



THE EFFECT OF USING STIFIN METHOD IN TEACHING
SPEAKING ENGLISH CONVERSATION AT THE TENTH
GRADE OF SMK BINA SATRIA

THESIS

*Submitted to the Faculty of Tarbiyah and Teacher Training, State Islamic
University of North Sumatera Medan as Partial Fulfillment of the Requirements
for the S-1 Degree of English Education*

By:

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STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
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ucapkan terima kasih.

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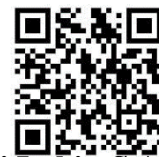
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Menyatakan dengan sebenar-benarnya bahwa skripsi yang berjudul diatas adalah asli dari buah pikiran saya, kecuali kutipan-kutipan didalamnya sebagai sumbernya.

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Yang Membuat Pernyataan



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ABSTRACT

YULIA PUTRI UTAMI. 0304162118. THE EFFECT OF STIFIN METHOD IN TEACHING SPEAKING ENGLISH CONVERSATION AT THE TENTH GRADE OF SMK BINA SATRIA MEDAN. THESIS. FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING. STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN.2020

Keywords: STIFIn Method, Speaking Ability, English Conversation

The researcher interested to conduct the effect of STIFIn method in teaching speaking English conversation to improve students' speaking ability at the tenth grade of SMK Bina Satria in academic year 2020/2021. This research was conducted with quasi experimental design. It involved 20 students of X TKJ-2 in experimental class and 20 students of X TKJ-3 in control class. The researcher gave a test consisting of pre-test and post-test. From the analysis showed that t_{observed} in experiment class is higher than t_{table} ($6.022 > 2.093$) and t_{observed} in control class is higher than t_{table} $3.323 > 2.093$. So H_0 is rejected and H_a is accepted. It means that there is a significant effect in students' speaking English conversation ability at the tenth grade especially at SMK Bina Satria. It means that Hypothesis alternative is accepted and null hypothesis is rejected. The rate percentage of score in experimental class proved there is improvement before and after applying of STIFIn method. From the result, there are 2 (10%) students achieved excellent score, from 9 (45%) students achieved very good score, 7 (35%) students achieved good score, 2 (10%) students achieved average score, and no student achieved poor score.

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Medan, October 2020
Writer



Yulia Putri Utami
Reg. No. 0304162118

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CHAPTER I

INTRODUCTION

A. Background of the Study

In this era of modern technology and globalization, there is always an urgent need to connect with people all over the world. Indonesia must be able to compete with another nation in various sectors especially in academic. To be able to compete in international, we must master the language. Language is the tool of communication to convey thoughts, feelings, and needs. Language is not only learned from an internal point of view but also from an external point of view.¹ English language is international language that is used in the world. English language has a very important role in academic aspect, for example in education at university. There are some subjects that require foreign literature especially in English. In this context, mastering English language is so important because not only to translate but also to understand. One day if we would like to take master degree in state universities or even register to study abroad, one of the requirements is a good English skill which evidenced by the TOEFL scores. There are some universities have used TOEFL as graduation requirement.

Nowdays, many people don't consider it important to learn English they rarely do as learning process in the school to get standardized passing exam score. We don't know yet how many the benefits of mastering the foreign language as an international language for academic, business, sport, science and technology and other scope.

¹Sholihatul Hamidah Daulay, *Language and Society*, (Medan: LPPPI, 2019), p.4

In English there are four skills (speaking, reading, listening, and writing). Speaking is the most important part in the English language because when another people knowing our skill in English that we have is our speaking skill. Speaking becomes one of aspects that must be mastery by students in English subject. Speaking is one of skill that must be mastery and really be able to practice with another people as interlocutors. Speaking is an activity that say something word to word become a sentence that contains an expression, opinion, suggestion, or another needs that will hear by others. By mastering the speaking skill, literally we can do the communication with everyone, by remembering English language is the global language that used by every people in the world.

In the learning process of English language, the teacher must giving knowledge related speaking skill with the correct method to reach the learning objective that desired. Although teaching was doing for all those years, it is no use if the learning method is wrong. Most of the teachers in Indonesia when they taught speaking skill only use material to be memorizing or dialog without make a discussion class. Not at all of student understand with the method like that. This learning system makes our speaking English skill does not effective.

According to observation of the researcher at SMK Bina Satria in tenth grade, the mistake is by the teacher and the students. The teacher taught the English lesson especially conversation used the method (write-memorize-practice). And only some student that practice it because most of students is not understand what they learned. Furthermore, actually the students have a low speaking ability because the lack of practice speaking English in the class. The method that used by the teacher is less effective and less maximal in teaching English conversation so that the learning

objective was not reached.

Every human have different intelligence machine and also different learning style. Often we have difficulties in learning process including difficulties in learning English especially in speaking skill because we have not found what the real our learning style. We need a test that the purpose is to know what is our learning style. After we have known our learning style, automatically the next step we had been know must study with the method that appropriate to our learning style. Therefore, speaking English conversation will so easy to mastery by the students.

STIFIn is one of knowledge concept that classify human based on brain operating system. STIFIn consist of five parts, there are Sensing, Thinking, Intuiting, Feeling and Insting. In STIFIn concept, the five parts is brain operating system. STIFIn test is the test done through scanning your ten fingers. Fingerprints bring the information about composition of nerves system then analyzed and correlated with hemisphere of brain that dominant role as operating system and also your brain operating system. STIFIn used a tool like fingerprint because fingerprint any correlation with a brain. The end of nerves in the brain can know what the part of hemisphere of the brain that become an operating system both personality setting and genetic system of someone.² STIFIn concept can imagine someone totality as individual and social relations though only know from hemisphere of brain and the dominant stratum of brain. Once we know the dominant brain, evidently so many information can be found, start from metabolism, body structure, self strengths and weaknesses, married couple, natural elements, how to learn or learning style,

²Monde Ariezta, *Otak Atik Gathuk Fenomena Numerologi Vs STIFIn*, (Bandung: Redaksi KotakLain, 2018), p.49

suitability profession, and how to live life successfully.³

After doing test STIFIn for the students, so the teacher will know the students learning style based on their brain operating system. And teacher will give the different learning method for students based on their brain operating system. This method is probably built their enthusiasm for learning especially in speaking conversation lesson. So that the method is very suitable to be apply for teaching speaking.

Based on the explanation above, the researcher interested to conduct a research about **“The Effect of Using STIFIn Method in Teaching Speaking English Conversation at the Tenth Grade of SMK Bina Satria Medan”**.

B. Identification of Study

Based on the observation in the location of study, the problems can be identified as follows:

- a. The students of SMK Bina Satria have a low ability in speaking. They are rarely used English to communicate with their friends in the class.
- b. The students of SMK Bina Satria have a mental problem about speaking English. They felt nervous if used English and seen by many people.
- c. The students of SMK Bina Satria afraid to speak up because they are not yet understand the grammatical error clearly.
- d. The learning process is not interesting in the class.

³Farid Poniman, *Penjelasan Hasil Tes STIFIn 9 Personality Genetik*, (Bekasi: Bumi Makmur IV, 2016), p.8

C. The Limitation of Study

Based on the identification the researcher limits and focuses this research only on the effect of using STIFIn method in teaching speaking English conversation to improve student's speaking ability.

D. The Formulation of Study

Based on background of the study above, there is a question that may arise. Is there any effect of STIFIn method in teaching speaking English conversation on students' speaking ability at the tenth grade of SMK Bina Satria?

E. The Objectives of Study

Based on formulation of study, the objective of study is to find out the effect of STIFIn method in teaching speaking English conversation at the tenth grade of SMK Bina Satria.

F. The Significances of Study

The finding of this study is expected to be useful for:

1. Theoretical Significance
 - a. This research is useful to enrich the knowledge in mastery speaking especially in conversation.
 - b. This research can give more information for the teachers in teaching speaking especially in conversation.
2. Practical Significance
 - a. For teachers, this research will be showed the result that can be useful for teachers to improve their knowledge and information in teaching speaking

especially in teaching conversation. Or, this research will showed the teachers a method (STIFIn) that effective to teach speaking.

- b. For students, this research can help them to understand and improve their speaking skills especially in conversation English and make the students more active in learning process.
- c. For the researcher, the researcher can use this method to change the teaching patterns in Indonesia.
- d. For the school, the research can give a reference in improving teaching learning process.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

To support the ideas of this research, some theories and some information will be include to help the researcher design the research

A.1. Speaking

Speaking is an activity to talk to somebody about something every time. In speaking, one should be able to use a language. There are many experts state about speaking. Speaking is an interaction process between speaker and listener. Speaking as an exchange of thoughts and ideas about one or more topic between two or more speakers.⁴ Speaking is the productive oral skill. It consists of producing verbal utterances to convey meaning. Teaching speaking is sometimes considered a simple process. In commercial language schools around the world hire people with no training to teach conversation. Even though speaking is totally natural, speaking in other language is not simple.⁵ Speaking is a verbal use of language to communicate with others. The purposes for which we wish to communicate with others are so large that they are innumerable.⁶

⁴Greene S, *Communication Naturally in a Second Language*, (New York: Cambridge University, 1963), p. 91

⁵David Nunan, *Practical English Language Teaching*, (New York: Mc Graw-Hill Companies, 2003), p.48

⁶Glenn Fulcher, *Testing Second Language Speaking*, (London: Pearson Longman, 2003), p.23

In Holy Quran, speaking explain in QS. An-Nisa 4 : 164.⁷

وَرُسُلًا قَدْ قَصَصْنَاهُمْ عَلَيْكَ مِنْ قَبْلُ وَرُسُلًا لَمْ نَقْصُصْهُمْ عَلَيْكَ وَكَلَّمَ اللَّهُ مُوسَى تَكْلِيمًا

The meaning is “And we sent messengers about whom we have related their stories to you before and messengers about whom we have not related to you. And Allah spoke to Moses with direct speech”.

Speaking also explain in QS. Ar-Rahman 3-4.⁸

الرَّحْمَنُ (١) عَلَّمَ الْقُرْآنَ (٢) خَلَقَ الْإِنْسَانَ (٣) عَلَّمَهُ الْبَيَانَ (٤)

The meaning is: “The Merciful, He has taught the Qur’an, He created man, He taught him eloquent speech.” Based on the verses of the Qur’an above that Allah SWT who created man and thought the humans are good in talking. It means that our speaking ability comes from God Almighty.

In QS. Al-mujaadilah: 9 speaking explain:

يَا أَيُّهَا الَّذِينَ ءَامَنُوا إِذَا تَنَجَّيْتُمْ فَلَا تَتَنَجَّوْا بِالْإِثْمِ وَالْعُدْوَانِ وَمَعْصِيَةِ الرَّسُولِ وَتَتَنَجَّوْا بِالْبِرِّ

وَالتَّقْوَى ۚ وَاتَّقُوا اللَّهَ الَّذِي إِلَيْهِ تُحْشَرُونَ (٩)

The meaning is “all of you who have believed, when you converse privately, don’t converse about sin and aggression and also disobedience to the messenger but converse about righteousness and piety. And fear Allah SWT, to whom you will be gathered.” According to the teachings of Islam, speaking is to deliver a

⁷Abdullah Yusuf Ali, *The Holy Qur’an*, (London: Kitab Bhavan, 2006)

⁸*Ibid.*

message to someone. With a good road, with a gentle word, don't talk about sin and always talk about good things. If seen from the way he speak, that's the attributes of deliver.⁹

In hadidh, the Prophet Muhammad SAW said "a person utters a word thoughtlessly (without thinking about its being good or not) and as a result of this, he will fall down into the fire of Hell deeper than the distance between the east and west." (Shahih al Bukhari Sahih al Muslim).¹⁰

The Prophet Muhammad SAW also saying in hadidh "whosoever believes in Allah and in the Last Day either speak good or be silent." (Sahih al Bukhari, Shahih al Muslim). And also the Prophet Muhammad SAW said in hadidh, "a good word is clarity." (Shahih al Bukhari Sahih al Muslim).¹¹

Speaking has often been dealt with in a similar way in language teaching. It is sometimes thought of as something which is covered sufficiently by virtue of being so bound up in the teaching of everything else. Although many learners feel that being able to communicate effectively through speech is their main priority, when speaking is the main aim of the lesson the researcher can be sometimes lead to dissatisfaction.¹²

The reasons why people speak to each other is one primary use of language is to establish and maintain social relationships. As part of this social use of language was

⁹Abdullah Yusuf Ali, *The Holy Qur'an*, (London: Kitab Bhavan, 2006)

¹⁰Shohih Bukhari, *Bab: Barang Siapa Beriman pada Hari Akhir*, Juz 8 : 2018, No.Hadith 6477

¹¹*Ibid.*, 6018

¹²Watkins Peter, *Learning to Teach English : A Practical Introduction for New Teacher*, (England : Viva Books Private Limited, 2007), p.26

to entertain each other by making jokes and telling anecdotes and stories. And also share views and opinions on a variety of subjects. When somebody chat to friends there is no agenda of what somebody should cover. People who involved in the conversation can introduce a variety of subjects.¹³

The main point of speaking is for communicating, so the speakers have to convey the thinking and feeling effectively and the speaker must understand the meaning to be communicated to make other people understand with what speakers are talking about.¹⁴ It means that every people in the world have to speak because speaking is an activity to communicate with other people every time to make a good relationship in society.

