USING ALPHA-BETA PARTNERSHIP METHOD IN TEACHING SPEAKING TO THE FIRST SEMESTER STUDENTS OF STAI-BS LUBUKLINGGAU

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Article History
Received : 25-08-2018
Revised : 28-08-2018
Accepted : 28-08-2018

Keyword :
Teaching, Speaking, Alpha-Beta Partnership Method

Abstrak

The researcher found that some students find it difficult to express their ideas, comments, and thoughts in English. Some students don't even dare to advance in front of the class because they have no ideas to talk about. students are given a short topic to talk about in front of the class. Most of them can't do it well, only a few of them can do the exercises or talk. students need media or games as a facility to improve their English language skills. The aim of the study was to see whether the use of the Alpha-Beta Partnership was effective in teaching speaking to the first semester students of Islamic Education Study Program (PAI) at Bumi Silampari Lubuklinggau Islamic High School (STAI). The method used in this study is a pre-experimental method. Population of 62 students. 30 as a sample. analysis using the Matched T-test. Results The findings of the students' pre-test score were 59.33 and the post-test average score was 70.05. meaning that there is a significant difference between students' ability to speak after they have been taught using the Alpha-Beta Partnership Method.

Introduction

Speaking is the ability to express, to convey one's ideas or feelings. Teaching speaking means teaching the students how to use the language to express their idea or thoughts. The best way to teach speaking is to get the students to interact to each other and work in-group. Demonstrate to the students that their language abilities are value and accepted. Introduce the practice of idea collection prior to beginning tasks such as speaking or problem solving, and then provide and expand theirexisting knowledge by building on each other's contribution (Brown, 2004) Students should use the opportunity to speak to their lecturer and their friends at campus in order to improve their speaking skill. When they are at home they can improve their listening, reading and speaking but probably cannot practice speaking. During the conversation students do not worry to make mistakes. The most important is to say as much as possible; it means that speaking skill is very important in order to know their competence in communication. However, when students find it difficult to develop ideas in speaking, teachers should understand certainmethod of speaking such as Alpha-Beta Partnership Method conversation method, cubing, clustering and listing techniques.They should understand that method in order to guide them to speak, and to make them comfortable in doing the conversation activity in such away.When students find it impossible to develop or choose ideas for their assignments, teachers can use the conversation method during a session to assist them.

For example, in their book, The Allyn and Bacon Guide to Peer Tutoring, Gillespie and Neal (2004:15-38) state that students can actually generate thinking and facilitate learning by simply initiating conversations with their students. This Alpha Beta Partnership method can be done by asking students some questions such as "What are the students' interests?" and "What topic do the students think would best fit the assignment?". Teachers can engage their students in an active dialogue, and thus encourage them to express their ideas through words and phrases Therefore, the researcher tried to use the Alpha-Beta Partnership method. According to Stringer and Cassida (2009:15) Alpha-Beta Partnership method the is originally about the people who are negotiating in business which involved two sides or partners, these business involved two persons called Alpha and Beta.The students' scores of speaking in the academic year of

2017/2018 taken from the academic results of Islamic Education Study Program of STAI-BS Lubuklinggau shows that the first semester students' speaking abilities are still low. Some of them did not achieve the passing grades. They only achieved 4.5. They have learned about speaking since they were in the senior high school. Furthermore, the researcher focused on the weakness of teaching and learning process, especially in this investigation the researcher asked the students to practice in game conversation. Currently, this technique suits the students' needs.However, the researcher found some weaknesses that occurred during the researcher did her treatment. The identified weaknesses are; first, a few students were not able to follow the teacher's instruction. Then, the classroom was not lively performed. Only the students who were focused on the technique were able to do some respond toward the activities on the method. Second, the treatment was only conducted on some meeting, therefore, the students did not achieve maximal objective and purposes. Ideally, the students should have sufficient treatment. Third, a few students really had limited vocabulary so this condition made them uncomfortable to speak.

