Teacher's Strategies and Technique in Teaching Speaking

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Abstract

Speaking is a topic that has relevance for all of us. As an important component in direct spoken language processing. Speaking is also an area that is interconnected with numerous areas of inquiry and development. The research was done through an experimental design using one-way ANOVA. The population of the research was tenth grade students of SMA Negeri 1 Rantau Utara which consisted of 148 students while the samples were class X-I as the experimental group A, X-II as the experimental group B and X-IV$_2$ as the control group which consisted 90 students. The data were taken by using instrument or test. After validating the test, the researcher gave the pre-test to both classes to examine the normality and homogeneity of the data. It would be good for us to know about the testing criteria in the ANOVA TEST. If the value is significant or the (P Value) is less than 0.05 then we can conclude that there is a significant difference. And if the significance value or (P Value) is greater than 0.05 then it can be concluded that there is no significant difference. Based on the data analysis in speaking skill through this Cognitive and Dictogloss Strategies in SMA Negeri 1 Rantau Utara. Both of the strategies provide the teaching learning process more interisting and the students more to comprehend the speaking material and do every task from the researcher correctly. The result show both of the strategies pre-test and post-test significance values were obtained of 0.001 for the pre-test and 0.000 for the post-test. If this value is less than 0.05, it can be concluded that there is a significant difference and accepted.

Keywords: *Cognitive and Dictogloss Strategies, Students' Ability in Speaking Skill*;

Introduction

English is one of the languages in the world that has an important role for communication. Studying English means to study the four language skills; listening, speaking, reading and writing. To reach the goal of teaching, the teacher must be creative to choose teaching technique in learning process. Teaching technique is a method used by teachers in implementing specific learning techniques. For example, the use of the teacher's technique in a class with a limited number of students must technically be different from the use of the teacher's technique in a class with a large number of students. Rahardjanto and Husamah (2022) said that technique is a foremost stratagem or procedure used to finalize a foremost objective to solve the problem. So, learning techniques are concrete ways that are used during the learning process.

In teaching English activities to achieve the aims of teaching and learning Especially in teaching speaking, the teacher has innovative knowledge that is very useful to develop in teaching learning process through strategy in teaching. Strategy is very important; strategy is defined as ways consisting of some actions or plans which are designed to achieve a specific objective. Naibaho and Manik (2023) stated that, teaching strategy is providing opportunities for students so that they can more easily understand the subject matter. On the other hand, teaching strategy is helping the students' ability in speaking skill.

So, learning processes and strategies teachers in classroom management are two interrelated things. But the problems such as adjusting learning strategies to the load of Basic Competencies to emergence the difficulties, feeling the smartest in class, and having difficulty handling, understanding and distinguishing students' characteristics because the teachers still use learning strategies using telling methods.

In teaching speaking there are many techniques and strategies used the teachers in teaching. According to Mulyanti, et. all (2021) cited in Brown (2004) There are main types teaching techniques and strategies in teaching speaking such as: Cooperative Learning, Describe and Draw, Slowly Reveal a Picture, Modeling Strategy, Discussion Group, Distogloss Strategy, Direct Method, Demonstration Means Performing, Cognitive Strategy, Practice and Exercise, Communication Strategy, The Question-answer Relationship (QAR), Role-Playing, and Question Stories Strategy. Based on the theory above in teaching speaking the researcher using a Cognitive & Discussion Group Strategy both in experimental group.

Teaching speaking receives high attention in many language programs and teaching strategies cannot be denied as a factor influencing teaching outcomes. The strategies used to achieve listening, speaking, reading and writing skills will vary because the goals of each skill are not the same. On the other hand, speaking skills mainly focuses on the production of spoken language. The strategies for teaching speaking should be made appropriate in order to attain the expected outcomes. Furthermore, the strategy has an important role to achieve a particular goal; teacher should balance the strategies to the needs of students. So, the different

teaching strategies mean different ways of helping students in creatively to learn.

