

CHAPTER I

INTRODUCTION

This chapter describes: (a) background, (b) problem of the study, (c) objective of the study, (d) significances of the study, (e) hypotheses, and (f) criteria of testing the hypothesis.

A. Background

English is an international language used for communication by people in the world. Many aspects in our life use English as an instructional language. English becomes a special interest because it is important in any scope of our life. English in each country has different status and function. In Indonesia, English becomes an important foreign language that should be taught and learnt. Now English is taught not only at Senior High School and University but also at Elementary School. The objective of teaching English as a foreign language to Indonesian students is that students are able to communicate in English, both orally and written (Cahyono and Widiati,2006,p.271).

English has four major skills, they are listening, speaking, reading and writing. Speaking is one of four major skills that plays an important role in learning English (Anggraeni,2007,p.5). By speaking, students can show their opinion or ideas. They bring information, emotion, experience and culture in speaking. They must think not only about what they want to deliver but also about

grammar, vocabulary and pronunciation as language elements in order to avoid misunderstanding with the listeners.

Speaking is the most difficult part of English, it is in line with what Anggraeni (2007,p.25) states that among the four skills, speaking skill is a difficult one to assess because speaking is a complex skill to acquire. All major skills of English and language elements in English play important roles and support each other in speaking. Students should practice speaking English more to make their speaking ability better. According to Chaney (1998,p.13) as cited in Harnih (2007,p.6), in practicing English speaking, students should combine all of the components well in a variety of contexts. Students find many problems in practicing English speaking not only Indonesian students but also International students. According to Sawir (2005,p.567), prior research indicates that many international students from Asia, studying in Australia, face serious learning difficulties and lack confidence in speaking and taking a proactive role in classrooms. Each student in each country has different difficulties in speaking. Sawir (2005,p.572-574) found that factors which influence International students' speaking ability : (1) at school, there was a common focus on English grammar rather than on communicative competence, (2) there was no balance of English activity in the classroom activity, students seldom had a speaking activity in the classroom and (3) the weakness of conversational English was reinforced by the lack of good English speakers at school. According to Jamshidnejad (2011,p.3), three main sources of difficulties in speaking are communicators (speakers/hearers), the process of creating meaning and responding to a message,

and context and situation. Moreover, in Indonesia, students seldom practice speaking English. There are some factors that make students lazy to speak English. Susanti Harnih (2007,p.2) said that many factors can cause the problem of the students' speaking skills namely the students' interest, the material, and the media among others including the technique in teaching English. Tutyandari (2005) as cited in Widiati and Cahyono (2006,p.276) mentioned that students keep silent because they lack self confidence, lack prior knowledge about topics, and because of poor teacher-learner relationship. Furthermore, Many of the students feel anxious in a speaking class (Padmadewi,1998) as cited in Widiati and Cahyono (2006,p.276).

After doing an informal interview some teachers of English and some of the eleventh grade students at SMA Karya Ibu Palembang, the writer found some facts : (1)most of the students' ability in speaking is very poor, (2)most of students do not know how to express and share their ideas in speaking English activities and (3)the strategy used by English teachers is rather monotonous for students, the teacher just asks the students to practice the conversation by reading the text. There are problems usually faced at SMA Karya Ibu Palembang.

Some strategies can be applied in teaching speaking to solve the problems including Four Corners strategy. Many research findings say that Four Corners strategy is effective to use in teaching speaking (Bradly and Green,2011,p.2). Four Corners is cooperative teaching and learning strategies that inspires students to take a part in group activities. Buckner (2013,p.1) states that Four Corners is a teaching strategy that works well to engage all students in conversations about

controversial topics. The students will be interested in this strategy because it has easy procedures to be followed by students. It is in line with what Buckner (2013,P.1) who states that Four Corners teaching strategy can be adapted easily to any grade level. In this strategy, students must choose their corner. It is based on their opinion about a topic. They can share and discuss their ideas with partners. Students will have the chance to engage in meaningful dialogue with others who have same or different viewpoints. They will be confident and enjoy their teaching-learning process. Moreover, the benefit of using Four Corners strategy are building on prior knowledge, building oral skill, and the movement re-energises tired student (Walqui,2007,p.1). Beside that, Four Corners strategy can be used to assess prior knowledge, promote sharing of information or serve as a review and summarizing activity for a unit of study (Kilcher and Arrends,2010,p.314-315). So, it will be the suitable strategy to increase students' confidence in speaking.

From the explanation above, therefore the writer is interested in conducting a research entitled **“Teaching Speaking by Using Four Corners Strategy to the Eleventh Grade Students At SMA Karya Ibu Palembang”**

B. The Problem of Study

The problems of the study in this research is formulated in the following question: Is there any significant difference in students' speaking achievement between those who are taught by using Four Corners strategy and those who are taught by using strategy used by teacher at the eleventh grade students of SMA Karya Ibu Palembang ?

C. The Objective of Study

The objective of the study is to find out whether or not there is significant difference in students' speaking achievement between those who are taught by using Four Corners strategy and those who are taught by using strategy used by teacher at the eleventh grade students of SMA Karya Ibu Palembang.

D. The Significance of Study

The writer expects that this study will give benefits:

(1) To the English teachers at SMA Karya Ibu Palembang

The result of the study can give motivation to the teachers of English to find out some strategies to teach their students in learning English in order the result of teaching learning process better.

(2) To the writer herself

The result of this study is expected to increase the writer's knowledge on how to give correct instructions to measure students' achievement in their speaking performance. By doing this study, the writer will have a set experience in teaching speaking by using Four Corners strategy.

(3) To the students of SMA Karya Ibu Palembang

The result of the study will give some beneficial input for the students, so they can be confident delivering their ideas, share and discuss in speaking performance.

(4) To other researchers

The result of this study also can be sources of the materials in conducting similar and future studies.

E. Hypotheses

According to Fraenkel and Wallen (2012,p.83) a hypothesis is, simply put, a prediction of the possible outcomes of a study. Hypotheses are statements in quantitative research in which the investigator makes a prediction or a conjecture about the outcome of a relationship among attributes or characteristics (Creswell, 2012,p.111). There will be two hypotheses to be proposed for this study:

Ho : There is no significant difference on students' speaking achievement who are taught by using Four Corners strategy and who are taught by using strategy used by teacher at the eleventh grade students of SMA Karya Ibu Palembang

Ha : There is significant difference on students' speaking achievement who are taught using Four Corners strategy and who are taught using strategy used by teacher at the eleventh grade students of SMA Karya Ibu Palembang

F. The Criteria for Testing the Hypothesis

In this study, the hypotheses are as follows:

- a. If p-output was lower than 0,05 and t-value was higher than t-table (2.021) so Ha is accepted and Ho is rejected.
- b. If p-output was higher than 0,05 and t-value was lower than t-table (2.021) so Ha is rejected and Ho is accepted.

