

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is very important to be learned because English is one of international language, It means by knowing English well you will be able to communicate with the foreigners with different language and culture. In Indonesia English is the first foreign language that taught at school and it is considered as an important subject to acquire the knowledge, and to develop technology, art, and culture. English is one of subject which is taught from kindergarten school until university level. Based on the school curriculum for English, teaching English is a subject that consists of four skills such as listening, speaking, reading and writing. Moreover, there are some sub-skills of language that should be taught to develop these four skills, they are: grammar, vocabulary, pronunciation, and spelling.

Actually all of English skills and sub-skills of language are important, but speaking skill is the most important skill that should be mastered by English learner. Speaking ability able to describe how far the language learner mastered about the language itself. Speaking ability is challenging to mastering because speaking skill covers all of English elements. Based on Turk, C (2003:20) states spoken language was the first form of communication between human beings. Since the baby was born into this world, they learn to speak firstly. From that statement and fact can be concluded that speaking is the first skill that should taught first when someone learns about a language. Now days, people believe that if the goal of English course is truly

to enable students to communicate in English, then speaking skill should be taught and practiced in classroom. It is related to speaking as the activity that takes the fundamental part of human communication, in which we spend more time to speak than to read and to write. Therefore, in teaching English, speaking activities should be given more emphasis than reading and writing activities. Unfortunately now days student face a complicated problem in using English specially speaking.

Turk C. (2003: 2) states that most people think a decent standard of competence in speaking to group is a part of the basic professionalism of any job; but too many professional are nervous about speaking and afraid they do not speak well. Based on the writer's experience when in teaching practice program (PPL) at eleventh grade students SMA Swasta Parulian 1 Medan, the writer found that students lost interesting in learning English. They were not active in participating speaking activities. They felt nervous speaking in classroom. They were afraid that their grammar and pronunciation were false. They lack in vocabularies. From that statement concluded that there are some problems that perhaps found in speaking skill. In some cases they perhaps know about some vocabulary that they needs to express about some information or expression but they afraid to make mistake in pronunciation or structure or they feel shy to their friend when do a mistake. In the other cases they know about structure but they have limited vocabulary. The last is that the teacher dominates the teaching activity using Indonesian so it cannot increase students' speaking skill. Beside of that, probably the English teacher do not use the effective method when teaches speaking in front of the class. So, the speaking ability of students is not increase. To make teaching speaking process more interesting,

there are some methods that can be applied by the teacher in classroom. One of them is the self-directed learning method.

The self-directed learning method is one of the methods that can be applied by the teacher in classroom to make students feel interests on speaking, because SDL describes a process by which individuals take the initiative without the assistance of others in diagnosing their learning need, formulating learning goals, identifying human and material resources for learning, choosing and implement appropriate learning strategies and evaluating outcomes (Knowles in Kiani's journal: 2013). With this method, the writer hopes the students are able to speak directly with pairs and also it can increase the students comfort and make students more active on speaking.

Based on explanation, this study aims to find out the effect of applying Self-Directed Learning Method into students' speaking ability.

1.2 Problem of the Study

Based on the background of the research, the research question can be formulated as follows: "Does self-directed learning method significantly affect students' speaking ability at SMA Parulian 1 Medan?"

1.3 Objective of the Study

The objective of this study is to know the effect of the self-directed learning method into speaking ability of eleventh grade students of SMA Parulian 1 Medan, to know whether there any differences between teaching speaking skill with self-directed learning method and without self-directed learning method.

1.4 Scope of the Study

There are many methods that can be used to teach speaking namely, direct method, audio lingual method, community language learning, self-directed learning method, communicative approach, but the writer focuses on self-directed learning method. The scope is limited the implementation of the effect of self-directed learning method into the students' speaking ability of eleventh grade students of SMA Parulian 1 Medan.

1.5 Significant of the study

In research of the study, the significances that can be defined are useful for object of the research, researcher and in the others. Here, the object of the research is the students, and then the other side is the teachers. In addition, there are two characteristics of significances of the study, those are theoretically and practically.

1. Theoretically, the finding of the study is expected to give evidence about the result of using the self-directed learning method.
2. Practically, the findings of the study are expected to be useful for
 - a. English teachers, give a better solution in applying a better method in teaching process especially in speaking.
 - b. Students, to have a better method to improve their speaking skill
 - c. Other researcher, to provide conducting similar research study about speaking.

1.6 The Hypothesis

With reference to the theoretical framework and conceptual framework, hypothesis are formulated as follows :

Ha : There is significant effect of using self-directed learning method on the students' speaking ability

Ho : There is no significant effect of using self-directed learning method on the students' speaking ability.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

This theoretical review consists with four components that purposed to refer the research. Four components in this theoretical review are based on the problems of the research. They are follows: (1) speaking, (2) The Self-Directed Learning Method, (3) conceptual framework, (4) previous research. Each of them is heading of the components that will be discussed in this chapter.

2.2 Speaking

2.2.1 Conception of Speaking Skill

There are many different concept of speaking. Thornbury (2004: 1) speaking is interactive and requires the ability to cooperation the management of speaking turns that also typically take place in real time, with little time for detail planning. Flucher (2003: 23) speaking is the verbal use of language to communicate with others. Speaking is the language skill which has been developed since childhood and proceeds by listening skill at the time of speaking ability was acquired. Anderson and Bachman (2009: 1) claim that speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well.

