

**THE EFFECT OF USING "REALLY GETTING ACQUAINTED"
STRATEGY TO INCREASE THE STUDENTS'
ACHIEVEMENT IN SPEAKING**

SKRIPSI

*Submitted in a Partial Fulfillment as the Requirement
For the Degree of Sarjana Pendidikan
English Education Program*

By:

FADILAH ISANTI
NPM. 1002050037



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY MUHAMMADIYAH OF SUMATERA UTARA
MEDAN
2014**

PERSEMBAHAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

"Dan seandainya pohon-pohon di bumi menjadi pena dan laut (menjadi tinta). Di tambahkan kepadanya tujuh laut (lagi) sesudah (kering)nya, niscaya tidak akan habis-habisnya (di tuliskan) kalimat Allah, sesungguhnya Allah maha perkasa lagi maha bijaksana".
(Q.S. Al Luqman : 27)

Yaa Allah.....

Terima kasih atas nikmat dan rahmat-Mu yang agung ini, hari ini hamba bahagia
Sebuah perjalanan panjang dan gelap...telah kau berikan secercah cahaya terang
Meskipun hari esok penuh teka-teki dan tanda tanya yang aku sendiri belum tahu pasti
jawabanya
Di tengah malam aku bersujud, kupinta kepada-mu di saat aku kehilangan arah, kumohon
petunjuk-mu

Ibunda tersayang.....

Kau kirim aku kekuatan lewat untaian kata dan iringan do'a. Tak ada keluh kesah di
wajahmu dalam mengantar anakmu ke gerbang masa depan yang cerah tuk raih segenngam
harapan dan impian menjadi kenyataan
Bunda.....kau besarkan aku dalam dekapan hangatmu. Cintamu hiasi jiwaku dan restumu
temani kehidupanku.

Ayahanda tercinta.....

Kau begitu kuat dan tegar dalam hadapi hidup ini
Kau jadikan setiap tetes keringatmu sebagai semangat meraih cita-cita
Hari-harimu penuh tantangan dan pengorbanan

Ibunda dan ayahanda.....

Inilah kata-kata yang mewakili seluruh rasa, sungguh aku tak mampu menggantikan
kasihmu dengan apapun, tiada yang dapat ku berikan agar setara dengan pengorbananmu
padaku, kasih sayangmu tak pernah bertepi cintamu tak pernah berujung...tiada kasih
seindah kasihmu, tiada cinta semurni cintamu, kepadamu ananda persembahkan salam yang
harumnya melebihi kasturi, yang sejuknya melebihi embun pagi, hangatnya seperti mentari di
waktu dhuha, selalu menjadi penghormatan kasih dan cinta yang tidak pernah pudar dan
berubah dalam segala musim dan peristiwa.

Dengan ridho Allah SWT,

Kupersembahkan Karya kecilku ini kepada....
Ayahanda & Ibundaku (Terima kasih atas Do'a, semangat, motivasi, kasih sayang yang tiada
pernah putus)

Oleh : Fadilah Isanti, S.Pd

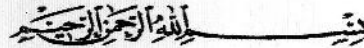


**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara



Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Kamis, Tanggal 18 September 2014, pada pukul 08.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama : Fadilah Isanti
NPM : 1002050037
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Using "Really Getting Acquainted" Strategy to Increase the Students' Achievement in Speaking

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

Ditetapkan : () Lulus Yudisium
() Lulus Bersyarat
() Memperbaiki Skripsi
() Tidak Lulus

PANITIA PELAKSANA

Ketua

Sekretaris

Elfrianto Nasution, S.Pd, M.Pd

Dra. Hj. Syamsuyurnita, M.Pd

ANGGOTA PENGUJI:

1. Yusriati, SS, M.Hum

1.

2. Dr. H. Syahron Lubis, MA

2.

3. Dra. T. Winona Emelia, M.Hum

3.



LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini yang diajukan oleh mahasiswa di bawah ini :

Nama Lengkap : Fadilah Isanti
NPM : 1002050037
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Using "Really Getting Acquainted" Strategy to Increase The Students' Achievement in Speaking

sudah layak disidangkan.

Medan, September 2014

Disetujui oleh:
Dosen Pembimbing

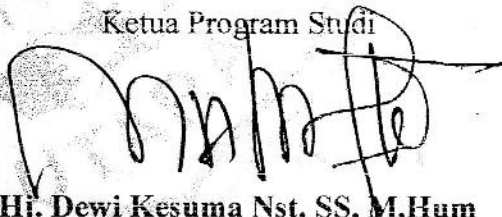

Dra. T. Winona Emelia, M.Hum

Diketahui oleh:

Dekan

Ketua Program Studi


Elfrianto Nasution, S.Pd., M.Pd.


Hj. Dewi Kesuma Nst, SS, M.Hum

ABSTRACT

Fadilah Isanti. 1002050037: "The Effect of Using "Really Getting Acquainted" Strategy to Increase the Students' Achievement in Speaking", English Education Program of Faculty of Teacher's Training and Education, University of Muhammadiyah Sumatera Utara (UMSU). Medan. 2014.

The objectives of this research are to find out the significance effect of Really Getting Acquainted Strategy to increase the students' achievement in speaking and the percentage of students' achievement taught by using Really Getting Acquainted strategy. The populations of this study were the first year in Junior High School, which consist of two classes (VII P¹ Class and VII P² Class) at SMP YASPEND MULIA Medan, Jalan Kenanga Sari No. 33 Medan Estate which consisted 64 students and the researcher took all the students as the sample. The samples were divided into two groups, the first group was the experimental group by Using Really Getting Acquainted Strategy that consisted of 32 students and the second group was control group by using Lecturing Method that consists of 32 students. The data were acquired by oral test. The test was design a dialogue in pairs and practice it in front of the class. The data collected were analyzed performing experimental method. After analyzing, the result of the students by using Really Getting Acquainted Strategy was higher than those being taught by using Lecturing Method. The result of the data was $t_{hit} > t_{table}$, and the data was $3.24 > 2.04$ for 5%. It means that the alternative hypothesis is accepted and the null hypothesis is rejected. From determining the percentage of the Really Getting Acquainted Strategy of x variable toward y variable in speaking ability was 74% and 26% was influenced by another factors.

ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah the most almighty, the most gracious and the most merciful. Praise be to Allah, firstly, the researcher would like to thank to Allah, the most almighty who has given the opportunity in finishing and completing the study. Secondly, blessing and peace be upon our prophet Muhammad SAW who has guided human being from the foolish era to science era as we hold today. This thesis is entitled : *The Effect of Using Really Getting Acquainted Strategy to Increase the Students' Achievement in Speaking.*

Thirdly, the researcher would like to thank to her beloved parents, Sugito and Sumiati, for their great affection, prayer, encouragement and support by moral and material during her academic year and completing her study at FKIP UMSU, may Allah always bless them, thanks for their love.

One of the requirements to be fulfilled before finishing the studies at English Department of FKIP UMSU is to write a study. In writing this study, the researcher has faced some difficulties dealing with collecting the data and analyzing the data. She had spent much time to accomplish it, the researcher had asked some people to get some ideas to help her carry out the writing of this thesis. So, the researcher would like to extend her sincere gratitude to some people who have given her guidance, comments during the preparation of this study.

1. Dr. Agussani, M.AP., as the Rector of University of Muhammadiyah Sumatera Utara.
2. Elfrianto Nasution, S.Pd, M.Pd., as the decan of Faculty of Teacher Training and Education.
3. Hj. Dewi Kesuma Nst, SS.,M.Hum, and Mandra Saragih S.Pd, M.Hum., as the head and the secretary of English Education program of FKIP-UMSU who had helped her in the administrative process in finishing the study.
4. Dra. T Winona Emelia, M.Hum, as her supervisor who had given her guidance and valuable suggestions, critics for showing her how to write a scientific writing well and giving her useful knowledge to complete the ideas of this study.
5. All the lecturers of FKIP-UMSU, especially those of English Department who had given valuable thoughts and knowledge as the information in teaching English during her academic years at UMSU.
6. Rima Marlina, S.Pd. as headmaster of SMP YASPEND MULIA Medan Estate, who had given her recommendation to do research in the school.
7. Her brothers Faisal Rinanda who always giving support and spirit.
8. Her beloved husband Syahrial who always giving support and love, and her son Muazzam Syairillah. May Allah bless them.
9. Big thanks to all best friends, Nanda Dewi, Dewi Sartika, Nia Elisa, Rahayu Diana, Erri Julviani Duha, Novita Sari, Yuli Tri Astuti, Rumini and classmate VIII-A morning who always cared and supported each other finishing this

study. For all people who had given their supports and helps who cannot be mentioned here. Thank you for everything.

Medan, 2014
The Researcher

Fadilah Isanti
1002050037

TABLE OF CONTENTS

	Pages
ABSTRACT	i
ACKNOWLEDMENT	ii
TABLE OF CONTENTS	v
LIST OF TABLES	viii
LIST OF APPENDIXES	ix
CHAPTER I. INTRODUCTION	1
A. The Background of the Study	1
B. The Identification of the Problem	3
C. Scope and Limitation	3
D. The Formulation of the Problem	3
E. The Objectives of the Study	4
F. The Significance of the Study	4
CHAPTER II. REVIEW OF LITERATURE	6
A. Theoretical Framework	6
1. Effect	6
2. Description of Speaking	7
2.1 Speaking Activities	9
2.2 Speaking Skill	10
2.3 The Concept of Teaching Speaking	12

2.4 Principles for Teaching Speaking	14
3. Definition of Asking and Giving Information	17
4. Description of Really Getting Acquainted.....	17
4.1 Definition of Really Getting Acquainted	17
4.2 The Strength and the Weakness of Really Getting Acquainted	18
B. Conceptual Framework.....	19
C. Hypothesis	20
CHAPTER III. METHOD OF RESEARCH	21
A. Location	21
B. Population and Sample	21
C. Research Design	22
D. Instrument of Research.....	25
E. Technique for Collecting the Data.....	27
F. Technique of Analyzing Data.....	27
CHAPTER IV. DATA AND DATA ANALYSIS	29
A. The Data.....	29
B. Data Analysis.....	32
C. Testing Hypothesis	42
D. Discussion and Finding.....	46

CHAPTER V. CONCLUSION AND SUGGESTIONS 47

A. Conclusion..... 47

B. Suggestions..... 47

REFERENCES

APPENDIXES

LIST OF TABLES

	pages
Table 3.1 Population and Sample	21
Table 3.2 Research Design for Experimental and Control Group	22
Table 3.3 Treatments in Experimental and Control Group.....	23
Table 3.4 Conversation Indicators	25
Table 3.5 Qualitative Form	27
Table 4.1 The Result of the Pre-test and Post-test in Experimental Group	28
Table 4.2 The Result of Pre-test and Post-test in Control Group	31
Table 4.3 The Differences Scores of the Pre-test and Post-test in Experimental Group	32
Table 4.4 The Differences Scores of the Pre-test and Post-test in Control Group	37
Table 4.5 The Calculation Table.....	41

LIST OF APPENDIXES

	pages
Appendix 1	Lesson Plan In Experimentantal Class 50
Appendix 2	Lesson Plan In Control Class..... 56
Appendix 3	The Attendance List of the Students..... 57
Appendix 4	Students' Answer Sheet 73
Appendix 5	Form K-1 74
Appendix 6	Form K-2 75
Appendix 7	Form K-3 76
Appendix 8	Lembar Pengesahan Proposal..... 77
Appendix 9	Surat Pernyataan Plagiat..... 78
Appendix 10	Lembar Pengesahan Hasil Seminar 79
Appendix 11	Surat Keterangan Izin Riset..... 80
Appendix 12	Surat Keterangan Selesai Riset..... 81
Appendix 13	Berita Acara Bimbingan Proposal 82
Appendix 14	Berita Acara Bimbingan Skripsi..... 83
Appendix 15	Form Curriculum Vitae 84

CHAPTER I

INTRODUCTION

A. The Background of the Study

In teaching English as foreign language students are expected to master four language skills such as listening, reading, speaking, and writing. Based on competence curriculum speaking is one of the four basic competence that student should gain well. It has an important role in communication. Speaking can find in spoken cycle especially in joint construction of text stage (Departmen Pendidikan Nasional, 2004).