CHAPTER II

LITERATURE REVIEW

This chapter discusses (a) theoretical framework (b) previous related studies, and (c) research setting.

A. Theoretical Framework

In this part, it deals with (1) The concept of teaching, (2) The concept of speaking, (3) The concept of teaching speaking, (4) The concept of Four Corners strategy, (5) The procedure of teaching speaking by using Four Corners strategy, (6) Previous related study.

1. The Concept of Teaching

Teaching is guiding and facilitating learning, enabling the students to learn, setting conditions for learning (Brown,2000,p.7). According to Peterson and Wilson (2006,p.9-14) concepts of teaching can be :

a. Teaching as intellectual work

Teachers are intellectuals who think both about subject matter and students, constructing bridges between the two.

b. Teaching as varied work

Teachers take on different roles in the different instructional configurations, instead of teachers being thought of as tellers, we hear about teachers being coaches, guides and collaborators. Teachers must and should tell, and other times when teachers should inquire, using their classrooms as laboratories for their own learning (as well as that for their students).

c. Teaching as shared work

Teaching is shared work between students and teachers (teachers still have responsibility for making sure that students learn). Cooperative learning, team learning, and reciprocal teaching are but a few examples of the many ways classroom work can be distributed.

d. Teaching as inquiry

Teachers must act as scientists, investigating students' thinking, finding ways to learn about how particular students are actively constructing their understanding.

In Islam, teaching is very important to transfer some knowledge to the others.

In holy Qur'an verse Al-Kahf no.66, it says:

قَالَ لَهُ مُوسَىٰ هَلْ أَتَّبِعُكَ عَلَىٰ أَنْ تُعَلِّمَ مِنَّمَا عَلَّمْتَ رُشْدًا ﴿٦٦﴾

Meaning : “Musa (Moses) said to him (Khidr) “May I follow you so that you teach me that knowledge (guidance and truth path) which you have been taught (by Allah)?”

From the above definition, it can be inferred that teaching is a profession conducted by using combination of art, science and skill. It is an art because it relies on the teacher's creative provision of the best possible learning environment and activities for her/his students. It is a science since it is a system, an ordered set of ideas and methods used by the teacher in doing her/his main job: plan lesson, implement the plan in the classroom, and evaluate the outcome of the activities.

2. The Concept of Speaking

Speaking is an ability in delivering, sharing, and telling ideas and feeling orally, it is in line what Malihah (2010,p.88) stated that speaking skill is an ability to orally express opinion, thought, and feeling to other people both directly and indirectly. According to Chaney (1998,p.13) as cited in Kayi (2006,p.1), Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. According to Nunan (1989,p.32) in speaking, we start with the smallest units of language, i.e. individual sounds, and move through mastery of words and sentences to discourse and successful speaking involves developing:

- a. the ability to articulate phonological features of the language comprehensibly;
- b. mastery of stress, rhythm, intonation patterns;
- c. an acceptable degree of fluency;
- d. transactional and interpersonal skills;
- e. skills in taking short and long speaking turns;
- f. skills in management of interaction;
- g. skills in negotiating meaning;
- h. conversational listening skill (successful conversations require good listeners as well as good speakers);
- i. skills in knowing about and negotiating purposes for conversations;
- j. using appropriate conversational formula and fillers

From the above definition, it can be inferred that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation order to inform, to persuade, and to entertain that can be learnt by using some teaching learning methodologies.

3. The Concept of Teaching Speaking

Speaking is a crucial part of foreign language learning and teaching, it is in line what Shepherd (2010,p.4) stated that speaking is one of the productive skills. Human beings use it to communicate meaning and emotions, learn new things, and build up interpersonal relationships in a societal framework. The mastery of speaking skills in English is a priority for many second-language or foreign-language learners (Richards, 2008,p.19). Learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.

According to Nunan (2003) as cited in Kayi (2006,p.1) what is meant by teaching speaking is to teach English language learners to:

- a. produce the English speech sounds and sounds patterns.
- b. use words and sentence stress, intonation patterns and the rhythm of the second language.
- c. select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- d. organize their thoughts in a meaningful and logical sequence.
- e. use language as a means of expressing values and judgments.
- f. use the language quickly and confidently with few unnatural pauses, which is called fluency.

From the above definition, it can be inferred that teaching speaking is a process to make learners to be able express their opinion, feeling and emotion in their communication.

4. The Concept of Four Corners Strategy

According to Buckner (2013,p.1), Four Corners strategy is a teaching strategy that works well to engage all students in conversations about controversial topic. This strategy was structured by Kagan as one of Kagan strategies in Cooperative Learning. It is in line with what Layne and Hulan (2011,p.69) said that Four Corners strategy is a cooperative learning strategy that was developed by Kagan (1994) and has been used in a variety of iterations with many different age levels and subjects areas. Debbie DeSpirt (2009,p.1) stated that Four Corners is an instructional strategy that asks students to make a decision in regards to a question asked or a problem presented. Students must decide if they agree, strongly agree, disagree or strongly disagree with the statement.

According to Walqui (2007,p.1) the benefits of four corners are as follow:

- a. It is useful for building on prior knowledge. This teaching strategy will allow students to focus their thinking about a topic.
- b. It can build oral language skills. The strategy will give them an opportunity to present their ideas.
- c. It will make students more active in the class, they should make decision and move to their corner and tell their reason. It is the movement re-energises tired students.

Furthermore, the advantages of using four corners strategy are as follows:

- a. It makes sharing and communicating with partners easier (Rolheiser and Bennet,2001,p.5).
- b. It helps students to develop deeper thought about a topic (Rolheiser and Bennet,2001,p.5).
- c. It motivates students to be active in presenting and delivering their opinion about a topic (Bradley and Green,2011,p.1).

5. Procedure of Teaching Speaking by Using Four Corners Strategy

The teaching strategy, four corners is an engaging activity that allows students to focus their thinking about a topic (DeSpirt,2009,p.1). It gives them an opportunity to present their ideas to a smaller audience.