They mostly kept silent because they had to ask some words to their friend when they got stick on the speaking. Finally, the students usually tend to answer the questions from their friends without having any initiative to create many questions and opinions as many as possible. Besides, they tend to translate the sentences into Indonesian because they were lack of words, and phrases to say or to speak in English Regarding to the reality above that many students had low scores in speaking, this study will be valuable for lecturer to implement the method because they become aware of themselves, and create new method and realize how the method can improve the students' ability in speaking. Then, the students will not feel frustrated in speaking, since they can write in enjoyable ways. Besides, the students are able to achieve a good speaking in English. Finally, the significant result of Alpha Beta Partnership will be expected to make the students have high motivation in improving their English. The problem of the study were formulated in the following question: "Was it effective to use Alpha-Beta Partnership in teaching speaking to the first semester students of Islamic Education Prody (PAI) at Islamic Higher School (STAI) Bumi Silampari Lubuklinggau in the academic year of 2018/2019?

Method and Procedures

This part discusses the following subheadings: (1) research design, (2) operational definition, (3) subjects of the study, (4) techniques for collecting data, and (5) techniques for analyzing the data.

Research method

This research belongs to an experimental method, pre-experimental method with one group pre-test and post-test design (Lynch, 1996:75). One group was the experimental group, the group was given the pretest, treatment, and posttest, McMillan (1992:174) states that the objective of the pre-experimental is to determine the result by comparing the pre-test score to the post-test score. The group was given three topics. The students were assigned to choose one topics among of three topics. The diagram was one group of this design is as follow; (see Hatch and Faradays, 1982:64)

Table 1.One Group Pre-test and Post-test Design

Pre – test	Treatment	Post – test
T1	X	T2

Where:

T_1 : Pre-test

X : Treatment

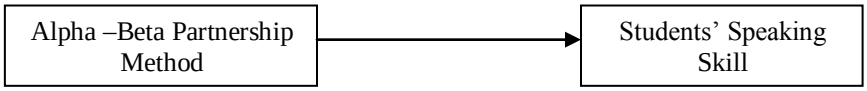
T_2 : Post-test

The steps that taken in doing this research were as follows:

1) surveying the related literature;
2) identifying the research problem;
3) formulating research hypothesis;
4) constructing the experiments plan;
5) giving the pre-test for the experimental class;
6) giving the treatment to the experimental class;
7) giving the post-test to the experimental class
8) collecting the data by giving the post-test for a group of experimental;
9) analyzing the data and drawing conclusion; and
10) writing the research report.

There were two kinds of variables of this research, independent and dependent variables. According to Freaked and Walled (1991:36) an independent variable is presumed to have an effect on, to influence somehow, another variable. The independent variable is presumed to affect is called the dependent variable. In common terms, dependent variable "depends on" what the independent variable does to it and how it affects. The independent variable of this research is the use of Hassle Lines Method and dependent variable is the students' speaking skill. The chart is shown below:

Chart 1. Research Variables



Subjects of the Study

The subject of this study consisted of first semester students of Islamic Education Prody (PAI) at Islamic Higher School (STAI) Bumi Silampari Lubuklinggau in the academic year of 2017/2018? All subjects consisted of 52 students from 2 classes of Islamic Education Prody (PAI) Out of 2 classes, the researcher took only 30 students sampling technique.

Techniques for Collecting the Data

In collecting the data, the researcher used an oral test. The instruments should be validated before they are used to collect the data. The validation of the test was done by scoring and determining the reliability of the test. In order to have a valid test, the researcher used content validity which represented judgment regarding how representative and comprehensive a test is. Then, to make to have a high degree content validity, the researcher checked the test based on the curriculum and syllabus used in the institute. The researcher did try out the test to 22 students who have similar characteristics with the sample. The test was in the form of oral test or speaking test.

In order to score the speaking test, the researcher asked two raters to do the scoring. The scores from two raters were combined and divided by two. It was the final score of students' speaking test. For collecting the data, the writer used oral test, in the form of speaking is narrative about 3 until 5 minutes. The writer recorded the

students voice while speaking. This kind of test was administered twice, pre-test and post-test. The pre-test was given before the experiment, and then at the end of the experiment the post-test was given.

