya. - Mengucapkan salam penutup 	10 menit
Pertemuan Kedua		
1.	<p>Pendahuluan:</p> <ul style="list-style-type: none"> - Guru melakukan pembukaan dengan salam dan berdoa untuk memulai pembelajaran - Guru memeriksa kehadiran peserta didik - Guru menyiapkan fisik dan psikis peserta 	10 menit

	<p>didik dalam mengawali kegiatan pembelajaran.</p> <ul style="list-style-type: none"> - Guru mempersiapkan peserta didik dengan melakukan ice breaking. - Guru mengingatkan kembali tentang materi minggu lalu. 	
2.	<p>Kegiatan Inti:</p> <ul style="list-style-type: none"> - Mengamati <p>Guru menunjukkan dialog sederhana tentang ungkapan meminta dan memberi pendapat menggunakan gambar dan peserta didik diminta untuk menyebutkan ungkapan-ungkapan yang ada pada gambar.</p> <ul style="list-style-type: none"> - Menanya <p>Peserta didik dibimbing oleh guru untuk memberikan pertanyaan berkaitan dengan materi yang disampaikan tentang ungkapan meminta dan memberi pendapat.</p> <ul style="list-style-type: none"> - Mengeksplorasi <p>Sebagai langkah awal dalam Whip Around</p>	60 menit

	<p>Strategy, guru meminta pendapat kepada peserta didik mengenai suatu topic dan setiap peserta didik diberikan waktu untuk mengeksplor pendapatnya mengenai topik yang diberikan untuk kemudian diungkapkan secara lisan. Topic yang diberikan tentunya berbeda dari pertemuan sebelumnya.</p> <ul style="list-style-type: none"> - Mengasosiasi <p>Peserta didik memberikan pendapatnya mengenai topic yang diberikan. Peserta didik diharapkan dapat mengemukakan pendapatnya sesuai dengan struktur teks ungkapan memberikan pendapat yang telah dijelaskan sebelumnya.</p> <ul style="list-style-type: none"> - Mengasosiasi - Memberikan feedback kepada peserta didik mengenai hasil yang telah mereka kerjakan. 	
3.	<p>Penutup:</p> <ul style="list-style-type: none"> - Guru bersama peserta didik menyimpulkan bersama tentang materi yang telah dipelajari. 	10 menit

	<ul style="list-style-type: none"> - Melakukan refleksi bersama peserta didik tentang kegiatan pembelajaran yang telah dilakukan. - Menyampaikan informasi tentang post test yang akan dilakukan pada pertemuan berikutnya. - Mengucapkan salam penutup. 	
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H. Media Pembelajaran

Papan tulis, spidol, PPT, dan kamus.

I. Penilaian

1. Teknik : Tes lisan
2. Bentuk : dialog
3. Instrument : Students in groups make short conversations about “asking and giving opinions”

J. Rubrik Penilaian

Grammar and vocabulary	Pronunciation	Interactive communication	grade	CEFR level
Shows a good degree of control of simple grammatical forms Uses a range of appropriate vocabulary when talking about everyday situations	Is mostly intelligible and has some control of phonological features at both utterance and word levels	Maintains simple exchanges Requires very little prompting and support	5	B1

<i>Performance shares features of bands 4 and 5</i>			4.5	A2+
Shows sufficient control of simple grammatical forms Uses appropriate vocabulary to talk about everyday situations	Is mostly intelligible, despite limited control of phonological features	Maintains simple exchange, despite some difficulty Requires prompting and support	4	A2
<i>Performance shares features of bands 3 and 4</i>			3.5	A1+
Shows only limited control of a few grammatical forms Uses a vocabulary of isolated words and phrases	Has a very limited control of phonological features and is often unintelligible	Has considerable difficulty maintaining simple exchange Require additional prompting and support	3	A1
Shows no control of grammatical forms Uses inappropriate vocabulary or mostly Japanese	Pronunciation is mostly unintelligible	Unable to ask or respond to most questions	2	Pre-A1
Does not attempt the task	Does not attempt the task	Does not attempt the task	1	Pre-A1

Metro, 7 Mei 2024

Guru Mata Pelajaran

Mahasiswa



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SPEAKING TEST

Pre Test:

1. Make a group of 5 people.
2. Make an “asking and giving oppinion” conversation.
3. You have 20 minutes to discuss.
4. Perform the conversation in front of the class.

Post Test:

1. Make a group of 5 people
2. Choose one of the topics below:
 - Online shopping
 - Online learning
 - Game addiction
 - Extracurricular
 - Subject in school
 - Social media
 - Hobbies
3. Make an “asking and giving oppinion” conversation according to the topic.
4. You have 20 minutes to discuss.
5. Perform the conversation in front of the class

BLUEPRINT

Basic Competence	Test	Speaking Topics
Compose short and simple oral transactional interaction texts involving the act of giving and requesting information related to opinions and thoughts, with attention to social functions, text structures, and correct and contextually appropriate language elements.	Pre Test	Students in groups make short conversations about “asking and giving opinions”
	Post Test	<p>Students in groups make short conversations about “asking and giving opinions” based on the topics below:</p> <ul style="list-style-type: none"> - Online shopping - Online learning - Game addiction - Extracurricular - Subject in school - Social media - Hobbies

Speaking Score Two Classes

No	Experiment Class		Control Class	
	Pre-Test	Post-Test	Pre-Test	Post-Test
1	75	85	60	70
2	60	75	50	65
3	55	75	50	60
4	50	60	60	75
5	75	85	60	65
6	70	80	75	70
7	70	85	75	75
8	50	70	50	50
9	60	65	65	75
10	50	75	60	75
11	65	75	80	80
12	70	80	50	50
13	65	80	50	60
14	60	75	50	50
15	65	75	60	65
16	50	70	60	65
17	80	85	80	80
18	60	70	60	65
19	80	85	50	60
20	60	75	70	75
21	55	65	75	75
22	50	65	65	75
23	80	90	60	70
24	75	85	75	85
25	60	75	65	70
26	75	80		
Total	1665	1985	1555	1705
Average	64	76,34	62,2	68,2

Documentation of Research Process

Pre Test:



Treatment:



Post Test:





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Metro, 29 Mei 2024
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Metro, 10 Juni 2024

Ketua Program Studi TBI


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BIOGRAPHY



Sevita Anggi Lestari, born in Raman Aji on September 12, 2002, the first of two children of Mr. Hanifan and Mrs. Sri Purwanti. The researcher live in the village of Raman Aji, Raman Utara, Lampung Timur with her parents and younger brother. The researcher completed kindergarten at TK LPM Raman Aji in 2008. After graduating from kindergarten, the author continued his studies at SDN 1 Raman Aji and graduated in 2014. After that, the researcher continued his schooling at the junior high school level at SMPN 1 Raman Utara and graduated in 2017. The researcher then continued his schooling to the senior high school level at SMAN 1 Kotagajah and graduated in 2020, and in the same year the author continued his undergraduate education. The researcher decided to choose English Education Study Program, Tarbiyah and Teacher Training Faculty at The State Islamic Institute of Metro (IAIN Metro).