Speaking is the ability of human to express their ideas, knowledge, feeling, and thoughts by using oral speech in which it usually involves speaker and interlocutor. According Burns and Siegel (2018:86) Speaking is a highly complex interactive skill that has the complexity. Based on the theory above the researcher concludes, speaking is one of skills that is badly needed by everyone including those who are studying the production of spoken English language.

Speaking skill in a foreign language is in order to share understanding with other people who need attention to an accurate specific language. A speaker needs to find the most appropriate words and correct grammar to express meaning accurately and specifically and needs to organize the discourse so that the listener will understand. In other word speaking is a fundamental skill that foreign language learners should master. According to Sinambela, et. all (2022) stated, speaking skill is an important competence that should be mastered by students when they learn a language. Next, Tampubolon, et. all (2023) Speaking is one of the skills or abilities and how one can interact with others. In other words, someone's speaking ability has a strong relationship with his or her ability in acquiring language particularly English in school.

As one of the basic skills of English, speaking has an important role in the language learning process which is used to convey and receive all types of information from the person you are speaking to. In school, the interlocutors can be individuals or groups who convey their messages directly or through intermediaries. Through speaking, students express their ideas, feelings and desires to others. In teaching speaking, the teachers as a facilitator in offering instructions and information to students so they can communicate. Therefore, the role of the teachers is very important to provide understanding to students in teaching speaking skills. On the other hand, to achieve the goals in the teaching and learning process, appropriate strategies are needed in teaching speaking.

In practicing speaking skills, teachers need to pay attention to several aspects of assessment which include linguistic and non-linguistic aspects. Linguistic aspects include articulation, intonation, diction, and accuracy of sentence structure. Meanwhile, non-linguistic aspects include expressions, gestures and mastery of material. However, the assessment of each aspect of skills can vary.

Lack of speaking skills students due to a feeling of lack confident when students speak in front of class. Next, fear and difficulty arranging sentences is also one of them the cause. Therefore, teacher as a facilitator and internal motivator the learning process needs to be planned appropriate learning strategies so that students acquire optimal speaking skills. Teachers also need to provide stimulation and encouragement, as well as reinforcement so that students become more courageous in maximizing their potential, creativity and inventiveness in the learning process.

Based on the explanation above, to know whether Teacher Strategies in Teaching Speaking has related to the strategies carried out by the teacher and the teacher's implementation each strategy in teaching speaking. The researcher conducted Qualitative Resarch to collect the data. In conclusion, the researcher has done research entitled, " Teacher's Strategies and Technique in Teaching Speaking at SMA Negeri 1 Rantau Utara.

Method

The design of the study is quasi-experimental design. Experimental design is a plan for an experiment that specifies what independent variables will be applied, the number of levels of each, how subject is assigned to groups, and the dependent variable. The research design of the study is an experimental design using ANOVA. Experimental design is a plan that specifies what independent variable applies, the number of levels of each, how object assigned to group, and the dependent variances.

The population of the research is as the students at the tenth grade of SMA Negeri 1 Rantau Utara which consists of 148 students and divided in five classes. There were 3 of 5 classrooms are randomly selected by assigning a number to each classroom. Thus, the researcher used the two classes as the sample of the research from the population which is the tenth grade of SMA Negeri 1 Rantau Utara. The researcher selects a cluster of the both selected clusters that will be as experiment class randomly as suggested by Rasch, et, al (2020:117).

Finally, the researcher is going to observe the students of the two experimental class using the Strategies. In collecting the data, the writer tested the students by asking them to give a report orally either in individual test or group test based on the topic given the time given was ninety minutes. In scoring the data of speaking test, the writer used the category that evaluates for criterions. Each criterion was scored 10 point. So, for all criterion's students would get 100 point. Every aspect of speaking is 10 arranged from 0-25. The categories are vocabulary, pronunciation, accuracy, and fluency.

