CULTIVATING SPEAKING ACHIEVEMENT OF THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 10 PALEMBANG BY USING GIVE ONE GET ONE MOVE ON (GOGOMO) STRATEGY

A Thesis by

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FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF TRIDINANTI PALEMBANG

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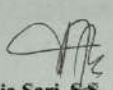
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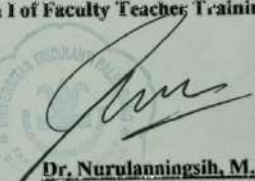
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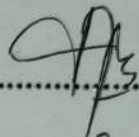
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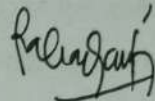
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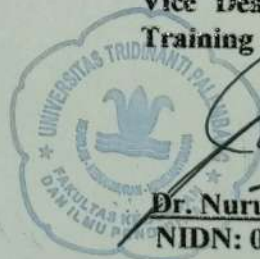   (Chair Person)

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PERNYATAAN

Saya menyatakan dengan sebenar-benarnya bahwa seluruh data, informasi, interpretasi serta pernyataan dalam pembahasan dan kesimpulan yang disajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya adalah merupakan hasil pengamatan, penelitian, pengelolaan serta pemikiran saya dengan pengarahan dari pembimbing yang ditetapkan.

Apabila ternyata didalam naskah skripsi ini dapat dibuktikan terdapat unsur-unsur jiplakan, saya bersedia skripsi ini digugurkan dan gelar akademik yang telah saya peroleh (S-1) dibatalkan, serta diproses sesuai dengan peraturan perundang-undangan yang berlaku (UU) No. 20 tahun 2003, pasal 25 ayat 2 dan pasal 70.

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ABSTRACT

Teaching speaking must provide the students with a constructive learning atmosphere by creating a meaningful practice. One of the strategies is using Give One Get One Move On (GOGOMO) strategy. GOGOMO is one of cooperative methods which allow the students to interact and practice speaking with their peers. This strategy provides the students with opportunity to share their ideas. This study aimed to: (1) find out whether or not there was any significant improvement in speaking achievement of the eleventh grade students of SMA Negeri 10 Palembang by using GOGOMO strategy, and (2) to find out whether or not there was any significant difference in speaking achievement between the eleventh grade students of SMA Negeri 10 Palembang who were taught by using GOGOMO strategy and those who were not. This study used quasi experimental design with 70 students as the sample selected by using purposive sampling. The data were collected by using speaking test. To verify the hypotheses, the obtained data were analyzed using Paired Sample T-Test and Independent Sample T-Test. The results indicated that GOGOMO strategy was significant to improve students' speaking achievement of the eleventh grade students of SMA Negeri 10 Palembang. In addition, there was a significant difference of the students' speaking achievement of the eleventh grade students of SMA Negeri 10 Palembang between those who were taught by using GOGOMO strategy and those who were not. The experimental group outperformed the control group in their speaking achievement. It might be caused GOGOMO strategy provided a space for the students to build interaction with their peers and practice their speaking.

Keywords: *Cultivating, Speaking Achievement, and GOGOMO Strategy.*

CHAPTER I

INTRODUCTION

This chapter presents: (1) background, (2) problems of the study, (3) objectives of the study, and (4) significances of the study.

1. 1 Background of the Study

English is considered as a global language since it is used among nations. The growth of the use of English as the world's primary language for the international communication has obviously been continuing for several decades (Graddol, 2006). People use it to communicate and interact with people from many parts of the world, so it is hard to ignore its status as an international language. English is widely used in many sectors in our life, such as for computer program, aviation, business, education, political and others.

Currently, Indonesia has been applying Curriculum 2013. Based on curriculum 2013, the goal of teaching English in Senior High School level in Indonesia is to develop student's potential in communicative competence for interpersonal, transactional, and functional for both oral and written texts (Kemendikbud, 2014). To develop communicate competence, students have to master four skills; speaking, listening, writing and reading. Speaking is one of the four basic competences that the students should gain well. Spoken English is an important skill for the 21st century (Scott, 2015).

Speaking is important, since it is the most used skill when someone wants to disclose the ideas and share information. Speaking skill is the most

necessary skill for all learners who wish to learn English to enhance their career, improve business, build confidence, make public speeches, attend interviews, participate in debates and group discussions and give presentations. (McLaren, Madrid, & Bueno, 2006). Having good communication is help young generation to make better careers in the future. Young generation must be conscious that it is a global level, but they still get a problem in learning spoken English.

The main problems of learners-speakers are caused by two factors namely knowledge and skills (Thornburry, 2008, p. 39). Since English in Indonesia is a foreign language, the students still get many problems in learning English. Although students acquire English since they are in Junior High School, students still have problems in producing spoken English. According to Panggabean (2015), students lacked opportunities to practice English in their daily conversation since it was not official language in Indonesia. In addition, there are more other factors that make speaking difficult for foreign learners. Spoken English has some features that make oral production process difficult. They cover clustering, redundancy, reduced forms, performance variable, colloquial language, rate delivery, stress, rhythm, intonation of English and interaction (Brown, 2007, p. 270).

Moreover, the students are still confused how to make conversation, deliver statements, and give opinions by using English whether in the classroom or out of classroom. Based on the writer's observation while teaching at SMA Negeri 10 Palembang and interview with the English teacher, the factors that made students' speaking skill still low were: (1) the

students were not confident when they spoke in English in front of the class. They felt afraid to make some mistakes in speaking English, (2) the students had lack of vocabulary stocks, and (3) the students lacked opportunities to practice their speaking skill. As the result, teachers used the traditional method to teach the students in the classroom. This condition made students not interested and hard to learn English. Moreover, it confirmed that students did not get supportive learning atmosphere in practicing their oral language production. Therefore, to overcome those problems, teachers have to use effective teaching strategy to teach students' speaking skill and make them more interested in learning English.

The teachers should select an effective strategy that help the students to build learning atmosphere to practice their speaking. One of the strategies that can be used for teaching speaking is Give One Get One Move On (GOGOMO) strategy. GOGOMO strategy is one of the discussion session strategy that make students actively and intentionally get and give the information from each other (UDL Strategy Index, 2021). Meanwhile, Guillaume (2007, p. 176) states that GOGOMO strategy invites the learners to move around the room in sharing ideas in certain topic and collecting it from their peers. GOGOMO strategy is the strategy that supports collaborative learning. The general advantages of GOGOMO strategy are to motivate students and help the students interact with other students (Amalia, 2017). In addition, according to Prezler, GOGOMO provides the students with a sharing session in peers. Likewise, GOGOMO strategy helps students to find the information quickly, work collaboratively with their peers, and activate the

students' prior knowledge. The teacher can guide the students to move around the class, find a partner, and share one of their ideas. This structure provides students with the opportunity listen to multiple perspectives.