A.1.1. **Function of Speaking**

The functions of speaking into three categories which are quite distinct in terms of form and function and requires different teaching approaches. Those functions are categorized into talk as interaction, talk as transaction, and talk as performance.¹⁵

1. Talk as interaction

Refers to “conversation” and describes interaction that serves a primarily social function. People do the speaking activity to be friendly and to establish

¹³*Ibid*, p.27

¹⁴Tarigan, Henry Guntur, *Berbicara Sebagai Suatu Ketrampilan Berbahasa*, (Bandung: Angkasa, 1981), p.15

¹⁵Jack C. Richards, *Teaching Listening and Speaking: From Theory to Practice*, Cambridge: Cambridge University Press, 2008), p.21

a comfortable zone of interaction with others. The focus on this category is more on the speakers and how they wish to present themselves to each other than on the message.

2. Talk as transaction

Refers to the focus is on what is said or done. The central focus is to making oneself understood clearly and accurately of the message, rather than the participants and how they interact socially with each other.

3. Talk performance

Refer to public talk that transmits information before an audience, such as classroom presentations, public enouncement and speeches. This type of talk tend to be in the form of monolog rather than dialog. Talk as performance is closer to written language than conversational language, and often evaluated according to its effectiveness or impact on the listener which is different from talk as interaction or transaction. Debate, welcoming speech, presentation, giving a lecture are examples of talk as performance.¹⁶

A.1.2. Basic Types of Speaking

There are six categories of speaking skill area. Those six categories are as follows:

1. Imitative

In this category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing is focusing on pronunciation. In the

¹⁶*Ibid*, p.22-24

teaching process, the teacher uses drilling. The reason by using drilling is the students get opportunity to listen and to orally repeat some words.

2. Intensive

The students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs or group discussion. For example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, and etc.

3. Responsive

Responsive performance includes the interaction and comprehension test but limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

4. Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information. For example a conversation which is done in group discussion.

5. Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

6. Monologue

The teacher gives students extended monologues in the form of oral reports,

summaries, and story telling and short speeches.¹⁷

Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. At least the students need to know the pronunciation, vocabularies, and language functions that students are going to use. When the students have been ready and prepared for the activity, students can use the language well.

A.1.3. Difficulties in Speaking

Speaking is the most difficult skill to master for the majority of English learners, and students are still incompetent in communicating orally in English. There are many factors that cause difficulty in speaking, as follow:

1. Inhibition. Students are worried about making mistakes, fearful of criticism, or simply shy.
2. Nothing to say. Students have no motive to express themselves.
3. Low or uneven participation. Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while the others speak very little or not at all.
4. Mother-tongue use. Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking using their mother tongue.

In addition, there are many factors that cause difficulties in speaking English in the school. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment. For example, many

¹⁷H. Douglas Brown, *An Interactive Approach to Language Pedagogy*, (UK: TESOL International Association, 2004), p.274

learners lack the necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction going. Inadequate strategic competence and communication competence can be another reason as well for not being able to keep the interaction going.¹⁸

Some learners lack the motivation to speak English. The learners do not see a real need to learn or speak English. Actually motivation is the crucial force which determines whether a learner does a task at all, how much energy the learner devoted to it, and how long learner perseveres. The development of communicative skills can only take place if learners have the motivation and opportunity to express their own identity and relate with the people around them.¹⁹

Teaching strategies also contribute to this problem as they are inadequate, and they do not put emphasis on speaking. Besides, vocabulary items are taught in isolation, and listening materials are not used by the majority of school teachers because of the large number of teachers compared with the number of cassettes available. Teacher-training programs were found to be not very successful in changing the teachers' methodology.²⁰

A.1.4. Types of Spoken Test

There are four the most commonly used spoken test types are:

¹⁸ Rabab'ah, *Communication Problems Facing Arab Learners of English*, (Journal of Language and Learning), Vol. 3 No. 1, 2005, ISSN 1740-4983, p.24

¹⁹ *Ibid*, p.25

²⁰ Samira Al Hosni, *Speaking Difficulties Encountered by Young EFL Learners*, in International Journal, Vol. 2 No. 6, June 2014, p.23

1. Interview

There are relative easy to set up, especially if there is a room a part from the classroom where learners can be interviewed. The class can be set some writing or reading task (or even the written component of the examination) while individuals are called out, one by one, for their interview.

2. Live monologue

The candidates prepare and present a short talk on pre-selected topic. This eliminates the interview effect and provides evidence of the candidates' ability to handle an extended turn, which is not always possible in interview. If other students take role of the audience, a question and answer stage can be included, which will provide some evidence of the speaker's ability to speak interactively and spontaneously. But giving a talk or presentation is only really a valid test if these are skills that learners are like to need, e.g. if their purpose for learning English is business, law, or education.

3. Recorded monologue

Learners can take turns to record themselves talking about a favorite sport or past time. The advantage of recorded test is that the assessment can be done after the event, and the result can be triangulated that is other examiners can rate the recording and their ratings can be compared to ensure standardization.

4. Role plays

The role play should not require sophisticated performance skills or a lot of imagination. Situations grounded in everyday reality are best.²¹

²¹Scoot Thornburny, *How to Teach Speaking*, (Longman Kanisius: Kesainc Blanc, 2005), p. 125-126

A.2. Teaching Speaking

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.²² In teaching oral communication, micro skills are very important. One implication is the importance of focusing on both the forms of language and the functions of the language.²³ Language learners regard speaking ability as the measure of knowing a language. These learners state fluency as the ability to converse with others, much more than the ability to read, write or comprehend oral language. They regard speaking as the most important skill that can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

Language learners need to identify that speaking involves three areas of knowledge:

1. Mechanics (pronunciation, grammar, and vocabulary)

Using the right words in the right order with the correct pronunciation.

2. Functions (transaction and interaction)

Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)

3. Social and cultural rules and norms (turn taking, rate of speech, length of pauses between speakers, relative roles of participant)

²²Kadambari Sharma and Tripat Tuteja, *Principles and Practices of Languages Teaching*, (New Delhi: Ajay Verma For Commonwealth Publishers, 2008), p.13

²³H. Douglas Brown, *An Interactive Approach to Language Pedagogy*, (UK: TESOL International Association, 2001), p.271

Understanding how to take into account who is speaking to whom in what circumstance, about what, and for what reason.

In the communicative model of language teaching, instructors help the students develop this body of knowledge by providing authentic practice that prepares students for real-life correct, logically connected sentences that are appropriate to specific context and comprehensible pronunciation.²⁴

A.2.1. Teaching Speaking Conversation

Teaching speaking conversation in the classroom as follow:²⁵

1. Teach a content lesson (focus on key vocabulary on the topic and review simple grammar rules) before students are given the chance to practice conversation.
2. Separate students into pairs or small groups so as they feel less self-conscious about their skills and have more opportunities to speak.
3. Set parameters for the conversation (discussions can focus on agreement or disagreement over a definite issue, sharing ideas about current events, brainstorming solutions to an issue.
4. Assign role playing activities so as the students can practice specific vocabulary or phrases in realistic situations.
5. Practice simulations (simulations include more elaborate settings such as TV host, singer, etc.) because a simulation can help students practice their conversational skills and feel more confident while speaking in front of the class.

²⁴ Muhammad Fadlan Annazary Siregar, “*Developing English Listening Media by Using Audiobook*”, S1 English and Literature Department, Faculty of Language and Arts, State University of Medan, 2019, p.11

²⁵ Oksana Ye Milova, ”*Teaching Conversation in English Language Classroom: Conversation Techniques* ”, in International Journal, Vol. 10 No. 2, 2015, p.175

6. Ask students to be reporters or to interview one another (students who act as the reporter or interviewer use their conversational skills to get information, and students who act as the subjects use their skills to make up answers to the questions).
7. Allow students to play games together having made a rule that students have to speak in English while playing.

A.3. STIFIn Method

A.3.1. Definition of STIFIn

STIFIn concept was introduction by Farid Poniman with a compilation of various psychology theories, neuro science, and human resource. The big principle is referring to intelligent concept by Carl Gustav Jung. STIFIn is a test carried out by scanning the ten fingers of fingerprint for a few minutes or no more than one minutes. It will bring an information about composition of nervous system's someone, and then analyzed and connected with the dominant brain hemisphere that occur as the operating system and intelligence machine. The principle of STIFIn test is use fingerprint because fingerprint can reflect the genetic talent, the genetic potential, the genetic intelligence machine, and also fingerprint can help someone to recognize their genetic personality which will not change throughout their lives.²⁶

The five intelligence machine of STIFIn described as follow; Sensing (S), Thinking (T), Intuiting (I), Feeling (F), and Insting (I).²⁷ From the five intelligence

²⁶Farid Poniman, *Penjelasan Hasil Tes STIFIn Mengenali Cetak Biru Hidup Anda*, (Bekasi: PT STIFIn Finger Print, 2012), copied to 5, p.61

²⁷Farid Poniman, *Kubik Leadership*, (Jakarta: Gramedia Pustaka Utama, 2009), p.215

machine, the dominant one can answer who you are actually and you can recognize who you are. STIFIn test can answer where the dominant brain hemisphere and which part of the brain is often used. After we know where the dominant brain hemisphere and which part of the brain is often used, we can be known many information about ourselves start from metabolism, body structure, self strengths and weaknesses, married couple, natural elements, how to learn or learning style, suitability profession, and how to live life successfully.²⁸

In the head, brain works comprehensively, so that the five hemispheres of the brain will work together and harmoniously. In a joint work system, that is brain operating system act actively as a leader so the other brain hemisphere is only act as passive followers, because just waiting for orders from the leader.²⁹

Intelligence is an ability to solve or create something of value to a particular culture.³⁰ Basically every student has a dominant intelligence machine. The dominant intelligence machine became the main power to improve learning achievement.³¹ This is the next important thing for students to know their potency or strength in optimize the ability.

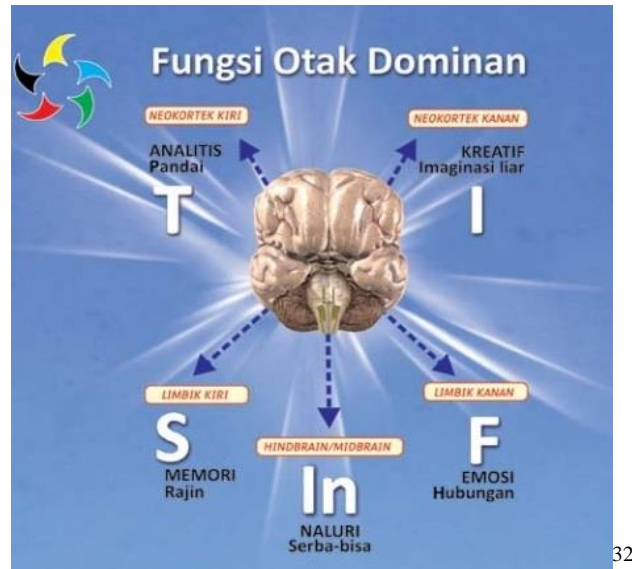
²⁸ Brili Agung and Dodi Rustandi, *Me Fokus pada Kekuatan Jangan Sibuk dengan Kelemahan*, (Jakarta: Qultummedia, 2015), p.49

²⁹*Ibid*, p.51

³⁰ Agus Efendi, *Revolusi Kecerdasan Abad 21*, (Bandung: Alfabeta, 2005), p.81

³¹ Farid Poniman, Indrawan Nugroho, and Jamil Azzaini, *Kubik Leadership*, (Jakarta: PT Gramedia Pustaka Utama, 2008), copied to 1, p.4

Figure 2.1 Intelligence Machine of STIFIn



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A.3.2. Function of STIFIn

1. We can recognize learning style the students easily. Exactly every student have the different learning style. Intelligence machine of Sensing (S) is good in memorizing, Thinking (T) is good in counting, Intuiting (I) is good in creativity, Feeling (F) is good in discussing, and Insting (In) is multitalented learner but requires calm to optimize the function of the midbrain (instinct).
2. To develop Indonesian human resources. Inviting Indonesian people to utilize our energy and time to develop our intelligence machine. With focus on only one intelligence machine, so that if the design of our lives has been focused on the main strengths then success will be achieved easily. More than that, we will feel enjoy, because what we do is a calling of the soul.

³²Farid Poniman, *Penjelasan Hasil Tes STIFIn Mengenali Cetak Biru Hidup Anda*, (Bekasi: PT STIFIn Finger Print, 2012), copied to 5, p. 1

3. Choosing a profession appropriately. If the choice of profession is in accordance with the wishes, so the professional training process becomes easy and fun even though it is trained in a very heavy way. In short, the STIFIn concept is the most appropriate way to do repeat profession.

