

Rote learning strategy is effective not only in initial stages, but also in higher stages of English vocabulary learning. The similarity is using rote learning strategy. The differences are the present study using speaking skill and male students to be focus, and implemented in eight grade of junior high school but in the previous study implemented in EFL learner. In this previous study was using mix method but in the present uses quantitative.

The next research was done by Nemati Azade (2009) with the title is “Rote learning strategies and long-term retention”. The design of this study is quantitative. This study was an attempt to compare the impacts of teaching through memory strategies on experimental group comparison to control group, where students were taught the meaning of new vocabulary items through giving synonyms and mini-contexts. The participant of this study was Junior high school students from a whole female governmental school in Mysore, India. The participants have been exposed to English for 7 year (from 5th standard) and their age range was from 14 to 16. The students were selected through multi-stage random sampling and they were randomly assigned to control and experimental groups. The similarity is using rote learning strategy and use quantitative method. The differences are the present study using speaking skill and male students to be focus, and implemented in eight grade of junior high school.

The next research was done by Yasmika Baihaqi (2009) by the title “The influence of vocabulary mastery toward English speaking ability of the fourth semester students of English education study program Muhammadiyah University”.

The design of this study is quantitative and the purpose of this study is to find out whether vocabulary is influential toward English speaking ability. The populations of this research are 190 students of all the fourth semester in the academic year of 2009-2010. Based on the table of Krecjie, a number of samples are 127 students. The sampling technique used is the simple random sampling technique. To collect the data, the researcher requires two tests, vocabulary and speaking tests. The result showed that there was a positive and significant influence between English vocabulary mastery and the students' speaking ability. The similarity is use quantitative method and speaking skill and the differences are the present study use male students to be focus, and implemented in eight grade of junior high school.

The next research was done by Esti Nuriyanti (2013) "The implementation of rote learning strategy toward speaking skill at Smk 1 Pancasila 1 Jember" the design of this study was classroom action research. The purpose of this study is to find out whether rote learning strategy can improve English speaking ability. The populations of this research are 153 students. The sample of this study is tenth of vocational high school which consist of 65 students. This study used two cycles. The similarity is use rote learning and speaking ability and the differences are the present study use quantitative research and focus on male students which implemented in eight grade of junior high school.

From those previous studies, researcher assumes that rote learning strategy was flexible method to help students' understanding in the teaching learning process. Therefore, researcher will apply rote learning strategy in speaking class to know the effect of using rote learning strategy on speaking ability. To make different from

those previous studies, this study not only focus on memorizing vocabulary but also focus on their speaking ability and try to find the significant in male students.

Besides, researcher will implement this method in the lower level than those previous studies to know whether rote learning strategy can be implemented in the lower level that is in junior high school. So, researcher conducts the use of rote learning strategy implemented by male students in speaking ability.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher would like to give the description about the research method which used to conduct the study. This chapter consists of research design, population and sample, research instrument and procedure of collecting data.

3.1 Research design

Planning to collect the data until the research can be done by matching and economically with objectivities of study it can be called by research design. From thus, research design is planning to analyze and collect the data and matching with the research objectivities. So, it can be said that a planning to collect about speaking scores which is done by male students using rote learning strategy.

Here this study using experimental design, the purpose of experimental research here is to find out the result of speaking ability which implemated by male students using rote learning strategy. As stated by Arikunto (2006:3) experimental research is an experiment which tries to find whether there is any effect relation or not. Based on Shadish (2002), Quasi-experimental design happens because the random process of experimental and control group cannot be applied. In this research, researcher uses quasi experiment because the school does not allow to use true experiment in Mts Assa'adah 1 Bungah. It is because the classification of the class in Mts Assa'adah 1 Bungah had been determined by the school. It means that researcher cannot change the classification of the group. So, researcher does not have access to full control the target and the last is time for this study is limited.

There are two variable in this study. The first is rote learning strategy and the second is speaking ability. The dependant variable is speaking ability and independent variable is rote learning strategy. There will be two groups in this study. They are control group and experimental group. Control group will taught by using talking chip strategy and experimental group will taught by using rote learning strategy. This study will use performance test to collect the data. The data will be gotten from the students which is 8 grade junior high school of Mts Assa'adah 1 Bungah. The test will be given after treatment. The researcher uses experimental research design because it is appropriate with the purpose of this study which is to investigate how rote learning implemented by male students can affect speaking ability. There are two procedures to get the result of this study. First of all has some considerations like how the test will be held and how many questions that will be given to the students. The second is of all is processing data.