Techniques for Analyzing the Data

The mean score of the pretest and posttest from the students who belong to the experimental group was. The data collected were analyzed by asking students to speak ont one of three designed topics that was judged through based on six elements 1) grammar, 2) vocabulary, 3) comprehension, 4) fluency, 5) pronunciation, and 6) task completion.The data collected were analyzed by using (1) Individual Score, (2) the students' standard score, and (3) the Matched T-test.

In order to know the maximal scores in five elements that are grammar, pronunciation, vocabulary, fluency comprehension and task completion, the writer used standard of speaking skill.

Table 3. The Standard of Speaking Skill

Speaking Components	Score
Grammar	5
Pronunciation	5
Vocabulary	5
Fluency	5
Comprehension	5
Task Completion	5
TOTAL	**30**

(Source: Brown, 2004: 172 – 173)

Discussion

Review of Literature

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning (Brown, 1987:7). It means that in teaching process, a lecturer should guide the students to learn a lesson, to facilitate them in learning, provide the time, facilities, and help them in any difficulties in order to join the class, and finally provide them to enjoy learning in any condition. In addition, Larsen-Freeman (2001:31) states that teaching is learner centered and humanistic, that is the lecturer who serves as guide in

learning process, but it is the students who assume some responsibility for how much learning takes places. In addition, it is known that teaching is the activity that tries to help someone to acquire change of develop skill, attitude, deal with appreciation.

Furthermore, Finnochiaro (1982:2-3) states that teaching also involves selecting and grading materials by observing the principles of the few before the many; the short before the more remote; and the regular before the irregular. Teaching is characterized by the activities embracing (1) preparation; review of familiar; relevant material; (2) presentation: example of language in use and the discovery of rules by the students; (3) association of new and familiar material; (4) systematization; generalization, recapitulation, of new material in a context; and (5) application:practice.

Based on the experts' opinions the reseracher concludes that teaching is position where a lecturer is as the center of guiding the students, serving the students to learn and preparing the students to be knowledgeable skillfully in any subject. Brown (cited in Florez (1999:1) states that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the environment, and the purposes for speaking. Furthermore, Speaking is a way of expressing one's idea. The students need exercises to develop automatic and correct responses to set the patterns. These exercises have been referred to as "pattern practice" (Robinet, 1980:210). Harmer (2008: 265) states that it is certainly the case that when we speak or write we are producing language, and no one would argue with the idea that the language activation which students are encouraged to use all and or any of language they know takes place when we are doing this. According to Lucy (2008:33), speaking is one of the most difficult aspects for students to master. This is hardly surprising when one considers everything that is involved when speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person you are communicating with.

According to Saleh (1997:20), teaching is an interactive process between the teacher and among students themselves. The students need to comprehend the new language, but can best do this when allowed to ask about what it is about that they do not understand rather than rely on their teacher or textbook to anticipate areas of comprehension difficulty and simplify a priori. In other word teaching is not explaining everything by an all knowing teacher, but asking probing questions, giving the students time to talk and respond, so that classroom interaction become enlightening for all concerned. According to Slameto (2010:29), teaching is giving the knowledge to the students effective and efficent way.In means that teacher should attention to the students progress and the students level are evaluated, time by Furthermore, Newton (in saleh,1997:11) states that teaching is profession conducted by using a combination of art,science, and skill'' It is an art it is relies on the teacher' creative provision of the best possible learning environment and activities for his/her.

Based on the explanation above, it can be concluded that teaching is process transformation of knowledge from the teacher to the students that is used certain activities in order to make the students understand about the materials that the teacher give.Based on the explanation of the speaking experts above, it can be summed up that speaking is the communicative process of the two or more speakers in order to give and receive information, then, produce the language in terms of saying ideas, using grammar and vocabulary, pronunciation as well as listening to and reacting to the person you are communicating with According to Stringer and Cassida (2009:15), Alpha-Beta Partnership is originally about the people who are negotiating in business which involved twosides or partners, these business involved two persons called Alpha and Beta.