A.3.3. Learning Style Based on STIFIn

Each intelligence machine has a different learning style, as follow:³³

1. Sensing

Sensing is one of intelligence machine that has a strong memory. Because of sensing has a strong memory, the good learning style is memorizing. Each term or lesson is read repeatedly with a variety of ways. For the reading to be easy to master, the hands must be active. For example, by marking readings that considered important. If necessary, use teaching aids because the visual appearance will multiply the recorded information into memory. If necessary, teaching aids to be active to get experience.

The most effective of sensing learning process is to try directly and experience it yourself. The repetitive forms of exercise are an excellent way to make the function of *myelin* (a type of brain nerve) work well. The more often you train, the more *myelin* develops, so that the skills will be increase. By memorizing, sensing will increase their vocabulary. The great is they have more vocabulary. It's mean that *myelin* work to saved in memory. *Myelin* is increasingly trained and qualified. Sensing has the ability to record visually well. The sequence of events in detail can be recorded carefully. Therefore, it is important for sensing to repeat the

³³ Brili Agung and Dodi Rustandi, *Me Fokus pada Kekuatan Jangan Sibuk dengan Kelemahan*, (Jakarta: Qultummedia, 2015), p.117

practice of the exercises or solve the problem.

Learning while moving will make the type of sensing more comfortable. They are comfortable for study long time if doing while moving. Play while studying is a very effective activity for sensing.

2. Thinking

Thinking has a habit to reason reading to understand logic by creating structures and schemes that make it easy. Thinking does not want or do not like things that are meticulous. So, they make a structure or learning scheme. Start from the title, chapter, section, to other parts. The goal of a thinking people reading is not to memorize until they understand, but to understand the logic and essence of what they are reading.

The left brain type of thinking people always need food in the form of thinking. The result is thinking people become the most hungrily read textbooks as well as being the person with the highest level of mastery of the subject. They were also insightful, because the collection of books they read were sufficient and found the structure of thinking in each of their reading. Thus, the ability to learn does not originate from microscopic details but from developing insight.

Thinking is very independent in learning even without being motivated. But to increase and maintain their motivation, they would be encouraged by being recognized by people they respect. Recognition is different from praise. Recognition is an award or acknowledgment that there is progress in themselves. This recognition is given by people they respect, such as their parents, their teacher or their seniors, or even from the opponents they seized.

3. Intuiting

In learning process, intuiting people always focus for how to understand the concept, because for them understanding the concept is not easy. So that, they assisted with illustrations, graphics, and films which will facilitate them to understand the concept of each lessons. The learning process can also be transferred from body language from the teacher. Intuiting people love teachers who are expressive in communicating both in terms of the choice of words or how to deliver them. The learning process tends to be faster than people their age. They will be able to find hidden concepts from what they learn beyond the other types of intelligence machine. In order to the learning process get better, help intuiting people by formulating the themes that are learned.

Teaching aids can help intuiting people to increase their creativity. Unloading pairs to be recorded by his spatial intelligence (spatial intelligence) becomes a creative lesson. Give the exercise to get an experience that patterned with their mind. Intuiting must do it to memorize quickly. Giving motivation by being challenged to see a better future by visualizing "big pictures" about their future, so it will be easier for him to build his own route of success. Likewise in his learning activities, he will hungrily read a book when they have seen.

4. Feeling

In learning process, feeling is more suitable to using listening method because listening skill of feeling is better than other intelligence machine. When in the class, feeling has enough to concentrate on listen to the explanation from the teacher. If necessary, the explanation is recorded and listened to repeatedly until they can feel it. In addition, discussion learning styles are very suitable for feeling. Discuss the

subjects with friends or teachers while verifying items reviewed verbally. They preferred interactive communication process

5. Instinct

The learning style for instinct is summarizing. Instinct tends to use a deductive learning pattern that is knowing the conclusions first and then forwarding it to every book that they read, they always compiles to find the conclusions, then described the detail. While learning, they can be helped with a peaceful and serene atmosphere, for example with the support of soft background music.

B. Conceptual Framework

The conceptual framework in this research is as follow:

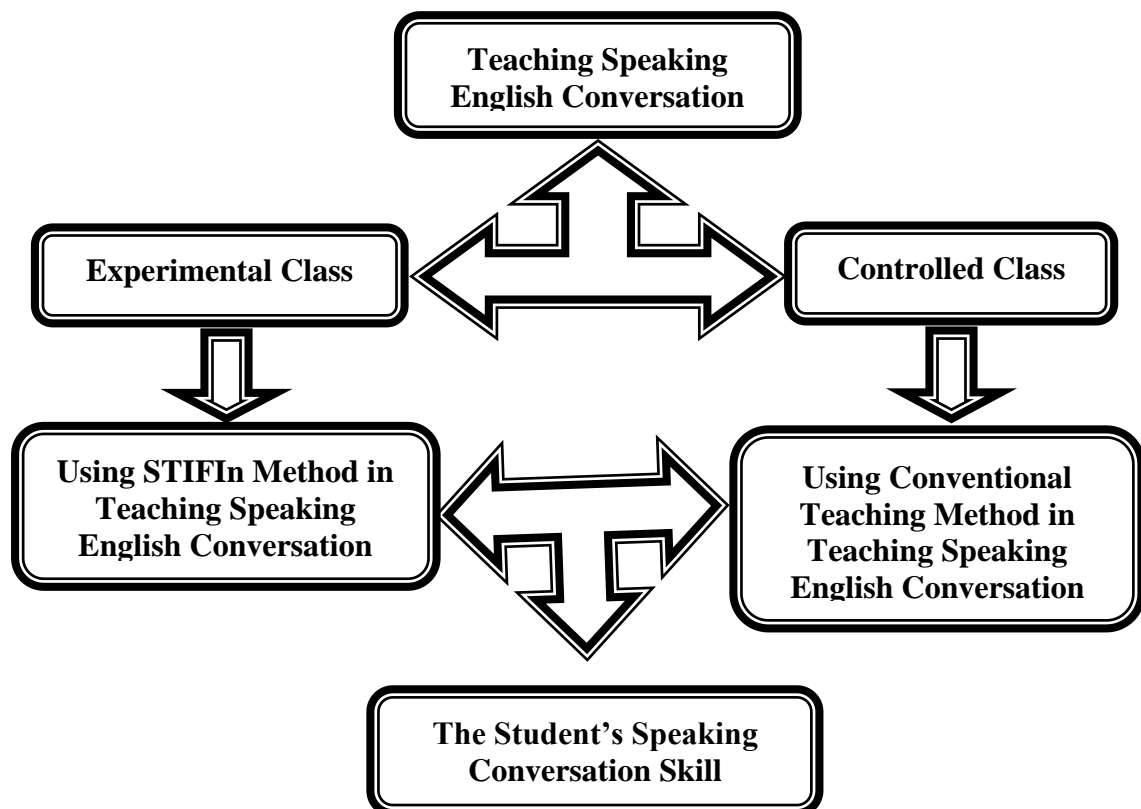


Figure 2.2 Conceptual Framework

Based on framework above, the researcher teaches speaking English conversation using STIFIn method in two classes. First is experimental class and the second is control class. In experimental class, the researcher used STIFIn method in teaching speaking English conversation. And in the control class, the researcher used conventional teaching in teaching speaking English conversation.

C. **Related Study**

There are five related study that I find:

1. Armasita's research (2017 Faculty of Tarbiyah and Teacher Training, UINSU), Improving Students' Speaking Skill in English Lesson by Using Action Learning Strategy. This research took place in MTs PAB 1 Helvetia. The research aimed to improve the students' speaking skill in English lesson by using action learning strategy. This research was conducted by using Classroom Action Research (CAR). The subject of this research was VIII-A grade of MTs PAB 1 Helvetia 2016/2017 academic year which consisted of 48 students. The objective of this research was to improve students' speaking skill in English Lesson by using Action Learning strategy at Eight Grade of MTs PAB 1 Helvetia. This research was conducted in two cycles which each consists' of planning, acting, observing, and reflecting. The data were gathered through quantitative and qualitative data. The result of this research showed that there was increasing of students in speaking skill. The mean of pre-test was 59. The mean of post-test 1 was 75.04. The mean of post-test 2 was 82.11. It indicated that the scores and the mean in second cycle were better than the first cycle. The percentage of students who got point >75 also grew up. In the

pre-Test, the students who got point >75 up were 4 students (9.09%). In the post-test of cycle 1 students who got point >70 up were 30 students (68.18%). The post-test of cycle 2, students who got point >75 were 38 students (86.36%). In other words, the students' ability in speaking improved and became well in the first meeting to the next meeting.

2. Intan Melati's research (2018 Faculty of Tarbiyah and Teacher Training, UINSU, The Effect of Bamboo Dancing Method on Student Speaking Ability. The research intended to find out the effect of using Bamboo Dancing method on student's speaking ability. The research used experimental design. The population of the research was tenth grade students of MAN 4 Medan in 2017/2018 academic year which was divided in eleven classes and the total number was 337 students. The researcher used cluster random sampling to get the sample. The sample consisted of 54 students. The research was conducted by using experimental and control group. The experimental group was taught by using Bamboo Dancing method, while the control group taught without using Bamboo Dancing method. The instrument of the collecting data was speaking test. The data were analyzed by using t-test formula. The calculation shows that the t-observed (3,293) is higher than t-table (2,009) or t-observed $>$ t-table ($3,293 > 2,009$) at the level of significance 0.05 with the degree of freedom (df) 52. Therefore, the null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. It means that teaching speaking by using Bamboo Dancing method has more significant effect than teaching speaking without using Bamboo Dancing method.

3. Nistiningtyas's research (2013, Faculty of Tarbiyah and Teacher Training, State Islamic Institute Sunan Ampel Surabaya), *Penggunaan Hasil Tes STIFIn dalam Mencapai Prestasi Belajar Siswa pada Mata Pelajaran Tarikh*. In this thesis entitled *Penggunaan Hasil Tes STIFIn dalam Mencapai Prestasi Belajar Siswa pada Mata Pelajaran Tarikh in Subjects in Class VIII at SMP IT Al-Amri Probolinggo*, the writer uses three problem formulations, there are: 1. What is the results of the STIFIn test in grade VIII of SMP IT Al-Amri Probolinggo? 2. What is the learning achievement in class VIII SMP IT Al-Amri Probolinggo? 3. How is the use of the STIFIn test in achieving learning achievement in class VIII of SMP IT Al-Amri Probolinggo. To obtain data the author uses several methods including: observation, interview, and documentation. To answer the first problem formulation was using documentation and interview technique, the second was using documentation and observation techniques, while to answer the third formulation the writer used documentation techniques. Based on the results of the data presentation and data analysis, it was found that the results of the STIFIn test in class VIII of SMP IT Al-Amri Probolinggo were not yet known for the nine types mentioned by STIFIn but only seven types were known. While learning achievement in class VIII SMP IT Al-Amri Probolinggo exceeds the minimum standards set by subject teacher. This is proven based on the results of documentation obtained by researchers from subject teachers. While the use of STIFIn test results in achieving learning achievement has been used well this is evidenced by the answer to the formulation of the second problem.

4. Rahmawana's research (2017, Faculty of Tarbiyah and Teacher Training, UIN Alauddin Makassar), Using Story the Completion in Teaching Speaking. This research aimed to determine the use of story completion technique in improving students' speaking skill at the second grade students of SMAN 6 Soppeng. The independent variable of this research was Story Completion Technique and the dependent variable was students' speaking skill. The population of this research was the second grade students of SMAN 6 Soppeng which consist of 170 students. The sample of the research consisted of 42 students which were taken by using purposive sampling technique, 21 students from XI IPA 2 as experimental class and 21 students from XI IPA 1 as control class. The instrument used of this research was test. The test was used in the pretest and post-test. The data indicated that, there was a significant difference between the students' pre-test and post-test in the experimental class and pretest and post-test in the control class. The mean score of the students' pre-test of experimental group was (2,88) with standard deviation was (0,79) and the mean score on the post-test was (4,21) with standard deviation was (0,94) in the experimental class was higher than mean score of pre-test (3,28) with standard deviation was (0,76) and the mean score of the post-test was (3,47) with standard deviation was (0,48). From the t-test, the researcher found that, the value of the ttest (4.11) was higher than the t-table (2.021) at the level of significant 0.05 with degree of freedom (df) = 40. The result of the t-test also shown that, the use of Story Completion as technique in teaching speaking was effective in improving the students' speaking ability because the t-test, 4.11, was higher than t-table, 2.021 (4.11 > 2.021). The researcher drew a conclusion

that, the use of story completion is effective to improve the students' speaking ability in the second year students at SMAN 6 Soppeng.