According to DeSpirt (2009,p.1-2), Four Corner Instructions are as follow :

1. the teacher writes the words agree, strongly agree, disagree, and strongly disagree in bold letters on poster paper. Laminate the posters for longer use.
2. the teacher tapes the posters to each corner of the room.
3. the teacher reads a statement to students, such as "Wearing a helmet when riding a bike should be mandatory." As well, the statement is written on the board for students to refer to as they ponder the statement.
4. the students listen to the statement and must decide if they agree, disagree, strongly agree, or strongly disagree. Students should be given a few minutes to collect their thoughts before they move to the appropriate corner of the room.
5. the students will pair with other students to discuss his/her position at each

corner. It is important for students to interact with each other on the topic before it becomes a class discussion.

6. the corner groups will discuss their position after the pair discussion.
7. the students must be active listeners and speakers as all students will be sharing the information with the rest of the class.
8. Next, the students will have a group discussion to share their views on the statement. After the discussion, students may change their position in the room. If a student chooses to change positions he must defend his choice.
9. the students write a paragraph or essay about their positions on the statement as the final step.

Four Corners activity engages the student in the debate but also gives them an assortment of ideas to defend his position. Four corners is a wonderful engaging activity that focuses student thinking. Critical thinking skills are developed during this activity as it makes the student make a decision and defend it. Four corners can be implemented in classes from kindergarten to university level courses.

B. Previous Related Study

The title of this study is Teaching Speaking by Using Four Corners Strategy to the Eleventh Grade Students at SMA Karya Ibu Palembang. There are many other thesis have discussed on the teaching speaking by using various tools and strategies. Other thesis that had been studied are as follow:

1) The Effectiveness of Gallery Walk to Teach Speaking Viewed from the Students' Self-Esteem (An Experimental Study at the Eleventh Grade Students of SMAN 3 Cilacap in the Academic Year of 2011/2012) written by Majiasih (2012). Based on the result of the data analysis, it can be concluded that gallery walk is an effective teaching technique to teach speaking to the eleventh grade students of SMAN 3 Cilacap. The effectiveness of the teaching is influenced by students' self-esteem.

2) The Effect of Using Four Corners Strategy on Students's Speaking Ability of State Senior High School SMAN 3 Pekanbaru (2014). The writer designed a quasi experiment using pre-test and post-test. The population of this study was the second year students of SMAN 3 Pekanbaru. In line with the result, the writer concluded that teaching speaking by using Four Corners strategy was effective to be used for improving the students' speaking ability.

. There are some similarities and differences between the two previous studies and this study. One similarity between the first previous study and this study is the language skill that is taught. Both of them focus on teaching speaking skill. One similarity between the second previous study and this study is the strategy that is used in teaching speaking.

One difference between the first previous study and this study is the strategy that is used in teaching speaking. The first previous study used Gallery Walk strategy and this study used Four Corners strategy. One difference between the second previous study and this study is the subject of the investigation. The second previous study had the Second Year Students of SMAN

3 Pekanbaru in the academic year 2012/2013 and this study had the Eleventh Grade students at SMA Karya Ibu Palembang in the academic year 2013/2014.

C. Research Setting

The writer conducted her research at SMA Karya Ibu Palembang that was located on Jl. Sosial No. 510 Km-5 Palembang. SMA Karya Ibu Palembang has been built since 1989. The present headmaster of SMA Karya Ibu Palembang is Munirul Ihwan, S.Ag, M.S.I. The total number of the teachers and staffs of SMA Karya Ibu Palembang are 47 person. There are 28 civil servants, 14 honorer teachers, 5 administration staffs.

This school has 12 classrooms which are permanent building with total students in academic year 2013/2014 are 369 students. There are some facilities in this school, such as Mushalla, library, school health center, science laboratory, computer laboratory and toilets. In addition, this school has one headmaster room, one teachers room, and one administration room.

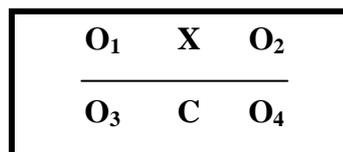
CHAPTER III

METHODS AND PROCEDURES

This chapter presents : (a) methods of research, (b) variables of study, (c) operational definitions, (d) population and sample, (e) techniques for collecting data, and (f) techniques for analyzing the data.

A. Method of Research

In this study, the writer used quasi-experimental method. It will be used in the form of pre-test and post-test non-equivalent group designs to investigate the significant difference in students' speaking achievement between those who are taught by using Four Corners strategy and those who are taught by using strategy that used by teacher at the school to eleventh grade students at SMA Karya Ibu Palembang. Best and Khan (1995,p.151) stated that the diagram of pre-test and post-test non-equivalent is as follow:



Where:

O_1 : Pre-test of experimental group

X : Treatment (Four Corners Strategy)

O_2 : Post-test of experimental group

O_3 : Pre-test of control group

C : Strategy used by teacher at the school

O_4 : Post-test of control group.

B. Research Variables

Variables are an important part of science projects and experiments. Basically, a variable is any factor that can be controlled or changed in an experiment. According to Creswell (2012,p.112) a variable is a characteristic or attribute of an individual or an organization that (a) researchers can measure or observe and (b) varies among individuals or organizations studied.

In this study, the independent variable is Four Corners strategy in teaching speaking to the eleventh grade students at SMA Karya Ibu Palembang. On the other hand, the dependent variable in this study is the speaking achievement of the eleventh grade students of SMA Karya Ibu Palembang.

C. Operational Definitions

Operational definitions require that researchers specify the actions or operations necessary to measure or identify the term (Fraenkel and Wallen, 2012,p.31). In order to avoid misunderstanding on what this study will be discussing about, the writer clarifies the terms will use in this study, they are Teaching, Speaking and Four Corners Strategy

Teaching, is an activity who done by the teacher to teach something, to give knowledge, lesson and to develop the students' ability by interactive process between the students and the teacher.

Speaking, is to express or communicate opinions, feelings, ideas, etc, by or as talking and it involves the activities in the part of the speaker as psychological, physiological (articulator) and physical (acoustic) stages.

Four Corners Strategy, is an instructional strategy that asks students to make a decision in regards to a question asked or a problem presented. Students must decide if they agree, strongly agree, disagree or strongly disagree with the statement.

D. Population and Sample

1. Population

Population is the group of interest to the researcher, the group to whom the researcher would like to generalize the results of the study (Fraenkel and Wallen,2012,p.92). Moreover, Creswell (2012,p.142) stated that a population is a group of individuals who have the same characteristic. The population of this study is all of the eleventh grade students at SMA Karya Ibu Palembang in the academic year 2013/2014. The number of eleventh grade students 121: consisting of four classes. The total number of eleventh grade students in SMA Karya Ibu Palembang is showing in Table 1.