Research Findings

Research Description

The location of the research was SMA Negeri 1 Rantau Utara, Jl. Mahoni Rantau Prapat. This school had some rooms, such as headmaster's room, teacher's room, classrooms, Labs, library, and canteens. There were some courts of sport such as football court, volleyball court and table tennis court. Furthermore, there were 3 (three) English teachers and there were 17 (seventeen) classes in this school, where the tenth grade was five classes. Next, in the school consisted of one headmaster, one vice of headmaster, thirty-five teachers and five officers in administration office. They were very kind and familiar. The population of this research was the students at the tenth grade of SMA Negeri 1 Rantau Utara consists of 148 students that divided into five classes; X-1, X-2, X-3, X-4 and X-5 and the

sample of the research was selecting by the researcher by using cluster sampling technique and dividing the students of the experimental class A and experimental class B and control class based on the lottery taken. So, the sample of the research was class X-1 in experimental group A by using Cognitive Strategy, experimental group B X-2 by using dictogloss strategy and X-4 by using control group.

There are two sorts of student speaking skill score data in this study. The findings of the pre-test and post-test are used to calculate this score. Descriptive texts from the tenth-grade curriculum were used in the study. For each of the two experiment courses and control group, four meetings were held. Pre-test and post-test were done both the two experimental class and control group. A pre-test was given to the students before they were treated to measure their understanding ability. Then, after giving the treatment to the students, a post-test was given to see how the treatment affected their understanding abilities.

The Cognitive & Distogloss Strategies are the two types of therapy. Students' progress and the success of a plan are evaluated via achievement assessments. In both the pre-test and post-test, oral test questions were used. Using oral test about descriptive person.

Treatment experimental class A was The Cognitive Strategy and the students were from SMA Negeri 1 Rantau Utara tenth grade (X-1). In this study, a pre-test would be administered to determine the students' ability in speaking especially in descriptive person through oral test and post-test would be administered to find out the student's ability in speaking after giving the treatment. There are 30 students in the Cognitive Strategy class. Oral test exams based on descriptive person were used to find data from the pre-test and post-test in speaking outcomes of students taught utilizing the Cognitive Strategy approach

The table below shows the data description for the pre-test and post-test score.

Table 1. The Result of Pre-Test by Using Cognitive Strategy

No	Students' Initial Name	Pre-Text (X-1)			Score
		Vocabulary	Pronunciation	Accuracy	
1	R1	14	16	4	34
2	R2	14	17	5	36
3	R3	15	18	5	38
4	R4	15	16	5	36
5	R5	16	18	5	39
6	R6	20	18	4	42
7	R7	21	22	5	48

8	R8	18	20	5	43
9	R9	18	20	5	43
10	R10	18	20	5	43
11	R11	17	16	5	38
12	R12	15	16	4	35
13	R13	15	16	4	35
14	R14	15	16	5	36
15	R15	16	18	5	39
16	R16	16	20	5	41
17	R17	20	20	4	44
18	R18	20	20	5	45
19	R19	18	18	5	41
20	R20	19	19	5	43
21	R21	18	18	5	41
22	R22	20	18	5	43
23	R23	20	20	5	45
24	R24	20	20	5	45
25	R25	18	18	4	40
26	R26	20	20	5	45
27	R27	18	20	4	42
28	R28	18	18	5	41
29	R29	18	18	5	41
30	R30	18	18	5	41
Total					1223
Mean					72,79

Table 2. The Result of Post-Test by Using Cognitive Strategy

No	Students' Initial Name	Post-Text (X-1)			Score
		Vocabulary	Pronunciation	Accuracy	
1	R1	15	18	6	39
2	R2	14	17	5	36
3	R3	17	20	6	43
4	R4	18	17	5	40
5	R5	20	20	6	46
6	R6	22	20	6	48
7	R7	20	23	6	49