5. Vivi Alvionita's research (2018, Faculty of Tarbiyah and Teacher Training UINSU), The Use of Mime Game to Improve the Students' Speaking Ability. This research was Classroom Action Research, aimed to improve the students' speaking ability by using mime game as media. The sample of this study was X-1 which consist of 26 students of MA Muhammadiyah 1 Medan. This research was done in two cycles. Each cycle consisted of four steps namely, planning, action, observation and reflection. Based on the research, it was found that the students' ability improved in each cycle. The result of analyzing data showed the improvement of the students' score from pre-test to post-test I and II. Based on the data analysis, the result of research was indicated that there were improvement on the students' speaking ability at using mime game as media. It was proved by the data; the students' score in pre- test, the lowest score was 55 and the highest one was 78; the students' score in post-test I, the lowest score was 58 and the highest one was 80; the students' score in post-test II, the lowest score was 65 and the highest one was 88. In the pre-test, there were 11.53% (3 of 26 students) who got score ≥ 75 . In the post-test I, there were 38.46% (10 of 26 students) who got score ≥ 75 . The percentage of the improvement scores from pre- test to post- test I were 26.93%. In the post-test II, there were 76.92% (20 of 26 students) who got score ≥ 75 . The percentage of the improvement scores from post-test I to post-test II were 38.64%. Based on the data, it was concluded the student at mime game as media in improving.

D. Hypothesis

Based on the theoretical and conceptual above, the researcher formulates the following hypothesis:

1. Ha: there is a significant effect by using STIFIn method in teaching speaking English conversation to progress students' speaking ability
2. Ho: there is no significant effect by using STIFIn method in teaching speaking English conversation to progress students' speaking ability.

CHAPTER III

RESEARCH METHODOLOGY

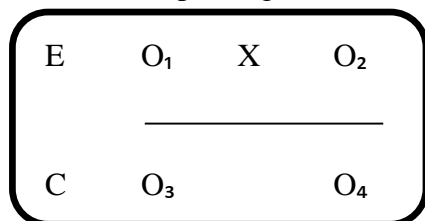
A. Location of the Research

This study took place in SMK Bina Satria which was located at Jl. Marelan IX No.1 Kec. Medan Marelan, Kel. Tanah Enam Ratus, Medan Marelan. The research study was conducted at X TKJ-2 and X TKJ-3 grade of SMK Bina Satria Medan in academic year 2020/2021.

B. Research Design

Based on the observation that the researcher conducted some reason to do this research that is the students have a low ability in speaking. They are rarely used English to communicate with their friends in the class. This research was conducted with quasi experimental design. It is nonequivalent control group design that involving two groups of classes. One group was treated as the experimental class and other group was treated as the control class.³⁴ In the experimental class, the STIFIn method was conducted as well as post-test and pre-test. And the control class was only get post-test and pre-test.

This is the model of Quasi Experimental Design, exactly Nonequivalent Control Group Design:³⁵



³⁴Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Edition XXII, (Bandung: Alfabeta, 2015), p.116

³⁵*Ibid*, p.117

Where

E : Experimental Class

C : Control Class

O₁ : Pre-test in experimental class

O₃ : Pre-test in control class

X : Treatment that will be given for experimental class by using STIFIn method

O₂ : Post-test in experimental class

O₄ : Post-test in control class

C. Research Population and Sample

1. Population

Population is total number of subject that should be observed in the research.³⁶ The population of this research is the tenth grade of TKJ at SMK Bina Satria Medan in academic year 2019/2020. The total number of population is 117 students consist of 3 classes.

2. Sample

Sample is part of chosen from population in the research.³⁷ In this research, the sample consisted of two classes and divided into two groups, experimental class and control class. The researcher was taken X TKJ-2 consist of 20 students as experiment class and X TKJ-3 consist of 20 students as the control class.

³⁶Syahrum and Salim, *Methodologi Penelitian Kuantitatif*, (Bandung: Cipta Pustaka Media, 2012), p.113

³⁷Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2014), p.174

D. Operational Definition of Variables

To avoid the misunderstanding in the terms of definition, the researcher makes the definition of variables as follow:

1. STIFIn method is a method with a test to find out the students' intelligence machine and to recognize students' learning style.
2. Teaching speaking English conversation is a teaching activity to sharing knowledge especially in speaking conversation skill on students.
3. The students' speaking conversation skill is the intelligent of speak English conversation well.

E. Instrument of Collecting Data

To get the data, the researcher began to give the test STIFIn to know the intelligence machine of each student especially in students' experimental class. And then the researcher gave a test consisting of pre-test and post-test. The purpose of the pre test is to find out the extent of the students' speaking conversation skill before using STIFIn method and the purpose of the post test is to find out the increase in students' speaking conversations ability after using the STIFIn method.

F. Technique of Data Collecting

The researcher was collected the data by test STIFIn, pre-test and post-test.

1. Test STIFIn

The purpose of test STIFIn is to know the intelligence machine of each student especially in experimental class. This test only share to the experimental class' students.

2. Pre-test

To collect the data, the researchers conducted pre-test for both classes. It is tested on students. Pre-test was intended to find out students' prior knowledge of speaking skills before giving a treatment.

3. Treatment

The treatment was conducted after pre-test in the experimental group. The researcher divided to five group of the students based on their intelligent machine. The students were taught by applying STIFIn method. The procedure of experimental group as follow:

- a. The researcher introduced herself.
- b. The researcher divided the students into 5 group based on their intelligence machine. The students' intelligence machine is already known through the results of test STIFIn.
- c. The researcher introduced the introduction material to the class.
- d. The researcher gave the explanation about the material in difference teaching style. Sensing taught by memorize technique, Thinking taught by reasoning technique, Intuiting taught by visual or watching movie technique, Feeling taught by role play technique, and Insting taught by audio technique.
- e. The researcher gave the conversation text to the students. Every group can practice the material in front of the class.
- f. The researcher never forget to give the motivation to the students and support them to believe that they can do well.

While control group, the researcher was not make a group discussion for the students. The students were taught by using conventional teaching method. Both

experimental and control group were taught with the same material of teaching.

4. Post-test

Post-test was given after the treatment has been completed. The purpose is to get the mean scores of experimental group and control group.

G. Technique of Data Analysis

This research would be analyzed by using STIFIn method. The steps were taken in statistical analysis and SPSS v.21, as follow:

1. The table for fluency scoring and criteria in pre-test and post-test:³⁸

Table 3.1 Fluency Scoring and Criteria

Classification	Score	Criteria
Excellent	5	Speak without too great an effort with fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
Very good	4	Has to make an effort time to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses
Good	3	Although has to make an effort and search for words, there are not too many unnatural pauses, fairly smooth delivery mostly. Occasionally fragmentary but succeeded in conveying the general meaning, fair range of expression.
Average	2	Has to make an effort too much of the time, often has to search the desire meaning.

³⁸Heaton J.B, *Writing English Language Tests*, (New York: Longman Group UK Limited, 1991), p.100

		Rather halting delivery and fragmentary, range of expression often limited.
Poor	1	Long pauses while student searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the efforts at times. Limited range of expression.

2. The table for comprehensibility scoring in pre-test and post-test:³⁹

Table 3.2 Comprehensibility Scoring and Criteria

Classification	Score	Criteria
Excellent	5	Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions or clarification required.
Very good	4	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
Good	3	Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message or to seek clarification.
Average	2	The listener can understand a lot of what is said, but student must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.

³⁹*Ibid*, p.101

Poor	1	Only small bits or usually short sentences and phrases can be understood and then with considered effort by someone who used to listening to the speaker.
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3. Classifying the score of the students into rating scale:⁴⁰

Table 3.3 Rating Scale

Rating	Skill to communicate orally
4.01 – 5.00	Excellent
3.01 – 4.00	Very good
2.01 – 3.00	Good
1.01 – 2.00	Average
0.00 – 1.00	Poor

4. Scoring the student's achievement:⁴¹

$$Score = \frac{\text{students' gained score}}{\text{total score}} \times 100 \%$$

5. The research was used the formula to calculate the mean score of the students, as follow:⁴²

$$\bar{x} = \frac{\sum x}{N} \times 100 \%$$

⁴⁰*Ibid*, p.102

⁴¹Gay L.R, *Education Research: Competencies for Analysis and Application*, 8th edition (United State: Earson Merrill Prenfile Hall,2006), p.320

⁴²*Ibid*.

\bar{x} = mean score

$\sum x$ = sum of all score

N = total number of respondent

6. The research used the formula in calculating the standard deviation, as follow:⁴³

$$SD = \sqrt{\frac{SS}{N}}$$

Where $SS = \sum x^2 - \frac{(\sum x)^2}{N_1}$

SD = standard deviation

SS = sum of square

N = total number of subject

$\sum x^2$ = sum of all square; each score is squared and all the squares are added up

$(\sum x)^2$ = the square of all sum; all score are added up and the sum is square total.

7. The formula will be used in finding out the difference between students' score in the post test and post-test, as follow:⁴⁴

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

⁴³*Ibid*, p.321

⁴⁴*Ibid*, p.326

Where:

T = significance test

\bar{x}_1 = experimental group mean score

\bar{x}_2 = control group mean score

SS_1 = sum square (experimental group)

SS_2 = sum square (control group)

n_1 = number of student (experimental group)

n_2 = number of student (control group)

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

A.1. Data Description

The data of the research were quantitative data, they were taught from experiment research design, and there were forty students who were taken as sample of this research. They were divided into two class, experiment and control class. The students in experiment class were taught by using STIFIn method while the students in control class were taught by using conventional teaching method. The population of this research was the students of X-TKJ at SMK Bina Satria Medan exactly 117 students. The experiment class was X-2 TKJ and the control class was X-3 TKJ. Both of experiment and control class were given dialog speaking test form on the pre-test and post-test.

A.2. Data Analysis

A.2.1. The Result of Pre-test and Post-test Experiment and Control

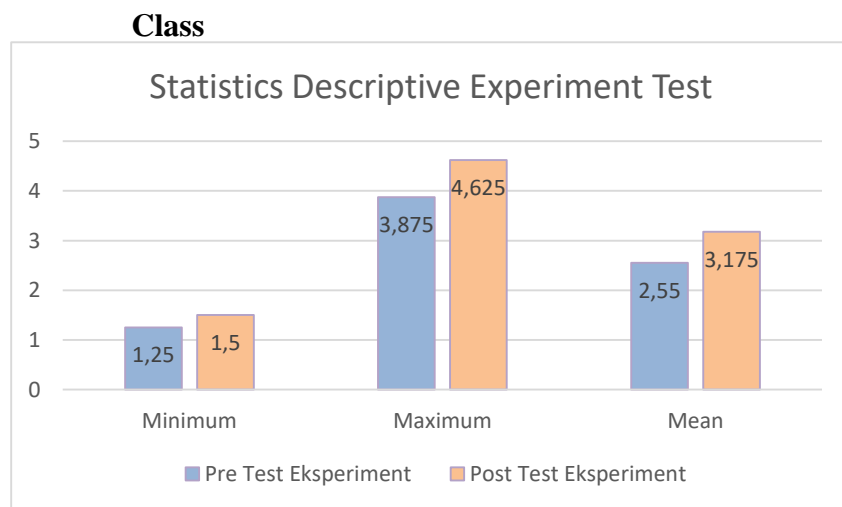


Figure 4.1 Statistics Descriptive of Experiment Test

Based on analysis of descriptive in experiment class showed that the minimum score of pre-test is 1.25 while in post-test is 1.5. Then the maximum score of pre-test is 3.875 and in post-test is 4.625. The mean score of pre-test is 2.55 and in post-test is 3.175. From the analysis showed that the minimum score, maximum score, and mean score in post-test is higher than pre-test of experiment class.

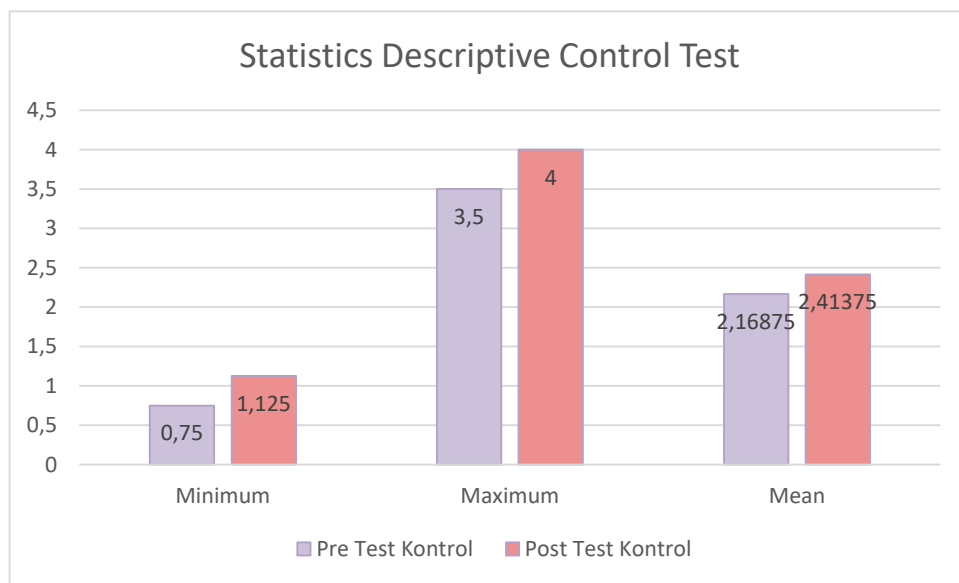


Figure 4.2 Statistics Descriptive of Control Test

Based on analysis of statistics descriptive in control class showed that the minimum score of pre-test is 0.75 while in post-test is 1.125. Then the maximum score of pre-test is 3.5 and in post-test is 4. The mean score of pre-test is 2.169 and in post-test is 2.414. From the analysis showed that the minimum score, maximum score, and mean score in post-test is higher than pre-test of control class.