Table 1
Population of the Study

Number	Class	Number of students
1.	XI Science	35
2.	XI social 1	30
3.	XI social 2	30
4.	XI Social 3	26
Total		121

source: SMA Karya Ibu Palembang, Academic Year 2013/2014

2. Sample

According to Creswell (2012,p.142) a sample is a subgroup of the target population that the researcher plans to study for generalizing about the targetpopulation The total amount of population is 121 students which were divided into four classes, then two classes were selected as the sample.

In this study, the writer used convenience sampling method. According to Creswell (2012,p.145), in convenience sampling the researcher selects participants because they are willing and available to be studied. The writer got two classes that was chosen by the headmaster of the school, those are class XI Social 2 which was treated as control group and class XI Social 1 which was treated as experimental group. The sample of the study was shown in Table 2.

Table 2
Sample of the Study

Number	Class	Group	Total
1.	XI Social 1	Experiment	30
2.	XI Social 2	Control	30
Total			60

E. Techniques for Collecting Data

To obtain the data needed for the study, the writer collected them by giving test. The test used by the writer was oral test instrument. In this study, the writer gave oral test. There were two kind of tests, those are pretest and posttest. The pre-test used for starting point of the investigation and to know the students' competence in speaking before they give treatment. Then, the post-test was given

to find out the students improvement after the teacher give the treatment. In this process, the writer gave test item was form of oral test item, and 5 minutes as allocated time for each of the students to perform in front of class.

F. Research Instrument Analysis

1. Validity

Creswell (2012,p.159) states that validity is the development of sound evidence to demonstrate that the test interpretation (of scores about the concept or construct that the test is assumed to measure) matches its proposed use. Validity has been defined as referring to the appropriateness, meaningfulness, and usefulness of the specific inferences researchers make based on the data they collect (Fraenkel and Wallen, 1990,p.127).

In this research, the writer did a content validity to estimate the validation of the test. A test is said to have content validity if its content constitutes a representative sample of the language skills, structures, etc. with which it is meant to be concerned, (Hughes,1989,p.22). According to Fraenkel and Wallen (1990,p.128) content validity refers to the nature of the content included within the instrument and the specifications the researchers used to formulate the content. The writer estimates the content validity by the table of test specification which was appropriate for the material to the students. The material got from English Alive book for Senior High School grade XI, published by Yudhistira (2010). The table of test specification is figured out in the Table 3.

Table 3
Table of test specification

No	Objective	Material	Indicator	Number of Items	Type of Test
1.	The students are able to: <ul style="list-style-type: none"> • Use the expression correctly. • Response the expression correctly in appropriate situations 	Discussions of the topic:	Indicator of the study:	1	Oral Test
		<ul style="list-style-type: none"> • Expressing Giving a Stand 	<ul style="list-style-type: none"> • The students are able to use the expression correctly • The students are able to response the expression correctly in appropriate situations. 		
		<ul style="list-style-type: none"> • Expressing Love 	<ul style="list-style-type: none"> • The students are able to use the expression correctly • The students are able to response the expression correctly in appropriate situations. 		
<ul style="list-style-type: none"> • Expressing Sadness 	<ul style="list-style-type: none"> • The students are able to use the expression correctly • The students are able to response the expression correctly in appropriate situations. 				

		<ul style="list-style-type: none"> • Expressing Embarrassment 	<ul style="list-style-type: none"> • The students are able to use the expression correctly • The students are able to response the expression correclrly in appropriate situations. 	1	
		<ul style="list-style-type: none"> • Expressing Anger 	<ul style="list-style-type: none"> • The students are able to use the expression correctly • The students are able to response the expression correctly in appropriate situations. 	1	
		<ul style="list-style-type: none"> • Expressing Annoyance 	<ul style="list-style-type: none"> • The students are able to use the expression correctly • The students are able to response the expression correctly in appropriate situations. 	1	

2. Reliability

According to Fraenkel and Wallen (1990,p.133) reliability refers to the consistency of the score obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to another. To find out the reliability of the test, the writer held the try out test to

give to non sample students. The writer conducted the try-out before the test. The witer used inter-reater reliability to know whether the test is reliable or not. According to Brown (2004,p.21) as cited in Holandyah (2013,p.185) inter-rater reliability occurs when two or more scores yields inconsistent scores of the same test, possibly for lack of attention to scoring criteria, inexperience, inattention, or even preconceived biases. There were two raters in scoring students' speaking test, they were Yurika Nurfitriana, S.Pd and Ira Haiyu, S.Pd. The writer had done try out of oral test instruments, in May 8, 2014 at SMA PGRI 1 Palembang to the eleventh grade students with 30 students.

The scoring system that used in this study was *speaking scoring rubric* suggested by Hughes (1989:111). There were six components that should be scored, those were pronunciation (2-15), grammar (5-25), vocabulary (3-20), fluency (3-20), comprehension (3-20). The scorers of students' speaking test was calculated by two raters. Then the two sets of score are calculated by using rank order correlation formula suggested by Holandyah (2013:185) to find out whether or not the instruments are reliable. The formula is shown as follow:

$$\rho = 1 - \frac{6 \times (\sum d^2)}{N(N^2 - 1)}$$

Where:

ρ : Spearman rank-order correlation (Rho)

d^2 : Different Score

N : The Number of the Students

The result of try out for speaking test to the 30 students of SMA PGRI 1 Palembang is described in table (see appendix E).

The Spearman's rank order correlation was calculated to find the differencess between the two sets of rankings, the results of calculation is as follows:

$$\begin{aligned}\rho &= 1 - \frac{6 \times (\sum d^2)}{N(N^2-1)} \\ \rho &= 1 - \frac{6 \times 423.5}{30(302-1)} \\ \rho &= 1 - \frac{2.541}{30(899)} \\ \rho &= 1 - \frac{2.541}{26.970} \\ \rho &= 1 - 0.09 \\ \rho &= 0.91\end{aligned}$$

Based on the calculation of students' speaking score in reliability test, it found 0.91 as the result. It can be stated that the score of the try out test was considered reliable. The test would be reliable if the result of the data measurement was higher than 0.70. According to Franken and Wallen (2012:157) for the purpose a rule of thumb is that reliability should be at least 0.70 and preferably higher.