In this study, design chart can be seen in figure below:

Group	Pre-test	Treatment	Post-test
Experimental	√	√	√
Control	√	-	√

Table 3.1 Pre-test, Post Test Quasi Experimental Design

Where:

√: With treatment of using rote learning strategy

- : With treatment of using talking chip strategy

In the replication both of groups are given pre test. Then A class uses rote learning strategy in their learning process and B class uses talking chip strategy in their learning process. For post test both of groups are given also.

3.2 Population and sample

3.2.1 Population

In this research, researcher choose the students Mts Assa'adah 1 Bungah in first academic year 2017/2018. The reason why researcher takes this school because the school has good facilities so in can support the use of this strategy, the teacher never use rote learning strategy but she usually uses jigsaw strategy so researcher try to implement this strategy in the teaching learning process. In her teaching learning process. That was known by interviewed with English teacher in Mts Assa'adah 1 Bungah. The population of this research is 8th grade students in Mts Assa'adah 1 Bungah 2017/2018 academic year which consist of 132 students and all of them are male.

3.2.2 Sample

Because the population was large, so the researcher uses cluster sampling technique to take the sample because researcher does not have authority to set a class using random sampling. Ary (1990) said that cluster sampling is choosing a group already together not an individual. The experimental group was 8 A which consist of 25 students and control group was 8 B which consist of 25 students. So the total numbers of students are 50 students.

3. 3 Data Collection

In this study, researcher collects the data from speaking test by conducting a test before treatment to experimental group and control group. It used to know the influence of rote learning strategy in their speaking ability in eight grade of junior high school. The first data is pre-test that is given for student of Mts Assa'adah 1 Bungah. It is to know the ability in express the expression before the students get the treatments. After pre-test the researcher gives treatments for four times. Then, the researcher gives post-test to know the influence rote learning strategy in their speaking ability.

After that, the researcher collects the data from students pre-test and pos-test score. Then, the researcher begins to analyze the data of pre-test and post-test by using general linear model and the data of post-test by using independent sample t-test in SPSS 16.0 program.

3.3.1 Research Instrument

To reach the goal of the study, the writer had to construct the test which suitable. He had to choose the type of test and arrangement of the test. In this study, the writer used the test as instrument to collect data. In this study, the test will be given after the instruction explains the material.

There are two tests that used by the researcher. Those are pre-test and post-test. Pre-test and posttest will be conducted to the junior high school students. It is to find out whether they make progress in the speaking ability or not. The researcher designed of pre-test different from post-test but the tests are still equal in the term of

topic and item. The researcher designed speaking test by herself from book sources of the school and the internet.

Pre-test and post-test, selection of tests adapted with the syllabus at eight grade with focus on speaking skill which is expression of asking, giving and refusing service and expression of asking, giving and refusing thing . The item of pretest (see Appendix 2) and posttest (see Appendix 3) is two items. The test can be elaborated as follows:

3.3.1.1 Test

The most important point activity in the research was to collect the data needed. Research instrument was a tool, which is used by researcher to collect the data. So, the research instrument played an important role in determining the research quality. Instrument could create whether the research successful or not. There are two test which used by researcher. These are pre and post test. Pre and post test is given to experimental group and control group to know any progress or not in their speaking ability. Researcher develops the test based on their syllabus which focuses on speaking skill.

a. Pre test

The data will be collected by pre test in both of classes to know the differences between two classes which taught by traditional method and “rote learning strategy”. Pre test will be held in both classes to know the student’s speaking ability before giving treatment.

b. Post test

Post test was conducted after giving treatment. For the experimental group, rote learning was used to improve their speaking ability. For control group use talking stick strategy in their activity. Post test was used to measure the student ability after giving the treatment.

3.3.1.2 Validity

Before conducting pre and post test as instrument of the research, researcher will test the validity of the items. Instrument called valid if they have validity. The researcher used content validity because researcher wants to measure the test item for students especially on speaking test. Besides, content validity is one of process which relate between the test item and task requirement. According to ary (1990) content validity it can be used to test the item on objective course book, curriculum and syllabus. The entire instrument is identified in order to know the students' improvement of their speaking in learning English. Here, the researcher also conducts a test to measure the capability of student's speaking skill. To test content validity, the researcher compared the content of instrument the subject based on English curriculum and syllabus. If the content of test reflects the syllabus and curriculum guide, the tests can be said have content validity. After comparing all items, researcher can conduct pre and post test.