According to Anne Smith (2002:1), "Speaking is many things, it is thinking what one wishes to say, choosing the right words from vocabulary, putting the words in the proper grammatical framework, communicating the feelings we have, and so on". Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols. Speaking is a crucial part of second language learning and teaching. However, today's world requires that the goal of teaching speaking should improve students' communicative skills because students can express themselves and learn how to use a language.

The students have problem in speaking such as pronunciation, grammar, vocabulary, fluency and comprehension. They seldom practice their speaking in class. They just study about memorizing and conversations, after that they practice their friends without know what was the meaning and how to speak the

sentences well. It makes students lower in speaking and than student does not creative in speaking.

Now days, in teaching speaking usually the teacher orients to the students' English book. The teacher teaches them by asking the students to read the dialogue in front of the class. These activities do not give any opportunity to the students to express their ideas or opinion directly or it can not give any contribution to make the students speak English fluently; therefore, students can not improve their speaking ability and be passive in teaching and learning process.

Based on that problems and also the researcher's observation in SMP YASPEND MULIA, many students got difficulties in speaking. So, to solve the problems, the researcher wants to offer Really Getting Acquainted strategy as a solution to make a good progress and can increase the students' achievement in speaking. This strategy give the limited chance to students to meet and know each other. The strategy is made by arrange a activity that give deep experience, so some group of students can be known each other (Mel Sibelmar :2006).

By using Really Getting Acquainted strategy , is expected to the students do not feel bored and difficult when they are studying English. The researcher chooses Really Getting Acquainted strategy, because the researcher wants to know the effect of Really Getting Acquainted strategy on students' achievement in speaking. This research is done in order the researcher can give the appropriate solutions to other.

B. The Identification of the Problem

The problems were identified as follows:

1. The effect of using “Really Getting Acquainted Strategy” on students’ achievement in speaking.
2. The students’ achievement is taught by using “Really Getting Acquainted Strategy”.

C. The Scope and Limitation

The scope of the study was focused in speaking skill that was limited in using Really Getting Acquainted strategy on the students’ achievement in speaking “Asking and Giving information”.

D. The Formulation of the Study

The formulation of the problems were stated as follows:

1. Is there any significant effect of using Really Getting Acquainted strategy in increase the students’ achievement in speaking?
2. How many percent the effect of using Really Getting Acquainted strategy in increase the students’ achievement in speaking?

E. The Objectives of the Study

The objectives of this study were:

1. to find out the significance effect of Really Getting Acquainted Strategy in increase the students' achievement in speaking.
2. to figure out the percentage of students' achievement taught by using Really Getting Acquainted strategy.

F. The Significance of the Study

The results of this study were expected to give both theoretical and practical benefits as follows.

1. Theoretically : The result of this study is expected to find out strategy in increasing students' speaking ability through Really Getting Acquainted strategy.
2. Practically
 - 2.1. Teacher
 - a. Teacher can use the material easier and teacher will have a new strategy to teach speaking by using Really Getting Acquainted strategy.
 - b. The teacher can make this strategy to be an interesting strategy in other the students easy to understand in learning English speaking.
 - 2.2. Students
 - a. The students will be easy in increasing their ability in speaking.

- b. The students can speak English well, can make an interaction in English languages.

2.3. Researcher

- a. Can be used to the result of this study to be references.
- b. Can search the same variable.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

It is important to classify some term which are used in this research in order to avoid misinterpretation and confusion in comprehending the ideas especially for readers. Therefore, the following terms are intended to specify the extent of research.

1. Effect

The Effect means to change produce by an action or result or not out come then it comment to the object which can be taken as the result that always refer to the positive sense. Hornby (1986: 26). So, the effect can measure about applying strategy when learning process.

According to Buchl (1995: 78) explain “ Effect of teaching treatment in language learning is related to the change of getting something into our cognitive systems, the final result of the effect in teaching is the improvement of ability”. The effect is the positive regard after doing something and applied to method learning.

The term “effect” can generally mean (1) anything brought about by cause or agent (2) the power or ability to bring produce on the mind of the observer or hearer (Webster 1983:461). The definition of the second one seems to fit action rather than the process in doing something. In term of the statistic this concept should be made operation and measurable.

Based on the quotation, it is concluded that the term effect is defined as the condition in which an action has some power to influence its subject in an operational and measurable manner.

2. Description of Speaking

According to Richards and Willy A. Renandya that speaking is one of the elements of communication. In other words, speaking ability to speak appropriately and effectively in a real communicative situation in order to communicate ideas to others. Thus they similarly mention about communication, so speaking is a matter for speaks between someone or other one.

It is generally accepted that knowing a language and being able to speak it are not synonymous. Thus the claim *She knows Italian* doesn't entail that statement *She can speak Italian*. Yet in many ways, the teaching of second or other language has carried on as if knowing and speaking is the same thing.

Speakers must be able to anticipate and then produce the expected patterns of specific discourse situations. They must also manage discrete elements such as turn taking providing feedback, or redirecting. Speaking is the productive skill in the oral mode. It is not like the other skill, it is more complicated than it seems at first and involves more than pronouncing words. In speaking, there is a process of communication, which conveys message from a speaker to a listener. Then a speaker has to encode the message and listener has to decode or interpret the message which information. Encoding is the process of conveying the message of

information to a listener while decoding is the process of receiving information is given by the speaker.

Research, common sense, and suggest, there is lot more to speaking than the ability to form grammatically correct sentences and then pronounce them. From a start, speaking is interactive and requires the ability to co-operate in the management of speaking turns. It also typically takes place in real time, with little time for detailed planning. And the nature of the speaking process means that the grammar of spoken language differs in a number of significant ways from the grammar of written language. Hence, the study of written grammar may not be the most efficient preparation for speaking.

According to Brown (2004: 141-142), there are five basic types of speaking, they are imitative, responsive, interactive and extensive. Imitative speaking is the ability to imitate (parrot back) a word or a phrase or possibly a sentence. Imitation of this kind is carried out not purpose of meaningful interaction, but for focusing on some particular element of language form. Intensive speaking goes one step beyond imitative to include any speaking performance, that is designed to practice some phonological and grammatical aspect of language. Responsive speaking is interaction at somewhat limited level of very short conversation, standard greeting and small talk, simple comment and request, and the like. Interactive speaking is complex interaction which sometimes includes multiple exchange and/or multiple participants. And the last is extensive speaking; extensive speaking is oral production, include speeches, oral presentation, and story-telling.

2.1 Speaking Activities

Many classroom activities which are currently in use fall at or near the communicative end of communicative continuum. In this section we will look at some of the most widely used (Harmer, 2001:271-274):

- Acting from script

We can act out scenes from plays and/or their course books, sometimes filming the result. Students will often act out dialogue they have written by themselves. This frequently involves them in coming out to the front of the class.

- Communication games

Games which are designed to provoke communication between students frequently depend on the information gap. So that one student has to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange), or find similarities and differences between pictures.

- Discussion

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find a solution in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher, in this way, the discussion points are relevant to this purpose, so that the students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions. In this

type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentence like "people learn best when they read vs. people learn best when they travel". Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. For efficient group discussions, it is always better not form large groups, because quite students may avoid contributing in large groups. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

2.2 Speaking Skill

Speaking is an interaction between a speaker and listener. In speaking there is a process of communication which conveys the message from a speaker to listener. A speaker has to encode the message and a listener has to decode or interpret the message which contains information. Encoding is a process or

receiving information given by speaker. So, in communication, the process of encoding exists between speaker and listener.

To increase the students' speaking competence, it is necessary to use acceptable forms of correct language. The form involves grammar, vocabulary, pronunciation, and intonation. Learning should be able to produce basic structure correctly. Besides, they need to understand words and the correcting from of language, the students need to practice the language they are learning. This needs reflect that practice in producing the spoken form correctly is important. In additional River (1983: 67) to develop speaking skill in the foreign language the students with intensive experience to the language situation. In other words, the teacher could easily evaluate their accuracy and fluency.

Therefore, in order to speak fluently the students need to practice the language, which is being learned. It is reasonable that the more student practice. The more fluently they can speak. This condition does not only increase the students' speaking competence but also their pronunciation, in addition, they would be able to produce correct structure.

To be responsible for the correct response, the teacher should consider whether there are strategies, the teacher may be able to design a course and student could learn a simple skill before building on to achieve a more complex skill. So, it would be clear that the student increase their speaking skill.

2.3 The Concept of Teaching Speaking

The good speaking skill will be achieved through a successful speaking activity created in the teaching of speaking. To achieve a successful speaking activity in the teaching of speaking, teachers should know the types of classroom speaking performance, roles of teachers, problems in speaking activity, problem solutions in speaking activity, and the criteria of successful speaking activity. The following are the detail explanation:

a. The Types of Classroom Speaking Performance

Brown (2001: 271) said, "That there are six types of classroom speaking performance":

1. Imitative

In imitative types, learners spend their time to initiate speech, for example, they are practicing an intonation contour, trying to pinpoint a certain vowel sound, etc. Intonation of these kinds is carried out not the purpose of meaningful interaction, but for focusing on some particular element of language form. A type which can be concluded in these types and can be classified in the communicative language classroom is drilling. Drills offer students an opportunity to listen and to repeat certain string of language that may pose some linguistic difficulty – either phonological or grammatical.

2. Intensive

Intensive type is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can be even form part of some pair work activity.

3. Responsive

Responsive is short replies to teacher or students initiated questions of comments which are usually sufficient and do not extend in dialogue.