Some researchers have proved that the application of Give One Get One Move On (GOGOMO) could improve students' certain skills in learning English. The first study is conducted by Fardan in 2016 using Give One Get One Move On (GOGOMO) Strategy to improve students' ability. The objective of this study was to find out whether or not GOGOMO strategy could improve the students' speaking ability. The result of this study showed that the students' speaking ability improved significantly. By using GOGOMO strategy, the students could improve their ability in understanding well how to speak in English. Furthermore, Amalia (2017) investigated the influence of using Give One-Get One Strategy towards students' reading comprehension at the first semester of the Eight Grade of SMP Negeri 20 Bandar Lampung in the Academic Year 2016/2017. The result of this study showed that there was a significant influence on the students' reading comprehension.

Based on the elaboration above, the writer intended to conduct a study entitled "Cultivating Speaking Achievement of the Eleventh Grade Students of SMA Negeri 10 Palembang by Using Give One Get One Move On (GOGOMO) Strategy".

1.2   Problems of the Study

1.2.1   Limitation of the Problem

This study was limited on cultivating the students speaking achievement using Give One Get One Move On (GOGOMO) strategy. There were some problems faced by most of students in speaking as follows: 1) students lacked confidence to speak English; 2) students lacked vocabulary stock; 3) teacher's teaching variety was monotonous; and 4) students lacked opportunity to practice their speaking.

1.2.2   Formulation of the Problem

Based on the limitation of the problems above, the problems of the study were formulated as follows:

1. Was there any significant improvement in speaking achievement of the eleventh grade students of SMA Negeri 10 Palembang by using Give One Get One Move On (GOGOMO) strategy?

2. Was there any significant difference in speaking achievement between the eleventh grade students of SMA Negeri 10 Palembang who were taught by using Give One Get One Move On (GOGOMO) strategy and those who were not?

1.3 Objectives of the Study

In the light of the problem formulations above, the objectives of this study were formulated as follows:

1. To find out whether or not there was any significant improvement in speaking achievement of the eleventh grade students of SMA Negeri 10 Palembang by using Give One Get One Move On (GOGOMO) strategy.

2. To find out whether or not there was any significant difference in speaking achievement between the eleventh grade students of SMA Negeri 10 Palembang who were taught by using Give One Get One Move On (GOGOMO) strategy and those who were not.

1.4 Significances of the Study

After conducting the study, the writer hopes that this study contributes beneficial feedbacks to the following groups:

1. For the students

Hopefully, the process of the study will be useful for the students. Students are expected to be more aware that English is important to their future and students will be more confident to practice their oral English skill by using certain strategies especially Give One Get One Move On (GOGOMO) strategy.

2. For the teachers of English

This study will be useful for the teachers because it offers the teachers the alternative technique to teach speaking to their students. Teacher can also be more creative and contribute a good impact towards teaching and learning process.

3. For the writer herself

    This study can give valuable experience to practice her teaching performance and conduct a scientific research.

4. For the other researchers

    Hopefully, this research provides a meaningful knowledge for the other researchers to conduct a further research dealing with the use of Give One Get One Move On (GOGOMO) strategy.

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i CULTIVATING SPEAKING ACHIEVEMENT OF THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 10 PALEMBANG BY USING GIVE ONE GET ONE MOVE ON (GOGOMO) STRATEGY A Thesis by ASMIRANDA Sener 1704410011 English Education Study Program FACULTY OF TEACHER TRAINING AND EDUCATION UNIVERSITY OF TRIDINANTI PALEMBANG 2022 ii iii iv DEDICATIONS This thesis is dedicated to: ? Allah SWT for blessing me to finish this thesis and the prophet Muhammad SAW as our role model. ? My lovely parents, Jumat and Nuraini, thank you very much for your love, pray and support. ? My beloved brother, M. Yusril and M. Asrul. ? All my beloved big family. ? My beloved and brilliant advisors, Farnia Sari, S.S, M.Pd.,and Rahma Dianti, M.Pd.,

thank you very much for your advice, guidance, help, support and motivation during the process of writing this thesis. ? All of my lecturers, thank you for your knowledge during study at Tridinanti University Palembang. ? My best friend, M. Arsyi K, Dhea Aurelliani, Yuliana, Meiliza, Desi Septiani, Meri Andani, Rindiani, Bella Ananda, and Ria Dwi, thanks for your support, love and prayer. ? My classmates, Wulan Widiya Rahayu, Berti Artika Sari, Rizka Aulia Shabrina, Rindang Aulia Yesar, Sara Wati, Suci Indah Sari. ? My beloved almamater, Tridinanti University Palembang.

v " MOTTO S" Allah does not burden a person except [with that within] its capacity. (QS. Al Baqarah: 286) Iou dwalk ayl e to tom (Peter Night) Do the best, let Allah do the rest. vi ACKNOWLEDGEMENT Allhamdulillah to Allah SWT, the writer could finish the thesis entitled "Culg pinAchmenofthe leth e tudts MA Negeri 10 Palembang by Using Give One Get One Move On (GOGOMO) S . This thesis is to fulfil one of the requirements for S1 degree at English Education Study Program, Faculty of Teacher Training and Education, Tridinanti University Palembang.

ABSTRACT Teaching speaking must provide the students with a constructive learning atmosphere by creating a meaningful practice. One of the strategies is using Give One Get One Move On (GOGOMO) strategy.

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Lain-lain 1 CHAPTER I INTRODUCTION This chapter presents: (1) background, (2) problems of the study, (3) objectives of the study, and (4) significances of the study. 1. 1 Background of the Study English is considered as a global language since it is used among natiThe of use Englias world's y guge the international communication has obviously been continuing for several decades (Graddol, 2006). People use it to communicate and interact with people from many parts of the world, so it is hard to ignore its status as an international language.

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Based on the elaboration above, the writer intended to conduct a study entied ult ting Speaking Achievement of the Eleventh Grade Students of SMA Negeri 10 Palembang by Using Give One Get One Move On (GOGOMOratey". 5 1.2 Problems of the Study 1.2.1 Limitation of the Problem This study was limited on cultivating the students speaking achievement using Give One Get One Move On (GOGOMO) strategy. There were some problems faced by most of students in speaking as follows: 1) students lacked confidence to speak English; 2) students lacked vocabulary stock; tear's achvy as o 4) ents cked opportunity to practice their speaking. 1.2.2

Formulation of the Problem Based on the limitation of the problems above, the problems of the study were formulated as follows: 1. Was there any significant improvement in speaking achievement of the eleventh grade students of SMA Negeri 10 Palembang by using Give One Get One Move On (GOGOMO) strategy? 2. Was there any

significant difference in speaking achievement between the eleventh grade students of SMA Negeri 10 Palembang who were taught by using Give One Get One Move On (GOGOMO) strategy and those who were not? 1.3

Objectives of the Study In the light of the problem formulations above, the objectives of this study were formulated as follows: 6 1. To find out whether or not there was any significant improvement in speaking achievement of the eleventh grade students of SMA Negeri 10 Palembang by using Give One Get One Move On (GOGOMO) strategy. 2. To find out whether or not there was any significant difference in speaking achievement between the eleventh grade students of SMA Negeri 10 Palembang who were taught by using Give One Get One Move On (GOGOMO) strategy and those who were not. 1.4

Significances of the Study After conducting the study, the writer hopes that this study contributes beneficial feedbacks to the following groups: 1. For the students Hopefully, the process of the study will be useful for the students. Students are expected to be more aware that English is important to their future and students will be more confident to practice their oral English skill by using certain strategies especially Give One Get One Move On (GOGOMO) strategy. 2. For the teachers of English This study will be useful for the teachers because it offers the teachers the alternative technique to teach speaking to their students.