The main aim of speaking is communication, which conveys the message from the speaker to listener. Speaking is totally natural, is in a language other than our own is anything but Harmer (2001:270) without speaking people cannot understand what the speaker is saying. Without speaking show that people not agree

with something that speaker is saying. They will look confused and angry. Brown (2004:267) speaking is the interaction between two mode of performance applies especially strongly to conversation.

In additional, speaking is an interactive and according to accomplish pragmatics goal through interactive discourse with other speakers of language. The goal of speaking is to achieve and interactive communication between the speaker and listener. Speaking is process of sharing, changing information, opinion and emotions. Speaking skill is the skill of the students to be able to speak and to communicate orally. It is not only to apply the grammatically corrects sentences, but also to know when and where to use these sentences. Speaking is a person's skill to produce sounds that exist at the meaning and be understood by other people, so that able to create a good communication. Speaking is crucial part of the language process. The major goal of teaching speaking skill is communicative efficiency. Language learners should able to make themselves understood by using their current proficiency.

Language skill is divided in to four skills namely speaking, listening, reading, and writing. Speaking is a productive skill. The speaker produce sounds of the language. Basically, speaking is intended for two ways communication. Speaker-listener interaction takes place in real time, speaker will respond to the listener. So in conclusion, the researcher make a conclusion speaking most used to express opinion, explanation and make argument in daily life.

2.2.2 The Purpose of Speaking

Harmer (2001:40) says that communication occurs because there is communicative purpose between speaker and listener.

The purposes of communication for the speaker are:

1. They want to say something
2. They have some communicative purposes, speaker say something because they want to something to happen as a result of what they say.
3. They select from their Language store.
4. Speakers have an inventive capacity to create new sentence. To achieve this communicative purpose, they will select the Language they think is appropriate for this purpose.

2.2.3 The Function of Speaking

Several languages have many functions in human interaction. According to Brown and Yule, as quoted by Richards (2008:21) “The functions of speaking are classified in to three; they are talk as interaction, talks as interaction and talks as performance. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches”. Below are the explanations of the function of speaking.

2.2.3.1 Talk as Interaction

Being able to interact in a language is essential. In fact much of our daily communication remains interactional. This refers to what we normally mean by conversation. The primary intention in talk as interaction is to maintain social

relationship. According to Richards (2008: 22) The main features of talk as interaction can be summarized as follows:

1. Has a primarily social function
2. Reflects role relationships
3. Reflects speaker identity
4. Maybe formal or casual
5. Uses conversational conventions
6. Reflects degree of politeness
7. Employs many generic words
8. Uses conversational register

Some of the skills (involved in using talks as interaction) are:

1. Opening and closing conversationchoosing topics
2. Making small talk
3. Recanting personal incidents and experiences
4. Turn taking
5. Using adjacency pairs
6. Interrupting
7. Reacting to others

2.2.3.2 Talks as Transaction

This type of talk or speaking refers to situations where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participant and how they when someone is able to speakso fluently to many listeners, it suggest that the condition in which

speaking occurs play in an important role in determining the degree of fluency that is achievable. Richards (2008:26) said the main features of talk as transaction are:

1. It has a primarily information focus
2. The main focus is the message and not the participants
3. Participants employ communication strategies to make them understood.
4. There may be frequent questions, repetition and comprehend checks
5. There may be negotiation and digression
6. Linguistics accuracy is not always important

Some of the skills involved in using talk for transactions are:

1. Explaining a need or intention
2. Describing something
3. Asking questioning
4. Confirming information
5. Justifying an opinion
6. Making suggestions
7. Clarifying understanding
8. Making comparisons

2.2.3.3 Talk as Performance

This refers to public talk or public speaking, that is talk with transmits information before the audience such as morning talks, public announcement and speeches. Talk as performance tends to be in the form of monologue rather than dialogue. Often follows a recognizable format and is closer to written language than conversational Language. Talk as performance are giving a class report about a

school trip, conducting a class debate, making a sales presentation and giving a lecture. According to Richards (2008:28) The main features of talk as performance are:

1. There is a focus on both message and audience
2. It reflects organization and sequencing
3. Form and accuracy is important
4. Language is more like written language
5. It is often monologue

Some of the skills involved in using talk as performance are:

1. Using an appropriate format
2. Presenting information in an appropriate sequence
3. Maintaining audience engagement
4. Using correct pronunciation and grammar
5. Creating an effect on the audience
6. Using appropriate vocabulary
7. Using appropriate opening and closing

This involves providing example or models of speeches or oral presentation.

Therefore question such as the following are needed in order to guide this process:

1. What is the speaker's purpose?
2. Who is the audience?
3. What kind of information does the audience expect?
4. Is any special language used?

The researcher can summarize that the classify the functions of speaking in humans interaction is needed to clarify the actual of the function of speaking in interactional functions serves to social relations and the transactional functions.

2.2.4 Criteria for Speaking Test

Speaking is a skill requiring the simultaneous use of member of different abilities. The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Speaking test is everything that we will attempt to put into our list, will depend upon test purpose and the extent to which scores need to be generalizable to other contexts. According to international English Language Testing System (Rebecca Hughes, 2002: 22), there are four criteria of speaking test:

1. Grammar

Grammar is the most important thing to determine the students' competence to communicate the language. A knowledge of the process involved in acquiring particular structures is certain to be of value to teacher making decision about whether the students are able or not to communicate the language (Richard, 2003: 63). So, the structure of the students' sentence will be scored by the researcher.