4. Transactional (dialogue)

Transactional is extended form of responsive language. Transactional dialogue is not just limited to give the short respond but it can convey or exchange specific information.

5. Interpersonal (dialogue)

Interpersonal dialogue is designed for the purpose of maintaining social relationship that for the transmission of fact or information. This conversation involves some or all the following factors:

1. A causal register
2. Colloquial language
3. Emotionally charge language
4. Slang
5. Ellipsis
6. Sarcasm

2.4 Principle for Teaching Speaking

According to Nunan, D (2003: 54) the teachers also need to know principles for teaching speaking as follows:

1. Be aware of the differences between second language and foreign language learning contexts

Speaking is learned in two broad contexts: foreign language and second language situations. The challenges you face as a teacher are determined partly by the target language context.

A foreign language (FL) context is one where the target language is not the language of communication in the society (e.g., learning English in Japan or studying French in Australia). Learning speaking skill is very challenging for students in FL contexts, because they have very few opportunities to use the target language outside the classroom.

A second language (SL) context is one where the target language is the language of communication in the society (such as English in the UK or Spanish in Mexico). Second language learners include refugees, international students, and immigrants.

2. Give students practice with both fluency and accuracy

Accuracy is the extent to which student's speech matches what people actually say when they use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc.

In language lessons-especially at the beginning and intermediate levels learners must be given opportunities to develop both their fluency and their accuracy. They cannot develop fluency if the teacher is constantly interrupting them to correct their oral errors. Teachers must provide students with fluency building practice and realize that making mistakes is a natural part of learning a new language.

3. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.

Research has repeatedly demonstrated that teachers do approximately 50 to 80 percent of the talking in the classrooms. It is important for us as language teachers to be aware of how much we are talking in class so we don't take up all the time the students could be talking.

Pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during lessons. One further interesting point in this when the teacher is removed from the conversation, the learners take on diverse speaking roles that are normally filled by the teacher (such as posing questions or offering clarification).

4. Plan speaking tasks that involve negotiation for meaning

Research suggest that learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make yourself understood. This process is called negotiating for meaning. It involves checking to see if you've understood what someone has said, clarifying your understanding and confirming that someone has understood your meaning.

By asking for clarification, repetition, or explanations during conversations, learners get the people they are speaking with to address them with language at a level they can from and understand.

5. Design classroom activities that involve guidance and practice in both transactional and interactional speaking

When we talk with someone outside the classroom, we usually do so for interactional or transactional purposes. Interactional speech is communicating to get something done, including the exchange of goods and/or services.

Nunan (1991: 13) most people interactions “can be placed on a continuum from relatively unpredictable and can range”. Conversations are relatively unpredictable and can range over many topics, with the participants taking turns and commenting freely. In contrast, Nunan (1991: 13) states that “transactional encounters of a fairly restricted kind will usually contain highly predictable patterns and he gives the example of telephoning for a taxi. Interactional speech is much more fluid and unpredictable than transactional speech. Speaking activities inside the classroom need to embody both interactional and transactional purposes, since language learners will have to speak the target language in both transactional and interactional setting.

4. Definition of Asking and Giving Information

Ask for information on a person, means we ask something on our speaker, for example, information about him, or his family, for example:

1. What 's your name?
2. How do you spell your name?
3. Where do you live ?
4. What is your father?
5. How many brothers and sister do you have?

Answer:

1. My name is Mara Rusli.
2. M - a - r - a - r - u - s - l - i
3. I live on jln sawcrigading.
4. My father is a teacher.
5. I have four brothers and two sisters

5. Description of Really Getting Acquainted

5.1. Definition of Really Getting Acquainted Strategy

According to Silberman (2006: 212) " Really Getting Acquainted is limited opportunities to meet others. An alternative is to arrange an in-depth experience in which pairs of participants can became well acquainted".

Procedure in using Really Getting Acquainted strategy is :

1. Form the participant into pairs many manner you desire. Criteria for forming pairs might include any of the following:

- Two participants who have never met before
 - Two participants who work in different department or organizations
 - Two participants who have different job, fields of study, or levels of knowledge or experience.
2. Ask the pairs to spend fifteen minutes getting to know each other, suggest that they go for a walk, have coffee together or if relevant, visit each others work site or office.
 3. Supply some questions that the pairs can use to interview each other.
 4. When the entire group reconvenes. Give pairs a task to do together that enables them to start learning about the subject matter of the session.
 5. Consider the appropriateness of forming the pairs into long term learning partnerships.

Variation :

1. Have participants form trios or quartets instead of pairs
2. Have participants introduce their partners to the entire group.

3.2. The Strength and The Weakness of Really getting acquainted

There are some strengths of Really getting acquainted:

1. Makes active students to speak particularly to give arguments since this strategy requires learners to think critically.
2. Give students a motivation to work in group to retain their own group's argument.
3. Give various thought to students within problems.
4. Test five sense activeness, hearing sense or oral one.

5. Sharpen students' intellectual condition.
6. Teach students to get different thought and search for problem well.
7. Give a interesting impression in speaking learning.

The weekness of Really getting acquainted strategy:

1. Require more time.
2. For students who are shy, less vocal and less active (physical).

B. Conceptual Framework

Speaking is the productive skill in the oral mode. It is not like the other skill, it is more complicated that it seems at first and involves more than pronouncing words. In speaking, there is a process of communication, which conveys message from a speaker to a listener. Then, a speaker has to encode the message and listener has to decode or interpret the message which information. Encoding is the process of conveying the message of information to a listener while decoding is the process of receiving information given by the speaker.

In teaching speaking, Really Getting Acquainted Strategy is able to make a good progress and can increase the students' achievement in speaking because Really Getting Acquainted Strategy is a form fast movement that can be used to variety purposes like testing and role playing. It offers continiously rotating pairs. The students get a chance to give the responses of questions that are given rapidly. So the students will be very exciting in learning speaking by this strategy.

C. Hypothesis

Based on the theoretical and conceptual framework above, hypothesis can be formulated as follows:

H_a : There is a significant effect of using Really Getting Acquainted strategy on the students' achievement in speaking.

H_o : There is no a significant effect of using Really Getting Acquainted on the strategy students' achievement in speaking.

CHAPTER III

METHOD OF RESEARCH

A. Location

The location of this research was conducted at SMP YASPEND MULIA, Jalan Kenanga Sari Medan. The research was conducted during the academic year 2014/2015. The reason for choosing this school because based on the researcher observation in this school was found that the students' ability in speaking was still low. So, it was needed to find out the effect of Really Getting Acquainted Strategy on the students' achievement in speaking.

B. Population and Sample

The population of this research was conducted in first year students of academic 2014/2015 of SMP YASPEND MULIA MEDAN, which consist of two classes. The total numbers 64 and divided into 2 classes. This research was taken all the students as the sample by using total sampling. According to Arikunto (2006: 131), "If the population of research is less than 100, it is better to include all of them as the sample".

Table 3.1
Population and Sample

No.	Class	Population	Sample
1.	VIIp ¹	32	32
2.	VIIp ²	32	32
Total		64	64

Based on the table 3.1, the total numbers of population were 64 and the researcher took all of the population as the sample, so the total numbers of sample were 64 also.

C. Research Design

The study was conducted by using an experimental design that was a research to test and prove a hypothesis by giving treatment the sample. This experimental design was to show whether using really getting acquainted strategy was a better method for the students in learning speaking than lecturing method. The sample of this study consist of two groups; experimental and control group that was taught by using different treatment. It can be seen from the following table:

Table 3.2
Research design for experimental group and control group

Group	Pre-test	Treatment	Post-test
Experimental (X)	√	Using Really Getting Acquainted Strategy	√
Control (Y)	√	Using Lecturing Method	√

Based on the table 3.2, experimental. (X) was the class which received by using really getting acquainted strategy in teaching speaking, and control (Y) was the class which received by using lecturing method in teaching speaking.

1. Pre-test

Pre-test is administrated to the sample before doing the treatment. Pre-test is given to experimental and control group. It is used to measure students' ability before applying the treatment. Pre-test consist of oral test. In pre-test the researcher will take the questions from the situation in their environment. For example, asking their information, about their friends. The students are asked to make expressing asking and giving information based on the situation that is given by written and spoken term.

2. Treatment

Table 3.3
Treatments in experimental and control group

Meeting	Experimental group	Control group
1 (first)	<ol style="list-style-type: none"> 1. Teacher greet the students to open the class. 2. Teacher gave pre-test. 3. Teacher collected the answer sheets of students. 4. Teacher calculate the score. 	<ol style="list-style-type: none"> 1. Teacher greet the students to open the class. 2. Teacher gave the pre-test. 3. Teacher collected the answer sheets of the students. 4. Teacher calculate the score.
2 (second)	<ol style="list-style-type: none"> 1. Teacher distributes the material Expressing asking and giving information. 2. Teacher gave the examples about expressing asking and giving information. 3. Teacher asked the students, whether the students were already understand or not. 4. Teacher choosen students randomly to make a group 	<ol style="list-style-type: none"> 1. Teacher distributes the material about asking and giving information. 2. Teacher gave the examples about expressing asking and giving information. 3. Teacher asked the students, whether the students were already understand or not

	<ol style="list-style-type: none"> 5. Teacher separated the seats into group of two to each group and gave the name of each group. 6. Teacher asked the students to give information about their friend. 7. Teacher collected their answer. 8. Teacher made data analysis. 	<ol style="list-style-type: none"> 4. Teacher asked the students to make conversation include expression asking and giving information based on the situation was given. 5. Teacher asked the students to come in front of the class to read their conversation. 6. Teacher made data analysis.
3 (third)	<ol style="list-style-type: none"> 1. Same as the second meeting but different in exercises. 	<ol style="list-style-type: none"> 1. Same as the second meeting but different in exercises.
4 (fourth)	<ol style="list-style-type: none"> 1. Teacher gave direction related to the post – test. 2. Teacher gave post – test. 3. Teacher collected the answer sheets of the students. 4. Teacher calculated the score. 	<ol style="list-style-type: none"> 1. Teacher gave direction related to the post – test. 2. Teacher gave post – test. 3. Teacher collected the answer sheets of the students. 4. Teacher calculated the score.

3. Post-test

After having the treatment, the post-test was given to the students. The post-test was same as the pre-test. The post-test was the final test in this research, especially in measuring the treatment, whether it was significant or not, it means to know whether the treatment give the effect or not on the students' achievement in speaking. Also, in the experimental and control group, a post-test was administrated. The administrating of the post-test was mean to find out the

differences scores of both experimental and control group before and after treatment.

D. The Instrument of Research

This research was used speaking test. In this case, the students were asked to speak and write by the topic "Expressing Asking and Giving Information" which based on the curriculum of grade VII SMP. The score of the test based on the conversation indicators, it can be seen in the following table.