Teacher can also be more creative and contribute a good impact towards teaching and learning process. 7 3. For the writer herself This study can give valuable experience to practice her teaching performance and conduct a scientific research. 4. For the other researchers Hopefully, this research provides a meaningful knowledge for the other researchers to conduct a further research dealing with the use of Give One Get One Move On (GOGOMO) strategy. 8 CHAPTER II LITERATURE REVIEW This chapter discusses: (1) concept of speaking achievement, (2) macro and micro skill of speaking, (3) types of speaking performance, (4) concept of Give One Get One Move On (GOGOMO) strategy, (5) teaching procedures of Give One Get One Move On (GOGOMO) strategy, (6) the concept of giving and asking opinion, (7) previous related study, and (8) hypotheses. 2.1

Concept of Speaking Achievement Speaking is one of the four language skills in the teaching and learning process of English. There are so many experts that have proposed the definitions of speaking. According to Brown (2007, p. 237), social interaction in interactive language functions is an importance key to convey with gesture, eye contact, physical distance and other non verbal messages. Nunan (2003) states that speaking is an interactive way of constructive meaning that involves producing, receiving, and processing information.

Additionally, Scott (2005) states that speaking is a cognitive skill, the idea that knowledge become increases automatically through successive practice. In other words, speaking is the verbal language used to communicate with others. Speaking achievement is an oral activity to express opinions, feelings, or thoughts to communicate with other people. Students speaking skill deal with students' chievin rforminspe According to Harmer (2007), speaking is a skill that an important part of daily life to create social 9 relations as human beings . tudent's ementis mostimta in teaching and learning process.

When the interlocutors understand what has been talked by the speaker, it means that the speaker 's entihas go od speaking skill (Thornburry, 2008, p. 7). So, the writer concludes that speaking is verbal communication that speaker have to express their ideas or even their feelings to communicate each other. 2.2 Macro and Micro Skills of Speaking According to Brown (2004) the macro skills are more complex than the micro skill. M acro ls more the r's e the language.

While, micro skills refers to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. 2.2.1 Macro Skill of Speaking Macro ls speakinimy sper's on larr elements. According to Brown (2004), speaking has some micro skills as follows: 1. Appropriately accomplish communicative functions according to situations, participants, and goals properly. 2. Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and yielding, interrupting, and other sociolinguistic features in face-to-face conversations. 10 3.

Covey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification. 4. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language. 5. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of word, appealing for help, and understand what the delivered message from speaker. 2.2.2

Micro skill of Speaking Micro skills of speaking deal with simpler units of speaking. According to Brown (2004), speaking has some micro skill as follows: 1. Produce differences among English phonemes and allophonic variants. 2. Produce chunks of language of different lengths. 3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours. 4. Produce reduced forms of words and phrases. 5. Use an adequate number of lexical unites (words) to

accomplish pragmatic purposes. 6. Produce fluent speech at different rates of delivery. 7.

Monitor someone's oral production and use various strategic devices – pauses, fillers, self-confidence, backtracking – to enhance the clarity of the message. 11 8. Use grammatical words classes (noun, verbs, etc.), systems (e.g., tense, agreement, pluralization), word order, patterns, rules and elliptical forms. 9. Produce speech in natural constituents, such as in appropriate phrases, pause groups, breath groups, and sentence constituents. 10. Express certain meaning in different grammatical forms. 11. Use cohesive device in spoken discourse. It means that words or phrases used to connect ideas between different parts of text. 2.3

Types of Speaking Performance Spoken language can be in the form of monologue or dialogue. A monologue can be planned or impromptu while dialogue is almost always unplanned and dialogue can be interpersonal or transactional. Brown (2004, p. 251) classifies the types of spoken language, there are: 1. Monologue In monologue, when a speaker uses spoken language like in speech, lecture, the listener must process long stretches of speech without interrupting the stream of the speech will go on whether or not the listener comprehend. 2.

Dialogue Dialogue involves two or more speaker to convey propositional or factual information and can be sub divided into interpersonal and transactional language. 12 In addition, Brown (2004, p. 141) also states that there are some basic types of speaking performance as in the following taxonomy: 1. Imitative Imitative is focused on certain elements of language or performance of speaking to simply imitate a word or phrase or maybe a sentence. In this performane, the speaker will simply imitate a word or phrase or even a sentence. This performance focus on producing certain and simple elements of oral language, such as: phonemes and graphemes. 2.

Intensive Intensive includes several speaking activities in practicing several aspects of phonological and grammatical. In intensive speaking performance, the speaker will practice some grammatical aspect of language. Intensive speaking can be in the form of self-initiated or in pair activity. 2. Responsive Responsive requires an answer or interaction and test comprehension of very shorts conversations, standard greetings and small talk, simple requests and comments. 3. Interactive Interactive requires the speaker to create a dialogue to another speaker where they communicate using ideas or opinions. The different between responsive and interactive speaking is in the length and include two or more speakers. 13 4.

Extensive (monologue) Extensive can be in the form of reports, summaries, short

speeches, presentations or storytelling. The speaker expresses the idea without being interrupted. The type of speaking performance of this study was interactive speaking in which the students had a conversation with their peers to give opinions about some topics given. In addition, this study applied dialogue to administer the speaking performance of the students. 2.4

Concept of Give One Get One Move On (GOGOMO) Strategy According to Judy (1997), GOGOMO strategy is used to initiate physical movement to encourage students to produce many ideas quickly. Meanwhile, Guillaume (2007, p. 176) states that GOGOMO strategy invites the learners to move around the room in sharing an idea and collecting it from others. Therefore, GOGOMO strategy is the strategy that allows students to participate actively to collect information from each other. Students can engage in structured academic discussions with their friends and can share with the whole class.

GOGOMO strategy has two general purposes: (1) to allow students to think about the important ideas from current learning, and (2) to allow students to share their ideas with peers (EL-Education, 2014, p. 20). GOGOMO strategy is a strategy which can make learning easier. However, there are some advantages and disadvantages of using GOGOMO strategy. According to Amalia (2017), the advantages of GOGOMO strategy are able to make students more motivated to interact with peers because students 14 have to work together that can build a mutually relationship among students.

Since students share information and question each other, all students in the classroom regardless of ability levels can reap positive rewards from this strategy. Marzano and Heflebower (2011, p. 26) state that the advantage of give one get one strategy is that the teacher can also incorporate physical movement to help students understand the specific topic. Whereas, according to Amalia (2017), the disadvantages of GOGOMO strategy that this strategy needs extra time to ask students discuss about the topic given.