A.2.2. Normality Test

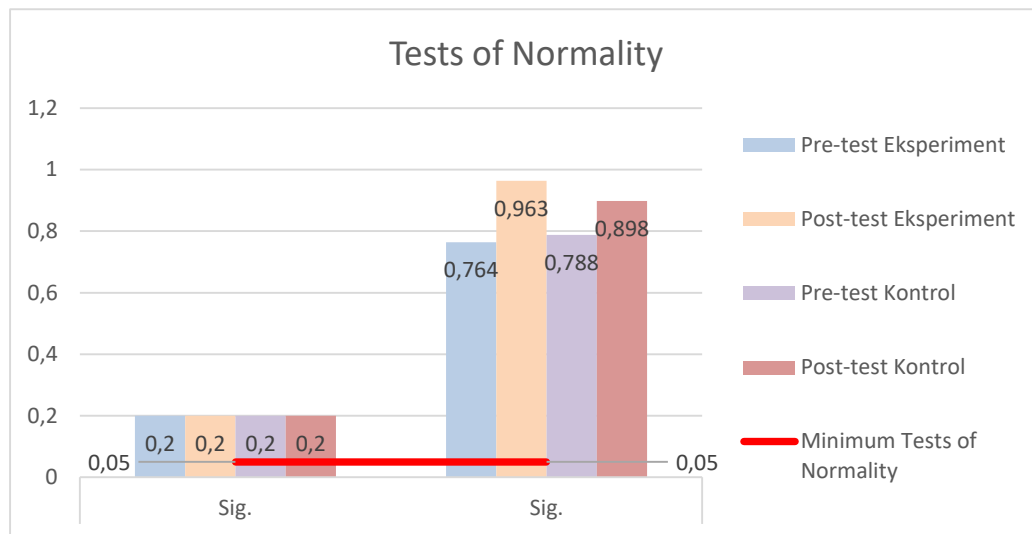


Figure 4.3 Normality Test

The purpose of normality test is to assess the distribution data in group of data or variable, whether the distribution of data is distributed normally or not. Normality test is useful for determining data that has been collected is normally distributed or taken from the normal population.

Based on the result of normality test showed that the significance value (Sig.) of Kolmogorov and Shapiro Wilk for all data, in pre-test and post-test of experiment and control class is > 0.05 which is the minimum value of normally distributed data. So it can be concluded that the research data is normally distributed. It can be used parametric statistics (paired sample t-test and independent sample t-test) to process research data analysis.

A.2.3. Hypothesis Test

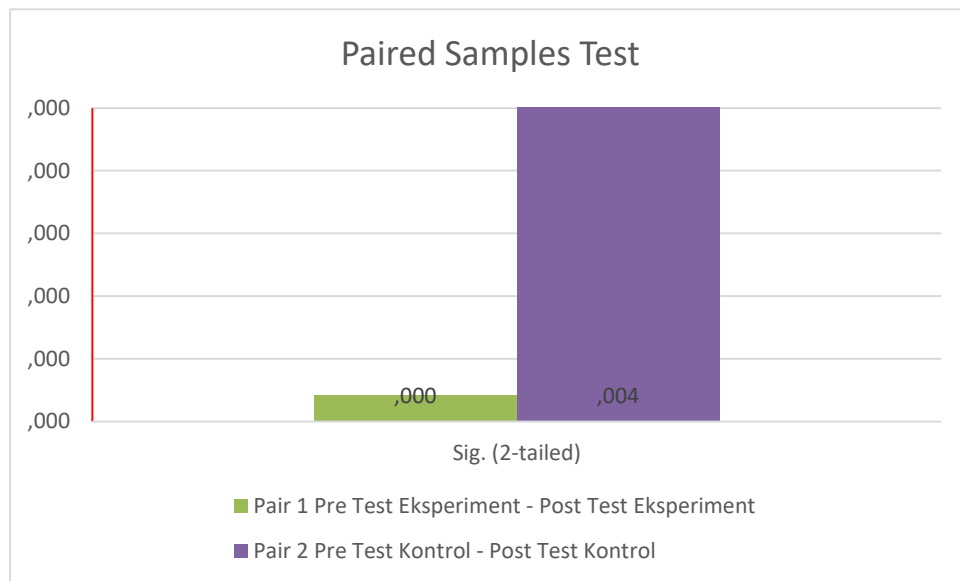


Figure 4.4 Hypothesis Test

Paired sample t-test is a paired difference test of two samples based on the mean. Paired samples are the same subject but have different treatments (pre-test and post-test). If Sig. (2-tailed) < 0.05 means that H_0 was rejected and H_a was accepted. Then Sig. (2-tailed) > 0.05 means that H_0 was accepted and H_a was rejected. Based on output of pair 1 (pre-test and post-test experiment class) obtained Sig (2-tailed) is $0.000 < 0.05$ so H_0 was rejected and H_a was accepted. Its mean that there is a significant effect speaking English conversation ability in experiment class. Based on output of pair 2 (pre-test and post-test control class) obtained that Sig. (2-tailed) is $0.0004 < 0.05$ so H_0 was rejected and H_a was accepted. Its mean that there is the effect in speaking English conversation ability in control class.

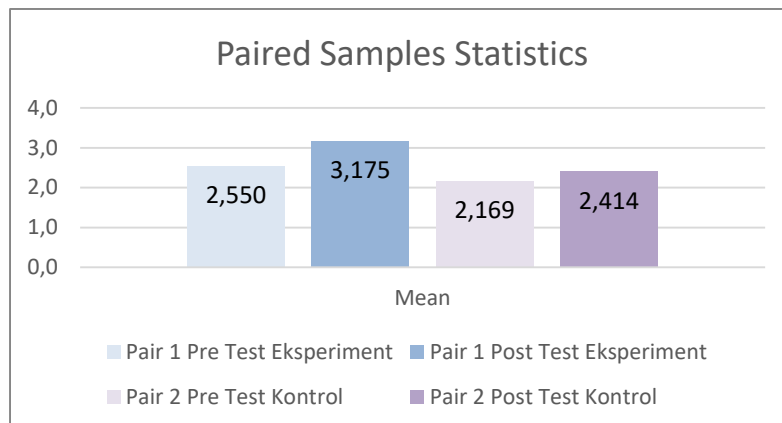


Figure 4.5 Paired Samples Statistics

Based on paired samples statistics showed that the mean score in pre-test experiment class is 2.55 while in post-test experiment class is 3.175. The mean score in pre-test control class is 2.169 while in post-test control class is 2.414. The mean score of post-test is higher than pre-test means that there is enhancement in speaking English conversation ability by using STIFIn method.

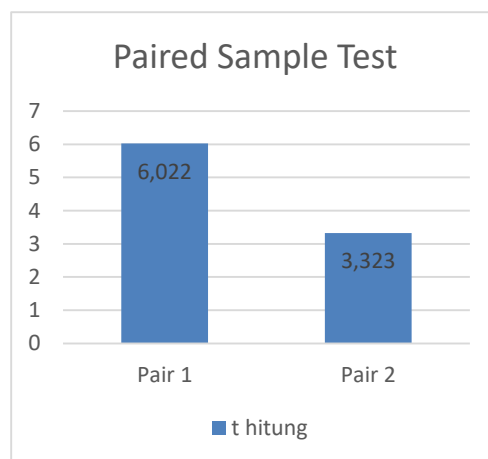


Figure 4.6 Paired Sample Test

If, $t_{\text{observed}} > t_{\text{table}} = H_0$ rejected and H_a accepted

$t_{\text{observed}} < t_{\text{table}} = H_0$ accepted and H_a rejected

$t_{\text{table}} = 2.093$

From the analysis showed that t_{observed} pair 1 (experiment class) is 6.022 > 2.093 and t_{observed} pair 2 (control class) is 3.323 > 2.093 . So H_0 was rejected and H_a was accepted. It means that there is a significant effect in students' speaking English conversation ability.

Based on independent t-test showed Sig. (2-tailed) $0.004 < 0.05$. So it can be concluded that there is a significant effect by using STIFIn method in teaching speaking English conversation to progress students' speaking ability.

B. Discussion

The first step was researcher began to give the test STIFIn to know the intelligence machine of each student especially in students' experimental class. And then the researcher gave a test consisting of pre-test to the students. Then, the researcher applied STIFIn method in experimental class and teaching without STIFIn method in control class.

The effect of STIFIn method in teaching speaking English conversation at tenth grade of SMK Bina Satria can be seen on analysis of descriptive in experiment class and control class. It showed that the minimum score of pre-test is 1.25 while in post-test is 1.5. Then the maximum score of pre-test is 3.875 and in post-test is 4.625. The mean score of pre-test is 2.55 and in post-test is 3.175. From the analysis showed that the minimum score, maximum score, and mean score in post-test is higher than pre-test of experiment class. On analysis of statistics descriptive in control class showed that the minimum score of pre-test is 0.75 while in post-test is 1.125. Then the maximum score of pre-test is 3.5 and in post-test is 4. The mean score of pre-test is 2.169 and in post-test is 2.414. From the analysis showed that

the minimum score, maximum score, and mean score in post-test is higher than pre-test of control class. The distribution of frequency and percentage of experiment class in pre-test and post-test.

The rate percentage of score in experimental class (pre-test) from 20 students are 4 (20%) students achieved very good score, 11 (55%) students achieved good score, 5 (25%) students achieved average score, and no student achieved poor score and excellent score. While the rate percentage of score in experimental class (post-test) from 20 students are 2 (10%) students achieved excellent score, 9 (45%) students achieved very good score, 7 (35%) students achieved good score, 2 (10%) students achieved average score, and no student achieved poor score. And the distribution of frequency and percentage of control class in pre-test and post-test. The rate percentage of score in control class (pre-test) from 20 students are 2 (10%) students achieved very good score, 8 (40%) students achieved good score, 9 (45%) students achieved average score, 1 (5%) students achieved poor score, and no student achieved excellent score. While the rate percentage of score in control class (post-test) from 20 students are 4 (20%) students achieved very good score, 10 (50%) students achieved good score, 6 (30%) students achieved average score, and no student achieved excellent and poor score.

The proliferation of this method has never been used in classroom and the outcome is sufficiently satisfied students and teachers. With the calculation, the result of this research showed that $t_{\text{observed pair 1 (experiment class)}}$ is $6.022 > 2.093$ and $t_{\text{observed pair 2 (control class)}}$ is $3.323 > 2.093$. It revealed that H_a is

accepted and H_0 is rejected. It can be concluded that there is significant effect of using STIFIn method in teaching speaking English conversation at the tenth grade.

From the analysis showed that the minimum score, maximum score, and mean score in post-test is higher than pre-test of control class. There is better improvement in experimental class than in control class without using STIFIn method. It can be concluded that there are students with Sensing and Thinking type and there are students who have Intuiting, Feeling and Insting types.

Poniman in his book stated that STIFIn test can answer where the which part of the brain is often used.⁴⁵ After we know where the dominant brain hemisphere and which part of the brain is often used, we can be known many information about ourselves start from metabolism, body structure, self strengths and weaknesses, married couple, natural elements, how to learn or learning style, suitability profession, and how to live life successfully.

The principle of STIFIn test is use fingerprint because fingerprint can reflect the genetic talent, the genetic potential, the genetic intelligence machine, and also fingerprint can help someone to recognize their genetic personality which will not change throughout their lives. STIFIn is one of knowledge concept that classify human based on brain operating system. STIFIn consist of five parts, there are Sensing, Thinking, Intuiting, Feeling and Insting. In STIFIn concept, the five parts is brain operating system. STIFIn concept can imagine someone totality as

⁴⁵Farid Poniman, *Penjelasan Hasil Tes STIFIn Mengenali Cetak Biru Hidup Anda*, (Bekasi: PT STIFIn Finger Print, 2012), copied to 5, p.1

individual and social relations though only know from hemisphere of brain and the dominant stratum of brain.

Once we know the dominant brain, evidently so many information can be found. He stated that learning based on students' learning style can affect the process of learning. For the reading to be easy to master, the hands must be active. For example, by marking readings that considered important. The most effective of sensing learning process is to try directly and experience it by themselves. Then, students who has thinking style is the best way with memorizing until they understand, but to understand the logic and essence of what they are reading. While intuiting students will able to find hidden concepts from what they learn beyond the other types of intelligence machine. In order to the learning process get better, help intuiting people by formulating the themes that are learned. Then, feeling is suitable for students who interactive communication process. The last is instinct style which preferred to summarize the material of learning.

The result also displayed that the students who received STIFIn method in teaching speaking English conversation to progress students' speaking ability and control class were trained without STIFIn method is better than the students who did not receive the method. The using of the method is to find out the suitable learning style and get understood easily the conversation. This is indicated by the score of posttest.