In addition, Trumble (2001:24) states that Alpha and Beta are names of first and second alphabet in Greek. These two alphabets show the two sides in opinions. Partnership is to be one of a pair on the same side in a game or a person who shares or takes part with another, especially in teaching and learning process. Alpha is used to measure performance of Beta. Lecturer asks Alpha and Beta to share their opinions in order to make some conclusion. In addition, alpha and Beta always cooperate each other to make a good conclusion. Alpha-Beta Partnership is a kind of game that is used in teaching

speaking. The students are divided into group Alpha and Beta. Which tell the opinion about a topic appositively (Stringer and Cassida, 2009:11). Referring to the explanations above, it can be summarized the Alpha Beta Partnership is an activity of speaking in which the students are divided into two big groups, one group is called Alpha and another group is Beta. Those groups discussed about topics which are appositiv. According to Stringer and Cassida (2009:11), teaching speaking by Alpha-Beta Partnership can be implemented through the following procedures: (1) the lecturerdivides the students into 2 major groups, then put each group with a separate row, (2) the lecturerdistributes the topic of discussion of the data alpha and beta of data to each group, (3) each group should choose their own leaders according to their ability to know, (4) the lecturerasked each group practice their speaking separately with alpha and beta. (5) After 15 minutes, the lecturer takes the data alpha and beta of each group, (6) each group prepares for their respective reasons the results of their discussions with the alpha and beta, (7) each group of alpha and beta defend their arguments according to the given topic, and (7) the lecturerobserved between Alpha and Beta and their exchange of the results of each group discussions.

Related Previous Study

The researcher found two related previous thesis that were similar to the journal which has been written by the researcher, first, the thesis was written by Susanti in 2013 who has conducted her experiment to the first semester students at SMA Negeri 2 Lubuklinggau. Her study focused on implementing Alpha-Betha Partnership in teaching speaking. The research problem was "Is it significantly to use Alpha-Betha Partnership method in teaching the first semester students of SMA Negeri 2 Lubuklinggau?" The similarities of the study with the present study are both studies used the same method, that is, Alpha-Betha Partnership method and both studies used the same experimental method. In addition, the differences are on the type of speaking to be measured in that the researcher chose tourism object, and typical or traditional local foods while the researcher conducted an experiment on the students' character and Indonesian hero character for the present study. Besides, Susanti conducted her experiment on the first semester

students, in contrast, the researcher conducted his experiment to the first semester students of the Islamic Education Prody

Another thesis was written by Asriani which was relevant to this study. This thesis was written by Jenny Asriani in 2012, the student of English Education Study Program at STKIP-PGRI Lubuklinggau. The thesis entitled "Teaching Speaking through Numbered Heads Together in Cooperative Learning to the First semester students at SMA Negeri 3 Lubuklinggau". There was similarity between this study and Jenny Asriani's thesis. Both studies talk about speaking. The differences of these study were (a) Technique that used by Asriani was Numbered Heads Together in Cooperative Learning but the writer's journal used Alpha-Beta Partnership, (b) The technique for analyzing data, Asriani's used Classroom Action Research Strategy and the researcher used pre-experimental method. (c) The number of sample used Asriani's used 30students, the researcher used 40students. The result of Asriani's for pre action was 5.47 in the pre-test, and it increased became 7.31. Then, it was found that the matched t-test 3.91 and it was higher than 1.699. In other words, it was significantly effective to teach speaking through Numbered Heads Together in Cooperative Learning to the First semesterstudents at SMA Negeri 3 Lubuklinggau.

Results

The Result of Speaking the Pre-test and Post-test Scores

The findings deal with the result of statistical analyses and the informational data in the pre-test, treatment, and post-test. Therefore, the writer presented some findings of this study; they were (1) the students' mean scores in the pre-test, (2) the student's mean scores in the post-test, and (3) the result of the matched t-test calculation between the students average scores in the pre-test and those in the post-test.