Therefore, that the students especially, the inactive students were not motivated and comfortable to involve this activity. Moreover, Harmer (2007) mentions that when the teacher not around, students may use their mother tongue to say something that they cannot say in foreign language. So that, the teacher have to manage the time well to avoid excessive use of time and to arrange the activities to maximize the time for implementing this strategy by controlling the classroom to make sure that stratey .

uthistratey fectto easethestudents' speaking skill and be more active to express and exchange their ideas for each other student. 15 Figure 1. Teaching Procedures of Give One Get One Move On (GOGOMO) Strategy (Adopted from: EL-Education, 2014, p. 20)

BRAINSTORMING ACTIVITY Teachbrormed prior ge the current material by played a video or showed a picture to introduce the learning topic. Teacher give students a piece of paper containing Give one and Get One table. After that, teacher asked students to write down 3-5 opinions about the learning topic. Teacher invited the students to get up from their chair and move around the class for 30 seconds to find the partner randomly.

One ts give one opinion to his/her partner get one opinion from their partner. 2-3 minutes move on and students start to find another partner. Students were repeated the sharing session for 2-5 times. 16 2.5 Teaching Procedures of Give One Get One Move On (GOGOMO) Strategy EL-Education (2014, p. 20) mentions that there are some procedures when teachers want to teach their students by using GOGOMO strategy, as follows: 1. Ask students to write down 3-5 key learning or important ideas about the topic of study. 2. Invite the group to get up and mingle with each other. 3. After about 30 sallIVE ONpartner. 4.

Have form each give" of or her key learning or important ideas about the topic to the other, so each student "givan "gets one." Timange -3 minutes. 5. C out "MOVE ON" d students mingle again. 6. Repeat the sharing session for as many ideas as students have to share. 7. As students repeat their sharing session, emphasize that they are to read all the given them "ng" and ing,so same ideas are not repeated over and over again. Only information new to the students should be shared. 2.6 The Concept of Asking and Giving Opinion 2.6.1 Definition of Opinion Expression of opinion refers to the utterances use to express someone ideas.

An opinion is similar to ideas, thoughts and beliefs that are not necessarily based on factual data and have not been proven or verified. Iswandi (2018, p.03) 17 states that opinion is the result of beliefs, perspective, certain feelings, understanding and desires of someone who refers to information that is unfounded, different from knowledge and facts. It can be concluded that giving opinion is giving an expression from our thoughts on an issue, which can be a personal point of view, an agreement and disagreement opinion. Asking opinion is used when someone wants to know about anyone thought.

On the other hand, giving opinion is used when someone conveys about his or her thought to others. We can use collocations to express opinions, for example strong argument, strong criticism, strong denial, strong opinion, strong resistance and quite strongly. According to Kemendikbud (2017), sentence structure to express opinion is must have subject, verb and object. The sentence examples are portrayed in Table 1. Table 1 Sentence Structure to Express Opinion Subject Verb Object I agree with what you are saying. We believe this is not the right way to handle things. I reckon this could be right considering the reasons you have provide. I doubt that this is possible. I agree

We assume you are biased on this issued. I think you are mistaken. I with you.

(Source: Kemendikbud, 2017, p. 21) 18 ==These are some of the expressions used to express agreement== and ==disagreement with an opinion== (Kemendikbud, 2017). The examples are portrayed in Table 2. Table 2 ==The Expressions Used to Express Agreement== and ==Disagreement With an opinion== Agreeing With an Opinion Disagreeing With an Opinion ? ==I agree, I never thought of that== ? I disagree with you ? ==This is absolutely right== ? I sory, don't grwith you ? ==I agree with this opinion== ? That's not t at all ? Neither I do ? I doneve that ? I gre ? I convinced that ? ==I think so too== (Source:Kemendikbud, 2017, p. 23) 2.6.1.1

Expressions of Opinion In Formal Situation Formal expressions are used in a situation where we are in formal situations, such as in the office and in the school between teacher and student. According to Kemendikbud (2017) and Don-English (2021), examples of expressions that can be used to express ==asking and giving opinion== is portrayed in Table 3. Table 3 ==Expression of Asking and Giving Opinion== in Formal Situation Asking Opinion (Formal) Giving Opinion (Formal) ? Wyou thi ? In mon... ? What is your opinion about...? ? ==From my point of view== ? Would you give me your opini ? Accordiny opini ? Do you have any idea about.. ? Py, nk... (Source: Kemendikbud, 2017 & Don-English, 2021) 19 2.6.1.2 Expressions of Opinion In Informal Situation Informal expressions are used in a situation when talking with friends, people you already know or in casual situations.

According to Kemendikbud (2017) and Don-English (2021), examples of expressions that can be used to express ==asking and giving opinion== is portrayed in Table 4. Table 4 ==Expression of Asking and Giving Opinion== in Informal Situation Asking Opinion (Informal) Giving Opinion (Informal) ? How about...? ? Ment i ? Do nk...? ? I thi ? Give me your comment about... ? Accordine... ? Is itgood if...? ? ==From my point of view== (Source: Kemendikbud, 2017 & Don-English, 2021) 2.7

Previous Related Studies There are two previous related studies which are closely related to this studFirstla y ntied Improvinthe peaking totheTenth Year students of MA Muhammadiyah Punnia Pinrang through Give One Get One On OSgbFa rdan (2016). ==The objective of this study was to find out whether or not== Give One Get One Move On strategy can imthe speakinabily. resultof s y ed the students' abily psignifiy. y g One Get One Move On strategy, the students could improve their ability in understanding well how to speak in English. The difference of the previous study and this study is the method of the research.

The previous study used pre-experimental design and the writsy quasi -experimental

design. The similarity of 20 the previous study and this study is the use of Give One Get One Move On (GOGOMO) strategy to teach students. The second study entied Influof sing One -Get One Strategy Towaudeneadinomprehon at t Fiemesterf the Eight Grade of SMP Negeri 20 Bandar Lampung in the Academic Year 2016/2017" y a The ve f s y to d whether there was a significant influence of using Give One-Get One Strategy Towards tudents' eing ompreh thFirst emesteof Grade of SMP Negeri 20 Bandar Lampung in the Academic Year 2016/2017.

The result of this study showed that there was a significant influence toward the s tudents' g ehensionaftthegot ent g e -Get One strategy. The difference of the previous study and this study is the variable, where the previous study used reading comprehension while in this study the writer used speaking achievement. The similarity of the previous study and this study is the use of Give One Get One Move On (GOGOMO) strategy to teach students. 2.8 Hypotheses A hypothesis is a concept or idea that is tested through research and experiments.

In other words, it is a tentative prediction about the outcome of a study that can be tested by the research (Fraenkel & Wallen, 2012). It was developed before the data is collected based on the existing body of knowledge in a particular area of study. There were two kinds of hypotheses in this study: 21 they were null hypothesis, it was indicated by H0 and alternative hypothesis, it was indicated by H ? . In the light of the research objectives, the hypotheses of the study were formulated as follows: H01: There was no any significant improvement in speaking achievement of the eleventh grade students of SMA Negeri 10 Palembang by using Give One Get One Move On (GOGOMO) strategy. H ? 1: There was any significant improvement in speaking achievement between the eleventh grade students of SMA Negeri 10 Palembang by using Give One Get One Move On (GOGOMO) strategy.