2. Vocabulary

Vocabulary plays a very important role in developing the speaking skill. Vocabulary is a component of language that all of information about meaning and using word in language (Harimurti, 1995: 127). The more vocabulary the learners have, the easier for them to develop their speaking. In this case the using of the student vocabulary will be scored but the chosen of vocabulary must be related with the topic.

3. Fluency

Fluency is probably best achieved by allowing the stream of speech to flow. Then, some of this speech spills over beyond comprehensibility, the riverbank of instruction on some details of phonology or discourse can channel the speech on a more purposeful course (Brown, 2004: 269). So, the speed of student in communication will be attended.

4. Pronunciation

Who learner consistently mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand. Gilbert (2008: 1), states that the pronunciation means knowledge of knowing to produce word which is very essential in oral communication. This can be very frustrating for the learner who may have a good command of grammar and lexis but have difficulty in understanding and being understood by a native speaker. So, in this case that will be scored are the errors of students' pronunciation, the inaccurate use of supra segmental elements, such as stress or intonation.

2.3 Method

Method is a plan of language teaching which is consistent with the theories, and techniques carry out a method. According to Harmer (2001: 62), method is the practical realization of an approach. The originators of method have arrived at decisions about types of activities, roles of teachers and learners, the kinds of material which will be helpful and some model of syllabus organization. Method includes various procedures and techniques as part of their standard fare.

When methods have fixed procedures, informed by a clearly articulate approach, they are easy to describe. However, if a method takes procedures and techniques from a wide range of sources, it is more difficult to continue describing it as a 'method'. According to Diane Larsen (2000), there are some methods of teaching speaking skill namely, direct method, audio lingual method, community language learning, communicative approach, etc. Gibbons (2002: 2) states that self-directed learning is a method which can increase students' speaking ability. Here, the writer chooses self-directed learning method to teach speaking because it is a method that increases students' speaking ability.

2.3.1 The Self-Directed Learning Method

SDL describes a process by which individuals take the initiative without the assistance of others in diagnosing their learning need, formulating learning goals, identifying human and material resources for learning, choosing and implement appropriate learning strategies and evaluating outcomes. SDL is any increase in knowledge, skill, accomplishment, or personal development that an individual selects and brings about by his or her own efforts using any method in any circumstances at any time (Gibbons, 2002: 2). Gibbons notion of SDL stresses the importance of developing ownership of learning as it will motivate a learner to pursue a learning goal and persist in the learning process. Based on his perspective, SDL involves initiating personally challenging activities and developing personal knowledge and skill to pursue the challenges successfully.

SDL is designed to motivate the students, freedom is given as responsibility is taken, students learn to find and pursue their interest, to struggle, and achieve, and to

demonstrate their achievements and reap the rewards (Gibbons, 2002: 95).The teacher is as a facilitator that gives directive, guidance, and confirmation toward learning progress of students. The purpose of SDL is to revive the students that learn is the responsibility of themselves. The student is motivated to be responsibility toward all their own idea and action.

According to Tan and Shanti (2011: 13) there are three important aspects entail in SDL: (a) ownership of learning; (b) self-management and self-monitoring; (c) extension of learning.

a. Ownership of Learning

The learner's characteristics of personal attributes are important to SDL, particularly possessing personal responsibility in learning. Personal responsibility is the "cornerstone of self-direction in learning". Learners who take personal responsibility in learning have ownership of their learning, set learning goals, and accept the consequences of their thoughts and actions.

b. Self-management and self-monitoring

SDL is as an instructional process of assessing learners' needs, identifying learning resources, implementing learning activities and evaluating learning outcomes. It focuses on teaching-learning transaction in an institutional setting that is almost akin to individualized instruction. It involves negotiation between the learners and the teacher about the learning goals, methods of learning, use of resources, and assessment of outcomes. The term self-management is to describe this aspect behavioral task control relating to management of learning activities.

Self-monitoring is important to note that self-management is characterized by management of external tasks and resources, whereas self-monitoring involves internal process of thinking, reflection, and making improvement on the learning process.

Self-monitoring focuses on both cognitive and metacognitive aspects of learning which are internal to the learners. Cognitive process (e.g., thinking, making meaning of the information, and integrating new knowledge into existing knowledge structure) are necessary in all learning process. Metacognition refers to thinking or learning to learn, which is related to learner's ability to reflect on their learning. This aspect of SDL is close to self-regulated learning. For example, Bandura in Tan and Shanti's book (2011: 13) suggests regulating one's learning by self-observing, self-judging and self-reacting to the learning tasks and performance. Even though self-monitoring involves internal cognitive process, external factors such as feedback from the teacher or others can influence a learner's reflection.

c. Extension of learning

In this learning process, Tan (2011: 13) extends the idea of SDL from an instructional setting to an informal, everyday setting, which he called the autodidactic domain. Autodidactic literally means self-teaching, where a learner has total control about the choice of what to learn, where to learn, how to learn, and how to evaluate learning.