3. Treatments

Treatments were done for twelve meeting, started from May 13, 2014-June 13, 2014. In this study, the writer gave the treatment by applying Four Corner strategy in the teaching of speaking. In this part, the writer presented the schedule of research treatment including the number, topics, themes and time allocation of her research treatments. The table of teaching materials for research treatments was shown in Table 4.

Table 4
Schedule of Teaching Materials for Research Treatment

No	Day/Date/ Time	Day/Date/ Time	Material	Meeting	Theme	Time allocati ons
	Experimen t class	Control class				
1	Wed/May 14,2014/ 13.40- 14.10	Wed/ May14, 2014/ 14.10- 14.50	Expressi ng Giving a Stand	1 st	Having fruit is better than having snacks	1x40
2	Mon /May 19,2014/ 13.00- 13.40	Mon /May 19, 2014/ 14.50- 15.30	Expressi ng Giving a Stand	2 nd	Blackforest should always be served in birthday party	1x40
3	Tues/May 20,2014/ 13.00- 13.40	Tues/ May 20, 2014/ 14.50- 15.30	Expressi ng Love	3 rd	Someone who loves you wants to be possessive	1x40
4	Wed / May 21,2014/ 13.40- 14.10	Wed / May 21, 2014/14. 50-15.30	Expressi ng Love	4 th	You will share your family problem to your boy/girl friend	1x40
5	Mon / May26,20 14/13.00- 13.40	Mon / May26, 2014/ 14.50- 15.30	Expressi ng Sadness	5 th	Ideal physical person is usually associated with a balanced proportion height and weight.	1x40
6	Tues/ May 27,2014/ 13.00- 13.40	Tues/ May 27, 2014/14. 50-15.30	Expressi ng Sadness	6 th	Description of beauty is just from appearance.	1x40
7	Wed/ May 28,2014/ 13.40- 14.10	Wed/ May 28, 2014/14. 50-15.30	Expressi ng Embarra ssment	7 th	A teacher must give punishment to students who cheat in an examination	1 x 40'

8	Mon/Jun 02,2014/ 13.00- 13.40	Mon/Jun 02,2014/ 14.50- 15.30	Expressi ng Embarra ssment	8 th	You smile at someone that you think you know him/her	1 x 40'
9	Tues/ Jun 03,2014/13 .00-13.40	Tues/ Jun 03,2014/ 14.50- 15.30	Expressi ng Anger	9 th	If someone does impolite thing to you, you will be angry at that time	1 x 40'
10	Wed/ June 04,2014/ 13.40- 14.10	Wed/ June 04, 2014/13. 40-14.10	Expressi ng Anger	10 th	You will be angry to your friend who make mistake	1 x 40'
11	Mon/ Jun 09,2014/ 13.00- 13.40	Mon/ Jun 09,2014/ 14.50- 15.30	Expressi ng Annoya nce	11 th	You will not do difficult assignment from your teacher	1x40
12	Tues/ June 10,2014/ 13.00- 13.40	Tues/ June 10, 2014/14. 50-15.30	Expressi ng Annoya nce	12 th	If you are asked to do something that you dislike, you will show your annoyance at that time	1x40

4. Techniques for Analyzing Data

For analyzing the data, the writer used SPSS (Statistic Package for the Social Science) Version 16. The writer got the data from pre-test and post-test between two groups experimental and control groups. Then the writer presented the data by using some steps and techniques as follows:

1. Data Descriptions

a. Distribution of Frequency Data

In distributions of frequency data, the students' score interval, frequency, percentage are achieved. The distributions of frequency data are got from

students' pretest score in control group, students' posttest score in control group, students' pretest score in experimental group, and students' posttest score in experimental group.

b. Descriptive Statistics

In descriptive statistics, number of sample, the score of minimal, the score of maximal, mean, standard deviation, and standard error of mean are obtained. Descriptive statistics are got from students pretest score in control group, students' posttest score in control group, students' pretest score in experimental group, and students' posttest score in control group.

2. Prerequisite Analysis

a. Normality Test

Normality test is used to measure whether the obtained data normal or not. According to Basrowi (2007,p.85) as cited in Holandyah (2013,p.189) the data can be classified into normal when the p-output is higher than mean significant difference at 0.025 level. The normality test is used to measure students' pretest score in control and experimental group and students' posttest score in control and experimental group.

b. Homogeneity Test

Homogeneity Test is used to measure the obtained scores whether it is homogen or not. According to Basrowi (2007,p.106) as cited in Holandyah (2013,p.190) the score is categorized homogen when the p-output was higher than mean significant difference at 0.05 level. The homogeneity test is used measure

students' pretest and posttest score in control and experimental group. The levane statistics in SPSS version 16 is used.

c. Hypothesis Testing

In measuring means significant difference between students' posttest scores in control and experimental groups, the writer used an independent sample t-test to compare score of students' posttest in experimental and control groups. Significant difference is found whenever t-value was higher than t-table ($df(58)=2,021$) and the p-output is lower than 0,05.

CHAPTER IV

FINDING AND INTERPRETATION

This chapter presents (1) Findings and (2) Interpretations

A. Findings

The findings of the study were; (1) pretest and posttest in control group; (2) pretest and posttest in experimental groups (3) homogeneity analysis; (4) result of hypothesis testing.

1. Pretest and Posttest in Control Group

Analyzed data in control group were; (a) students' pretest score in control group, (b) students' posttest score in control group.

1.1 Students' pretest scores in control group

Analyzed data in pretest control group, the score were obtained were; (1) distributions of frequency data in pretest scores in control group; (2) descriptive statistic of students' pretest scores in control group; (3) normality analysis scores in pretest control group.

a. Distribution of frequency data on students' pretest scores in control Group

In distribution of frequency data, it was found that there were 2 students (6.7%) who got 52.5, 1 students (3.3%) who got 53, 2 students (6.7%) who got 53.5, 4 students (13.3%) who got 54.5, 4 students (13.3%) who got 55, 3 students (10.0%) who got 55.5, 2 students (6.7%) who got 56, 2 students (6.7%) who got 56.5, 1 student (3.3%) who got 57.5, 2 students (6.7%) who got 58, 2 students (6.7%) who got 58.5, 1 student (3.3%) who got 59.5, 1 student (3.3%) who got 60,

1 student (3.3%) who got 60.5, 1 student (3.3%) who got 62.5 and 1 student (3.3%) who got 63. The result of the pretest scores in experimental group was described in Table 5.