H02: There was no any significant difference in speaking achievement between the eleventh grade students of SMA Negeri 10 Palembang who were taught by using Give One Get One Move On (GOGOMO) strategy and those who were not. H ? 2: There was any significant difference in speaking achievement between the eleventh grade students of SMA Negeri 10 Palembang who were taught by using Give One Get One Move On (GOGOMO) strategy and those who were not. 22 CHAPTER III RESEARCH METHOD In this chapter, the writer discusses: (1) research method, (2) research variables, (3) operational definition, (4) population and sample, (5) teaching procedures, (6) technique for collecting the data, (7) validity and reliability of the test, and (8) technique of analyzing the data. 3.1 Method of the Study In this study, the writer used quantitative method and adopted quasi- experimental design. Then, the writer gave the pre-test, treatment and post- test.

According to Creswell (2012, p. 309), a quasi-experimental design has experimental and control groups with pretest and post-test, but non-random assignment of subjects. In quasi-experimental design, the writer gave different treatment to the experimental group and control group and then assessed the students' ent skilbgivipre -test and post-test. Pre- test was administered before the treatment was applied and post-test was administered after the treatment was applied. The design is portrayed in Figure 2. Figure 2.

Types of Non-Equivalent Group Design (Source: Fraenkel and Wallen, 2006) Experimental O1 X O2 Control O3 O4 23 Where: ----: Dash line indicated that the experimental and control group have not been equated by randomization O1: The pre-test of the experimental group O2: The post-test of the experimental group O3: The pre-test of the control group O4: The post-test of the control group X: Treatment for the experimental group (using Give One Get One Move On strategy) Based on the previous elaboration, there were two groups in this study, experimental group and control group. The writer applied Give One Get One Move On (GOGOMO) strategy to teach speaking in experimental group and used direct instruction to the control group. 3.2

Research Variables Variable is characteristic or attribute of an individual or an organization that the researchers can measure or observe and vary among individuals or organizations (Creswell, 2012, p. 112). The variables are classified into independent variable and dependent variable. Independent variable is an attribute that influence an outcome or dependent variable (Creswell, 2012, p. 116). Meanwhile, dependent variable is an attribute that is dependent or influenced by the independent variable (Creswell, 2012, p. 115).

In this study, the independent variable was Give One Get One Move On (GOGOMO) strategy and the dependent variable was speaking achievement. 24 3.3 Operational Definition The title of this study was "Civating peing chievement Eleventh Grade Students of SMA Negeri 10 Palembang by Using Give One Get One Move On (GOGOMO) tratey". To avoid misunderstanding, there were some terms that were necessary to be defined operationally.

a) Give One Get One Move On (GOGOMO) Strategy GOGOMO strategy referred to the teaching and learning strategy applied to ivate orlangeproductiThis gallth students to mingle to find a partner and they start to give one of their idea and get one idea from another and share their ideas with the whole class. After that, teacher asked students to move on to find another partner. b) Schievement Sspeaking chrefed the abily producing oral language to express opinion that was measured by oral test and scored by using

analytical speaking rubric adopted from Brown (2004) measuring grammar, vocabulary, comprehension, fluency, and pronunciation.

3.4 Population and Sample 3.4.1 Population Fraenkel and Wallen (2006, p. 93) state that population is the group of interest and group whom the writer would like to generalize the result of the study. Population refers to the set or group of all the units on which the findings of the research are to be applied. In this study, the population was all the eleventh-grade students of SMA Negeri 10 Palembang in the academic 25 year 2021/2022. There were 7 classes for the eleventh grade. The total population in this study was 276 students. The distribution of population is presented in Table 5. Table 5 Population of the Study No Class Number of students 1. XI MIA 1 36 2. XI MIA 2 34 3.

XI MIA 3 35 4. XI MIA 4 35 5. XI MIA 5 34 6. XI MIA 6 34 7. XI MIA 7 33 8. XI MIA 8 35 TOTAL 276 (Source: SMA Negeri 10 Palembang in academic year 2021/2022) 3.4.2 Sample Sample is a subset of population that is involved in research to obtain the data. Ary, Jacobs, and Sorensen (2010, p. 149) state that sampling is a technique that provides an opportunity for each member of the population to be selected as a sample. In this study, the writer used purposive sampling to select the sample. Purposive sampling is also known as judgment sampling. It means that sample elements judged to be typical, or representative, are chosen from the population (Ary, Jacobs & Sorensen, 2010, p. 156).

In addition, sample in purposive sampling is selected based on prior information and teacher believe (Fr& all2p. Thewriaskedfor e c considerations in selecting the sample. The classes involved to be the sample were XI MIA 1 and XI MIA 2. Based on the teacher judgement, those classes were chosen because the students had low achievement in speaking skill. The 26 class of XI MIA 1 became the experimental group and the class of XI MIA 2 became the control group. There were 70 students taken as the sample of this study, consisting of 36 students from XI MIA 1 and 34 students from XI MIA 2. The sample of this study is presented in Table 6.

Table 6 Sample of the Study No Class Number of Students Group 1 XI MIA 1 36 Experimental group 2 XI MIA 2 34 Control group Total 70 (Source: SMA Negeri 10 Palembang in academic year 2021/2022) 3.5 Teaching Procedures 3.5.1 Teaching Procedures for Experimental Group The writer applied GOGOMO strategy to the experimental group for eight meetings. Due to Covid-19 pandemic, all the schools held online teaching and learning process. One meeting lasted for 60 minutes. Therefore, the writer used Zoom Cloud Meeting as the media to teach the samples and Breakout Room Features have been applied to divide students.

The teaching procedures for experimental group were as follows: A) Pre-activity 1) The teacher brainstormed students' knowlwith the current material by playing a video. 2) The teacher asked students to observe the dialogue and identified the ==expression of asking and giving opinion== from the video. 27 3) After watching the video, teacher asked some questions related to dialogue in a video, such as: a. What is the dialogue 1 talking about? b. What ==are the expressions used to== ask an opinion delivered by speaker A? c.

What ==are the expressions used to give== an opinion delivered by speaker B? 4) The teacher provided feedback on how to ask and give opinion in a video. 5) The teacher explained the procedures of GOGOMO strategy consisting of ==Give One, Get One,== and Move On (Mingle on) steps. B) Whilst activity 1) The teacher introduced the learning topic to the students. 2) The teacher asked students to search information dealing with the topic discussed. 3) The teacher asked students to write down 2 opinions about the learning topic.