Self-Directed Learning Method has some techniques that able to be applied in the teaching learning process (Tan and Shanti, 2011: 26). All of the techniques are appropriate to improve the students' ability, as follows:

1. Question and Answer

The students are asked questions and answer in full sentences so that they practice with new words and grammatical structure. The answers are related with learning material.

2. Reading aloud

The students take turns reading sections of a passage, play, or dialog out loud. At the end of each student's turn, the teacher uses gestures, pictures, realia, examples, or other means to make the meaning of the section clear.

3. Dialog Memorization

Dialogs or short conversations between two people are often used to begin a new lesson. Students memorize the dialog through mimicry. After the students have learned the dialog, they memorize it. After the dialog has been memorized, the students might perform the dialog. In Self-Directed Learning method, certain sentence patterns and grammar points are included within the dialog.

4. Conversation Practice

The students work with a partner to practice the dialog, the students do a role-play. The teacher corrects a pronunciation errors and fluency in speaking.

2.3.2 Teaching Speaking Through Self-Directed Learning Method

Tan and Shanti (2011: 28), Steps of teaching speaking using SDL in the classroom:

1. Teacher gives pre-test
2. Teacher asks about that related to the topic

3. The answer of students will be related with topic
4. Teacher gives learning material
5. Explain the learning material
6. Read the example dialog of the topic and ask students to follow.
7. Divide students into groups. One group consisted of 2 students.
8. Give the picture to each group which contains theme of task to make a short dialogue
9. Ask students to make a short dialogue based on topic and picture
10. While students are working while traveling to ask every 2 students to read the dialogue to know the speaking ability of each student.
11. Ask students to present their own making dialogue in front of the class.
12. After that the teacher asks students to make the conclusions of the lesson.
13. Teacher gives post test to students.

2.4. Conceptual Framework

Speaking is communicative activity that involves more than one participants in order to gain information. By speaking activity people take the initiative without the assistance of others in diagnosing their learning need, formulating learning goals, identifying human and material resources for learning, choosing and implement appropriate learning strategies and evaluating outcomes. There are many different method in teaching speaking. Therefore, teacher should choose a suitable method in teaching speaking. Teacher may choose self-directed learning. Self-directed learning is a method that enables student's success in speaking. However by applying self-directed learning method, students' speaking skill will be increased.

The conceptual framework of this research is figured out as the followings :