Table 3.4
Conversation Indicators

Indicators	Score	Notes
Pronunciation	5	Has few traces of foreign accent.
	4	Always intelligible, though one conscious of definite accent.
	3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
	2	Very hard to understand because of pronunciation problems must frequently be asked to repeat.
	1	Pronunciation problems so severe as to make a speech virtually unintelligible.
Grammar	5	Make few (if any) noticeable errors of grammar of word order
	4	Occasionally make grammatical and/or word order which do not however obscure meaning. Makes frequent errors of grammar and word.
	3	Order which occasionally obscure meaning. Grammar and word order errors make comprehension difficult, must often rephrase.
	2	Sentences and/or restrict himself to basic patterns.

	1	Errors in grammar and word order so
Vocabulary	5	Use of vocabulary and idioms is unintelligible virtually that of native speaker. Sometimes uses inappropriate
	4	Must rephrase ideas because of lexical inadequacies. Frequently uses the wrong words.
	3	Conversations some what limited because of inadequate vocabulary.
	2	Misuse of words and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to make conversation virtually impossible.
Fluency	5	Speech as fluent and effortless as that of native speaker.
	4	Speed of speech seems to be slightly affected.
	3	By language problems.
	2	Speed and fluency are rather strongly affected by language problem. Usually hesitant; often forced into silence by language.
	1	Speech so halting and fragmentary ass to make conversation virtually possible.
Comprehension	5	Appear to understand everything without difficulty.
	4	Understands nearly everything at normal speed, although occasional repetition may be necessary.
	3	Understands most of what is said atslever than normal speed with repititions.
	2	Has great difficulty following what is said. Can comprehend only social conversation spoken slowly and with frequent repititions.
	1	Can not be said to understand even simple conversation English.

Based on the explanation 3.3. it can be concluded to the qualitative form table 3.4.

Table 3.5
Qualitative Form

SKILLS	
Qualitative Form	Quantitative Form
Excellent to very good	22-25
Good to average	18-21
Fair to poor	12-17
Very poor	6-11

E. Technique for Collecting Data

To collected the data of the research, the researcher used some steps:

- a. Giving pre-test to both of the groups.
- b. Giving treatment
 1. Experimental group (Class VIIp¹) : Using Really Getting Acquainted strategy
 2. Control group (Class VIIp²) : Using lecturing method.
- c. Giving post-test with the similar test to both of the groups.

F. Technique of Analyzing the Data

After collecting the data from the test, the data were analyzed by following procedure:

1. Scoring the students' answer.
2. Listing the score into tables, first for the experimental group scores and the second for the control group scores.
3. Determining the equation of linier regression, by using the formula

(Sudjana, 2002:312)

$Y = a + bx$ where a and b is getting by

$$a = \frac{(\sum Y)(\sum X^2) - (\sum X)(\sum XY)}{n \sum X^2 - (\sum X)^2}$$

$$b = \frac{n(\sum XY) - (\sum X)(\sum Y)}{n \sum X^2 - (\sum X)^2}$$

4. Determining coefficient r^2 by formulation :

$$= \frac{b \{nXY - (\sum X)(\sum Y)\}}{n \sum Y^2 - (\sum Y)^2} \quad (\text{Sudjana, 2002: 370})$$

5. Examining the statistical hypothesis

H_a : $P \neq 0$ there is significant effect of Really Getting Acquainted Strategy to increase the Students' Achievement in Speaking.

H_0 : $P = 0$ there is no significant effect of Really Getting Acquainted Strategy to increase the Students' Achievement in Speaking.

With the criteria examination, H_0 is accepted if, $t_{obs} < t_{table}$ where t_{table} was getting by t distribution with $dk = n - 2$ $dk = 32 - 2 = 30$ $\alpha = 5\% = 0.05$. in the other way, H_0 is rejected.

6. Determining the percentage of the effect of X variable toward Y variable by using determination formulation .

$$D = r^2 \times 100\% \text{ where } r^2 = \frac{b \{nXY - (\sum X)(\sum Y)\}}{n \sum Y^2 - (\sum Y)^2}$$

A. Statistical Hypothesis

H_a : there is significant effect of Really Getting Acquainted Strategy to increase the Students' Achievement in Speaking.

H_0 : there is no significant effect of Really Getting Acquainted Strategy to increase the Students' Achievement in Speaking.

CHAPTER IV
DATA AND DATA ANALYSIS

A. The Data

The research took place at SMP YASPEND MULIA. The samples were divided into two classes research, they are experimental class was treated with the Really Getting Acquainted Strategy, and control class used Lecturing Method. The presentation of the data were shown in the table below. The data of this research, the initial of the students (sample) and the students' scores in the pre-test and post-test of two groups could be seen in the table below.

Table 4.1
The Result of the Pre-Test and Post-Test
in Experimental Group

No	Initial name	Pre-test (T_1)	Post-test (T_2)
1	A	81	80
2	A	60	77
3	B	49	79
4	D	68	75
5	D	75	88
6	EW	50	78
7	E	60	79
8	E	61	72
9	FR	85	78
10	GSW	72	75
11	IR	70	87

12	JH	58	75
13	KAP	54	74
14	M	77	91
15	MA	78	80
16	MDT	72	80
17	P	75	91
18	P	70	78
19	PA	75	91
20	PH	50	74
21	PW	58	75
22	PL	74	87
23	SM	68	75
24	ST	55	79
25	T	60	72
26	W	83	78
27	W	70	91
28	WL	78	88
29	WS	55	75
30	W	64	79
31	Y	70	77
32	ZA	80	80
Total		2162	2558

The data in table 4.1 showed that the highest score of the pre-test in experimental group was 85 and the lowest was 49 while the highest score of post-test was 91 and the lowest was 72.79

Table 4.2.
The Result of Pre-test and Post-test in Control Group

No	Initial name	Pre-test (T_1)	Post-test (T_2)
1	AAP	85	80
2	AR	60	70
3	ARF	79	74
4	ARG	80	63
5	BR	78	72
6	BS	83	73
7	BSP	70	78
8	CH	65	69
9	EFB	70	66
10	ES	70	60
11	EH	60	65
12	FL	85	55
13	FA	78	81
14	GF	77	78
15	IFN	55	85
16	IR	75	50
17	IW	70	70
18	JA	55	60
19	K	75	65
20	MS	84	81
21	MIP	83	80
22	MA	81	85
23	ND	74	69

24	NE	64	60
25	NSN	73	70
26	RD	55	60
27	RN	75	70
28	RP	80	82
29	RA	74	75
30	RF	65	70
31	WH	70	65
32	WNT	60	65
Total		2308	2246

The data in Table 4.2 showed that the highest score of the pre-test in control group was 85 and the lowest was 55 while the highest score of post-test was 85 and the lowest was 50.

B. Data Analysis

1. Determining the Effect of Really Getting Acquainted Strategy on the Students' Achievement in Speaking.

Based on the data from the test, the scores were analyzed in order that the differences of pre-test and post-test of the experimental and control group.

Table 4.3
The Differences Scores of the Pre-test and Post-test in Experimental Group

No	Initial Name	Score				
		Pre-test (T ₁)	T ₁ ²	Post-test (T ₂)	T ₂ ²	(T ₂ - T ₁)

2	A	60	3600	77	5929	17
13	B	49	2401	79	6241	30
4	D	68	4624	75	5625	7
5	D	75	5625	88	7744	13
6	EW	50	2500	78	6084	28
7	E	60	3600	79	6241	19
8	E	61	3721	72	5184	-7
9	FR	85	7225	78	6084	3
10	GSW	72	5184	75	5625	17
11	IR	70	4900	87	7569	17
12	JH	58	3364	75	5625	20
13	KAP	54	2916	74	5476	14
14	M	77	5929	91	8281	13
15	MAT	78	6084	91	8281	8
16	MD	72	5184	80	6400	9
17	P	75	6724	91	8281	10
18	P	70	4900	80	6400	16
19	PA	75	5625	91	8281	24
20	PH	50	2500	74	5476	17
21	PW	58	3364	75	5625	13
22	PL	74	5476	87	7569	7
23	SM	68	4624	75	5625	24
24	ST	55	3025	79	6241	12
25	T	60	3600	72	5184	-5
26	W	83	6889	78	6084	8
27	W	70	4900	78	6084	10

28	W	78	6084	88	7744	20
29	WS	55	3025	75	5625	15
30	W	64	4096	79	6241	7
31		70	4900	77	5929	0
32		80	6400	80	6400	8
Total		$\Sigma T_1 =$ 2162		$\Sigma T_2 =$ 2558	$\Sigma T_2^2 =$ 205578	$\Sigma(T_2 - T_1) =$ 396

The Calculating in Experimental Group

1. The Calculation for Total Test in Pre-test and Post-test in Experimental Group

1.1. Mean

$$\begin{aligned}
 Mt &= \frac{\Sigma(T_2 - T_1)}{N_1} \\
 &= \frac{396}{32} = 12,38
 \end{aligned}$$

1.2. Standard Deviation

$$\begin{aligned}
 SDt &= \sqrt{\frac{\Sigma(T_2 - T_1)^2}{N_1}} \\
 &= \sqrt{\frac{396^2}{32}} \\
 &= \sqrt{\frac{156816}{32}} \\
 &= \sqrt{4900,5} \\
 &= 70,003
 \end{aligned}$$

2. The Calculation for Pre-test in Experimental Group

2.1. Mean

$$\begin{aligned}
 MT_1 &= \frac{\sum T_1}{N_1} \\
 &= \frac{2162}{32} \\
 &= 67,56
 \end{aligned}$$

2.2. Variances

$$\begin{aligned}
 S^2 &= \sum T_1^2 - \frac{(\sum T_1)^2}{N_2} \\
 &= 149550 - \frac{2162^2}{32} \\
 &= 149550 - \frac{4674244}{32} \\
 &= 149550 - 146070,125
 \end{aligned}$$

$$S^2 = \sqrt{3479,875}$$

$$S = 58,99$$

2.3. Standard Deviation

$$\begin{aligned}
 SDt &= \sqrt{\frac{\sum T_1^2}{N_1}} \\
 &= \sqrt{\frac{149550}{32}} \\
 &= \sqrt{4673,43} \\
 &= 68,37
 \end{aligned}$$

3. The Calculation for Post-test in Experimental Group

3.1. Mean

$$MT_2 = \frac{\sum T_2}{N_2}$$

$$= \frac{2558}{32} = 79,93$$

3.2. Variances

$$\begin{aligned} S^2 &= \sum T_2^2 - \frac{\{\sum(T_2)\}^2}{N_2} \\ &= 205578 - \frac{2558^2}{32} \\ &= 205578 - \frac{6543364}{32} \\ &= 205578 - 204480,125 \end{aligned}$$

$$S^2 = \sqrt{1097,88}$$

$$S = 33,13$$

3.3. Standard Deviation

$$\begin{aligned} SDt &= \sqrt{\frac{\sum T_2^2}{N_2}} \\ &= \sqrt{\frac{205578}{32}} \\ &= \sqrt{6424.31} \\ &= 80,15 \end{aligned}$$