4) The teacher invited the students to get up from their chair and move around the class for 30 seconds to find the partner randomly. 5) Students started exchanging the opinions orally. One student will" give one " on his/partner she/hwill" get one " on their partner (for 3 minutes). 6) The teacher called out move on " students started to find another partner. 28 7) Students repeated the sharing session for 2-5 times. 8) The teacher evaluated th . C) Post activity 1) Students concluded the learning material. 2) The teacher and students reflected what they get from the material. 3) The teacher informed the next topic. 3.5.2

Teaching Procedures for Control Group For ==the control group the== writer used direct instruction to teach the students. The teaching procedures are: A) Pre-activity 1) The teacher brainstormed the prio ge the current material by playing a video. 2) The teacher asked the students to observe the dialogue and identified the ==expression of asking and giving opinion== from the video. 3) After watching the video, teacher asked some questions related to dialogue in a video, such as: a. What is the dialogue 1 talking about? b. What ==are the expressions used to== ask an opinion delivered by speaker A? c.

What ==are the expressions used to give== an opinion delivered by speaker B? 4) The teacher provided feedback on how to ask and give opinion in a video. 29 B) Whilst activity 1) Students were given a short explanation about giving and asking opinion. 2) The teacher introduced the learning topic to the students. 3) The teacher divided the students in to pairs and asked them to make a conversation about opinion based on the topic given. 4) Students performed a dialogue ==to share their opinion== about the topic ==in front of the class.== 5) The teacher evaluated stdents' work. C) Post activity 1) Students concluded the learning material.

2) The teacher and students reflected what they get from the material. 3) The teacher informed the next topic. The topics for each meeting are presented in Table 7. Table 7 The Teaching Schedules Meeting Materials Activities Experimental Group Control Group 1 Pre -test Pre -test Pre -test 2 Introducing the expression of giving and asking opinion GOGOMO Strategy Direct Instruction 3 Introducing how to agreeing and disagreeing with the opinion GOGOMO Strategy Direct Instruction 4 Bullying is so prevalent in most school. GOGOMO Strategy Direct Instruction 5 English subject GOGOMO Strategy Direct Instruction 6 Online gaming should be banned.

GOGOMO Strategy Direct Instruction 30 7 Women should not work. GOGOMO Strategy Direct Instruction 8 Is plastic reduction as shopping bag important? GOGOMO Strategy Direct Instruction 9 Is Motr's Da The writer used hybrid learning or blended learning while teaching at SMA Negeri 10 Palembang due to pandemic Covid-19. Hybrid learning describes an educational model in which students teach with online learning and also face-to-face in the classroom (Educause, 2021). 3.6 Technique for Collecting Data 3.6.1

Test The oral test (speaking test) was administered to collect the data of students' skilUno Koni (2013) state that test is a set of tasks that must be done to measure the level of understanding and ability to coverage of material. The test was administered twice for both of groups, pretest and posttest. Pre-test was given before the treatment and post-test was given after the treatment. During the test, teacher recorded the students while they were performing the dialogue within 5 minutes about giving and asking opinion based on the issue chosen.

The student speaking performance was scored or rated by using analytical speaking rubric adopted from Brown (2004). The raters were the English Lecturer of Tridinanti University Palembang and the English Teacher of SMA Negeri 10 Palembang. The rubric is presented in Table 8. 31 Table 8 Speaking Scoring Rubric Aspect Sen Grammar Errors in grammar are frequent, but speaker can be understood by native speaker used to dealing with foreigners attempting to speak his language. Very Poor 1 Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar. Poor 2 Control of grammar is good.

Able to speak the language with sufficient structural to participate effectively in most formal and informal conversation on practical, social and professional topic. Average 3 Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare. Good 4 Equivalent to that of an educated native speaker. Very Good 5 Vocabulary Speaking vocabulary inadequate to express anything but the most elementary needs. Very Poor 1 Has speaking vocabulary sufficient to

express him simply with some circumlocutions.

Poor 2 Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversation on practical, social, and professional topics. Average 3 Understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary. Good 4 Speech on all levels is fully accepted by educated native speaker in all its features including breadth of vocabulary and idioms, colloquialism, and pertinent cultural references.

Very Good 5 32 Aspect Sen Categories Score Comprehension Within the scope of his very limited language experience, can understand simple question and statements if delivered with slowed speech, repetition or paraphrase. Very Poor 1 Can get the gist of most conversation of non-technical subjects. Poor 2 Comprehension is quite complete at a normal rate of speech. Average 3 Can understand any conversation within the range of his experience. Good 4 Equivalent to that of an educated native speaker. Very Good 5 Fluency No specific fluency description. Refer to other four language areas for implied level of fluency.

Very Poor 1 Can handle with confident but not with facility most social situation, including introductions and casual conversation about current events, as well as work, and autobiographical information. Poor 2 Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words. Average 3 Able to use to language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency. Good 4 Has complete fluency in the language such as that his speech is fully accepted by educated native speaker.

Very Good 5 Pronunciation Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language. Very Poor 1 Accent in intelligible through often quite faulty. Poor 2 Errors never interfere with understanding and a rarely the native speaker. Accent may obviously foreign. Average 3 Errors in pronunciation are quite rare. Good 4 Equivalent to and fully accepted by educated native speakers. Very Good 5 (Source: Brown, 2004, p. 172-173) 33 3.7 Validity and Reliability 3.7.1 Validity of the Test In this study, the writer used content validity to establish the validity of the test.

Content validity is an adequate sample of the domain of content it is supposed to represent (Fraenkel and Wallen, 2006, p. 153). Content validity is used to determine that the content of the instrument being tested is in ce thestudents' and matThe riter matched test cators the sabus. test cation is presented in Table 9. Table 9 Test of

Specification of Speaking Achievement Basic Competence Material Grade/ Sem Indicator Test Type 4.2

arrange transactional interaction text, oral and written, short and simple, involving an expression of giving and asking for information related to opinions and thoughts, with regard to social functions, text structures, and the language features in accordance with context of its use. Transactional interaction text (Dialogue) a. social functions, b. text structures, and c. language features. The topics are: 1. Is Coronavirus real? 2. Smoking should be banned in public places. XI/1 Students are able to: 1) Use the expressions of asking opinion appropriately. 2) Use the expressions of giving opinion appropriately. 3) Perform a dialogue to express their opinion appropriately.

4) Deliver their oral opinion in front of the class fluently. Spoken test in 5 minutes . (Source: Curriculum 2013) 34 The writer used Expert Judgments to score the validity of the test. The writer asked two validators to judge whether it was applicable or not. The test has been validated by two validators before giving the test to the sample. The validators were the English Lecturer of Tridinanti University Palembang and the English Teacher of SMA Negeri 10 Palembang. From the results of validity of the speaking instrument test shows that the test was moderate in the approp.

onthe i, the instrument is poor valid if V < 0.4, the instrument is mediocre if V = 0.4 − 0.8 and the instrument is strong valid if V > 0.8 (see Appendix L). The instrument result shows that V-value was 4.8. Thus, the instrument was strong valid since the V-value was higher than 0.8. 3.7.2 Reliability of the Test In this study, the writer used inter-rater reliability since there were two raters ved rng students' g ce. wn 04, p. 21) says that inter-rater reliability occurs when two or more scores yield inconsistent scores of the same even preconceived biases.