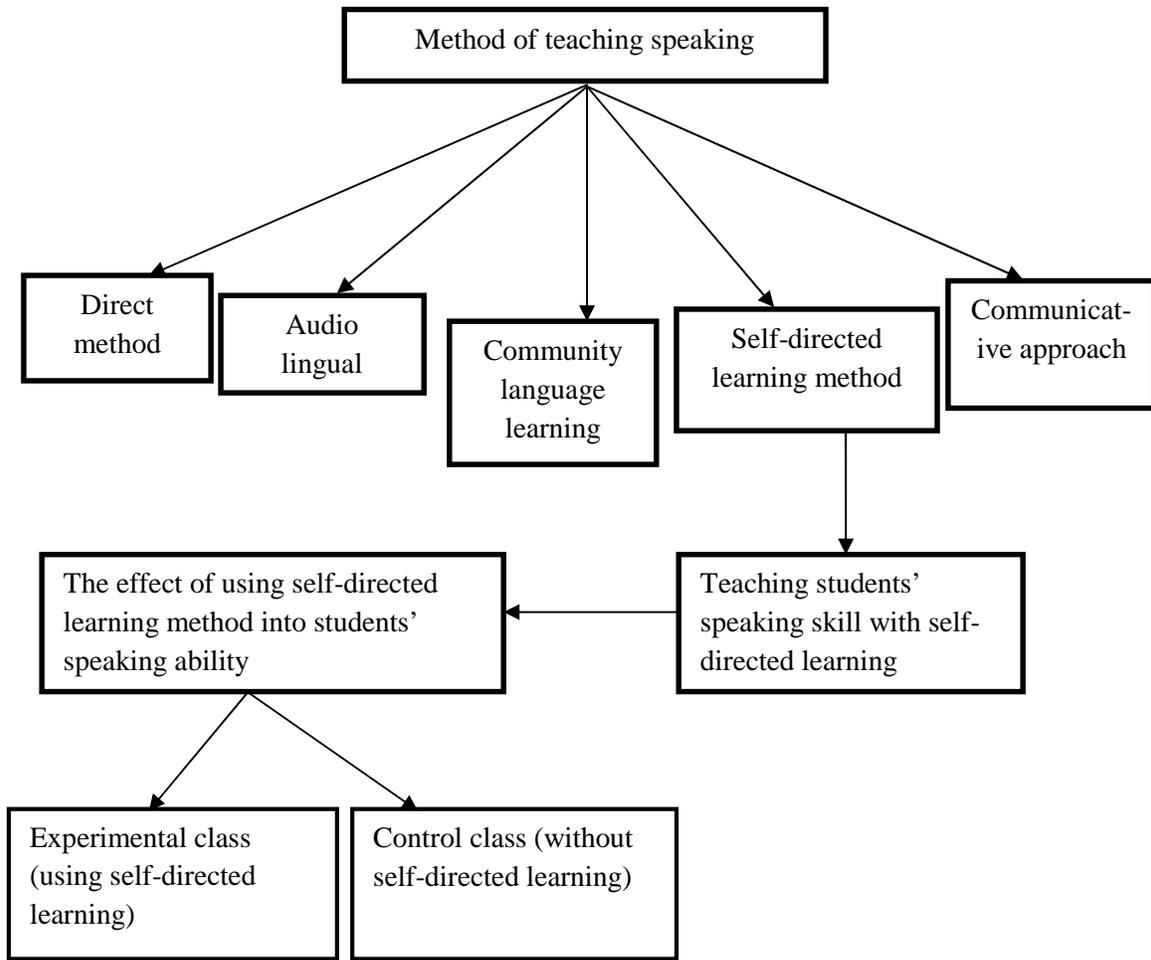


Figure 2.1
Conceptual Framework

2.5 The Previous of Research

Kiani (2013) department of English, Khorasgan Branch, Islamic Azad University, Isfahan, Iran entitled "The effectiveness of self-directed learning method in teaching writing skill to Iranian EFL learners". It was experimental quantitative research design that divided into two groups, experimental and control group. The researcher has

chosen his participants using selective clustering approach, the participants of the study are 30 high school students. The learners are put into either control or experimental group 15 students each. Then the control group is taught without SDL method and the experimental group is taught with SDL method. After collecting and calculating the data, the researcher found that the mean score for the experimental group was 60, and for the control group was 41.5. While, in testing the hypothesis, the writer used t-test formula. The researcher found that t-test was 1.77, and t-table in significant rank 5% was 2.02 ($1.77 < 2.02$). So, the alternative hypothesis was rejected and the null hypothesis could be accepted. It means that there is no significant effect of SDL method in teaching writing skill to Iranian EFL learners.

Raffie (2014) English language department, Islamic Azad University entitled “Improving Iranian EFL learners’ speaking ability through self-directed learning method”. This study used a collaborative classroom action research design. Meanwhile the writer used experimental research design. The result of the study showed that the use of SDL method can improve the Iranian EFL learners’ ability in speaking. The percentage of the students achieving the score above predetermined minimum passing grade had improved from only 16.66% (4 students out of 24 students) in the preliminary study to 50% (12 students out of 24 students) in Cycle 1 and to 85.83% (23 students out of 24 students) in Cycle 2

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This study was Experimental Quantitative research design, there were two variables in this study, namely Self-Directed Learning Method as independent variable and speaking ability as dependent variable.

In conducting the experimental research design, the sample was divided into two groups, the experimental group was taught by using SDL Method and control group was taught without using SDL Method. Both of the groups get pre-test and post-test also with the same items.

Table 3.1
Research Design

Group	Test	Teaching	Test
Experimental (XI IPA-1)	Pre-test	Using Self-Directed Learning	Post-test
Control (XI IPA-2)	Post-test	Without Self-Directed Learning	Post-test

3.2 Population and Sample

Arikunto (2010: 173) states that a population is a set or collection of all elements processing one or more attributes of interest. The population of the research was the eleventh grade students of SMA Parulian 1 Medan. According to Arikunto (2010: 174), sample is some or the representative of population which is going to be observed. The sample was selected by using random sampling technique. Four classes of the eleven classes was chosen as the sample. Each Class was written on

slips of paper and places them in a container. The container was shaken and two slips was selected namely XI-IPA¹ as experimental group and XI-IPA² as control group.

Because having the small total number of students, this research applied total sampling by determining 40 students as the sample. In experimental class (XI-IPA¹) consisted of 20 students and in control class (XI-IPA²) also consisted 20 students. So, the total number of population was 40 students.

3.3 The Instrument of Collecting the Data

To collect the data, the writer gave a speaking test. Both control group and experimental group was given pre-test and post-test. The treatment was conducted after the administration of pre-test. The experimental group was taught by using self-directed learning method, while control group was taught without self-directed learning method. Then the writer recorded the students' speaking performance in pre-test and post-test to know the student's grammar, vocabulary, fluency and pronunciation.

3.4 The Procedure of Test Research

In teaching speaking, the sample was divided into two groups, namely experimental group and control group. In experimental group the writer taught students by using self-directed learning method and in control group the writer taught students without using self-directed learning method.

3.4.1 Pre-test

Pre-test was given to both groups (control and experimental) before the treatment in order to find out the homogeneity of the sample. Pre-test was speaking test and was given before treatment.

3.4.2 Treatment

The treatment was conducted after the administration of pre-test. In experimental group the writer taught students by using self-directed learning method and incontrol group the writer taught students without using self-directed learning method.

3.4.3 Post-test

After the teaching presentation in treatment, both experimental group and control group was given post-test. It was given to know the difference score both of them and to know the effect of applying self-directed learning method on the students' speaking ability.

Table 3.4.3
Research Procedure

No.	Step	Experimental Group	Control Group
1	Pre-test	The teacher gave the pre-test to the students	The teacher gave the pre-test to the students
2	Treatment	<ol style="list-style-type: none">1. Teacher asked about that related to the topic2. The answer of students were related with topic3. Teacher gave learning material4. Explained the learning material5. Read the example dialog of the	<ol style="list-style-type: none">a. the teacher explained the learning objective about the topic.