Table 5
Distribution of Frequency Data on Students Pretest scores
In control Group

Statistics

pretest_control

N	Valid	30
	Missing	0

pretest_control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	52.5	2	6.7	6.7	6.7
	53	1	3.3	3.3	10.0
	53.5	2	6.7	6.7	16.7
	54.5	4	13.3	13.3	30.0
	55	4	13.3	13.3	43.3
	55.5	3	10.0	10.0	53.3
	56	2	6.7	6.7	60.0
	56.5	2	6.7	6.7	66.7
	57.5	1	3.3	3.3	70.0
	58	2	6.7	6.7	76.7
	58.5	2	6.7	6.7	83.3
	59.5	1	3.3	3.3	86.7
	60	1	3.3	3.3	90.0
	60.5	1	3.3	3.3	93.3
	62.5	1	3.3	3.3	96.7
	63	1	3.3	3.3	100.0

pretest_control					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	52.5	2	6.7	6.7	6.7
	53	1	3.3	3.3	10.0
	53.5	2	6.7	6.7	16.7
	54.5	4	13.3	13.3	30.0
	55	4	13.3	13.3	43.3
	55.5	3	10.0	10.0	53.3
	56	2	6.7	6.7	60.0
	56.5	2	6.7	6.7	66.7
	57.5	1	3.3	3.3	70.0
	58	2	6.7	6.7	76.7
	58.5	2	6.7	6.7	83.3
	59.5	1	3.3	3.3	86.7
	60	1	3.3	3.3	90.0
	60.5	1	3.3	3.3	93.3
	62.5	1	3.3	3.3	96.7
	63	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

b. Descriptive statistic on students' pretest scores in control group

In descriptive statistics on students' pretest in control group, it was found that the total number of students were 30 with the minimum score was 52.50, the maximum score was 63.00, mean score was 56.3500, and the score of standard deviation was 2.74851. The result analysis of descriptive statistics of students' pretest scores in control group was described in Table 6.

Table 6
Descriptive Statistics on Students' Pretest Scores
In Control Group

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
pretest_control	30	52.50	63.00	56.3500	2.74851
Valid N (listwise)	30				

c. Normality test on students' pretest scores in control group

After the data obtain was measured to the 30 students in control group , it was found that the normality score on students' pretest score in control group was 0.848. From the result of the output, it can be stated that the students' scores of pretest in control group was normal. Since it was higher than mean significance different at 0.025. Then, a table of analysis was figure out in Table 7.

Table 7
Normality Test of Students' Pretest Scores
In Control group

One-Sample Kolmogorov-Smirnov Test		
		pretest_control
N		30
Normal Parameters ^a	Mean	56.3500
	Std. Deviation	2.74851
Most Extreme Differences	Absolute	.155
	Positive	.155
	Negative	-.084
Kolmogorov-Smirnov Z		.848
Asymp. Sig. (2-tailed)		.469

a. Test distribution is Normal.

1.2 Students' posttest scores in control group

Analyzed data in posttest control group, the score were obtained were; (1) distributions of frequency data in pretest sores in control group; (2) descriptive statistic of students' posttest scores in control group; (3) normality analysis scores in posttest control group.

a. Distribution of frequency data on students' posttest scores in control group

In distribution of frequency data, it was found that there were 2 students (6.7%) who got 54.5, 4 students (13.3%) who got 57.5, 1 student (3.3%) who got 58.5, 2 students (6.7%) who got 59.5, 2 students (6.7%) who got 60, 4 students (13.3%) who got 60.5, 2 students (6.7%) who got 61, 3 students (10.0%) who got 61.5, 1 students (3.3%) who got 62, 1 student (3.3%) who got 62.5, 1 student (3.3%) who got 63, 1 student (3.3%) who got 64.5, 1 student (3.3%) who got 65.5, 1 student (3.3%) who got 68.5 and 1 student (3.3%) who got 72.5. The result of the posttest scores in control group was described in Table 8.

Table 8
Distribution of Frequency Data on Students Posttest scores in control Group

Statistics

posttest_control		
N	Valid	30
	Missing	0

posttest_control					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	54.5	2	6.7	6.7	6.7
	57.5	4	13.3	13.3	20.0

58.5	1	3.3	3.3	23.3
59.5	2	6.7	6.7	30.0
60	2	6.7	6.7	36.7
60.5	4	13.3	13.3	50.0
61	2	6.7	6.7	56.7
61.5	3	10.0	10.0	66.7
62	1	3.3	3.3	70.0
62.5	1	3.3	3.3	73.3
63	1	3.3	3.3	76.7
64.5	1	3.3	3.3	80.0
65.5	4	13.3	13.3	93.3
68.5	1	3.3	3.3	96.7
72.5	1	3.3	3.3	100.0
Total	30	100.0	100.0	

b. Descriptive statistic of students' posttest scores in control group

In descriptive statistics on students' posttest scores in control group, it was found that the total number of students were 30 with the minimum score was 54.50, the maximum score was 72.50, mean score was 61.3333, and the score of standard deviation was 3.86704. The result analysis of descriptive statistics in experimental group was described in Table 9.

Table 9
Descriptive Statistics on Students' Posttest Scores
In Control Group

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
posttest_control	30	54.50	72.50	61.3333	3.86704
Valid N (listwise)	30				

c. Normality test on students' posttest scores in control group

After the data obtain was measured to the 30 students in control group , it was found that the normality score on students' posttest in control group was 0.819. From the result of the output, it can be stated that the students' scores of posttest in control group was normal. Since it was higher mean significance different at 0.025. Then, a table of analysis was figure out in Table 10.

Table 10
Normality Test of Students' Posttest Scores
In Control groups

One-Sample Kolmogorov-Smirnov Test		
		posttest_control
N		30
Normal Parameters ^a	Mean	61.3333
	Std. Deviation	3.86704
Most Extreme Differences	Absolute	.149
	Positive	.149
	Negative	-.094
Kolmogorov-Smirnov Z		.819
Asymp. Sig. (2-tailed)		.514

a. Test distribution is Normal.

2. Pretest and posttest in experimental group

Analyzed data in experimental group were; (a) students' pretest score in experimental group, (b) students' posttest score in experimental group.