The reliability of students' scors analed by using Pearson Product Moment by running SPSS (Statistical Package for the Social Science) program of 20 versions . otstudents' eakinpce are considered reliable if the value of r-obtained is higher than 0.70. Table 10 presents the criteria of reliability level. 35 Table 10 Reliability Criteria Value Interpretation >0.90 Very Highly Reliable 0.80-0.90 Highly Reliable 0.70-0.79 Reliable 0.60-0.69 Marginally/Minimally Reliable <0.60 Unacceptably Low Reliable (Source: Cohen, Manion, & Keith, 2007) After computing the data, the writer found that the value of r- obtained for the experimental group pre-test was 0.96 and for the post-test was 0.96.

Since the values of r-obtained for the experimental group speaking tests were higher than 0.70, they were considered reliable. Next, for the control group, the value of

r-obtained for the pre-test was 0.94 and for the post test was 0.85. Because the values of r-obtained for control group speaking tests were higher than 0.70, they were also considered reliable. The results of reliability test are presented in Table 11. Table 11 Reliability of the Test Groups Pearson Correlation Sig. (2-tailed) N Experimental Group Pre-test 0.96 .000 36 Post-test 0.96 .000 36 Control Group Pre-test 0.94 .000 34 Post-test 0.85 .000 34 36 3.8

Techniques of Analyzing the Data The obtained data was initially analyzed descriptively to find the descriptivstatiscal reg the speaking After the writer administered inferential analyses to verify the hypotheses. To initiate the inferential analyses, the writer firstly tested the data normality and homogeneity. If the data is distributed normally and homogenous, the writer would continue analyzing the data using Paired-sample t-test and Independent-sample t-test. Normality test was used to determine whether the obtained data of the students' skil were distributed normally or not. The normality test was done using Kolmogorov-Smirnov.

If a probability coefficient of Kolmogorov- Srnov is = means the data is normaly dist Homogeneity was used to determine whether the data was homogenous or not. The writer used Levene 's est to measure the data homogeneity. McCormick and Jesus (2015, p. 242) states that homogeneity used to determine if the variation is similar or different between the two groups. Homogeneity test is used to find out that samples are taken from populations that have significance for each other. The data can be categorized homogenous when Levtest F-test) coefficient is higher than 0.05. 3.8.1 Descriptive Analysis After ring studenspeaking erfoe, writcgoriz the level f aking ement g e ntage analysis.

The score distribution is presented based on the following scale (see Table 12). 37 Table 12 The Speaking Scoring Scale Category of Score Category of Grade 86-100 Very Good 71-85 Good 56-70 Enough 41-55 Low 0-40 Failed (Source: SMA Negeri 10 Palembang in academic year 2021/2022) 3.8.2 Paired Sample T-Test McCormick and Jesus (2015, p. 352) mentions that paired sample t-test is a test whether means differ from each other under two conditions.

Paired sample t-test was used to compare two sets of scores from experimental group and to find out whether there was any significant progress in experimental group after the treatment was given. The writer used SPSS program to run Paired Sample T-Test. If the ? -output is lower than significance level (a = 0.05) so that alternative hypothesis (Ha) is accepted while null hypothesis (H0) is rejected. It means that there is a significant improvement of the experimental group speaking skill. 3.8.3 Independent Sample T-Test In this study, the independent sample t-test technique was used for comparing the

difference achievement of speaking skill between the experimental and control group.

The writer compared the post-test result of speaking test between experimental and control group. If the ? -output is lower than significance level (a = 0.05) so that alternative hypothesis (Ha) is accepted while null hypothesis (H0) is rejected. It indicates that there is a significant difference between the mean score of the experimental group and the mean score of the control group. 38 CHAPTER IV FINDINGS AND INTERPRETATION This chapter discusses findings and interpretation of the study. 4.1 Findings of the Study In this section, the writer summarized the general information about descriptive analysis and inferential analysis. 4.1.1

Descriptive Analysis This analysis summarized general information about the results of pre-test and post-test scores obtained by the students in experimental group and control group and the frequency analysis. 4.1.1.1 The Result of the Pre-Test and the Post-Test for Experimental Group and Control Group Based on the pre-test result of experimental group (see Appendix B), the highest score was 60, the lowest score was 44, and the mean score was 52.78 with standard deviation 4.065. Then, the result of the post-test experimental group, it was found that the highest score was 98, the lowest score was 72, and the mean score was 80.44 with standard deviation 5.261.

In the pre-test of control group, the highest score was 56, the lowest score was 46, and the mean score was 50.82 with standard deviation 3.119. Last, in the post-test of control group, the highest score was 68, the lowest score was 60, and the mean score was 64.82 with standard deviation 2.263. The summary of 39 stud ents' -test and post-test result for experimental group and control group is presented in Table 13. Table 13 Descriptive Analysis for Experimental Group and Control Group Minimum Maximum Mean Std.

Deviation N Experimental Pre- Test 44 60 52.78 4.065 36 Post Test 72 98 80.44 5.261 Control Pre- Test 46 56 50.82 3.119 34 Post Test 60 68 64.82 2.263 4.1.1.2 Frequency Analysis Based on the result of frequency analysis of experimental group pre-test, it was found that 27 students (69.4%) were in low level and 9 students (30.6%) were in enough level. Next, based on the post-test result, it was found that 32 students (86.1%) were in good level and 4 students (13.9%) were in very good level. The summy f studespeakinaent exg roup is presented in Table 14.

Table 14 The Score Distribution for Experimental Group Score Category Pre-Test Post-Test Frequency Percentage Frequency Percentage 86-100 Very Good - - 4 13.9% 71-85 Good - - 32 86.1% 56-70 Enough 9 30.6% - - 41-55 Low 27 69.4% - - 0-40 Failed - - - - Total 36 100% 36 100% 40 Meanwhile, the of speaking vement control before treatment phase, were as follows, 32 students (94.4%) was categorizes low and 2

students (5.6%) was categorized enough. After that, in the post-test results, it was found that 34 students (100%) were in enough level.

The summary of the students' speakinegroup Table 15 The Score Distribution for Control Group Score Category Pre-Test Post-Test Frequency Percentage Frequency Percentage 86-100 Very Good - - - - 71-85 Good - - - - 56-70 Enough 2 5.6% 34 100% 41-55 Low 32 94.4% - - 0-40 Failed - - - - Total 34 100% 34 100% 4.2 Inferential Analysis This section discusses the results of normality test, homogeneity test, paired sample t-test and independent sample t-test. 4.2.1 Normality Test Before administering inferential analyses, the writer examined the normality of the data for both experimental and control groups using Kolmogorov-Smirnov to see whether or not the data were distributed normally.

41 Based on the normality test of experimental group data (see Appendix C), it could be seen that the significance coefficient (Sig.2-tailed) of Kolmogorov- Smirnov test for the pre-test was 0.200 and for the post-test was 0.064. Since the significance coefficients for both pre-test and post-test of experimental group were higher than 0.05, it could be concluded that the data of the two test results were normally distributed. While, based on the normality test of control group data (see Appendix C), it could be seen that the significance coefficient (Sig.2-tailed) the pre-test was 0.078 and post-test was 0.080.