Table 4.4
The Differences Scores of the Pre-test and Post-test in Control Group

No	Initial Name	Score				
		Pre-test (T ₁)	T ₁ ²	Post-test (T ₂)	T ₂ ²	(T ₂ - T ₁)
1	AA	60	7225	65	6400	-5
2	AAD	70	3600	65	4900	-10
3	AN	65	6241	70	5476	-5
4	AR	74	6400	75	3969	-17
5	DA	80	6084	82	5184	-6
6	DAN	75	6889	70	5329	-10
7	EY	55	4900	60	6084	8
8	F	73	4225	70	4761	4
9	H	64	4900	60	4356	-4
10	HM	74	4900	69	3600	-10
11	KPS	81	3600	85	4225	5
12	M	83	7225	80	3025	-30
13	MA	84	6084	81	6561	3
14	MH	75	5929	65	6084	1
15	N	55	3025	60	7225	30
16	NP	70	5625	70	2500	-25
17	NL	75	4900	50	4900	0
18	PN	55	3025	85	3600	5
19	PND	77	5625	78	4225	-10
20	PP	78	7056	81	6561	-3

21	PR	85	6889	55	6400	-3
22	PRU	60	6561	65	7225	4
23	RAS	70	5476	60	3761	-5
24	RD	70	4096	66	3600	-4
25	SD	65	5329	69	4900	-3
26	SE	70	3025	78	3600	-5
27	SH	83	5625	73	4900	-5
28	SHA	78	6400	72	6724	2
29	S	80	5476	63	5625	1
30	SJ	79	4225	74	4900	5
31	SR	60	4900	70	4225	-5
32	YS	85	3600	80	4225	5
Total		$\Sigma T_1 =$ 2308	$\Sigma T_1^2 =$ 169060	$\Sigma T_2 =$ 2246	$\Sigma T_2^2 =$ 160050	$\Sigma(T_2 - T_1) =$ -92

The Calculating in Control Group

1. The Calculation for Total Test in Pre-test and Post-test in Control Group

1.1. Mean

$$\begin{aligned}
 Mt &= \frac{\Sigma(T_2 - T_1)}{N_1} \\
 &= \frac{-92}{32} = -2,875
 \end{aligned}$$

1.2. Standard Deviation

$$SDt = \sqrt{\frac{\Sigma(T_2 - T_1)^2}{N_1}}$$

$$\begin{aligned}
&= \sqrt{\frac{-92^2}{32}} \\
&= \sqrt{\frac{8464}{32}} \\
&= \sqrt{264,5} \\
&= 16,26 \text{ .}
\end{aligned}$$

2. The Calculation for Pre-test in Control Group

2.1. Mean

$$\begin{aligned}
MT_1 &= \frac{\sum T_1}{N_1} \\
&= \frac{2308}{32} = 72,125
\end{aligned}$$

2.2. Variances

$$\begin{aligned}
S^2 &= \sum T_1^2 - \frac{(\sum T_1)^2}{N_2} \\
&= 169060 - \frac{2308^2}{32} \\
&= 169060 - \frac{5326864}{32} \\
&= 169060 - 166464,5
\end{aligned}$$

$$S^2 = \sqrt{2595,5}$$

$$S = 50,95$$

2.3. Standard Deviation

$$\begin{aligned}
SDt &= \sqrt{\frac{\sum T_1^2}{N_1}} \\
&= \sqrt{\frac{169060}{32}} \\
&= \sqrt{5283,125}
\end{aligned}$$

$$= 72,69$$

3. The Calculation for Post-test in Control Group

3.1. Mean

$$\begin{aligned} MT_2 &= \frac{\sum T_2}{N_2} \\ &= \frac{2246}{32} = 70,19 \end{aligned}$$

3.2. Variances

$$\begin{aligned} S^2 &= \sum T_2^2 - \frac{(\sum T_2)^2}{N_2} \\ &= 160050 - \frac{2246^2}{32} \\ &= 160050 - \frac{5044516}{32} \\ &= 160050 - 157641,125 \end{aligned}$$

$$S^2 = \sqrt{2408,88}$$

$$S = 49,08$$

3.3. Standard Deviation

$$\begin{aligned} SDt &= \sqrt{\frac{\sum T_2^2}{N_2}} \\ &= \sqrt{\frac{160050}{32}} \end{aligned}$$

$$= \sqrt{5001,56}$$

$$= 70,72$$

Table 4.5
The Calculating Table

No	X (Experimental)	Y (Control)	X ²	Y ²	XY
1	80	65	6400	4225	5200
2	77	65	5929	4225	5005
3	79	70	6241	4900	5530
4	75	75	5625	5625	5625
5	88	82	7744	6724	7216
6	78	70	6084	4900	5460
7	78	60	6084	3600	4680
8	72	70	5184	4900	5040
9	79	60	6241	3600	4740
10	75	69	5625	3761	5175
11	87	85	7569	7225	7395
12	75	80	5625	6400	6000
13	74	81	5476	6561	5994
14	91	65	8281	4225	5915
15	80	60	6400	3600	4800
16	91	70	8281	4900	6370
17	80	50	6400	2500	4000
18	91	85	8281	7225	7735

19	91	78	8281	6084	7098
20	74	81	5476	6561	5994
21	75	55	5625	3025	4125
22	87	65	7569	4225	5655
23	75	66	5625	3600	4950
24	78	66	6084	4356	5148
25	72	69	5184	4761	4968
26	79	78	6241	6084	6162
27	78	73	6084	5329	5694
28	88	72	7744	5184	6336
29	75	63	5625	3969	4725
30	79	74	6241	5476	5846
31	77	70	5929	4900	5390
32	80	80	6400	6400	6400
	$\Sigma X = 2558$	$\Sigma Y = 2246$	$\Sigma X^2 = 205578$	$\Sigma Y^2 = 160050$	$\Sigma XY = 180371$

C. Testing the Hypothesis

a. The equation of Linier Regression

$\hat{Y} = a + bx$ where a and b is getting by:

$$a = \frac{(\Sigma Y)(\Sigma X^2) - (\Sigma X)(\Sigma XY)}{n\Sigma X^2 - (\Sigma X)^2}$$

$$= \frac{(2246)(205578) - (2558)(180371)}{(32)(205578) - (2558)^2}$$

$$= \frac{461728188 - 461389018}{6578496 - 6543364}$$

$$= \frac{339170}{35132}$$

$$a = 9,65$$

$$b = n \frac{(\sum XY) - (\sum X)(\sum Y)}{n\sum X^2 - (\sum X)^2}$$

$$= \frac{(32)(180371) - (2558)(2246)}{(32)(205578) - (2558)^2}$$

$$= \frac{(5771872) - (5745268)}{(6578496) - (6543364)}$$

$$= \frac{(26604)}{(35132)}$$

$$= 0,75$$

$$\hat{Y} = a + bx$$

$$\hat{Y} = 9,65 + 0,75x$$

b. Coefficient r^2

$$r^2 = \frac{b\{n\sum XY - (\sum X)(\sum Y)\}}{n\sum Y^2 - (\sum Y)^2}$$

$$= \frac{0,75 (32 \cdot 180371) - (2558)(2246)}{32 \cdot 160050 - (2246)^2}$$

$$= \frac{0,75 (5771872 - 5745268)}{5121600 - 5044516}$$

$$= \frac{0,75 (26604)}{77084}$$

$$= \frac{19953}{77084}$$

$$r^2 = 0,26$$

$$r = \sqrt{0,26} = 0,51$$

Examining the Statistical hypothesis

H_a : $P \neq$ there is significant effect of Really Getting Acquainted Strategy to
 ° increase the Students' Achievement in Speaking

H_0 : $P = 0$ there is not significant effect of Really Getting Acquainted Strategy
 to increase the Students' Achievement in Speaking

With the criteria examination, H_0 is accepted if, $t \left(1 \frac{1}{2}\right) < t \left(1 \frac{1}{2}\right)$ where

$t \left(1 \frac{1}{2}\right)$ is getting by t distribution with $dk = n-2$ $dk=32-2=30$ $\alpha = 5\% = 0.05$. in the
 other way, H_0 is rejected.

$$T_{hit} = r \frac{\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$= \frac{0,51 \sqrt{32-2}}{\sqrt{1-0,26}}$$

$$= \frac{0,51 \sqrt{30}}{\sqrt{0,74}}$$

$$= \frac{(0,51)(5,48)}{0,86}$$

$$= \frac{2,7948}{0,86}$$

$$= 3.24$$

$$\begin{aligned} T_{\text{table}} &= t\left(1 - \frac{1}{2}\alpha\right)^{(dk)} \\ &= t\left(1 - \frac{1}{2}(0.05)\right)^{(30)} \\ &= t(1 - (0.025))^{(30)} \\ &= t(0.975)^{(30)} \\ &= 2.04 \end{aligned}$$

The conclusion, because $t_{\text{hit}} > t_{\text{table}}$ or $3.24 > 2.04$ so, H_0 is rejected. It means that H_a is accepted. There is a significant effect of using Really Getting Acquainted strategy on the students' achievement in speaking.

Determining the percentage of the effect of X variable toward Y variable

$$D = r^2 \times 100\%$$

$$= 0.26 \times 100\%$$

$$= 26\%$$

It means that the effect of X variable toward Y variable or the effect of using Really Getting Acquainted Strategy is 74% and 26% was influenced by another factors.

D. Discussion and Finding

By consulting analyzing of the data, it is clearly stated that there was an effect of using Really Getting Acquainted strategy on the students' achievement in speaking. It can be simply see from the differences of mean score of experimental class and control class both in the pre-test and post-test. They were 67.57 and 79.93 in the experimental class and 71.12 and 70.18 in the control class. From the data, it shows that in the experimental class, the mean of pre-test increases after using strategy from 67.57 to 79.93.

Based on the testing of hypothesis, the value of $T_{hit} > T_{table}$, it means that there is a significant effect of Really Getting Acquainted strategy on the students' achievement in speaking. The value of the effect is about 74%.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The conclusions of this research are taken from the analyzing of the data as the following.

- (1). Based on the analyzing of using Really Getting Acquainted Strategy, it can be concluded that there are effects of using Really Getting Acquainted Strategy on the students' achievement in speaking which is proven by the result of the $t_{observed}$ compared to t_{table} , it was $t_{hit} > t_{table}$ ($3.24 > 2.04$).
- (2). Based on the analyzing of the data is found that the total percentage of the effect of Really Getting Acquainted Strategy on the students' achievement in speaking is 74% and 26% was influenced by another factors.