8	R8	20	20	5	45
9	R9	20	21	5	46
10	R10	18	20	5	43
11	R11	17	18	6	41
12	R12	15	17	5	37
13	R13	17	20	6	43
14	R14	20	18	6	44
15	R15	22	22	6	48
16	R16	22	20	6	48
17	R17	23	23	6	52
18	R18	21	21	5	47
19	R19	22	22	5	47
20	R20	19	20	6	45
21	R21	18	17	5	40
22	R22	22	20	6	48
23	R23	22	20	6	48
24	R24	22	23	6	51
25	R25	20	20	5	45
26	R26	22	21	5	48
27	R27	18	20	5	43
28	R28	20	20	6	46
29	R29	20	20	5	45
30	R30	23	23	5	51
Total					1.352
Mean					80,47

From the table above, it has shown that in pre-test and post-test in experimental class A by using Cognitive Strategy. The total score in pre-test was 1.223 and the mean score was 72,79. The lowest score for pre-test was 34 and the highest is 48. Otherwise, the total score in post-test was 1.352 the mean score was 80,47. The lowest score for post-test was 37 and the highest was 52.

Pre-Test and Post-Test Data Description of Experimental Group B

Treatment experimental group B was Dictogloss Strategy, and the students were from SMA Negeri 1 Rantau Utara tenth grade (X-2). In this study, a pre-test would be administered to determine the students' ability in speaking skill for descriptive person through oral test and post-test would be administered to find out the student's ability in speaking after giving the treatment. There are 30 students in the Dictogloss Strategy class. Oral test exams based on descriptive person were used to find data from the pre-test and post-test. The table below

shows the data description for the pre-test and post-test score.

Table 3. The Result of Pre-Test by Using Dictogloss Strategy

No	Students' Initial Name	Pre-Text (X-2)			Score
		Vocabulary	Pronunciation	Accuracy	
1	R1	12	14	4	30
2	R2	14	16	5	35
3	R3	16	17	5	38
4	R4	14	16	4	34
5	R5	15	16	5	36
6	R6	19	18	4	41
7	R7	20	21	5	46
8	R8	18	20	5	43
9	R9	18	19	5	42
10	R10	19	20	5	44
11	R11	16	16	4	36
12	R12	14	15	4	33
13	R13	15	15	4	34
14	R14	16	16	5	37
15	R15	15	18	4	37
16	R16	15	20	5	40
17	R17	19	20	4	43
18	R18	19	19	5	43
19	R19	18	18	5	41
20	R20	16	17	5	38
21	R21	18	18	5	41
22	R22	20	18	5	43
23	R23	19	20	5	44
24	R24	21	22	5	48
25	R25	17	18	5	40
26	R26	20	19	5	44
27	R27	17	18	4	39
28	R28	17	18	5	40
29	R29	18	17	5	40
30	R30	18	17	5	40
Total					1190

Mean	70,83

Table 4. The Result of Post-Test by Using Dictogloss Strategy

No	Students' Initial Name	Post-Text (X-2)			Score
		Vocabulary	**Pronunciation**	**Accuracy**	
1	R1	15	18	5	38
2	R2	14	16	5	35
3	R3	17	18	5	40
4	R4	18	17	5	40
5	R5	18	18	4	40
6	R6	22	21	6	49
7	R7	20	22	6	48
8	R8	20	18	5	43
9	R9	18	21	5	44
10	R10	17	19	5	41
11	R11	17	18	5	40
12	R12	15	16	4	35
13	R13	17	18	6	41
14	R14	18	18	6	42
15	R15	20	22	6	48
16	R16	18	20	5	43
17	R17	20	20	5	45
18	R18	20	19	5	44
19	R19	21	21	5	47
20	R20	19	19	5	43
21	R21	18	17	5	40
22	R22	18	18	5	41
23	R23	18	18	6	42
24	R24	21	20	6	47
25	R25	22	23	6	51
26	R26	20	20	5	45
27	R27	20	18	5	43
28	R28	17	17	5	39

29	R29	17	17	5	39
30	R30	22	22	6	50
Total					1283
Mean					76,39

From the table above, it has shown that in pre-test and post-test in experimental class B by using Dictogloss Strategy. The total score in pre-test was 1.190 and the mean score was 70,83. The lowest score for pre-test was 30 and the highest is 43. Otherwise, the total score in post-test was 1.283 the mean score was 76,39. The lowest score for post-test was 35 and the highest was 51.