Since the significance coefficients for both pre-test and post-test of control group were higher than 0.05, it could be concluded that the data of the two test results were normally distributed. The summary of normality test is presented in Table 16. Table 16 The Result of Normality Test Experimental Control Pre-test Post-test Pre-test Post-test Kolmogorov-Smirnov 0.119 0.162 0.169 0.198 Asymp. Sig.(2-tailed) 0.200 0.078 0.064 0.080 4.2.2 Homogeneity Test Before administering independent sample t-test, the writer examined the homogeneity of the data for both experimental and control group using Levene T- Test Statistics to see whether or not the data were homogenous.

Based on the result of homogeneity test (see Appendix D), it was found that the significance coefficient (Sig.2-tailed) of Levene Statistics test was 0.413. Since the 42 significance coefficient higher than 0.05, it could be concluded that the data of students' post -test of speaking achievement was homogenous. The summary of homogeneity test is presented in Table 17. Table 17 Test of Homogeneity of Variance Variable Levene Statistic df1 df2 Sig. (2- tailed) Post-test (Experimental & Control Group) 1.568 1 68 0.413 4.2.3 Paired Sample T-Test Paired sample t-test was to compare the mean score of sample groups before and after the treatment.

The writer administered paired sample t-test to see whether or not there was a

significant improvement of experimental and control groups. Based on the result of paired sample t-test (see Appendix E), it was found that the value of t-obtained was 74.882 and it was higher than the value of t-table (2.032). Then, the significance value (sig.2-tailed) was 0.00, it was lower than alpha val ue It that was significimstudents' speaking skill after they were taught by using Give One Get One Move On (GOGOMO) strategy. The summary of paired sample t-test is presented in Table 18.

Table 18 Paired Sample T-Test Group Mean Difference t- obtained Df Sig. (2- tailed) Experimental Pre-test and Post-test 27.667 74.882 35 0.000 43 4.2.4 Independent Sample T-Test The result of independent sample t-test showed that the value of t-obtained was 15.968, and the value of t-obtained (15.968) was higher than t-table (1.995). Next, the significance coefficient was (0.000) and it lower than alpha value (0.05). It indicated that the null hypothesis (H02) was rejected and the alternative hypothesis (H a2) was accepted.

It indicated that there was a significant difference speaking on achievement between the students who were taught by using Give One Get One Move On (GOGOMO) strategy and those who were not. The result of independent sample t-test is presented in Table 19. Table 19 The Independent Sample T-Test Groups F Sig. t-obtained df Sig. (2- tailed) Post-test (experimental group and control group) 12.568 0.54 15.968 68 0.000 4.3 Interpretations of the Study Based on the results of the study, there were some interpretations could be drawn. y, students' of skilafter tauusing One Get One Move On (GOGOMO) strategy were improved.

There was a significant difference between their speaking achievement, especially in asking and giving opinion before and after they got treatment using GOGOMO. Before the ent ase, speakinachin g n opinion were categorized as low. The students were confused how to speak, they could not express their ideas, and they felt afraid of making errors. After they got the treatment, their speaking achievement in asking and giving opinion was 44 mostly classified as good. It might be caused GOGOMO strategy allowed the students to participate actively in the classroom. The students mingled around the class to find the partners and shared their ideas.

This condition provided a space for the students to build interaction with their peers and practice their verbal communication. It is in line with Ahmad (2021) who claimed that every social interaction gives students a new opportunity to practice language. In addition, Burns and Siegel (2018) stated that competent speakers have to manage interactive with interlocutors, for example, when to take turns, how to build on previous utterance, and how to ask for clarification. Speaking is an effort to use language freely, being able to speak which puts more emphasis on interaction, communication and

understanding each other. Speaking achievement could improve when the students always practice to speak directly.

When GOGOMO strategy was applied, it provided students with a chance to practice more their speaking skill. Fardan (2016) and Amalia (2017) who investigated the application of GOGOMO strategy also found that this strategy was significant to improve students' speakinell Secondly, it was also revealed that there was a significant difference between experimental and control group dealing with their speaking achievement after the treatment phase. The students of experimental group were categorized as good and very good level in their speaking skill.

Meanwhile, the students of control group were classified as enough level in their speaking skill. GOGOMO strategy was more effective to help students in speaking then direct instruction since it supported the students of experimental group with an effective learning condition by practicing their verbal communication directly. Effective learning 45 environment in classro om students' ogr(Good By, Also, Berk (2005) added that effective teacher can create environment of cooperative learning where students interdependent on each other for learning.

Teachcreve rcstiate oblem -solving, develop critical thinking and increase confidence levels. Therefore, students in experimental group performed better than control group. 46 CHAPTER V CONCLUSION AND SUGGESTIONS This chapter discusses conclusions and suggestions. 5.1 Conclusions Based on the findings and interpretation of this study, there were two points that could be concluded. First, it was significant using Give One Get One Move On (GOG tratey ime nts' g l ing giving opinion of the eleventh grade students of SMA Negeri 10 Palembang.

It meant that the first alternative hypotheses (H) was accepted and first null hypotheses (H01) was rejected. It be from students' g progress after the post-test was given. Second, there was a significant difference between students who were taught by using Give One Get One Move On (GOGOMO) strategy and students who were not. It meant that the second alternative hypotheses (H a2) was accepted and the second null hypotheses (H02) was rejected. Experimental group performed better than control group. GOGOMO can be one of specific speaking strategies for asking and giving opinion.

5.2 Suggestions The writer would like to give some suggestions to the teachers of English, the students and other researchers. 47 (1) Students The students need to enrich their experience in speaking. They also need to increase their practice in learning speaking well. In so doing, the students can be more confident and they not find

difficulties in speaking achievement. (2) The teachers The writer would like to suggest the teacher to be more creative at choosing the appropriate technique to teach the students.

By using GOGOMO strategy as their teaching technique, teachers should be more aware in (1) manage the time and atmosphere in the classroom, (2) encourage the students to be more actiin class, (3) aware the speaking ms. Hopefully GOGOMO strategy can be as one of the consideration in making a decisichersstrateeachinglicialleakin (3) The other researchers The writer would like to suggest other researchers to conduct future studies using GOGOMO strategy. Due to pandemic Covid-19, the writer used hybrid learning while teaching the students. After conducting the study, there were some advantages and disadvantages when teaching speaking online. The advantages were time flexible and cost-effective.

Then, the disadvantages were signal interference while teaching, difficult to gather students to join the room, and difficultofmooring vitbecthwused Breakout Room Features while teaching speaking. The writer also hopes that the other researchers conduct a better research about speaking achievement and develop the research with other skills, such as listening, writing and reading. 48 REFERENCES Ahmad, I. (2021). How can I improve my students speaking skills. Retrieved from https://www.researchgate.net/post/How-can-I-improve-my-students- speaking-skills Amalia, R. (2017).

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