Basic Competence	Sub- Basic Competence	Focus Item	Questions	
			Pre-Test	Post Test
Mengungkapk an makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta,	Mengungkapk kan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisa si) sederhana dengan menggunaka n ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi,	Expression of asking, giving, refusing service	➤ If you go to library and look for a book about poem, what expression will you use to ask to librarian ➤ If your friend ask to take a marker in the cupboard, what expression to giving service. ➤ If your friend asks to clean the window but you are busy, what expression to refuse it.	➤ If you and your friends go to bookstore to buy fairy- tale book about cinderella. To get the book you ask to keep inn about that book then you ask to her to take the book but she refuse it because she was busy and ask you to look for by your self. What expression will use to

memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat	menolak jasa,	express it. ➤ When and your friends sits down in front of the class then your teacher ask you to help her to bring some books to teacher office but one of your friend can not help the teacher because he will buy something in the canteen. What expression will you use to express it.
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Table 3.2 Specification in Pre-test and Post-test achievement test on speaking skill at
Mts Assa'adah 1 Bungah

3.3.2 Scoring Guide

This study use scoring technique based on the standard criteria of speaking performance. The scoring guide used the method of analytical and was chosen because it was ideally suited to the classroom situation. To measure the test for student's speaking ability, researcher uses pronunciation, grammar, vocabulary, fluency and comprehension. The researcher uses analytical scoring rubric that has been created with several modifications and additional detail criteria. According to Harris (1999) the sample of an oral English rating that used 1- 4 points. It can be seen in the following table.

No	Criteria	Rating Score			
		Poor	Enough	Good	Excellent
		1	2	3	4
1	Content	Does not use expression of asking, giving and refusing service	Using one expression of asking, giving and refusing service	Using two expression of asking, giving and refusing service	Using three expression of asking, giving and refusing service
2	Pronunciation	Unclear pronunciation. The voice is too low	Little bit clear pronunciation. The voice is low	Clear pronunciation. The voice is loud enough.	Very clear pronunciation. The voice is very loud.
3	Vocabulary	Students had	Students had	Students had	Students had

		little	some	many	various
		vocabulary to	vocabularies	vocabularies	vocabularies
		express	to express	to express	to express
		his/her ideas	his/her ideas	his/her ideas	his/her ideas
		properly.	properly.	properly.	properly
4	Fluency	The speed is too slow. There are too many uncompleted sentences.	The speed is very slow. There are many uncompleted sentences	The speed is slow. There are some uncompleted sentences.	The speed is normal. There is no uncompleted sentences
5	Comprehension	Delivering with limited understanding of content	Delivering with some understanding of content	Delivering with many understanding of content	Delivering with full understanding of content. There is no repetition and full of rephrasing.

Table 3.3 Scoring Guide

Skor total siswa

$$\text{Konversi nilai} = \dots\dots\dots \times 100$$

Skor maksimum perangkat test

3.3.3 Procedure of collecting data

In collecting data, researcher does some procedures. The first is ask permission to school where researcher conduct the study. The second step is researcher makes pre and post test item. Next step is researcher makes a subject into two group as control group and experimental group. Then, the researcher gives treatment to experimental group using rote learning strategy and control group does not rote learning strategy. The fifth step is researcher gives post test to experimental group and control group and the last step is analyzing the data from pre and post test by using SPSS 16.0 program.

No	Date	Activities
1	First meeting	Giving pre test for experiment and control group
2	Second meeting	Giving first treatment
3	Third meeting	Giving second treatment
4	Fourth meeting	Giving third treatment
5	Fifth meeting	Giving fourth treatment
8	Sixth meeting	Giving post-test for experiment and control group

Table 3.4 the schedule of implementation

In this study, the researcher conducts four meetings to apply rote learning strategy implemented by male student in speaking ability at Mts Assa'adah 1 Bungah. Indeed, based on the table 3.4 the researcher makes three lesson plans (see Appendix C). Further, in this study the researcher gives pre-test and post-test before and after the treatment.