		<p>topic and ask students to follow.</p> <ol style="list-style-type: none"> 6. Divided students into groups. One group consisted of 2 students. 7. Gave the picture to each group which contains theme of task to make a short dialogue 8. Asked students to make a short dialogue based on topic and picture 9. While students were working while traveling to ask every 2 students to read the dialogue to know the speaking ability of each student. 10. Asked students to present their own making dialogue in front of the class. 11. After that the teacher asked students to make the conclusions of the lesson. 	<p>b. the teacher gave a topic.</p> <p>c.the teacher asked students to create a short dialogue based in the topic.</p> <p>d.the teacher asked students to deliver the dialogue in front of the class.</p> <p>e. the teacher recorded the students voice.</p> <p>f. the teacher scored the student</p>
3	Post-test	The teacher gave the post-test to students	The teacher gave the post-test to students

3.5 The Scoring System

In relation to evaluation the students' speaking ability, there were some criteria that should be considered. According to Rebecca Hughes (2002), there are four components evaluation scale namely vocabulary, grammar, pronunciation, and fluency.

Table 3.5
The Table of Scoring System

Speaking Skill			
No	Scale	Criteria	Score
1	Pronunciation	Unsatisfactory (Incomprehension or no response)	1-6
		Fair (many phonemic errors, very difficult to perceive meaning)	7-12
		Good (Occasional phonemic errors, but generally comprehensible)	13-18
		Very good (Phonemically accurate pronunciation throughout)	19-25
2	Vocabulary	Unsatisfactory (Very limited vocabulary make comprehension quite difficult)	1-6
		Fair (frequent use the wrong words; speed limited to simply vocabulary)	7-12
		Good (sometimes use inappropriate terms or around about language because of inadequate vocabulary)	13-18
		Very good (Rarely has trouble)	19-25
3	Grammar	Unsatisfactory (Usage definitely unsatisfactory, frequently need to rephrase construction or restrict himself to basic structure)	1-6
		Fair (Error of basic structure, meaning occasionally, obscure meaning)	7-12
		Good (Occasional grammatical errors which do not obscure meaning)	13-18
		Very good (Few noticeable errors)	19-25

4	Fluency	Unsatisfactory (long pauses, utterances left unfinished or no response)	1-6
		Fair (some define stumbling but managed to rephrase and continue)	7-12
		Good (speech is generally natural and continue, occasional slight stumbling or pauses an unnatural points in the utterances)	13-18
		Very good (speech is natural and continues, any pauses correspond to those which might be made by a native speaker)	19-25

3.6 The Technique Analyzing Data

This study was applied with quantitative data. The quantitative data was used to analyze the score of the students. It was collected by computing the score of the students' during oral test. To analyze data in order to find out the differences mean of score of both experimental and control group, the researcher used the t-test :

$$t = \frac{Mx - My}{\frac{\sum dx^2 + \sum dy^2}{Nx + Ny - 2} \cdot \frac{1}{nx} + \frac{1}{Ny}}$$

Where :

t : the effect

Mx : the mean of experimental group

My : the mean of control group

$\sum dx$: the sum square of standard deviation of experimental group

dy : the sum square of standard deviation of control group

N_x : the total of experimental group

N_y :the total sample of control group

3.7 Procedure of Analyzing the Data

The data was analyzed by using some steps, they were:

1. Calculating the data from the scoring of the experimental and control group
2. Identifying the score of the students who are being treated and who are not
3. Comparing the score
4. Drawing the conclusion and answering the hypothesis

CHAPTER IV

DATA, DATA ANALYSIS AND FINDING

4.1 The Data

The data of this research are the result of speaking test. The speaking test is in the form of short dialogue. The data were taken from the students' score of pre-test and post-test in both control and experimental group.

The population of this research was Eleventh Grade students of SMA PARULIAN 1 MEDAN. The randomized sample taken was class XI-IPA¹ as control class consisted of 20 students and XI-IPA² as experimental class consisted of 20 students.

First the researcher gave pre-test and post-test to both control and experimental group. Then, the writer checked the dialogue of the students. From the result of the data, in control group, the total score of pre-test is 1090 and the mean score is 54,5. The total score of the post-test is 1189 and the mean score is 59,45. In control group the writer taught the students with conventional way and that way did not significantly affect students' ability in speaking. In experimental group, the total score of pre-test is 1169 and the mean score is 58,45. The total score of the post-test is 1422 and the mean score is 71,1. In experimental group the researcher taught the students with Self-Directed Learning Method and this method gave higher score than applying conventional way. The following tables are the summary of the students' score pre-test and post-test in both control and experimental group.

Table 4.1.1

The Result of Pre-Test and Post- Test in Control Group

No	Students' Initial	Pre-Test	Post-Test
1	CL	57	63
2	CR	54	57
3	TV	53	59
4	RM	56	60
5	WL	50	59
6	RL	46	58
7	CS	56	60
8	SP	56	59
9	IR	53	61
10	RK	57	59
11	SN	60	62
12	MK	54	59
13	TR	56	60
14	ID	55	62
15	ST	55	56
16	PL	56	58
17	PM	52	59
18	RB	58	62
19	DS	50	56
20	JL	56	60

In control group the writer taught the students with conventional way. Based on the result of pre-test and post-test, that way does not significantly affect students' ability in speaking.