All participants from experimental group showed satisfactory significant improvement in their speaking English conversation to progress students' speaking ability based on their post-test score. It is clearly shown that the research findings

of the classroom research were proven that STIFIn method can be used in class. Using STIFIn method is suitable to know each student have different learning style. With that, teachers know how to handle the situation in class because different students are treated the different way.

It is significant for understudies to realize that there is a potential or power on them in speaking abilities. So by knowing the predominant knowledge that students have, the feelings of comfortability to learn are more agreeable in the learning process. They can modify the learning designs that they have learned through the aftereffects of these tests. Students who know their types of learning designs they will acclimate to learning so as to be fruitful in learning and help students to become compelling issue solver to their speaking problem. Example or method of learning itself is one of the elements that influence how students are able to speak.

Moreover, teachers will be more endure and put the greatest consideration regarding the majority of machine insight of every understudy. This at that point turns out to be significant for educators to examine and decide the example of understudy discovering that prompted an absence of understudies' that speaking is not only theory but practical. Since the result of STIFIn are various, it causes various treatment for students that will be held by English teachers. By coordinating understudies by STIFIn method, teachers can find the weakness and the strengths for each students. It help techers to group students based on their type of learning so students can be better. Furthermore, students can likewise discover the difficulties in speaking for each student with this unique method in order to assist teachers with satisfying the needs of a distinction in the classroom and have the option to do important learning.

By using this method, teachers know the ways and steps to motivate them to speak to improve speaking outcome. The teacher's method will be on target as teaching target because students has their own way to study and fell motivated to achieve the highest learning outcomes especially in speaking ability that they are afraid to speak.

Based on the result of hypothesis above, the student's speaking abilities using STIFIn method in teaching speaking English conversation at the tenth grade of SMK Bina Satria, the variable about the result of student's speaking achievement by using STIFIn method have a significant effect by pre-test and post-test conducted in the class.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From the analysis showed that t_{observed} in experimental class is higher than t_{table} ($6.022 > 2.093$) and t_{observed} in control class is higher than t_{table} ($3.323 > 2.093$). It means that Hypothesis alternative is accepted and null hypothesis is rejected. The conducted research revealed that there is a significant effect of STIFIn method in students' speaking English conversation ability at the tenth grade especially at SMK Bina Satria in academic year 2020/2021. The rate percentage of score in experimental class proved there is improvement before and after applying of STIFIn method. From the result, there are 2 (10%) students achieved excellent score, from 9 (45%) students achieved very good score, 7 (35%) students achieved good score, 2 (10%) students achieved average score, and no student achieved poor score.

B. Suggestion

Based on the result, there are some suggestions that are offered by researcher:

1. English teachers: Teachers are also expected to establish the right ways of teaching in accordance with the type of the students STIFIn method.
 2. Students : It is hoped that STIFIn method can motivate and improve their speaking ability especially in conversation. The students know their learning style so it is easier to make them interested in speaking.
- Future researchers: To future researchers, it is hoped that they can do research not

only in speaking ability but the important abilities such as reading, writing, and listening. So the result can be used to improve the system of education in Indonesia.

C. Recommendation

The researcher gives recommendation to the learning implication and future research. For learning implication, it beliefs STIFIn method is important to decide the learning process in the beginning. By using this method, teachers know the ways and steps to motivate them to speak to improve speaking outcome. The teacher's method will be on target as teaching target because students has their own way to study and fell motivated to achieve the highest learning outcomes especially in speaking ability that they are afraid to speak. So, it hopes teacher can provided more information about how STIFIn method works in classroom to create a learning process with different learning styles and find the right solution to map the strength and weakness when they are faced in conversation.

For future research, the study can be done with larger sample or not only senior high school students but also different level. Future research might investigate in bigger and different context involved more topics to be studied.

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APPENDIX I

TEST STIFIN

Nama :
Kelas :

Petunjuk pengerjaan:

- Ceklis lingkaran (a/b/c/d) yang ada di dalam kotak yang kamu rasa itu “gue banget”. Setiap nomor, kamu hanya boleh ceklis satu lingkaran.
- Pikir baik-baik sebelum menentukan. Hanya pilih yang kamu rasa “gue banget”
- Semua kotak sama baiknya. Semua pilihan adalah benar, tinggal pilih mana yang selama ini paling sesuai dengan dirimu.

- Jika diminta untuk memilih satu dari empat tugas ini, mana yang menurut kamu itu “gue banget”?

A	Menguraikan proses, bedah langkah dari A sampai Z
B	Menyusun konsep. Mendesain rencana besar nya
C	Mengerjakan tugas. Langsung mengerjakan apa yang bisa segera dilakukan.
D	Mengurus orang. Mengoordinir orang dan langsung berinteraksi dengan yang terlibat.

- Setiap kali kamu akan memulai sesuatu yang baru, apa pun itu, bagaimana yang kamu pertimbangkan dulu?

A	Memulai dengan “Apa”. Apa sih yang akan saya kerjakan?
B	Memulai dengan “Kenapa”. Kenapa saya harus melakukan ini? Apa alasannya?

C	Memulai dengan “Bagaimana caranya”. Langsung aja deh. Bagaimana caranya dan saya harus ngapain dulu?
D	Memulai dengan “Siapa”. Ini ide nya siapa? dan nanti saya ngerjain nya bareng siapa?

3. Bagian mana yang jika kamu melakukan itu, kamu merasa enjoy?

A	Merencanakan apa yang akan saya lakukan hari ini.
B	Merancang apa yang akan saya perbuat besok.
C	Melakukan yang sekarang-sekarang aja.
D	Nanti dulu deh. Toh semua pasti lancar-lancar aja.

4. Jika kamu sedang melakukan suatu pekerjaan, bagian mana yang paling nyaman kamu lakukan?

A	Mengerjakan secara mandiri. Mengerjakan sendiri selama saya mampu
B	Mengerjakan dengan cara yang variatif, yang anti mainstream. Kalau bisa beda dari yang lain.
C	Semua yang saya kerjakan harus teratur. Langkah-langkah nya harus jelas.
D	Mengerjakan bareng-bareng. Semakin rame ngerjainnya, semakin asyik.

5. Porsi terbesar yang biasa kamu lakukan?

A	Berfikir objektif. Semua harus masuk akal. Ada sebab ada akibat.
B	Berfikir kreatif. Selalu cari cara yang beda buat semua hal. Semakin unik, semakin keren.
C	Bertindak produktif. Melakukan semua yang bisa menghasilkan. Semakin keliatan hasil nyatanya, semakin bagus.
D	Bersikap interaktif. Yang paling penting adalah orang bisa ngertiin ide saya. Banyakin interaksi biar sama-sama ngerti.

6. Peran mana yang paling nikmat untuk kamu jalani?

A	Menjadi pencari hasil. Pokoknya hasil akhirnya harus memuaskan.
B	Menjadi pengejar prestasi. Saya akan puas kalau karya saya dapat pengakuan.
C	Menjadi pekerja ulet. Semua bisa diselesaikan asal kita tekun..
D	Menjadi penghubung antar orang. Saya baru merasa penting kalau semakin banyak orang yang yang bisa saya bantuin..

7. Kebiasaan mana yang paling nyaman dan nikmat ketika kamu menyelesaikan sesuatu?

A	Menyelesaikan secara efektif. Pokoknya semua harus selesai tepat sasaran sesuai dengan tujuan awal.
B	Membiasakan solutif. Fokus pada solusi yang bisa menyelesaikan masalah dengan cepat.
C	Menyelesaikan secara efisien. Bisa ngirit dan bahkan bisa ada sisa yang bisa dinikmati.
D	Membiasakan persuasif. Bagaimana solusinya. Bagian terpenting adalah bisa mempengaruhi orang lain untuk mengerjakan sesuatu.

8. Dari empat sikap ini, bagian mana yang paling kamu prioritaskan dan mudah untuk dikerjakan?

A	Bersikap adil. Tidak ada tawar- menawar. Semua mendapat sesuai bagian dan porsinya.
B	bersikap apresiatif. Sangat penting untuk menunjukkan penghargaan kita ke orang lain bahwasanya kita melakukan hal positif.
C	bersikap realistis. Tidak perlu menghayal. Yang ada sekarang, yaa jalani aja.
D	Bersikap harmonis. Paling enak hidup damai. Hindari konflik dengan orang lain dan hidup tenang.

9. Jika menyelesaikan sebuah tugas, bagian mana yang cenderung jadi prioritas kamu?

A	Mencari ketepatan. Hasilnya harus sesuai dengan petunjuknya. Tidak masalah jika lama, yang penting berkualitas
B	Mencari perubahan. Jika ada alternatif lain yang lebih oke, walaupun itu baru, penting buat dicoba tuh.
C	Mencari kecepatan. Jika bisa dikerjakan secepat mungkin, kenapa tidak, setelah itu bisa mengerjakan yang lain.
D	Mencari kebenaran. Yang penting adalah melakukan semuanya dengan benar. Buat senang orang yang terlibat.

10. Jika kamu dihadapkan pada satu persoalan, bagian mana yang paling kamu prioritaskan?

A	Data nya harus dikumpulkan terlebih dahulu. Satu per satu data harus lengkap.
B	Mencari pola. Jika sudah ketemu polnya, bisa berkreasi dengan hal-hal baru.
C	Fakta adalah yang terpenting. Kejadian yang sebenarnya seperti apa.
D	Mencari cerita. Dengarkan dulu berbagai versi cerita yang ada. Supaya jadi jernih menyelesaikan persoalannya.

11. Bagian mana yang kamu rasakan dorongan yang paling kuat?

A	Terdorong untuk mengelola. Yang sudah ada lebih baik dikelola dan dimanage dengan baik.
B	Terdorong untuk menciptakan. Menciptakan pendekatan dan hal-hal baru. Yang lama? Nanti dulu deh.
C	Terdorong untuk membuat. Melanjutkan yang sudah ada saja. Tinggal gandakan kuantitas. Hasilnya pasti oke.
D	Terdorong untuk memimpin. Yang paling penting adalah diakui sama orang lain. Menjadi panutan yang diikuti.

12. Kemampuan kamu yang kamu rasa paling hebat?

A	Hebat dalam menganalisa. Ketika melihat sesuatu, hasil analisa nya bisa tepat dengan apa yang terjadi.
B	Hebat dalam menggagas. Memunculkan ide dan hal-hal baru yang tidak pernah kepikiran sama orang lain sebelumnya.
C	Hebat dalam mengingat. Tidak pernah lupa dengan hal-hal kecil. Mau berapa tahun yang lalu pun masih ingat.
D	Hebat dalam merasakan. Bisa peka sama apa yang orang lain rasakan. Bahkan tanpa mereka harus ngomong dulu.

13. Jika melihat sesuatu yang tidak beres di tengah lingkungan, bagian mana yang nyaman kamu lakukan?

A	Terdorong untuk membenahi keadaan. Cari masalahnya dulu, kemudian beresin itu sampai selesai.
B	Terdorong untuk menginspirasi perubahan. Lakukan perubahan dulu dari diri sendiri. Ntar orang lain ikut.
C	Terdorong untuk mengkonkretkan pekerjaan. Apa yang paling bisa dikerjakan dan diselesaikan sekarang, dikerjakan sekarang
D	Terdorong untuk menjadikan kompak adalah hal yang paling penting. Buat semuanya menjadi satu suara. Supaya bisa mengerjakan bersama-sama.

14. Jika ada hal-hal yang tidak sesuai dengan keinginan kamu, mana dulu yang kamu prioritaskan?

A	Sibuk mencari kesalahan situasi. Dimana mulai tidak beresnya?
B	Sibuk mencari ketidaksinkronan pola. Di bagian mana ada pola yang keliru?
C	Sibuk mencari ketertinggalan tugas. Harus ngebut. Jangan sampai terlalu jauh jaraknya sama orang lain.
D	Sibuk mencari ketidakcocokan hubungan. Apakah ada orang yang mungkin tidak cocok sama saya?

15. Jika kamu mengerjakan sesuatu, rujukan atau panduan apa yang kamu rasa paling enak dalam mengerjakannya?

A	Merujuk pada sistem. Mengikuti sistem yang sudah ada. Jangan sampai ada yang menyimpang.
B	Merujuk pada konsep. Melihat dulu tujuan akhirnya bagaimana. Cara melakukan nya bisa divariasikan.
C	Merujuk pada buku petunjuk. Ikutin apa yang sudah ditulis di buku petunjuk. Sepersis mungkin
D	Merujuk pada nilai. Mempertimbangkan dulu apa yang dilakukan bahwa sesuai dengan tata krama dan menggelar sopan santun.