2.1 Students' pretest score in experimental group

Analyzed data in experimental group, the score were obtained were; (1) distributions of frequency data in pretest sores in experimental group; (2)

descriptive statistic of students' pretest scores in experimental group; (3) normality analysis scores in pretest experimental group

a. Distribution of frequency data on students' pretest scores in experimental group

In distribution of frequency data, it was found that there were 1 student (3.3%) who got 49, 1 student (3.3%) who got 49.5, 2 students (6.7%) who got 52.5, 1 student (3.3%) who got 53, 2 students (6.7%) who got 53.5, 4 students (13.3%) who got 54.5, 4 students (13.3%) who got 55, 3 students (10%) who got 55.5, 2 students (6.7%) who got 56, 2 students (6.7%) who got 56.5, 1 student (3.3%) who got 57.5, 2 students (6.7%) who got 58, 1 student (3.3%) who got 58.5, 1 student (3.3%) who got 60, 1 student (3.3%) who got 60.5, 1 student (3.3%) who got 62.5 and 1 student (3.3%) who got 63. The result of the pretest scores in control group was described in Table 11.

Table 11
Distribution of Frequency Data on Students' Pretest scores
In Experimental Group

Statistics

pretest_experiment

N	Valid	30
	Missing	0

pretest_experiment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	49	1	3.3	3.3	3.3
	49.5	1	3.3	3.3	6.7
	52.5	2	6.7	6.7	13.3
	53	1	3.3	3.3	16.7

53.5	2	6.7	6.7	23.3
54.5	4	13.3	13.3	36.7
55	4	13.3	13.3	50.0
55.5	3	10.0	10.0	60.0
56	2	6.7	6.7	66.7
56.5	2	6.7	6.7	73.3
57.5	1	3.3	3.3	76.7
58	2	6.7	6.7	83.3
58.5	1	3.3	3.3	86.7
60	1	3.3	3.3	90.0
60.5	1	3.3	3.3	93.3
62.5	1	3.3	3.3	96.7
63	1	3.3	3.3	100.0
Total	30	100.0	100.0	

b. Descriptive statistic of students' pretest scores in experimental group

In descriptive statistics on students' pretest scores in experimental group, it was found that the total number of students were 30 with the minimum score was 49.00, the maximum score was 63.00, mean score was 55.7000, and the score of standard deviation was 3.17751. The result analysis of descriptive statistics in experimental group was described in Table 12.

Table 12
Descriptive Statistics on Students' Pretest Scores
In Experimental Group

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
pretest_experiment	30	49.00	63.00	55.7000	3.17751
Valid N (listwise)	30				

c. Normality test on students' pretest scores in experimental group

After the data obtain was measured to the 30 students in experimental group, it was found that the normality score on students' pretest score in experimental group was 0.734. From the result of the output, it can be stated that the students' scores of pretest in control group was normal. Since it was higher mean significance different at 0.025. Then, a table of analysis was figure out in Table 13.

Table 13
Normality Test of Students' Pretest Scores
In Experimental groups

One-Sample Kolmogorov-Smirnov Test		pretest_experim ent
N		30
Normal Parameters ^a	Mean	55.7000
	Std. Deviation	3.17751
Most Extreme Differences	Absolute	.134
	Positive	.134
	Negative	-.120
Kolmogorov-Smirnov Z		.734
Asymp. Sig. (2-tailed)		.655

a. Test distribution is Normal.

2.2 Students' posttest scores in experimental group

Analyzed data in experimental group, the score were obtained were; (1) distributions of frequency data in posttest sores in experimental group; (2) descriptive statistic of students' posttest scores in experimental group; (3) normality analysis scores in posttest experimental group.

a. Distribution of frequency data on students' posttest scores in experimental group

In distribution of frequency data, it was found that there were 2 students (6.7%) who got 59.5, 1 student (3.3%) who got 62, 3 students (10.0%) who got 62.5, 1 student (3.3%) who got 63.5, 3 students (10.0%) who got 64.5, 3 student3 (10.0%) who got 65, 4 students (13.3%) who got 65.5, 2 students (6.7%) who got 66, 1 student (3.3%) who got 66.5, 1 student (3.3%) who got 67, 1 student (3.3%) who got 68, 1 student (3.3%) who got 69, 1 students (3.3%) who got 69.5, 3 students (10.0%) who got 70.5, 1 student (3.3%) who got 71, 1 student (3.3%) who got 73.5 and 1 student (3.3%) who got 77.5. The result of the posttest scores in experimental group was described in Table 14.

Table 14
Distribution of Frequency Data on Students' Posttest scores
In Experimental Group

Statistics

posttest_experiment

N	Valid	30
	Missing	0

posttest_experiment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	59.5	2	6.7	6.7	6.7
	62	1	3.3	3.3	10.0
	62.5	3	10.0	10.0	20.0
	63.5	1	3.3	3.3	23.3
	64.5	3	10.0	10.0	33.3

65	3	10.0	10.0	43.3
65.5	4	13.3	13.3	56.7
66	2	6.7	6.7	63.3
66.5	1	3.3	3.3	66.7
67	1	3.3	3.3	70.0
68	1	3.3	3.3	73.3
69	1	3.3	3.3	76.7
69.5	1	3.3	3.3	80.0
70.5	3	10.0	10.0	90.0
71	1	3.3	3.3	93.3
73.5	1	3.3	3.3	96.7
77.5	1	3.3	3.3	100.0
Total	30	100.0	100.0	

b. Descriptive statistic on students' posttest scores in experimental group

In descriptive statistics on students' posttest scores in experimental group, it was found that the total number of students were 30 with the minimum score was 59.50, the maximum score was 77.50, mean score was 66.2667, and the score of standard deviation was 3.95172 . The result analysis of descriptive statistics in experimental group was described in Table 15.

Table 15
Descriptive Statistics on Students' Posttest Scores
In Experimental Group

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
posttest_experimen	30	59.50	77.50	66.2667	3.95172
Valid N (listwise)	30				

c. Normality test on students' posttest scores in experimental group

After the data obtain was measured to the 30 students in experimental group, it was found that the normality score on students' posttest score in experimental group was 0.878. From the result of the output, it can be stated that the students' scores of posttest in control group was normal. Since it was higher mean significance different at 0.025. Then, a table of analysis was figure out in Table 16.

Table 16
Normality Test of Students' Posttest Scores
In Experimental groups

One-Sample Kolmogorov-Smirnov Test		
		posttest_experim ent
N		30
Normal Parameters ^a	Mean	66.2667
	Std. Deviation	3.95172
Most Extreme Differences	Absolute	.160
	Positive	.160
	Negative	-.094
Kolmogorov-Smirnov Z		.878
Asymp. Sig. (2-tailed)		.424

a. Test distribution is Normal.