B. Sugestions

In relation to the conclusion above, sugestions are put forward as follow:

- (1). The English teacher could use Really Getting Acquainted Strategy to solve the students' problem in speaking especially on oral communication.
- (2). The English teacher could apply Really Getting Acquainted Strategy to increase the students' speaking achievement.
- (3). Students should study harder to improve their ability in mastering English speaking and the teacher should motivate the students especially in giving guiding the students to got their achievement in study.

(4). Students can compare about the using of Really Getting Acquainted strategy and not using Really Getting Acquainted strategy.

REFERENCES

- Arikunto, S. 2006. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Brown, Harris. 1994. *Teaching by Principle. An interactive approach to language pedagogy*. New York: Addison Wesley Longman.
- Brown, H. Douglas. 2001. *Language Assesment: Principle and Classroom Practice*. New York: Longman.
- Brown, H. Douglas. 2004. *Language Assesment: Principle and Classroom Practice*. New York: Longman.
- Euchl, D. 1995. *Classrrrom Strategies for Interactive Learning Winsconsin State Reading Assosiation*.
- Fulcher, G. 2003. *Testing Language and Second Language Speaking*. Sidney: Longman
- Harmer, Jeremy. 2001. *The Practice of English Language Teaching*. London: AddisonbWesley Longman.
- Hornby. 1986. *Advance learners Dictionary of current English*. Oxford University Press.
- Larsen-Freeman, D. 2000. *Techniques and Principles in Language Teaching*. Oxford University Press.
- Nunan, D. 1991. *Teaching English as a Second or Foreign Language*. University of California Los Angles.
- Nunan, D. 2003. *Practical English Language Teaching*. NY: Mc Graw-Hill.
- Richards C., Jack and Willy A . Renandya. 2002. *Methodology in Language Teaching*. USA : Cambridge University Press.
- River, W. 1983. *Speaking in Many Tongue: Essay in Foreign Language Teaching*. New York: Cambridge University.
- Silberman, Mel dan Hidayat, Khoirudin. 2007. *Active Learning: 101 Strategy Pembelajaran Active*. Yogyakarta: Pustaka Insan Madani.
- Smith, Anne. 2002. *Speaking is No Small Talk*. Purdue University.
- Sudjana. 2002. *Metoda Statistika, Edisi ke Enam*. Bandung : Tarsito.

Smith, Anne. 2002. *Speaking is No Small Talk*. Purdue University.

Sudjana. 2002. *Metoda Statistika, Edisi ke Enam*. Bandung : Tarsito.

APPENDIX 1

LESSON PLAN FOR EXPERIMENTAL GROUP

The Name of School : SMP YASPEND MULIA

Subject : English

Class/Semester : VII (seven) / 2

Time Allocation : 2 x 40

Skill : Speaking

Theme : Expressing of Asking and Giving Information

Competence Standard :

1. Understanding the meaning of short transaksional and interpersonal conversation to interact in their social life.

Based Competence :

1. Respond the meaning in short transaksional and interpersonal conversation in acurating to ask and give information.

Indicators :

1. Identify expressions of asking and giving information.
2. Differentiate expressions of asking and giving information.

3. Respond expressions of asking and giving information.
4. Suggest expressions of asking and giving information.

Teaching Objectives :

After study, the students are expected can :

1. Identify expressions of asking and giving information.
2. Differentiate expressions of asking and giving information.
3. Respond expressions of asking and giving information.
4. Suggest expressions of asking and giving information.

Teaching Material

Expression of Asking and Giving Information

Asking information	Giving information
Excuse me. Who is she?	She is my mother
Can you tell me where you live?	I live at Saraswati street number
10	
Can you help me to find my	
spectacle?	I saw it in the living room an hour
	ago
Could anyone tell me what happen	
there?	There is any car accident
Sorry to trouble you, but do you	Don't you remember that you've
know where my bag is?	left it in my table
Do you happen to know where Mr.	

Kukuh is?

He goes to the post office

Do you see my new purple diary?

Here it is. I have found it in yard

1. Teaching Methodology : Really Getting Acquainted
2. Teaching Media :
 - Laptop
 - Infocus
3. Learning Activities :
 - a. Pre Activity (15 minutes)
 - Teacher open class and does the absence
 - Teacher gives apperception and showing the objectives to the students
 - b. Main Activity (50 minutes)
 - Teacher distributes the material expressing asking and giving information.
 - Teacher gives the examples about expressing asking and giving information.
 - Teacher asks the students, whether the students are already understand or not.
 - Teacher choose students randomly to make a group.
 - Teacher separates the seats into group of two to each group and give the name of each group.

- Ask the pairs to spend fifteen minutes getting to know each other
- Supply some question that the pairs can use information each other.
- Teacher asks the students to give information about their friend.

c. Post Activities (15 minutes)

- Teacher gives conclusion and feedback about the material.
- Teacher suggest the students to use that expressions in daily activity.

4. Source

- Speaking book for Junior High School.
- Internet

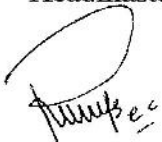
5. Assesment

- Performance assesment
- In the valuable : respondong and discussion

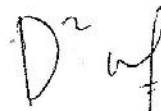
Knowing,

Medan, Mei 2014

Headmaster



Rima Marlina, S.Pd



Fadilah Isanti

APPENDIX 2

LESSON PLAN FOR CONTROL GROUP

The Name of School : SMP YASPEND MULIA

Subject : English

Class/Semester : VII (seven) / 2

Time Allocation : 2 x 40

Skill : Speaking

Theme : Expressing of Asking and Giving Information

Competence Standard :

1. Understanding the meaning of short transaksional and interpersonal conversation to interact in their social life.

Based Competence :

1. Respond the meaning in short transaksional and interpersonal conversation in acurating to ask and give information.

Indicators :

1. Identify expressions of asking and giving information.
2. Differentiate expressions of asking and giving information.

3. Respond expressions of asking and giving information.

4. Suggest expressions of asking and giving information.

Teaching Objectives :

After study, the students are expected can :

1. Identify expressions of asking and giving information.

2. Differentiate expressions of asking and giving information.

3. Respond expressions of asking and giving information.

4. Suggest expressions of asking and giving information.

Teaching Material

Expression of Asking and Giving Information

Asking information	Giving information
Excuse me. Who is she?	She is my mother
Can you tell me where you live?	I live at Saraswati street number 10
Can you help me to find my spectacle?	I saw it in the living room an hour ago
Could anyone tell me what happen there?	There is any car accident
Sorry to trouble you, but do you know where my bag is?	Don't you remember that you've left it in my table
Do you happen to know where Mr.	

Do you happen to know where Mr. Kukuh is?	
---	--

Do you see my new purple diary?	
---------------------------------	--

1. Teaching Methodology : Really Getting Acquainted

2. Teaching Media :

- Laptop
- Infocus

3. Learning Activities :

a. Pre Activity (15 minutes)

- Teacher open class and does the absence
- Teacher gives apperception and showing the objectives to the students

b. Main Activity (50 minutes)

- Teacher distributes the material expressing asking and giving information.
- Teacher gives the examples about expressing asking and giving information.
- Teacher asks the students, whether the students are already understand or not.
- Teacher choose students randomly to make a group.

- Teacher separates the seats into group of two to each group and give the name of each group.

c. Post Activities (15 minutes)

- Teacher gives conclusion and feedback about the material.
- Teacher suggest the students to use that expressions in daily activity.

4. Source

- Speaking book for Junior High School.
- Internet

5. Assesment

- Performance assesment
- In the valuable : responding and discussion

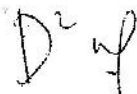
Knowing,

Medan, Mei 2014

Headmaster





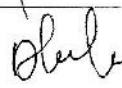
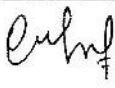





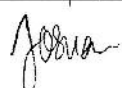




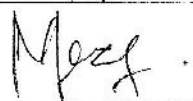


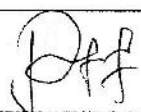










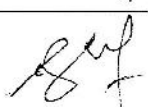
Rima Marlina, S.Pd


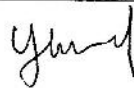



Fadilah Isanti

APPENDIX 4**The Attendance List of the Students****Class VII P¹****(Experimental Group)**

No.	NAME	SIGNATURE
1	Alif Setiadi	
2	Adinda Ningsih	
3	Bagas Hartadi	
4	Dita Ramadhani	
5	Dana Prabowo	
6	Erma Wani	
7	Eno Lariana	
8	Erina	
9	Fajar Ryadi	
10	Gita Sekar Wangi	
11	Ilham Ramadan	
12	Joshua Hasibuan	
13	Karolina Ahmar. P	

14	Mahendra	
15	M. Andre Tegar	
16	M. Dimas	
17	Pandi Handoko	
18	Pergas Sembiring	
19	Putri Aisyah	
20	Putri Handayani	
21	Putri Witria	
22	Puji Lestari	
23	Syahrina Malik	
24	Sindi Tamara	
25	Tegar subyono	
26	Wahyudi	
27	Wahyudi	
28	Wahyu Utama	
29	Widya Sari	

30	Windi Andina	
31	Yana septiana	
32	Zainal Arif	

Medan, June 2014

English Teacher

Researcher

Masnun Harahap, S.Pd

Fadilah Isanti

Known




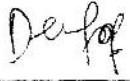


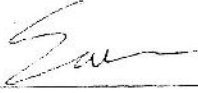
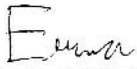





Head Master of SMP





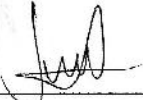











YASPEND MULIA MEDAN

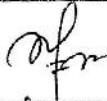

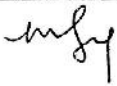


Rima Marlina, S.Pd

APPENDIX 3**The Attendance List of the Students****Class VII P¹****(Experimental Group)**

No.	NAME	SIGNATURE
1	Alif Setiadi	
2	Adinda Ningsih	
3	Bagas Hartadi	
4	Dita Ramadhani	
5	Dana Prabowo	
6	Erma Wani	
7	Eno Lariana	
8	Erina	
9	Fajar Ryadi	
10	Gita Sekar Wangi	
11	Iham Ramadan	
12	Joshua Hasibuan	
13	Karolina Ahmar. P	

14	Gina Fatima	
15	Ina Fatia Ningsih	
16	Imam Ramadhan	
17	Indah Wulandari	
18	Jenitta Arif	
19	Kalila	
20	Muazzam syairillah	
21	M.Iqbal Prabowo	
22	M. Ardiansyah	
23	Nanda Dewi	
24	Nia Elisa	
25	Nani Setia Ningsih	
26	Rahayu Diana	
27	Ririn Ningsih	
28	Ramadan P.	
29	Riski Aliandi	

30	Endang Himala	
31	Rini febristya	
32	Wana Hamidah	

Medan, June 2014

English Teacher



Masnun Harahap, S.Pd

Researcher



Fadilah Isanti

Known

Head Master of SMP

YASPEND MULIA MEDAN



Rima Marlina, S.Pd

Speaking Test

Name : 1. Wahyuudi
2. Puji Lestari

Class :

Direction :

1. Write your name and class top of your answer sheet.
2. Please make a dialogue with your friend by using expression of asking and giving information!