3.4 Data Analysis

After collecting the data, the researcher will analyze the data. Analyzing the data is very important in a research because is to answer the research problem with the data taken from pre-test and post-test. The researcher analyzes the data by using t-test from SPSS program especially by using Independent sample t-test. Moreover, the samples are small and the groups are independent, the t-test for independent samples is carried out to determine whether there is any significant between experimental and control group.

The assumption for Independent t-test where: (1) Independence: Observations within each sample must be independent, (2) Normal Distribution: The two population must be normally distributed. In this study included in parametric research which divided into two kinds of data; ratio and interval. The data of this study is ratio because zero has value or absolute zero. If the data are ratio, the data is definite homogeneity and normal distribution. Last, (3) Homogeneity of Variance: The two populations must have equal variance.

3.4.1 Normal Distribution

Normal distribution test have aimed to find out the distribution of pre test score in two groups are normally distributed. Besides, the result of the normality

distribution also used to find out the hypothesis which had been determined can be accepted. To analyze the normal distribution, the researcher uses komogrov smirnov sample test in SPSS version 16.0.

The first step in calculating normality distribution test is state the hypothesis. H0: the score of experimental and control group are normally distributed. The second step is tried to compare the asymp sign (probability) with the level of significance for testing the hypothesis. If the asymp more than the level of significance (0.05) the null hypothesis is accepted and the score normally distributed. On the contrary, if the asymp less than the level of significance (0,05) the null hypothesis is rejected. The procedure of analyze is press menu, choose nonparametic test then choose 1= smaple K-S clict exact next monte carlo 99% and the last click OK.

3.4.2 Homogeneity Test of Variance

Homogeneity test of variance uses to know whether two groups are in the same position. For homogeneity test, the researcher uses Levene's test of homogeneity in SPSS 16.0 version because Levene's test of the homogeneity uses to assess the equality of the variance for a variable calculates for two or more groups. In this study has two groups; experimental and control groups. So, in this study uses Levene's test. The test of Levene's test, or P, defined as follow:

$$W = \frac{(N - k) \sum_i^k = 1 Ni (Zi. - Z.)^2}{(k - 1) \sum_i^k = 1 \sum_j^{ni} = 1 (Zij. - Zi.)^2}$$

Where:

W : The result of the test,

K : The number of different groups to which the sampled cases belong,

N : The total number of cases in all groups,

N_i : The number of cases in the i th group,

Y_{ij} : The value of the measured variable for the j^{th} case from the i^{th} group.

$$Z_{ij} = \frac{Y_{ij} - \gamma_i}{\sigma_i}, \text{ } \gamma_i \text{ is mean of } i - \text{th group}$$

$$Z_{ij} = \frac{Y_{ij} - \gamma_i}{\sigma_i}, \text{ } \gamma_i \text{ is median of } i - \text{th group}$$

The significance of W is tested against $F(\alpha, K-1, N-K)$ where F is a quintile of F test distribution, with $K-1$ and $N-K$ its degree of freedom, and α is the chosen level of significance (usually 0,05 or 0,01).

Based on Shadish (2002), the procedures in analyzing the homogeneity by using SPSS version 16.0 are as follow: first, makes two columns. The first column is a group and the second column is a score, after the pre-test and post-test data are input, then click Analyze then Compare Means then Independent Sample T-test, input the score into Test Variable and the grouping variable, then click define groups to determine group 1 (post-test) and group 2 (pre-test) click continue and the last click OK.

3.4.2 Hypothesis Testing

Independent t-test uses to find out the significant difference of using rote learning strategy implemented by male student to improve speaking ability between experimental and control group. The steps of t-test calculation are: First, the tests the hypothesis of the research and the setting α (alpha) level at 0.05 (two-tailed test). The hypothesis in this research could be formulated as follow:

Null hypothesis is $\mu_1 - \mu_2 = 0$ ($\mu_1 = \mu_2$)

Alternative hypothesis is $\mu_1 - \mu_2 \neq 0$ ($\mu_1 \neq \mu_2$)

H0 : There is no significant of using Rote learning strategy implemented by male students in speaking ability.

H1 : There is significant of using Rote learning strategy implemented by male students in speaking ability.

The second step is finding t-value using Independent - Sample T-Test and comparing the probability with the level of significance for testing the hypothesis. After the scores compute in SPSS 16.00 version, then see the output of Independent-Sample T-Test and interpret the output that if sig. (2-tailed) $> \alpha$ (0.05), the researcher should accept the H0, but if sig. (2-tailed) $< \alpha$ (0.05), the researcher can be rejected the H0, it means H1 is accepted.