The Students' Score in the Pre-Test

In this study, the writer administered the pre-test to the sample of this research that consisted of 30 students. The test required the students to give their opinions and describe the topics by choosing one of three choices, they were: 1) students' character, (2) family's charcterand,and the Indonesian Hero's Character. Furthermore, the writer gave the students' speaking scores based on six elements 1)

grammar, 2) vocabulary, 3) comprehension, 4) fluency, 5) pronunciation, and 6) task completion.

Furthermore, in this research, the writer involved another rater in calculating the data. In other words, the scoring was evaluated by two raters. The students' score were obtained by adding the score from Rater 1 and Rater 2, after that those calculations were divided by 2. The results of the students' pre-test can be seen in the appendix B and the students' calculation in the post-test can be seen in the appendix B. Based on the result of pre-test calculation, it was found out that the highest score was 95 and obtained by 1 student and the lowest score was 30, which was also obtained by 1 student. Having obtained all the scores, the writer calculated the mean score of the pre-test, it was found out that the mean score of pre-test was 59.33. The students' score in the pre-test can be seen in the appendix B. Having obtained all the students' individual score, the writer conversed the scores to the STAI Students' Standard Scores of English speaking (68). The requirement of minimum scores of the students who can be included in "passed" category was when the students' score achieved or exceeded 70. In contrast, when the students could not achieve or below 68, so the students are considered "failed" category.

$$t_{obt} = \frac{\overline{X_1} - \overline{X_2}}{S\overline{D}}$$

$$t_{obt} = \frac{70.05 - 59.33}{4.27}$$

$$t_{obt} = \frac{10.72}{4.27}$$

$$t_{obt} = 2.51$$

From the calculation at appendix C, was found that t-obtained was 2.51. The critical value of the t-table was 1.697. With the significance of 0.05 for df = 29 (30-1). So, the t-obtained was higher than the coefficient of t-value in the t-table. It means that the alternative hypothesis (Ha) which was stated that it was effective to apply "Alpha-Beta Partnership" in teaching speaking to the first semester students of STAI-BS Lubuklinggau in the academic year of 2018/2019. The alternative hypothesis (Ha)was accepted and the null hypothesis (Ho) was not accepted.

F"Failed" qualification. The number of students which were compared to SSS was shown below:

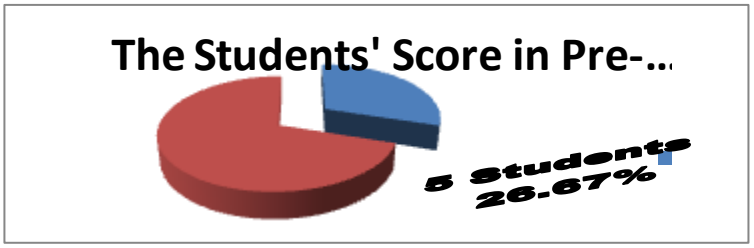
Table 4. The Number of Students'Scores Criteria

Interval Score	Qualification	The number of students
69-100	Passed	5
25-68	Failed	25
Total	30	

(STAI-BS *Lubuklinggau, in the academic year of 2018/2019*)

Based on the number of students who had passed SSS, the writer transformed them in percentage category. The chart of the percentage was shown below:

Chart 4. The Students' Qualification Percentage in The Pre-Test



The findings as presented on the percentage of the students' score above, explained that there were 8 students or 26.67% who were classified in the "passed" qualification. However, there were still 22 students or 73.33% who were classified in the "Failed" qualification. The result of the students mean score was 59.33. This mean score indicated that many students had problems in speaking English. Therefore, it was necessary for the writer to increase the students scores in speaking. The increase should be done through treatment.

The Students' Average Score in the Post-Test

Having administered the pre-test, the writer conducted the research by giving the student's treatments, it means that the writer taught speaking through Alpha-Beta Partnership. After completing the experiment, the writer administered the post-test to the same

students who treated as the sample in the pre-test. In this matter, the writer administered the post-test with the same students in the pre-test. The test required the students to give their opinions and describe the topics by choosing one of three choices, Furthermore, the writer gave the students' speaking scores based on six elements 1) grammar, 2) vocabulary, 3) comprehension, 4) fluency, 5) pronunciation, and 6) task completion.