16. Misalnya kamu sedang rapat menentukan program kerja, biasanya kamu ada di bagian mana?

A	Mengendalikan program. Bagian-bagian yang menjaga suatu program tetap berjalan. Memberi peringatan kepada mereka yang mulai tidak konsisten menjalankan program.
B	Menyusun program. Karena bagian menyusun program ini paling asyik. Menentukan bagian mana yang di awal, tengah, kemudian nanti penutupan nya bagaimana. Lebih tepatnya mengkonsep.
C	Menindaklanjuti program. Program yang disusun apa dulu nih yang harus dikerjakan. Mulai sekarang aja dikonkretin.
D	Mengusulkan program. Bagian ngomong dan mengusulkan kepada semua orang. Ini yang paling enak. Gimana caranya membuat semua orang setuju dengan saya.

17. Ketika kamu melakukan suatu pekerjaan, yang paling nyaman kamu lakukan yang mana?

A	Mengerjakan secara mandiri. Mengerjakan sendiri saja selama saya bisa.
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B	Mengrjakan dengan cara yang variatif. Yang anti mainstream dan beda dari yang lain
C	Semua yang saya kerjakan harus teratur. Langkah-langkah nya harus jelas.
D	Mengerjakan bersama-sama. Semakin rame semakin asik.

Assessment:

We do the assessment by counting the number of circles that have been selected by students.

(A) Total =

(B) Total =.....

(C) Total =.....

(D) Total =.....

Result:

If the selected circle is dominant, so:

(A) = The intelligence machine is **Thinking**

(B) = The intelligence machine is **Intuiting**

(C) = The intelligence machine is **Sensing**

(D) = The intelligence machine is **Feeling**

If there is no dominant, the variation almost same, for example; 4-4-4-5, 4-4-5-4, or 5-4-4-4, it's mean that the intelligence machine is **Insting**.

APPENDIX II

PRE-TEST

Instruction:

Read the dialog silently and carefully. Pay attention to complimenting expressions and the responses. And then practice it with your classmate in front of the class.

A : Hallo, how are things going on, Shinta?

B : Hi, good, and you?

A : I'm feeling great today. How was your weekend with your family in Toba?

B : Excellent! We had a lovely time there. You should have gone there with us.

A : Really? Hey, what a beautiful skirt you are wearing. It matches your blouse.

B : Thanks a lot. My sister bought it for me last month.

A : Wow! That's wonderful.

B : Oh thank you! By the way, can I ask you something?

A : Oh, sure. Please.

B : Have you finished writing the book we discussed two months ago?

A : Yes. Come to my room. Look at this. What do you think?

B : Terrific. I like the cover. Let me see the contents. This book is excellent. You really did a great job.

A : Thanks a lot. You have inspired me to do this.

APPENDIX III

POST-TEST

Instruction:

Read the dialog silently and carefully. Pay attention to complimenting expressions and the responses. And then practice it with your classmate in front of the class.

A : Hallo, how are things going on, Shinta?

B : Hi, good, and you?

A : I'm feeling great today. How was your weekend with your family in Toba?

B : Excellent! We had a lovely time there. You should have gone there with us.

A : Really? Hey, what a beautiful skirt you are wearing. It matches your blouse.

B : Thanks a lot. My sister bought it for me last month.

A : Wow! That's wonderful.

B : Oh thank you! By the way, can I ask you something?

A : Oh, sure. Please.

B : Have you finished writing the book we discussed two months ago?

A : Yes. Come to my room. Look at this. What do you think?

B : Terrific. I like the cover. Let me see the contents. This book is excellent. You really did a great job.

A : Thanks a lot. You have inspired me to do this.

APPENDIX IV

LESSON PLAN I

(Experimental Class)

School : SMK Bina Satria Medan

Class/ Semester : X/ I

Subject : English

Skill : Speaking

Allocated time : 3 x 45 minutes

A. Standard Competence

Expressing meaning in conversation of transactional and interpersonal in the context of everyday life.

B. Basic Competence

Expressing meaning in conversation of transactional and interpersonal by using simple oral language in the context of everyday life and engaging in speech act: thinking and pronouncing.

C. Indicator

1. Able to speak English related to the lesson material.
2. Able to speak by using correct pronunciation.
3. Able to talk about “my idol” in dialog.

D. Objective of Learning

1. The students are able to speak English related to the lesson material.
2. The students are able to speak by using correct pronunciation.
3. The students are able to talk about “my idol” in dialog.

E. Material

Recount text about my idol

F. Teaching Method

STIFIn method

G. Media of Learning

1. Relevant text book
2. English dictionary
3. Speaking video

H. Teaching and Learning Activities

1. Greet a friendly greeting to students when entering the classroom.
2. Checking the student attendance.
3. Provide information about the purpose and benefits of learning the material to be learned.
4. The teacher motivates students to explore their speaking skill and be more active in learning process.
5. The teacher divides the students into 5 group based on their intelligence machine of STIFIn (sensing, thinking, intuiting, feeling, insting).
6. The teacher gives a text about idol to the students.
7. For the sensing group, the teacher gives the explanation with memorize technique to the students.
8. For the thinking group, the teacher gives the explanation with reasoning technique to the students.
9. For the intuiting group, the teacher gives the speaking video about idol to watching by students.
10. For the feeling group, the teacher gives the explanation with role play technique to the students.
11. For the insting group, the teacher gives the explanation with audio technique to the students.
12. The teacher gives a time for the students to prepare their performances.
13. Provide motivation to students who are less and cannot follow in this material.
14. Students are asked to make a summary of the material.
15. Students and teacher reflect on activities that have been implemented.
16. The teacher provides the conclusions.

I. Evaluation

Indicator	Type of Assessment	Form of Instrument	Example of Instrument
1. Able to speak English related to the lesson material. 2. Able to speak by using correct pronunciation. 3. Able to talk about “my idol” in dialog.	Oral test	Performance	Please tell about an interesting moment when you meet your idol or someone special!

LESSON PLAN II

(Experimental Class)

School : SMK Bina Satria Medan

Class/ Semester : X/ I

Subject : English

Skill : Speaking

Allocated time : 3 x 45 minutes

A. Standard Competence

Expressing meaning in conversation of transactional and interpersonal in the context of everyday life.

B. Basic Competence

Expressing meaning in conversation of transactional and interpersonal by using simple oral language in the context of everyday life and engaging in speech act: thinking and pronouncing.

C. Indicator

1. Able to speak English related to the lesson material.
2. Able to speak by using correct pronunciation.
3. Able to talk about biography someone in dialog.

D. Objective of Learning

1. The students are able to speak English related to the lesson material.
2. The students are able to speak by using correct pronunciation.
3. The students are able to talk about biography someone in dialog.

E. Material

Biography text about BJ.Habibie

F. Teaching Method

STIFIn method

G. Media of Learning

1. Relevant text book
2. English dictionary
3. Speaking video

H. Teaching and Learning Activities

1. Greet a friendly greeting to students when entering the classroom.
2. Checking the student attendance.
3. Provide information about the purpose and benefits of learning the material to be learned.
4. The teacher motivates students to explore their speaking skill and be more active in learning process.
5. The teacher divides the students into 5 group based on their intelligence machine of STIFIn (sensing, thinking, intuiting, feeling, insting).
6. The teacher gives a text about BJ. Habibie biography to the students.
7. For the sensing group, the teacher gives the explanation with memorize technique to the students.
8. For the thinking group, the teacher gives the explanation with reasoning technique to the students.
9. For the intuiting group, the teacher gives the speaking video about BJ. Habibie biography to watching by students.
10. For the feeling group, the teacher gives the explanation with role play technique to the students.
11. For the insting group, the teacher gives the explanation with audio technique to the students.
12. The teacher gives a time for the students to prepare their performances.
13. Provide motivation to students who are less and can not follow in this material.
14. Students are asked to make a summary of the material.
15. Students and teacher reflect on activities that have been implemented.
16. The teacher provides the conclusions.

I. Evaluation

Indicator	Type of Assessment	Form of Instrument	Example of Instrument
1. Able to speak English related to the lesson material. 2. Able to speak by using correct pronunciation 3. Able to talk about biography someone in dialog.	Oral test	Performance	Please tell about BJ. Habibie by your own words!

J. Rubbic of Assessment

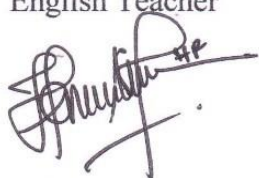
No	Name of Student	Intelligence Machine	Fluently	Comprehen-sibility	Total Score

Maximum score = 100

$$\text{Score} = \frac{\text{result score}}{\text{maximum score}} \times 100$$

Medan, 10 Agustus 2020

English Teacher



Heni Herlita, M.Pd

Researcher



Yulia Putri Utami

Headmaster



LESSON PLAN I

(Control Class)

School : SMK Bina Satria Medan

Class/ Semester : X/ I

Subject : English

Skill : Speaking

Allocated time : 3 x 45 minutes

A. Standard Competence

Expressing meaning in conversation of transactional and interpersonal in the context of everyday life.

B. Basic Competence

Expressing meaning in conversation of transactional and interpersonal by using simple oral language in the context of everyday life and engaging in speech act: thinking and pronouncing.

C. Indicator

1. Able to speak English related to the lesson material.
2. Able to speak by using correct pronunciation.
3. Able to talk about “my idol” in dialog.

D. Objective of Learning

1. The students are able to speak English related to the lesson material.
2. The students are able to speak by using correct pronunciation.
3. The students are able to talk about “my idol” in dialog.

E. Material

Recount text about my idol

F. Teaching Method

Conventional method

G. Media of Learning

1. Relevant text book
2. English dictionary

H. Teaching and Learning Activities

1. Greet a friendly greeting to students when entering the classroom.
2. Checking the student attendance.
3. Provide information about the purpose and benefits of learning the material to be learned.
4. The teacher motivates students to explore their speaking skill and be more active in learning process.
5. Provide stimulus in the form of giving material.
6. Discuss material with the students.
7. Familiarize students with various short functional oral texts.
8. Facilitating the students through the assignment of doing the exercises on the existing questions in the English textbook to be done individually.
9. Provide feedback to students by giving reinforcement in verbal form to students who have completed their work.
10. Confirms the work done by the students through other book sources.
11. Facilitate students to reflect to get the learning experience that has been done.
12. Provide motivation to students who are less and can not follow in this material.
13. Students are asked to make a summary of the material.
14. Students and teacher reflect on activities that have been implemented.
15. The teacher provides the conclusions.

I. Evaluation

Indicator	Type of Assessment	Form of Instrument	Example of Instrument
1. Able to speak English related to	Oral test	Performance	Please tell about an interesting moment when

the lesson material.			you meet your idol or someone special!
2. Able to speak by using correct pronunciation.			
3. Able to talk about “my idol” in dialog.			

LESSON PLAN II

(Control Class)

School : SMK Bina Satria Medan

Class/ Semester : X/ I

Subject : English

Skill : Speaking

Allocated time : 3 x 45 minutes

A. Standard Competence

Expressing meaning in conversation of transactional and interpersonal in the context of everyday life.

B. Basic Competence

Expressing meaning in conversation of transactional and interpersonal by using simple oral language in the context of everyday life and engaging in speech act: thinking and pronouncing.

C. Indicator

1. Able to speak English related to the lesson material.
2. Able to speak by using correct pronunciation.
3. Able to talk about biography someone in dialog.

D. Objective of Learning

1. The students are able to speak English related to the lesson material.
2. The students are able to speak by using correct pronunciation.
3. The students are able to talk about biography someone in dialog.

E. Material

Biography text about BJ.Habibie

F. Teaching Method

Conventional method

G. Media of Learning

1. Relevant text book

2. English dictionary

H. Teaching and Learning Activities

1. Greet a friendly greeting to students when entering the classroom.
2. Checking the student attendance.
3. Provide information about the purpose and benefits of learning the material to be learned.
4. The teacher motivates students to explore their speaking skill and be more active in learning process.
5. Provide stimulus in the form of giving material.
6. Discuss material with the students.
7. Familiarize students with various short functional oral texts.
8. Facilitating the students through the assignment of doing the exercises on the existing questions in the English textbook to be done individually.
9. Provide feedback to students by giving reinforcement in verbal form to students who have completed their work.
10. Confirms the work done by the students through other book sources.
11. Facilitate students to reflect to get the learning experience that has been done.
12. Provide motivation to students who are less and can not follow in this material.
13. Students are asked to make a summary of the material.
14. Students and teacher reflect on activities that have been implemented.
15. The teacher provides the conclusions.

I. Evaluation

Indicator	Type of Assessment	Form of Instrument	Example of Instrument
1. Able to speak English related to the lesson material.	Oral test	Performance	Please tell about BJ. Habibie by your own words!