Table 4.1.2

The Result of Pre-Test and Post- Test in Experimental Group

No	Students' Initial	Pre-Test	Post-Test
1	ES	53	68
2	PL	57	72
3	DA	48	63
4	JN	60	73
5	DS	45	60
6	RN	57	69
7	RM	70	85
8	LB	57	72
9	LA	63	75
10	IA	53	60
11	EJ	60	75
12	SH	59	73
13	SM	63	70
14	SS	70	85
15	RR	60	73
16	JR	54	60
17	IT	60	69
18	RJ	63	78
19	IG	54	69
20	MS	63	73

In experimental group the writer taught the students with Self-Directed Learning Method and this method gave higher score than applying conventional way.

4.2 The Data Analysis

In order to know the differences of students' score in both control group and experimental group, the readers can see the following data :

Table 4.2.1

The Calculating of the Control Group

No.	Students' Initial	Pre-Test(x1)	Post-Test(x2)	d(x2-x1)	d2
1	CL	57	63	6	36
2	CR	54	57	3	9
3	TV	53	59	6	36
4	RM	56	60	4	16
5	WL	50	59	9	81
6	RL	46	58	12	144
7	CS	56	60	4	16
8	SP	56	59	3	9
9	IR	53	61	8	64
10	RK	57	59	2	4
11	SN	60	62	2	4
12	MK	54	59	5	25
13	TR	56	60	4	16
14	ID	55	62	7	49
15	ST	55	56	1	1
16	PL	56	58	2	4
17	PM	52	59	7	49
18	RB	58	62	4	16
19	DS	50	56	6	36
20	JL	56	60	4	16
	Total	1090	1189	99	631
	Mean	54.5	59.45	4.95	

The table above shows that in control group, the total score of pre-test is 1090 and the mean score is 54,5. The total score of the post-test is 1189 and the mean score is 59,45. In control group the writer taught the students with conventional way and that way does not significantly affect students' ability in speaking.

Table 4.2.2**The Calculating of the Experimental Group**

No	Students' Initial	Pre-Test	Post-Test	d(x2-x1)	d2
1	ES	53	68	15	225
2	PL	57	72	15	225
3	DA	48	63	15	225
4	JN	60	73	13	169
5	DS	45	60	15	225
6	RN	57	69	12	144
7	RM	70	85	15	225
8	LB	57	72	15	225
9	LA	63	75	12	144
10	IA	53	60	7	49
11	EJ	60	75	15	225
12	SH	59	73	14	196
13	SM	63	70	7	49
14	SS	70	85	15	225
15	RR	60	73	13	169
16	JR	54	60	6	36
17	IT	60	69	9	81
18	RJ	63	78	15	225
19	IG	54	69	15	225
20	MS	63	73	10	100
	Total	1169	1422	253	3387
	Mean	58.45	71.1	12.65	

The table above shows that in experimental group, the total score of pre-test is 1169 and the mean score is 58,45. The total score of the post-test is 1422 and the mean score is 71,1. In experimental group the writer taught the students with Self-Directed Learning Method and this method gave higher score than applying conventional way. From the data above, in order to know whether the dialog application of Self-Directed Learning Method has a significant effect on

students' speaking achievement, the result of the t-test is calculated by using t-test formula.

$$t = \frac{Mx - My}{\frac{\sum dx^2 + \sum dy^2}{Nx + Ny - 2} \cdot \frac{1}{nx} + \frac{1}{Ny}}$$

Where :

t : the effect

Mx : the mean of experimental group

My : the mean of control group

$\sum dx$: the sum square of standard deviation of experimental group

dy : the sum square of standard deviation of control group

Nx : the total of experimental group

Ny : the total sample of control group

$$Mx = \frac{\sum D}{N}$$

$$Mx = \frac{253}{20}$$

$$= 12,65$$

$$Dx^2 = \sum D^2 - \frac{\sum D^2}{Nx}$$

$$= 3387 - \frac{(253)^2}{20}$$

$$= 3387 - \frac{64009}{20}$$

$$= 3387 - 3200,45$$

$$= 186,55$$

$$My = \frac{\sum D}{N}$$

$$My = \frac{99}{20}$$

$$My = 4,95$$

$$Dy^2 = \sum D^2 - \frac{\sum D^2}{Ny}$$

$$= 631 - \frac{(99)^2}{20}$$

$$= 631 - \frac{9801}{20}$$

$$= 631 - 490,05$$

$$= 140,95$$

$$t = \frac{Mx - My}{\frac{Dx^2 + Dy^2}{Nx + Ny} - 2 \frac{1}{Nx} + \frac{1}{Ny}}$$

$$t = \frac{12,5 - 4,95}{\frac{186,55 + 140,95}{20 + 20} - 2 \frac{1}{20} + \frac{1}{20}}$$

$$t = \frac{7,55}{\frac{327,5}{20 + 20} - 2 \frac{1}{20} + \frac{1}{20}}$$

$$t = \frac{7,55}{\frac{\frac{327,5}{38} - \frac{2}{20}}{20}}$$

$$t = \frac{7,55}{8,61 - \frac{2}{20}}$$

$$t = \frac{7,55}{8,61 (0,1)}$$

$$t = \frac{7,55}{\sqrt{0,861}}$$

$$t = \frac{7,55}{0,928}$$

$$t = 8,13$$

The result of t-calculation showed that t-observed is 8,13. To find out whether t-observed is accepted or not, see the table of distribution in Appendix 1. The critical values of t- distribution are calculated according to the probailitas of two alpha values and the degrees of freedom. The alpha (α) values 0,05 one tailed and 0.1 two tailed are the two columns to be compared with the degrees of freedom in the row of the table.