T-test calculates to find out the comparison of two means between pre and post test score of experimental and control group. In analyzing the data, the researcher uses independent t-test formula. The formula for calculating t-test is :

$$t = \frac{(\bar{x}_1 - \bar{x}_2) - (\mu_1 - \mu_2)}{S_{\bar{x}_1 - \bar{x}_2}}$$

Where:

t is t value

\bar{x}_1 is average group 1

\bar{x}_2 is average group 2

S is standard error of the two groups

$\mu_1 - \mu_2$ is always defaults to 0

$$S_{x_1 - x_2} = \frac{\sqrt{S^2_{\text{pooled}} + S^2_{\text{pooled}}}}{n_1 + n_2}$$

Where:

$S_{x_1 - x_2}$ is standard error of two groups

S^2_{pooled} is variants of the two groups

n_1 is Number of sample group 1

n_2 is Number of sample group 2

Pooled variance: the average of two sample variances, allowing the larger sample to weight more heavily.

Formula:

Estimated standard error of the difference

$$S_{x_1 - x_2} = \frac{\sqrt{(SS_1 + SS_2)(1 + 1)}}{(n_1 + n_2)(n_1 + n_2)}$$

In calculating t-test, the researcher uses SPSS 16.00 version. The first steps, input the data of post-test in SPSS program between experimental and control group, then click Analyze then Compare Mean Then Independent Sample T-Test. In Independent Sample T- Test, input the score variable into Test Variable column, and group variable Grouping Variable column, then clicks Define Group, Choose group 1 (for experimental) and group 2 (for control), then click OK

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer would like to present the conclusion of research finding in relation to the same discussion in previous chapter. Beside, this chapter also provides suggestions for the teacher, students and the next researcher which are expected bring benefit.

5.1 Conclusion

Based on the research finding, the researcher concluded as follows. Based on the result of the study under the title “The Effectiveness of using rote learning strategy implemented by male students in speaking ability at Mts Assaadah 1”, the researcher agrees that the theory of rote learning strategy can be applied across grade levels and curriculum. From the previous studies, rote learning strategy was success experimented and implemented to mastery vocabulary but here researcher try to be implemented in speaking area.

The implementation of rote learning strategy in teaching speaking could help students in understanding how to memories some expressions. These methods also improve students’ ability in understanding the use of those expressions. Further, rote learning strategy also helped students’ to do many kind of exercise so it can

strengthen their memory about the used of the expression. Additionally, rote learning strategy provides opportunities to practice more about those expressions by added oral presentation strategy.

The researcher experimented about rote learning strategy in speaking ability and Quosi experiment design was used in this research. The result showed that the teaching speaking by using rote learning strategy has a positive effect in speaking skill text than by using talking chip. It is seen by the score of the students that increase after they got the treatment of Rote learning strategy.

The finding result could also consider and clarify the previous study such as Li (2004) the result reveled that they will has a good result when we use rote learning strategy in teaching learning process. Finally, this finding research could answer that if teacher used rote learning strategy in teaching learning process especially in speaking skill so that it can improve their students' speaking ability.

5.2 Suggestion

Based on the finding and the conclusion of this study, there are some suggestions that provide for the teachers, students and future researchers who want to implement rote learning strategy. The suggestions are follows:

5.2.1 Suggestion for English Teacher

The researcher suggests for the English teacher can apply rote learning strategy by using other kind of rote learning and other practice activities to avoid monotonous activities in teaching learning writing process and to make the students

confidence in their writing. The teacher should provide interesting materials and also provide another media then create the teaching learning speaking more enjoyable.

Then, the teacher also should guide their students to be active in learning speaking in order to they are interested and motivated to join in speaking class.

5.2.2. Suggestion for Students

The students can practice their speaking skill by using rote learning strategy. They can use several procedure of rote learning strategy such as repeating, memorizing, understanding, doing many exercises and practice more. In learning speaking by using rote learning strategy, the students should have enough knowledge about the materials. So, they also should be active and confident when they practice.

5.2.3 Suggestion for Future Researcher

The researcher suggests for further researchers to conduct rote learning strategy because it is good in teaching learning process. They can implement rote learning strategy in another specific of speaking skill. They are also able to provide media that can be enjoyed and easy for the students to make them easy to practice.