Pre-test and Post-test Data Description of Control Group

Control class was Conventional Strategy, and the students were from SMA Negeri 1 Rantau Utara tenth grade (X-4). In this study, a pre-test would be administered to determine the students' ability in speaking skill especially in descriptive person by conventional strategy and post-test would be administered to find out the student's ability in speaking skill without giving the treatment or using strategy. There are 30 students in the control class. Oral text was used to find data from the pre-test and post-test speaking skill outcomes of students taught utilizing the conventional strategy. The table below shows the data description for the pre-test and post-test score.

Table 5. The Result of Pre-Test by Using Conventional Strategy

No	Students' Initial Name	Pre-Text (X-4)			Score
		Vocabulary	Pronunciation	Accuracy	
1	R1	10	12	4	26
2	R2	12	14	4	30
3	R3	14	15	5	34
4	R4	12	12	4	28
5	R5	15	16	5	36
6	R6	17	18	4	39
7	R7	18	18	5	41
8	R8	17	18	5	40
9	R9	17	18	5	40
10	R10	17	17	5	39
11	R11	17	17	4	38
12	R12	14	15	4	33

13	R13	15	14	4	33
14	R14	15	15	5	35
15	R15	15	17	4	36
16	R16	15	16	5	36
17	R17	18	18	4	40
18	R18	16	16	5	37
19	R19	16	16	5	37
20	R20	16	16	5	37
21	R21	18	18	5	41
22	R22	20	18	5	43
23	R23	19	20	5	44
24	R24	20	20	5	45
25	R25	12	14	4	30
26	R26	20	19	5	44
27	R27	17	18	4	39
28	R28	14	15	4	33
29	R29	13	15	4	32
30	R30	13	15	4	32
Total					1098
Mean					65,35

Table 6. The Result of Post-Test by Using Conventional Strategy

No	Students' Initial Name	Post-Text (X-4)			Score
		Vocabulary	Pronunciation	Accuracy	
1	R1	13	15	4	32
2	R2	14	16	5	35
3	R3	17	16	5	38
4	R4	15	16	5	36
5	R5	15	15	4	34
6	R6	18	18	5	41
7	R7	18	20	5	43
8	R8	17	16	5	38
9	R9	18	19	5	42
10	R10	16	15	4	35

11	R11	17	16	4	37
12	R12	15	14	4	33
13	R13	17	17	5	39
14	R14	16	16	5	37
15	R15	20	20	6	46
16	R16	18	18	5	41
17	R17	18	18	5	41
18	R18	17	17	4	38
19	R19	17	16	5	38
20	R20	19	18	5	42
21	R21	18	18	5	41
22	R22	16	16	5	37
23	R23	17	15	4	36
24	R24	19	19	5	43
25	R25	20	20	5	45
26	R26	20	20	5	45
27	R27	20	18	5	43
28	R28	17	17	5	39
29	R29	17	17	5	39
30	R30	18	18	5	41
Total					1175
Mean					69,94

From the table above, it has shown that in pre-test and post-test in Control Group by using Conventional Strategy. The total score in pre-test was 1.098 and the mean score was 65,35. The lowest score for pre-test was 30 and the highest is 43. Otherwise, the total score in post-test was 1.175 the mean score was 69,94. The lowest score for post-test was 32 and the highest was 45.