2. Able to speak by using correct pronunciation.			
3. Able to talk about biography someone in dialog.			

J. Rubbic of Assessment

No	Name of Student	Intelligence Machine	Fluently	Comprehen-sibility	Total Score

Maximum score = 100

$$\text{Score} = \frac{\text{result score}}{\text{maximum score}} \times 100$$

Medan, 10 Agustus 2020

English Teacher



Heni Herlita, M.Pd

Researcher



Yulia Putri Utami

Headmaster



APPENDIX V

HASIL TEST STIFIN

No	Initial name	Intelligent Machine
1	AA	Thinking
2	AF	Insting
3	BA	Feeling
4	DA	Sensing
5	DFI	Intuiting
6	DW	Intuiting
7	FP	Sensing
8	IM	Thinking
9	IW	Feeling
10	JP	Feeling
11	MHR	Thinking
12	MI	Feeling
13	MNA	Insting
14	MWD	Sensing
15	PN	Insting
16	RH	Feeling
17	RLS	Intuiting
18	SM	Thinking
19	WK	Sensing
20	YS	Intuiting

APPENDIX VI

RAW DATA OF EXPERIMENT AND CONTROL CLASS

No	Initial Name	Experiment Class					
		Pre-test			Post-test		
		Comprehensibility	Fluency	Score	Comprehensibility	Fluency	Score
1	AA	2,00	3,00	2,50	2,50	3,00	2,75
2	AF	2,00	2,00	2,00	3,00	2,00	2,50
3	BA	1,00	2,00	1,50	2,00	2,00	2,00
4	DA	1,00	1,50	1,25	1,00	2,00	1,50
5	DFI	3,00	1,50	2,25	4,00	2,00	3,00
6	DW	3,00	2,00	2,50	4,00	2,50	3,25
7	FP	3,50	2,00	2,75	3,50	3,00	3,25
8	IM	4,00	3,00	3,50	4,50	3,00	3,75
9	IW	4,00	2,00	3,00	4,00	2,50	3,25
10	JP	3,00	2,75	2,88	4,50	3,00	3,75
11	MHR	4,50	3,00	3,75	5,00	4,00	4,50
12	MI	3,75	4,00	3,88	4,00	3,25	3,63
13	MNA	3,25	3,25	3,25	4,00	3,75	3,88
14	MWD	3,25	0,75	2,00	3,50	2,00	2,75
15	PN	3,00	1,00	2,00	3,75	2,00	2,88
16	RH	2,25	2,00	2,13	4,00	2,00	3,00
17	RLS	2,00	2,25	2,13	3,00	3,25	3,13
18	SM	3,00	3,00	3,00	5,00	4,25	4,63
19	WK	3,00	2,00	2,50	4,00	4,00	4,00
20	YS	2,25	2,25	2,25	2,25	2,00	2,13

No	Initial Name	Control Class					
		Pre-test			Post-test		
		Comprehensibility	Fluency	Score	Comprehensibility	Fluency	Score
1	AR	2,75	2,00	2,33	2,75	2,25	2,50
2	BN	1,75	0,50	1,13	2,00	1,00	1,50
3	DP	3,00	3,00	3,00	3,25	3,00	3,13
4	FP	3,25	2,75	3,00	4,00	2,25	3,13
5	HH	2,75	1,00	1,88	3,00	1,25	2,13
6	FD	3,00	2,50	2,75	3,50	2,00	2,75
7	IM	2,50	2,50	2,50	2,25	2,00	2,13
8	MF	2,75	0,75	1,75	3,00	0,75	1,88
9	MI	2,00	2,00	2,00	2,25	2,00	2,13
10	MJ	4,00	3,00	3,50	4,00	3,00	3,50
11	NR	2,00	0,50	1,25	3,00	2,00	2,50
12	NHN	2,50	0,25	1,38	2,00	1,50	1,75
13	NAE	4,00	2,50	3,25	4,25	3,75	4,00
14	RE	3,00	1,00	2,00	3,25	1,25	2,25
15	RP	1,75	1,50	1,63	2,00	1,00	1,50
16	SK	3,25	2,00	2,63	4,00	2,00	3,00
17	SM	1,00	0,50	0,75	1,25	1,00	1,13
18	VP	4,00	2,00	3,00	4,00	2,50	3,25
19	VA	1,75	1,00	1,38	2,00	1,50	1,75
20	WA	2,50	2,00	2,25	3,00	1,75	2,38

APPENDIX VII

DISTRIBUTION OF FREQUENCY AND PERCENTAGE SCORE

1. The distribution of frequency and percentage score of **experiment class score in pre-test**

No	Score	Classification	Frequency	Percentage
1	4.01 – 5.00	Excellent	0	0%
2	3.01 – 4.00	Very Good	4	20%
3	2.01 – 3.00	Good	11	55%
4	1.01 – 2.00	Average	5	25%
5	0.01 – 1.00	Poor	0	0%
		Total	20	100%

2. The distribution of frequency and percentage score of **experiment class score in post-test**

No	Score	Classification	Frequency	Percentage
1	4.01 – 5.00	Excellent	2	10%
2	3.01 – 4.00	Very Good	9	45%
3	2.01 – 3.00	Good	7	35%
4	1.01 – 2.00	Average	2	10%
5	0.01 – 1.00	Poor	0	0%
		Total	20	100%

3. The distribution of frequency and percentage score of **control class score in pre-test**

No	Score	Classification	Frequency	Percentage
1	4.01 – 5.00	Excellent	0	0%

2	3.01 – 4.00	Very Good	2	10%
3	2.01 – 3.00	Good	8	40%
4	1.01 – 2.00	Average	9	45%
5	0.01 – 1.00	Poor	1	5%
		Total	20	100%

4. The distribution of frequency and percentage score of **control class score in post-test**

No	Score	Classification	Frequency	Percentage
1	4.01 – 5.00	Excellent	0	5%
2	3.01 – 4.00	Very Good	4	20%
3	2.01 – 3.00	Good	10	50%
4	1.01 – 2.00	Average	6	30%
5	0.01 – 1.00	Poor	0	0%
		Total	20	100%

APPENDIX VIII

DESCRIPTIVE STATISTIC

	N	Minimum	Maximum	Mean	Std. Deviation
Pre Test Eksperiment	20	1,250	3,875	2,55000	,702907
Post Test Eksperiment	20	1,500	4,625	3,17500	,800288
Pre Test Kontrol	20	,750	3,500	2,16875	,779333
Post Test Kontrol	20	1,125	4,000	2,41375	,750941
Valid N (listwise)	20				

APPENDIX IX

TEST OF NORMALITY

Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test Eksperiment	,128	20	,200 [*]	,970	20	,764
Post-test Eksperiment	,113	20	,200 [*]	,983	20	,963
Pre-test Kontrol	,107	20	,200 [*]	,972	20	,788
Post-test Kontrol	,104	20	,200 [*]	,977	20	,898

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

APPENDIX X

PAIRED SAMPLES STATISTICS

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test Eksperiment	2,55000	20	,702907	,157175
	Post Test Eksperiment	3,17500	20	,800288	,178950
Pair 2	Pre Test Kontrol	2,16875	20	,779333	,174264
	Post Test Kontrol	2,41375	20	,750941	,167916

APPENDIX XI

PAIRED SAMPLES TEST

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pre Test Eksperiment - Post Test Eksperiment	,625000	,464177	,103793	-,842242	-,407758	-6,022	19	,000
Pair 2	Pre Test Kontrol - Post Test Kontrol	-,245000	,329733	,073730	-,399320	-,090680	-3,323	19	,004

APPENDIX XII

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	
Equal variances assumed	,003	,960	3,102	38	,004	,761250	,245395	,264474	1,258026	
Equal variances not assumed			3,102	37,847	,004	,761250	,245395	,264408	1,258092	

APPENDIX XIII

SURAT IZIN MELAKUKAN PENELITIAN

<https://siselma.uinsu.ac.id/pengajuan/cetakaktif/Mzk2Ng==>



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Williem Iskandar Pasar V Medan Estate 20371
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-7084/ITK/ITK.V.3/PP.00.9/06/2020
Lampiran : -
Hal : Izin Riset

04 Agustus 2020

Yth. Bapak/Ibu Kepala SMK Bina Satria

Assalamulaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama	: Yulia Putri Utami
NIM	: 0304162118
Tempat/Tanggal Lahir	: Medan, 21 Juli 1998
Program Studi	: Pendidikan Bahasa Inggris
Semester	: VIII (Delapan)
Alamat	: JL MARELAN IX BINA SATRIA LK3 Kelurahan TANAH 600 Kecamatan MEDAN MARELAN

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di SMK Bina Satria Medan Marelan, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

The Effect of Using STIFIn Method in Teaching Speaking English Conversation in the Tenth Grade of SMK Bina Satria Medan.

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 04 Agustus 2020
a.n. DEKAN
Wakil Dekan Bidang Akademik dan
Kelembagaan



Digitally Signed

Drs. RUSTAM, MA
NIP. 196809201995031002

Tembusan:

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

info : Silahkan scan QRCode diatas dan klik link yang muncul, untuk mengetahui keaslian surat

APPENDIX XIV

SURAT BALASAN IZIN PENELITIAN



YAYASAN PENDIDIKAN BINA SATRIA
SEKOLAH MENENGAH KEJURUAN
SMK BINA SATRIA
TEKNIK KENDARAAN RINGAN - ADMINISTRASI PERKANTORAN
TEKNIK KOMPUTER DAN JARINGAN, TEKNIK SEPEDA MOTOR
STATUS : TERAKREDITASI "A"
NSS : 324076010036 NDS : G.17074301 NPSN : 10211071

Jln. Marelan IX No. 1 Kel. Tanah Enam Ratus Kec. Medan Marelan - Medan 20245 Telp.Fax : 061-6853280 Web: www.yp-binasatria.sch.id E-mail : smkbinasatria@gmail.com

Nomor : 081/YPBS-SMK/Riset/VIII/2020
Lamp. : -
Perihal : Izin Permohonan Riset

Medan, 05 Agustus 2020
Kepada Yth :
Dekan/Wakil Dekan Bidang Akademik
dan Kelembagaan
UINSU – Fak. Tarbiyah dan Keguruan
Di –
Tempat.

Dengan hormat,

Menunjuk surat Universitas Islam Negeri Sumatera Utara (UINSU), Fak. Tarbiyah dan Keguruan Medan nomor : B-7084/ITK/ITK.V.3/PP.00.9/06/2020, tertanggal 04 Agustus 2020, perihal : Permohonan Izin Riset atas nama :

N a m a : YULIA PUTRI UTAMI
N I M : 0304162118
Tempat/Tanggal Lahir : Medan, 21 Juli 1998
Program Studi : Pendidikan Bahasa Inggris
Semester : VIII / Delapan
A l a m a t : Jalan Maarelan IX Lingk.03 Tanah 600, Kec. Medan Marelan

Berkaitan dengan hal tersebut di atas, kami Sekolah Menengah Kejuruan (SMK) Bina Satria Medan memberikan izin kepada mahasiswa tersebut di atas untuk melaksanakan Riset di SMKS Bina Satria dengan Skripsi yang berjudul : *The Effect of Using STIFIn Method in Teaching Speaking English Conversation in the Tenth Grade of SMK Bina Satria Medan*, terhitung sejak tanggal 07 Agustus s/d 25 Agustus 2020.

Demikian surat izin permohonan Riset ini kami sampaikan dengan sebenarnya, agar dapat digunakan sebagaimana mestinya. Atas kerjasamanya diucapkan terima kasih.

Mengetahui,
Ka. SMKS Bina Satria Medan



APPENDIX XV

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN



YAYASAN PENDIDIKAN BINA SATRIA
SEKOLAH MENENGAH KEJURUAN
SMK BINA SATRIA
TEKNIK KENDARAAN RINGAN - ADMINISTRASI PERKANTORAN
TEKNIK KOMPUTER DAN JARINGAN, TEKNIK SEPEDA MOTOR
STATUS : TERAKREDITASI "A"
NSS : 324076010036 NDS : G.17074301 NPSN : 10211071

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SURAT KETERANGAN SELESAI RISET
088/YPBS-SMK/SK/Riset/VIII/2020

Yang bertanda tangan di bawah :

Nama : Ir. Rosita, S.Pd, MM
Nip. : -
Jabatan : Kepala Sekolah
Unit Kerja : SMK Swasta Bina Satria

Dengan ini menerangkan dengan sebenarnya bahwa :

Nama : YULIA PUTRI UTAMI
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Tempat/Tanggal Lahir : Medan, 21 Juli 1998
Program Studi : Pendidikan Bahasa Inggris
Semester : VIII / Delapan
Alamat : Jalan Maarelان IX Lingk.03 Tanah 600, Kec. Medan Marelان

Benar mahasiswa tersebut di atas telah selesai melaksanakan Riset di SMKS Bina Satria dengan Skripsi yang berjudul : *The Effect of Using STIFIn Method in Teaching Speaking English Conversation in the Tenth Grade of SMK Bina Satria Medan*, terhitung sejak tanggal 07 Agustus s/d 25 Agustus 2020.

Demikian Surat Keterangan Selesai Riset ini kami sampaikan dengan sebenarnya, agar dapat digunakan sebagaimana mestinya. Atas kerjasamanya diucapkan terima kasih.

Mengetahui,
Ka. SMKS Bina Satria Medan



APPENDIX XVI

DOCUMENTATION







APPENDIX XVII

BIOGRAPHY

Personal Detail

Name : Yulia Putri Utami
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SMP Swasta Bina Satria Medan	2010 - 2013
SMA Laksamana Martadinata Medan	2013 - 2016
Universitas Islam Negeri Sumatera Utara	2016 - 2020