3. Homogeneity Test

In homogeneity test, the students' pretest and posttest scores in control and experimental group were analyzed using *Levene Statistics*.

a. Homogeneity test on students' pretest scores in control and experimental groups

Based on measuring homogeneity test, it was found that the significant score was 0.807. From the result of the output, it can be stated that the students' pretest in control and experimental group was homogenous since it was higher than mean significance different at 0.05. The table of homogeneity test in pretest can be seen in table 17.

Table 17
Homogeneity Test on Students' Pretest Scores
In Control and Experimental groups

Test of Homogeneity of Variances

Ss_score

Levene Statistic	df1	df2	Sig.
.060	1	58	.807

b. Homogeneity test on students' posttest scores in control and experimental groups

Based on measuring homogeneity test, it was found that the significant score was 0.811. From the result of the output, it can be stated that the students' pretest in experimental and control group was homogenous since it was higher than mean significance different at 0.05. The table of homogeneity test in posttest can be seen table 18.

Table 18
Homogeneity Test on Students' Posttest Scores
In Control and Experimental groups

Test of Homogeneity of Variances

Ss_score

Levene Statistic	df1	df2	Sig.
.058	1	58	.811

4. Results of Independent T-test Analysis

In this study, to measure the significance different on students' speaking achievement using four corners strategy, the writer used the independent sample t-test. From the table analysis, it was found that the p-output is 0.000 and the t-value is 4.887. It can be stated that there was means significant difference on students' speaking achievement taught using Four Corners strategy since the p-output is lower than 0.05 level. Table 19 and table 20 showed the independent sample statistic.

Table 19
Analysis Result of Significant Difference on Students' Speaking Achievement before being Taught by Four Corners Strategy

		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
Ss_score	Equal variances assumed	.060	.807	.847	58	.400	.65000	.76705	-.88541	2.18541
	Equal variances not assumed			.847	56.821	.400	.65000	.76705	-.88609	2.18609

Table 20
Analysis Result of Significant Difference on Students' Speaking Achievement
after being Taught by Four Corners Strategy

		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
Ss_score	Equal variances assumed	.058	.811	4.887	58	.000	4.93333	1.00946	2.91269	6.95398
	Equal variances not assumed			4.887	57.973	.000	4.93333	1.00946	2.91267	6.95400

B. Interpretations

From the findings above, the writer can make some interpretations as follows:

First, the writer analyzed the normality and homogeneity test of the sample data of the pretest between control and experimental groups to prove that the data was in normal and homogenous. According to Basrowi (2007,p.85) as cited in Holandyah (2013,p.189) the data obtained can be classified into normal when p-output was higher than 0.025. The result of normality test in pretest control was 0.734 and pretest experimental was 0.800. It means that the data was normal since

it was higher than 0.025. Furthermore, according to Basrowi (2007,p.106) as cited in Holandyah (2013,p.190) the data can be categorized homogenous whenever it is higher than 0.05. The result of homogeneity test in pretest scores in control and experimental groups was 0.388. It could be interpreted that the result of homogeneity test in pretest control and experimental group was homogenous since it was higher than 0.05. From the result analysis of normality and homogeneity test, it can be concluded that the students in control and experimental group have the same ability and could be given the treatment.

Second, based on the result of the data analysis above, the writer can conclude that there was significance difference between student who are taught by using four corners strategy and those who are taught using strategy that used by teacher at SMA Karya Ibu Palembang. It can be seen from the result of Independent sample t-test. The p-output was 0.00, it means that there was significant difference since p-output was lower than significant difference 0.05 levels. And the t-obtained was 4.887, it was higher than critical value of t-table (2.048). Consequently the null hypotheses (H_0) was rejected and the alternative hypotheses (H_a) was accepted. It means that there was significant difference in the students' speaking achievement between student who are taught by using four corners strategy and those who are taught using strategy that used by teacher at SMA Karya Ibu Palembang. So, Four Corners strategy is good to apply in teaching speaking to improve students' speaking achievement.

After Four Corners strategy is applied for the students, they felt that it makes sharing and communicating with partners easier. This statement is

supported by Rolheiser and Bennett (2001,p.5) who state that many students find Four Corners strategy safer and easier to enter into a discussion with a classmate, rather than with a large group. Four Corners strategy helps students to develop deeper thought about a topic. It is related to Rolheiser and Bennett (2001,p.5) who said that more critical thinking is retained after a lesson in which students have had an opportunity to discuss and reflect on a topic. Four Corners strategy motivates students to be active in presenting and delivering their opinion about a topic. It is related to Bradley and Green (2011,p.1) who said that in using Four Corners strategy, students will have a chance to engage in meaningful dialogue with others and develop their presentation skill. Finally, this strategy is good to apply in teaching speaking to improve students' speaking achievement.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter the writer presents (a) conclusion, and (b) suggestions

A. Conclusion

Based on the finding and interpretation on students' result, it can be concluded that there was significant difference on students' posttest scores in experimental group that taught using Four Corners strategy and control group that taught using strategy used by teacher at SMA Karya Ibu Palembang. The result analysis of pretest and posttest in control and experimental groups showed that the mean of pretest in control group was 61.3000, mean of posttest in control group was 61.3333, mean of pretest in experimental group was 55.7000, and mean of posttest in experimental group was 66.2667. Furthermore, the result analysis using independent sample t-test that showed the p-output was 0.000 and the t-obtained was 4.887. From the score, it can be concluded that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It implies that Four Corners strategy could be used as an alternative strategy in teaching speaking. In addition, the students felt fun and relax in learning speaking because using Four Corners strategy makes them active and communicative. Those reasons made the students easier to improve their speaking skill.

B. Suggestion

Based on the research that the writer has done, it showed that the strategy used by teacher at the school did not really improve the student's speaking achievement. Therefore, the writer has suggestion:

1. To teachers of English

Using Four Corners strategy as one of alternatives in teaching speaking to their students since learning English through Four Corners strategy is a fun activity for them. It can increase their motivation to know more about learning English, especially in learning speaking, change their views that learning speaking is an enjoyable thing and not a bored and tense one.

2. To students

Four Corners strategy also can help the students to improve their pronunciation, listening, and grammar. They felt that Four Corners strategy makes sharing and communicating with partners easier (Rolheiser and Bennet,2001,p.5). Four Corners strategy motivates them to be active in presenting and delivering their opinion (Bradley and Green,2011,p.1). In addition, the writer would like to suggest other researchers to discuss other functions of Four Corners strategy in teaching and learning process in the future.

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