In addition, in this research, the writer involved another rater in calculating the data. In other words, the scoring was evaluated by two raters. The students' score were obtained by adding the score from Rater 1 and Rater 2, after that those calculations were divided by 2. The results of the students' post-test can be seen in the appendix B and the students' calculation in the post-test can be seen in the appendix B.

Based on the result of post-test calculation, it was found out that the highest score was 86.66 and obtained by 3 student and the lowest score was 31.66, which was also obtained by 1 student. Having obtained all the scores, the writer calculated the mean score of the post-test, it was found out that the mean score of post-test was 70.05. The students' score in the post-test can be seen in the appendix B. Having obtained all the students' individual score, the writer conversed the scores to the minimum mastery criteria (SSS) of English speaking (70). The requirement of minimum criteria of the students who can be included in "passed" category was when the students' score achieved or exceeded 70. In contrast, when the students could not achieve or below 70, so the students are considered "failed" category.

Furthermore, the writer got that the mean score of the post-test was 70.05. This mean score was considered "passed" qualification. Having comparison the students' score to SSS, the writer categorized that there were 17 students who were included in "Passed" qualification. In addition, there were only 13 students who were included in "Failed" qualification. The number of students which were compared to SSS was shown below:

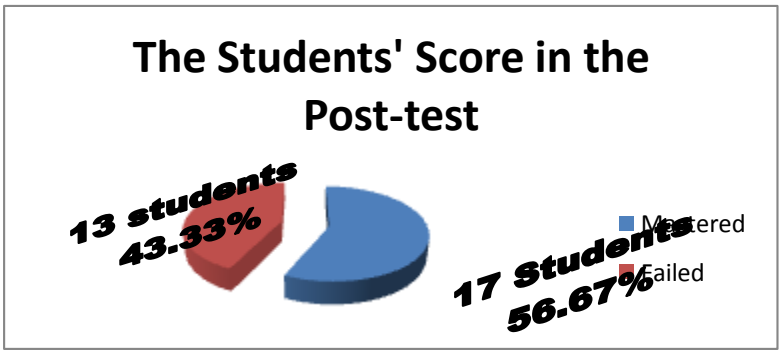
Table 5. The Number of Students' Comparison of SSS

Interval Score	Qualification	The number of students
69-100	Passed	17
25-68	Failed	13
Total		30

(*STAI-BS Lubuklinggau, in the academic year of 2018/2019*)

Based on the number of students who had passed SSS, the writer transformed them in percentage category. The chart of the percentage was shown below:

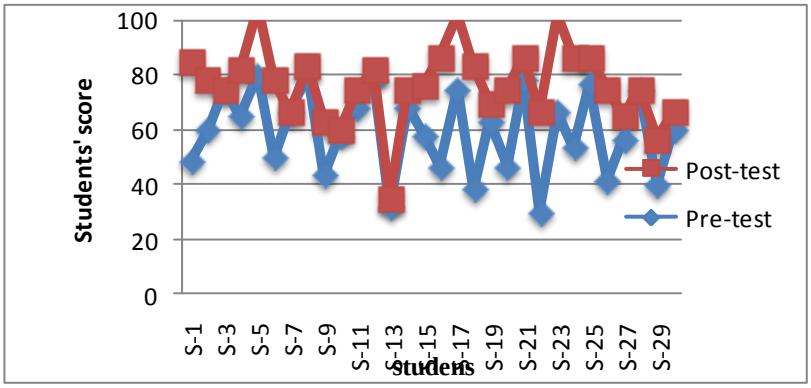
Chart 5. The Students' Qualification Percentage in The Post-Test