Data Analysis by Using ANOVA

SPSS 25 program using Kolmogorov Smirnov and Shapiro-Wilk with level of significance =5%. Calculation result of asymptotic significance is higher than α (5%). So, the distribution data was normal To analyze whether there was effect in List, teacher's strategies and Technique in teaching speaking at SMA Negeri 1 Rantau Utara by using Cognitive Strategy and Dictogloss Strategy and Control Group on students' achievement in speaking skill in both of the experimental classes and control group or not, the researcher used ANOVA which was calculated by used IBM SPSS classes. The output of calculated data in SPSS as follows;

Pre-Test and Post-Test Data Description of Experimental Group A

In this study, a pre-test and post-test would be administered to determine the students' ability to speaking skill through oral test. The table below shows the data description for the pre-test and post-test score.

Table 7. Descriptive				Statistic	Std. Error
Kelas					
Hasil Belajar Speaking Skill	Pre-Test Experimental Group (Cognitive Strategy)	Mean		40.77	.648
		95% Confidence Interval for Mean	Lower Bound	39.44	
			Upper Bound	42.09	
		5% Trimmed Mean		40.78	
		Median		41.00	
		Variance		12.599	
		Std. Deviation		3.549	
		Minimum		34	
		Maximum		48	
		Range		14	
		Interquartile Range		5	
		Skewness		-.245	.427
		Kurtosis		-.597	.833
	Post-Test Experimental Group (Cognitive Strategy)	Mean		45.07	.732
		95% Confidence Interval for Mean	Lower Bound	43.57	
			Upper Bound	46.56	
		5% Trimmed Mean		45.19	
		Median		45.50	
		Variance		16.064	
		Std. Deviation		4.008	
		Minimum		36	
		Maximum		52	
		Range		16	
		Interquartile Range		5	
		Skewness		-.503	.427
		Kurtosis		-.129	.833

The score result of the pre-test and post-test in the Cognitive Strategy was described in the table above. The pre-test mean in the Cognitive Strategy is 40.77 and post-test is 45.07. In the Cognitive Strategy, the pre-test has a minimum is 34 and maximum is 48. In post-test has a minimum is 36 and maximum is 52. . Next, the pre-test standard deviation in the Cognitive Strategy is 3.54 and variance is 12.59 and post-test standard deviation is 4,00 and variance is 16.06.

Pre-Test and Post-Test Data Description of Experimental Group B

In this study, a pre-test and post-test would be administered to determine the students' ability to speaking skill through the oral test. The table below shows the data description for the pre-test and post-test score.

Table 8. Descriptive					
Kelas				Statistic	Std. Error
Hasil Belajar Speaki ng Skill	Pre-Test Experimental Group (Dictogloss Strategy)	Mean		39.67	.753
		95% Confidence Interval for Mean	Lower Bound	38.13	
			Upper Bound	41.21	
		5% Trimmed Mean		39.72	
		Median		40.00	
		Variance		16.989	
		Std. Deviation		4.122	
		Minimum		30	
		Maximum		48	
		Range		18	
		Interquartile Range		6	
		Skewness		-.299	.427
		Kurtosis		-.141	.833
	Post-Test Experimental Group (Dictogloss Strategy)	Mean		42.77	.745
		95% Confidence Interval for Mean	Lower Bound	41.24	
			Upper Bound	44.29	
		5% Trimmed Mean		42.76	
		Median		42.50	
		Variance		16.668	
		Std. Deviation		4.083	
		Minimum		35	
		Maximum		51	
		Range		16	

		Interquartile Range		6	
		Skewness		.200	.427
		Kurtosis		-.351	.833

The score result of the pre-test and post-test in the Dictogloss Strategy was described in the table above. The pre-test mean in the Cognitive Strategy is 39.67 and post-test is 42.77. In the Dictogloss Strategy, the pre-test has a minimum is 30 and maximum is 48. In post-test has a minimum is 35 and maximum is 51. Next, the pre-test standard deviation in the Dictogloss Strategy is 4.12 and variance is 16.98 and post-test standard deviation is 4,08 and variance is 16.66.