Dialogue :

Wahyuudi	: Hello		
Puji	: Hello		
Wahyuudi	: What is your name ?		
Puji	: My name is Puji Lestari	VOC : 20	VOC : 24
Wahyuudi	: Where do you live ?	ACC : 20	ACC : 21
Puji	: I live in Jl. Sei Ular Baru	PRON : 17	PRON : 22
Wahyuudi	: How old are you ?		
Puji	: I'm twelve years ?	PLUE : 21 +	PLUE : 20 +
Wahyuudi	: What is your hobby ?		
Puji	: My hobby is watching television.	<u>78</u>	<u>87</u>
Wahyuudi	: Bye		
Puji	: Bye		

Speaking Test

Name : 1. Adinda
2. Wahyudi

Class :

Direction :

1. Write your name and class top of your answer sheet.
2. Please make a dialogue with your friend by using expression of asking and giving information!

Dialogue :

Adinda : good afternoon	VOC : 18	VOC : 24
Wahyudi : good afternoon	ACC : 16	ACC : 23
Adinda : what is your name ?	PRON : 22	PRON : 22
Wahyudi : my name is Wahyudi	PLUE : 24	PLUE : 22
	<u>80</u>	<u>91</u>

Adinda : Do you have Brother and sister ?

Wahyudi : Yes, I have one brother and one sister

Adinda : what is your favorite Drink ?

Wahyudi : my favorite drink is juice Apple.

Adinda : Ohh - - - -

Oke - - - -

Wahyudi : Oke

Speaking Test

Name : 1. Putri Winda

2. Tegar

Class :

Direction :

1. Write your name and class top of your answer sheet.
2. Please make a dialogue with your friend by using expression of asking and giving information!

Dialogue :

Putri : Hai

Tegar : Hai

Putri : How are you

Tegar : I'm Fine

Putri : What is your name

Tegar : My name is Tegar

Putri : What is your phone number

Tegar : My phone number is 0813 6202 0115

Putri : Thank you

Tegar : You are welcome

Voc : 20

Acc : 18

Pron : 18

Flue : 17 +
75

Voc : 17

Acc : 19

Pron : 18

Flue : 16 +
72

Speaking Test

Name : 1. Sindi tamara
2. M. andre

Class :

Direction :

1. Write your name and class top of your answer sheet.
2. Please make a dialogue with your friend by using expression of asking and giving information!

Dialogue :

Sindi: Good morning

Andre: Good morning

Sindi: what is your name?

Andre: My name is cindy tamara

Sindi: where do you live?

Andre: my life in JIN. Setia budi

Sindi: when were you born?

Andre: I was born on 21 December 2002

Sindi: Ok, Bye

Andre: Bye

Voc: 19

Acc: 20

Pron: 20

Flue: 20 +

79

Voc: 20

Acc: 19

Pron: 21

Flue: 20 +

80

Speaking Test

Name : 1. Bagas
2. Syahira Malik

Class :

Direction :

1. Write your name and class top of your answer sheet.
2. Please make a dialogue with your friend by using expression of asking and giving information!

Dialogue :

Bagas	: Good Morning	Voc	: 20	Voc	: 10
Rina	: Good Morning	Acc	: 20	Acc	: 16
Bagas	: What is your name	Pron	: 19	Pron	: 10
Rina	: My name is Syahira	Flue	: 20 +	Flue	: 18 +
Bagas	: Where do you live?		<u>79</u>		<u>78</u>
Rina	: I live in Jalan Titi bobrok				
Bagas	: What is your hobby				
Rina	: My hobby is reading				
Bagas	: How many brother and sister do you have?				
Rina	: I do ^{no} have brother and sister				
Bagas	: Ok. Thanks				
Rina	: Yes				

Speaking Test

Name : 1. Pergas

2. Putri Handayani

Class :

Direction :

1. Write your name and class top of your answer sheet.
2. Please make a dialogue with your friend by using expression of asking and giving information!

Dialogue :

Pergas : Hello

Putri : Hello

Pergas : What is your Full name ?

Putri : My ~~is~~ Full name is Putri Handayani

Pergas : What is your nick name ?

Putri : My ~~name~~ nick name is Putri

Pergas : Where do you live ?

Putri : I live in Jalan Perjuangan

Pergas : What is your phone number ?

Putri : My phone number is 087891 382610

Pergas : What is your hobby ?

Putri : My hobby is singing

Pergas : oke

Putri : oke !

VOC : 20

VOC : 21

Acc : 21

Acc : 20

Pron : 16

Pron : 18

Flue : 21 +

flue : 15 +

78

74

Speaking Test

Name : 1. Putri Aisyah
2. Fajar Ryadi

Class :

Direction :

1. Write your name and class top of your answer sheet.
2. Please make a dialogue with your friend by using expression of asking and giving information!

Dialogue :

Aisyah	: Good morning	Voc: 23	Voc : 18
Fajar	: Good morning	Acc: 22	Acc : 19
Aisyah	: What is your name?	Pron: 24	Pron : 20
Fajar	: My name is Fajar	Flue: 27 +	Flue : $\frac{21}{78} +$
Aisyah	: What is your full name?	91	
Fajar	: My full name is Fajar Ryadi		
Aisyah	: Where do you live?		
Fajar	: I live at ⁿ Jln Sei Bengawan		
Aisyah	: What is your favorite food?		
Fajar	: My favorite food is noodle		
Aisyah	: Ok, Thanks		
Fajar	: Your welcome		

Speaking Test

Name : 1. ENO
2. Wahyu

Class :

Direction :

1. Write your name and class top of your answer sheet.
2. Please make a dialogue with your friend by using expression of asking and giving information!

Dialogue :

ENO	:	Hai ...	Voc : 20	Voc : 23
	:	Good afternoon	Acc : 18	Acc : 22
Wahyu	:	Good afternoon.	Pron : 22	Pron : 21
ENO	:	What is your name?	Plus : 12	Plus : 25 +
	:		72	91
Wahyu	:	My name is Wahyu,		
	:	and you, what is your name		
ENO	:	My name is ENO		
	:	Where do you live?		
Wahyu	:	I live in Jln Abadi No. 12.		
ENO	:	What is your phone number		
Wahyu	:	My phone number is 0818 88919293		
ENO	:	Ok.... See you		
Wahyu	:	See you		

Speaking Test

Name : 1. ilham Ramadhan
2. Pandi

Class :

Direction :

1. Write your name and class top of your answer sheet.
2. Please make a dialogue with your friend by using expression of asking and giving information!

Dialogue :

Pandi	: Good morning	VOC : 24	VOC : 23
ilham	: good morning	Acc : 21	Acc : 22
Pandi	: what is your name ?	Pron : 22	Pron : 21
ilham	: my name is ilham	Flue : $\frac{20}{07} +$	Flue : 25 +
Pandi	: what is your full name ?		<hr/>
ilham	: My full name is ilham ramadhan		91
Pandi	: what is your hobby		
ilham	: My hobby is watching television, and you?		
Pandi	: my hobby is singing.		
	when were your born?		
ilham	: I born on 5 mei 2002.		
Pandi	: Oh, Thanks		
ilham	: Oke, You are welcome		

Speaking Test

Name : 1. Mahendra
2. Joshua Hasibuan

Class :

Direction :

1. Write your name and class top of your answer sheet.
2. Please make a dialogue with your friend by using expression of asking and giving information!

Dialogue :

hendra : Good morning ?

Joshua : Good morning

hendra : What is your name ?

Joshua : My name is Joshua

hendra : Where do you live ?

Joshua : I live Jln. Perjuangan

hendra : What is your hobby ?

Joshua : My hobby ^{are} is reading and writing

hendra : How many sister and brother do you have ?

Joshua : I have one brother and one sister

hendra : Thank you

Joshua : You are welcome

Voc : 23

Acc : 22

Pron : 24

Flue : 22 +

91

Voc : 18

Acc : 18

Pron : 21

Flue : 18 +

75

Speaking Test

Name : 1. erina

2. Bitz sekar wangi

Class :

Direction :

1. Write your name and class top of your answer sheet.
2. Please make a dialogue with your friend by using expression of asking and giving information!

Dialogue :

- A : good morning
- B : good morning
- A : What is your name ?
- B : my name is gita
- A : what is your ~~name~~^{full} name gita ?
- B : my full name is bitz sekar wangi
- A : where do you live gita ?
- B : I live in Jalan Sempurna no. 5 B
- A : what is your HOBBY ?
- B : My hobby is reading and singing
- A : ok, thank
- B : You are welcome
- | | |
|--------------------------|--------------------------|
| VOC : 20 | VOC : 21 |
| Acc : 20 | Acc : 20 |
| Pron : 19 | Pron : 16 |
| Flue : $\frac{20}{79} +$ | Flue : $\frac{10}{75} +$ |

Speaking Test

Name : 1. DITA

2. DANA

Class :

Direction :

1. Write your name and class top of your answer sheet.
2. Please make a dialogue with your friend by using expression of asking and giving information!

Dialogue :

DITA : Hai, How are you

DANA : I'm Fine

DITA : What is your ~~name~~ ^{nick} name

DANA : my ~~name~~ ^{nick} name is DANA

DITA : What is your Hobby

DANA : my Hobby is swimming and Reading

DITA : where do you live

DANA : I live in Jln Sei Batang Hari

DITA : Ok, Bye ...

DANA : Bye ...

Voc : 20

Voc : 24

Acc : 18

Acc : 22

Pron : 18

Pron : 20

Flue : 17

+ Flue : 22 +

75

88

Speaking Test

Name : 1. Karolina ahmar P
2. Erma wani

Class :

Direction :

1. Write your name and class top of your answer sheet.
2. Please make a dialogue with your friend by using expression of asking and giving information!

Dialogue :

Lina : Good Morning	VOC : 20	VOC : 10
ERMA : Good Morning	Acc : 21	Acc : 10
Lina : What is your name	Pron : 16	Pron : 17
Erma : My name is erma and, you, what is your full name ?	Flue : $\frac{21}{78} +$	Flue : $\frac{21}{74} +$
Lina : My Full name is Karolina ahmar . P.		
Erma : what is your favorite food lina ?		
Lina : My Favorite food is noodle, and you ?		
Erma : My Favorite food is fried rice		
Lina : Oke . . .		
Erma : Bye . . .		

Speaking Test

Name : 1. Widya Sari
2. Alif

Class :

Direction :

1. Write your name and class top of your answer sheet.
2. Please make a dialogue with your friend by using expression of asking and giving information!