The findings as presented on the percentage of the students' score above, explained that there were 17 students or 56.67% who were classified in the "passed" qualification. However, there were only 13 students or 43.33% who were classified in the "Failed" qualification. The result of the students' mean score was 70.05. This mean score indicated that many students had been successful in speaking English. In other words, it was effective to apply Alpha-Beta Partnership to increase the students' scores in speaking. This improvement was determined effective. Referring on the statistical analyses of this research, it was found out the writer found out that it was effective to apply "Alpha-Beta Partnership" in teaching speaking to the first semesterstudents of STAI-BS Lubuklinggau in the academic year of 2018/2019. In other words, this method can be used to increase the students' speaking skill. In order to show the differences between students' scores before and after they were taught through Alpha-Beta Partnership. After that, the writer presented the table of comparison. Moreover, the writer presented the

students mean scores in the pre-test and those in the post-test. This comparison was presented in order to see the differences between the students' speaking scores both in the pre-test and in the post-test. The following Graph 4.1 reveals the comparison between the student's score in the pre-test and those in the post-test:

Graph 6. the Result of the Test between Pre-test and Post-test.



Based on the presentation of Graph 4.1 above, it could be revealed that there was many students' score gaining on the post-test. Obviously, it was stated that the students' speaking performance was low in the pre-test became increased on the post-test. Indirectly, it was shown that the pre-test mean scores was 59.33and the students' average score in the post-test was 70.05. These scores showed that there was significance difference between the average score in the pre-test and the average score in the post-test. It means that the students' mean score in the post-test was better than the students' mean score in the pre-test. Finally, the result of matched t-test calculation was 2.51, while the critical value was 1.697. It means that the null hypothesis (Ho) was rejected and that the alternative hypothesis (Ha) was accepted. Based on the explanation above, the writer summarized that it was effective to apply "Alpha-Beta Partnership" in teaching speaking to the first semesterstudents of STAI-BS Lubuklinggau in the academic year of 2018/2019.

The Result of the Matched t-test Calculation

From the students' score obtained both in the pre-test and those in the post-test, the writer calculated the matched t-test to find out whether or not it was effective to apply "Alpha-Beta Partnership" in

teaching speaking to the first semesterstudents of STAI-BS Lubuklinggau in the academic year of 2018/2019.

Having obtained the students' score in the pre-test and those in the post-test the writer found out that the result of matched t-test for the whole class was 2.51. Meanwhile, the critical value of 95% (30-1) significance level was 1.697. It means that the t-obtained was 2.51 exceeded the t-critical value 1.697. The Result of the matched t-test can be seen in the appendix C. Based on the appendix B, it can be shown that the comparison between the score of pre-test and post-test, it was found that the number of students (N) was 30, and the writer difference between the scores of the pre-test and post-test ($\sum D$) was 293.07, the scores in quadrate ($\sum D^2$) was 15858.58. Then, the writer tried to find out the number of standard deviation (SD), $\overline{SD}$, and $t_{obtained}$, can be seen in the appendix C. From the table of the comparison scores of the pre-test and the post-test, the writer found that the result of the standard deviation was 23.38 and the process of the calculation is as follow:

$$SD = \sqrt{\frac{\sum D^2 - (1/n)\ (\sum D)^2}{n-1}}$$

$$SD = \sqrt{\frac{15858.58 - (1/30)(293.07)^2}{30-1}}$$

$$SD = \sqrt{\frac{15858.58 - (0.03)(337.5589)}{29}}$$

$$SD = \sqrt{\frac{15848.4532}{29}}$$

$$SD = \sqrt{546.4984}$$

$$SD = 23.38$$

After the write found the result of the standard of deviation, then the writer found that the result of standard error differences was 4.27 and the process of the calculation is as follow:

$$S\overline{D} = \frac{SD}{\sqrt{n}}$$

$$S\overline{D} = \frac{23.38}{\sqrt{30}}$$

$$S\overline{D} = \frac{23.38}{5.48}$$

$$S\overline{D} = 4.27$$

Standard error differences had been found, next the writer calculated the matched t-test. The matched t-test of pre-test and post-test that found by the writer was 2.51. The process could be seen below:

$$t_{obt} = \frac{\overline{X_1} - \overline{X_2}}{S\overline{D}}$$

$$t_{obt} = \frac{70.05 - 59.33}{4.27}$$

$$t_{obt} = \frac{10.72}{4.27}$$

$$t_{obt} = 2.51$$

From the calculation at appendix C, was found that t-obtained was 2.51. The critical value of the t-table was 1.697. With the significance of 0.05 for df = 29 (30-1). So, the t-obtained was higher than the coefficient of t-value in the t-table. It means that the alternative hypothesis (Ha) which was stated that it was effective to apply "Alpha-Beta Partnership" in teaching speaking to the first semester students of STAI-BS Lubuklinggau in the academic year of 2018/2019. The alternative hypothesis (Ha)was accepted and the null hypothesis (Ho) was not accepted.

Accountability of the Research

The validity refers to extent the measurement that can be measurement by research instrument. Richard, et al (1985:304) stated that validity is a degree to which test measure what it is supposed to measure or an be used successfully for the purpose for which it is intended. A number of different statistical procedures can be applied to a test to estimate its validity. Such us procedures generally seek to determine what the test measures and how well it does so. In other to make test materials have high degree of content validity,

The Result of Normality Testing

The normality of the data was often tested in inferential statistics analysis for one until more than one sample group. It is assumed that the normality of the data become a requisite to determine what kinds of statistics will be used in analyzing the next data. And the researcherwould like to show the students' data of the pre-test in speaking mastery.

The investigation of the interval consistency normal is estimated by Subana. The following is the Subana' formula (Chi Square):

$$X^2 = \sum \frac{(Oi-Ei)^2}{Ei}$$

Where:

Oi = the Observation Frequency

Ei = the Expertise Frequency

The Normality of Pre-test

Before calculating the normality, the researcher found that the highest score in the pre-test was , which were obtained by 2 student, and the lowest score was 30, which were also obtained by 1 student. Then, the steps in calculating the test normality of pre-test can be seen in the appendix C: Based on the calculation of normality in the pre-test at appendix C, the researcher found out that $\chi^2_{obtained}$=10.4249 with degree of freedom (df) = 8 (9-1). Since level is 95% (0.05), and the χ^2_{table}= 15.507. The data were normal, because $\chi^2_{obtained} < \chi^2_{table}$. Afterwards, the researcher also would like to show the students' data of the post-test in speaking mastery.

The Normality of Post-test

Before calculating the normality, the researcher found that the highest score in the post-test was 86.66, which was obtained by 4 student, and the lowest score was 31.66, which was also obtained by 1 student.. Then, the steps in calculating the test normality of the post-test can be seen in the appendix C. Based on the calculation of normality in the post-test at appendix C, the researcher found out that $\chi^2_{obtained}$=3.2981 with degree of freedom (df) = 9 (10-1). Since

level is 95% (0.05), and the χ^2_{table}= 16.919. The data were normal, because $\chi^2_{obtained} \leq \chi^2_{table}$.

Conclusions

Based on the findings presented in chapter IV, the researcher concluded that it was effective to teach speaking by using Alpha-Beta Partnership to the first semesterstudents of STAI-BS Lubuklinggau in the academic year of 2018/2019. It can be proven by the significant difference between the two means of scores both in the pre-test and post-test. The students' average score in the pre-test was 59.33 and the students' average score in the post-test is 70.05. It means that there was significant difference between the students' ability in speaking after they had been taught by using Alpha-Beta Partnership.

Moreover, the different scores between the pre-test and post-test was found through the matched t-test calculation. Based on the statistical analyses, as described in chapter IV, the researcher found out that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected since the result of the calculation of the matched t-test was higher than the t-critical value. The t-obtained was 2.51, it was in fact higher than 1.697 as its critical value. Furthermore, the researcher concluded that it was effective to teach speaking by using Alpha-Beta Partnership to the first semesterstudents of STAI-BS Lubuklinggau in the academic year of 2018/2019.

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