Pre-Test and Post-Test Data Description of Control Group

In this study, a pre-test and post-test would be administered to determine the students' ability to speaking skill through oral test. The table below shows the data description for the pre-test and post-test score.

Table 9. Descriptive					
Kelas				Statistic	Std. Error
Hasil Belajar Speaking Skill	Pre-Test Control Group (Conventional Strategy)	Mean		36.60	.884
		95% Confidence Interval for Mean	Lower Bound	34.79	
			Upper Bound	38.41	
		5% Trimmed Mean		36.70	
		Median		37.00	
		Variance		23.421	
		Std. Deviation		4.839	
		Minimum		26	
		Maximum		45	
		Range		19	
		Interquartile Range		7	
		Skewness		-.248	.427
		Kurtosis		-.457	.833
	Post-Test Control Group (Conventional Method)	Mean		39.17	.663
		95% Confidence Interval for Mean	Lower Bound	37.81	
			Upper Bound	40.52	

		5% Trimmed Mean	39.19	
		Median	39.00	
		Variance	13.178	
		Std. Deviation	3.630	
		Minimum	32	
		Maximum	46	
		Range	14	
		Interquartile Range	5	
		Skewness	-.019	.427
		Kurtosis	-.650	.833

The score result of the pre-test and post-test in the Control Group was described in the table above. The pre-test mean in the Control Group is 36.60 and post-test is 39.17. In the Control Group, the pre-test has a minimum is 26 and maximum is 45. In post-test has a minimum is 32 and maximum is 46. Next, the pre-test standard deviation in the Control Group is 4.83 and variance is 23.42 and post-test standard deviation is 3.63 and variance is 13.17.

Research Findings

The main problem of the research is to investigate the students who are taught by using Teacher's Strategies and Technique in Teaching Speaking at SMA Negeri 1 Rantau Utara. The researcher through the strategies for teaching speaking should be made appropriate in order to attain the expected outcomes. Furthermore, the strategy has an important role to achieve a particular goal; teacher should balance the strategies to the needs of students.

Based on the data analysis in speaking skill through this Cognitive and Dictogloss Strategies, Cognitive strategy also invites students to do speaking activity in a fun way so they more enjoy and motivate in learning. This strategy is better than by using real teaching that is done commonly by the teacher in the classroom when teaching speaking skill to the students. From the result, the pre-test and post-test significance values were obtained of 0.001 for the pre-test and 0.000 for the post-test. If this value is less than 0.05 and accepted.

Discussion

The data in this research was taken from speaking test in the form of oral test. The research was conducted in two classes. The data was taken from the tenth grade of SMA Negeri 1 Rantau Utara. The exact number of the students in both of classes are 60 students. The research shows that the result of the test that was given to the students after teaching learning process by Cognitive and Dictogloss Strategies. Cognitive Strategy got higher result than the result of the students was taught by using Dictogloss Strategy. The findings indicate that the use of Cognitive

Strategy is proven effective to affect the students' speaking skill. Studying with Cognitive Strategy invites the students to do speaking activity in a fun way, so they more enjoy and motivate in learning.

Conclusion

After analyzing the data as presented in the previous chapter, the researcher takes some conclusions as follows; 1) This test is used to determine whether ANOVA TEST. Before we interpret the output of the ANOVA TEST. It would be good for us to know about the testing criteria in the ANOVA TEST. If the value is significant or the (P Value) is less than 0.05 then we can conclude that there is a significant difference. And if the significance value or (P Value) is greater than 0.05 then it can be concluded that there is no significant difference; 2) The score of the students' ability in teacher's strategies in pre-test and post-test significance values were obtained of 0.001 for the pre-test and 0.000 for the post-test. If this value is less than 0.05, it can be concluded that there is a significant difference between the three groups analyzed; 3) There is a significant effect of using Cognitive and Dictogloss Strategies on the students' ability in speaking skill at the tenth grade of SMA Negeri 1 Rantau Utara.

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