Dialogue :

widya	o Hello ...	VOC : 20	VOC : 20
alif	o Good morning	Acc : 21	Acc : 19
widya	o Good morning	Pron : 18	Pron : 18
alif	o What is your name ?	Flue : 10 +	Flue : 18 +
		77	<hr/> 75
widya	o My name is widya		
alif	o What is your hobby		
widya	o My hobby is singing		
alif	o What is your phone number		
widya	o My phone number is 087868450347		
alif	o Ok -- bye		
widya	o Bye		

Speaking Test

Name : 1. M. Dimas Tegar
2. Windy Larasati

Class :

Direction :

1. Write your name and class top of your answer sheet.
2. Please make a dialogue with your friend by using expression of asking and giving information!

Dialogue :

1: Hai, How are you
2: I'm fine
3: What is your full name?
1: My full name is M. Dimas Tegar
3: What is your hobby?
1: My hobby is swimming and reading
3: Where do you live
1: I live in Jln. Sei batang hari
3: OK, BYE !!
1: BYE ...

VOC : 10
ACC : 16
PRON : 22
FLUE : 24 +

80

VOC : 19
ACC : 20
PRON : 25
FLUE : 24 +

88



MAJLIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form : K - 1

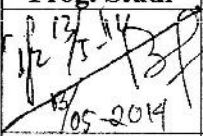
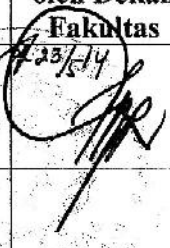
Kepada Yth: Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

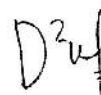
Nama Mahasiswa : Fadilah Isanti
NPM : 1002050037
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 138 SKS

IPK= 3,22

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
 13/05/2014	The Effect of Using Really Getting Acquainted Strategy to Increase the Students' Achievement in Speaking	 13/05/14
	The Effect of Using Imagine Method to Increase the Students' Achievement in Writing Descriptive of Place	
	The Effect of Using Probing Prompting Method in Reading Comprehension	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Ibu saya ucapkan terima kasih.

Medan, 13 Mei 2014
Hormat Pemohon,



FADILAH ISANTI

Keterangan:

- Dibuat rangkap 3 :- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan



MAJLIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form K-2

Kepada : Yth. Ibu Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Fadilah Isanti
NPM : 1002050037
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Effect of Using Really Getting Acquainted Strategy to Increase
the Students' Achievement in Speaking

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Dra. T. Winona Emelia, M.Hum *Acc 23/05-2014 Bf*

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 22 Mei 2014
Hormat Pemohon,

FADILAH ISANTI

Keterangan

- Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
 - Untuk Ketua / Sekretaris Prog. Studi
 - Untuk Mahasiswa yang Bersangkutan

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukthar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3**

=====

Nomor : 305 / II.3-AU / UMSU-02/F/2014
Lamp : ---
Hal : **Pengesahan Proyek Proposal
Dan Dosen Pembimbing**

*Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb*

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : **FADILAH ISANTI**
N P M : 1002050037
Program Studi : **Pend. Bahasa Inggris**
Judul Penelitian : **THE EFFECT OF USING REALLY GETTING
ACQUAINTED STRATEGY TO INCREASE THE
STUDENTS' ACHIEVEMENT IN SPAEKING**

Pembimbing : **Dra. T.. Winona Emelia M.Hum**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak sesuai dengan jangka waktu yang telah ditentukan
3. Masa daluwarsa tanggal : **23 Mei 2015**

Medan, 24 Rajab 1435 H
23 Mei 2014 M


Elrianto M.Pd.
NIDN 0115057302

Dibuat rangkap 4 (Empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
WAJIB MENGIKUTI SEMINAR



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini :

Nama Lengkap : Fadilah Isanti
N.P.M : 1002050037
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Using "Really Getting Acquainted" Strategy
to Increase the Students' Achievement in Speaking

Sudah layak diseminarkan.

Medan, 22 Mei 2014

Pembimbing

Dra. T. Winona Emelia, M.Hum

SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap : Fadilah Isanti
N.P.M : 1002050037
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Using "Really Getting Acquainted" Strategy to Increase the Students' Achievement in Speaking

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 9 Juni 2014
Hormat saya
Yang membuat pernyataan,



Fadilah Isanti

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

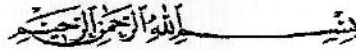
Hj. Dewi Kesuma Nst, SS, M.Hum



**MAJLIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30

Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:


Nama Lengkap : Fadilah Isanti
N.P.M : 1002050037
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Using "Really Getting Acquainted" Strategy to Increase the Students' Achievement in Speaking

Pada hari Sabtu, tanggal 02 bulan Juni tahun 2014 sudah layak menjadi proposal skripsi.


Medan, 3 Juni 2014

Disetujui oleh:

Dosen Pembahas


(Yusriati, SS, M.hum)

Dosen Pembimbing


(Dra. T. Winona Emelia, M.Hum)

Diketahui oleh
Ketua Program Studi,



Hj. Dewi Kesuma Nst, SS, M.Hum



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400

Website : <http://fkip.umsu.ac.id> Email : fkip@umsu.ac.id

Bankir : Bank Syariah Mandiri, Bank Bukopin, Bank Mandiri, Bank BNI 1946, Bank Sumut

Si Putih, Cerdas & Terpercaya

la menjawab surat ini agar disebutkan nomor dan tanggalnya

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN

No. 310 SKT/IL.3-AU/UMSU-02/05/F/2014

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara menerangkan nama di bawah ini.

Nama : Fadilah Isanti

NPM : 1002050037

Judul Proposal : The Effect of Using "Really Getting Acquainted" Strategy to Increase the Students' Achievement in Speaking

benar telah melakukan seminar proposal skripsi pada hari Sabtu, tanggal 02 bulan Juni tahun 2014

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari dekan fakultas. Atas kesediaan dan kerja sama yang baik, kami ucapkan terima kasih.

Medan, 09 Juni 2014

Ketua,

Hj. Dewi Kesuma Nst, M.IIum.

SMP YASPEND MULIA
Jalan Keranga Sari



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400

Website : <http://fkip.umsu.ac.id> Email : fkip@umsu.ac.id

Bankir : Bank Syariah Mandiri, Bank Bukopin, Bank Mandiri, Bank BNI 1946, Bank Sumut

Unggul, Cerdas & Terpercaya

la menjawab surat ini agar disebutkan nomor dan tanggalnya

Nomor : 385 / II.3-AU/UMSU-02/F/2014
Lamp : ---
Hal : **Mohon Izin Riset**

Medan, 11 Ramadhan 1435 H
08 Juli 2014M

Kepada : **Yth, Bapak / Ibu Kepala**
SMP YASPEND MULIA

Di
Tempat

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan/aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu sarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama Mahasiswa : FADILAH ISANTI
N P M : 1002050037
Program Studi : Pend. Bahasa Inggris
Judul Skripsi : THE EFFECT OF USING " REALLY GETTING ACQUAINTED " STRATEGY TO INCREASE THE STUDENTS' ACHIEVEMENT IN SPEAKING.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih. Akhirnya selamat sejahteralah kita semuanya, Amin.

Wassalam
Dekan



ELKRIANTO . M.Pd
NIDN 0115057302

**** Pertinggal****



SEKOLAH MENENGAH PERTAMA (SMP SWASTA MULIA)

NO. IZIN OPERASIONAL : 728 / I05.7 / MN / 2000 / DISAMAKAN
Alamat : Jl. Kenanga Sari No. 33 Tanjung Sari Telp. (061) 8217095
M E D A N

SURAT KETERANGAN

Nomor : 234 /S.5/SMP.M/VII/2014

Yang bertanda tangan dibawah ini Kepala Sekolah SMP Swasta Mulia Tanjung Sari, Kecamatan Medan Selayang, Kota Medan, Propinsi Sumatera Utara, dengan ini menerangkan bahwa :

Nama : Fadilah Isanti
NPM : 1002050037
Program Studi : Pend. Bahasa Inggris
Judul Penelitian : **The effect of using "really getting acquainted" strategy to increase the students' achievement in speaking.** Di Kelas VII SMP Swasta Mulia Medan Selayang, TA 2013/2014.
Tempat Penelitian : SMP Swasta Mulia

Dengan ini menerangkan bahwa nama tersebut diatas telah melaksanakan penelitian sejak tanggal 14 Juni 2014 s/d 28 Juni 2014 dengan baik.

Demikian Surat keterangan ini diperbuat dan diberikan untuk dapat dipergunakan seperlunya.

Dibuat di : Medan
Tanggal : 03 Juli 2014

Kepala Sekolah Swasta Mulia





BERITA ACARA BIMBINGAN PROPOSAL

Nama Mahasiswa : Fadilah Isanti
 NPM : 1002050037
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : The Effect of Using "Really Getting Acquainted" Strategy to Increase the Students' Achievement in Speaking
 Nama Pembimbing : Dra. T. Winona Emelia, M.Hum

Tanggal	Bimbingan Proposal	Paraf	Keterangan
18/5 '2014	- sist. scientific writing - chapter I [background] - table of contents		
20/5 '2014	- chapter II theoretical framework → revise → description of speaking		
21/5 '2014	chapter III → research design		
22/5 '2014	→ references		
			disetujui

Diketahui / Disetujui
 Ketua Program Studi

Hj. Dewi Kesuma Nst, SS, M.Hum

Medan, 22 Mei 2014
 Dosen Pembimbing
 Mahasiswa

Dra. T. Winona Emelia, M.Hum



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama Mahasiswa : Fadilah Isanti
 NPM : 1002050037
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : The Effect of Using "Really Getting Acquainted" Strategy to Increase the Students' Achievement in Speaking

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
4/9 '2014	Abstract Acknowledgement Chapter I.	
3/9 '2014	- CHAPTER II → THEORETICAL FRAMEWORK → REFERENCES	
3/9 '2014	- CHAPTER III → COLLECTING DATA	
4/9 '2014	→ CHAPTER IV → DATA ANALYSIS → CONCLUSION → APPENDIXES	
		DISKUSI

Medan, September 2014

Diketahui oleh:
Ketua Prodi

(Hj. Dewi Kesuma Nst, SS, M.Hum)

Dosen Pembimbing

(Dra. T. Winona Emelia, M.Hum)

CURRICULUM VITAE

DATA PERSONAL

Name : Fadilah Isanti
Place/ Date of Birth : Medan/ 04 December 1992
Register Number : 1002050037
Sex : Female
Religion : Islam
Marital Status : Married
Hobbies : Singing and Swimming
Father's Name : Sugito
Mother's Name : Sumiati
Adress : Setia Budi, Tanjung Rejo, Jalan. Sempurna, Sumatera
Utara.

EDUCATION

- Elementary School at SD Negeri 064979 Medan 2004
- Junior High School at SMP Negeri 30 Medan 2007
- Senior High School at SMA Swasta Mulia Medan 2010
- Students of University of Muhammadiyah Sumatera Utara
Until Sarjana Degree of English Department 2014