4.3 Testing Hypothesis

Testing the hypothesis is done to find out whether the hypothesis is accepted or rejected. The basic of testing hypothesis in this research are :

If $t_{\text{observed}} > t_{\text{table}}$, the alternative hypothesis (H_a) will be accepted and the null hypothesis (H_0) will be rejected.

If $t_{\text{observed}} < t_{\text{table}}$, the null hypothesis (H_0) will be accepted and the alternative hypothesis (H_a) will be rejected.

In this research, the value of t_{table} for the degree of freedom (df) 38 and the level of significance (α) 0.05 is 1.686. While the t_{observed} obtain from calculating the t-test formula for the degree of freedom (df) 38 at level of significance (α) 0.05 is 8.13. The result of computing t-test shows that the t_{obs} is bigger than t_{table} .

After seeing the result above, it can be concluded that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. It means that Self-Directed Learning Method gives significant effect on students' speaking ability.

4.4 Research Finding

Having analyzed the data, the writer found that Self-Directed Learning Method affects students' speaking ability. There is a difference of the mean score obtained from the both of control group 60 and the experimental group 71. The students who were taught speaking by using Self-Directed Learning Method gain higher score than students who are not taught without Self-Directed Learning Method. The result of the calculation is :

$$t_{\text{obs}} > t_{\text{table}} (P = 0.05); (df = 38)$$

$8,13 > 1.686 (P = 0.05); (df = 38)$

Which mean that the alternative hypothesis is accepted.

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Based on the result of the study, the researcher concludes that there is a significant effect of applying Self-Directed Learning Method on the students' speaking ability. The students' speaking ability by using Self-Directed Learning Method shows the better result compared to those who are not taught by using SDL Method. This is supported by the result of the data analysis in which this research, the value of t-table for the degree of freedom (df) 38 and the level of significance (α) 0,05 is 1,686. While the t-observed obtain from calculating the t-test formula for the degree of freedom (df) 38 at level of significance (α) 0.05 is 8,13. The result of computing t-test shows that the t_{obs} is bigger than t_{table} . It is formulated as above.

5.2 Suggestions

Based on the finding and conclusion, some suggestions are stated to the following:

1. English teachers to apply Self-Directed Learning Method in teaching speaking, because it is proved can improve students' speaking ability.
2. Students for using Self-Directed Learning Method in helping them to improve their speaking ability.

3. Other researchers who want to conduct study related to speaking achievement by using Self-Directed Learning Method for its effectiveness toward speaking skill improvement.

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APPENDIX 1: T-TABLE

One Tailed Significance level:

0.1 0.05 0.025 0.01 0.005 0.001 0.0005

Two Tailed Significances level:

df:	0.2	0.1	0.05	0.02	0.01	0.002	0.001
1	3.078	6.314	12.71	31.82	63.66	318.3	6.37
2	1.886	2.92	4.303	6.965	9.925	22.33	31.6
3	1.638	2.353	3.182	4.541	5.841	10.21	12.92
4	1.533	2.132	2.776	3.747	4.604	7.173	8.61
5	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	1.44	1.943	2.447	3.143	3.707	5.208	5.959
7	1.415	1.895	2.365	2.996	3.499	4.785	5.408
8	1.397	1.86	2.306	2.896	3.355	4.501	5.041
9	1.383	1.833	2.262	2.821	3.25	4.297	4.781
10	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	1.356	1.782	2.179	2.681	3.055	3.93	4.318
13	1.35	1.771	2.16	2.65	3.012	3.852	4.221
14	1.345	1.761	2.145	2.624	2.977	3.783	4.14
15	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	1.337	1.746	2.12	2.583	2.921	3.686	4.015
17	1.333	1.74	2.11	2.567	2.898	3.646	3.965

18	1.33	1.734	2.101	2.552	2.878	3.61	3.992
19	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	1.325	1.725	2.086	2.528	2.845	3.552	3.85
21	1.323	1.721	2.08	2.518	2.831	3.527	3.819
22	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	1.319	1.714	2.069	2.5	2.807	3.485	3.768
24	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	1.316	1.708	2.06	2.485	2.787	3.45	3.725
26	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	1.314	1.703	2.052	2.473	2.771	3.421	3.69
28	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	1.31	1.697	2.042	2.457	2.75	3.385	3.646
32	1.309	1.694	2.037	2.449	2.738	3.365	3.622
34	1.307	1.691	2.302	2.441	2.728	3.348	3.601
36	1.306	1.688	2.028	2.434	2.719	3.333	3.582
38	1.304	1.686	2.024	2.429	2.712	3.219	3.566
40	1.303	1.684	2.201	2.423	2.704	3.307	3.551
42	1.302	1.682	2.018	2.418	2.698	3.296	3.538
44	1.301	1.68	2.015	2.414	2.692	3.286	3.526
46	1.3	1.679	2.013	2.41	2.687	3.277	3.515
48	1.299	1.677	2.011	2.407	2.682	3.289	3.505
50	1.298	1.676	2.009	2.403	2.678	3.261	3.496
55	1.297	1.673	2.004	2.396	2.668	3.245	3.476
60	1.296	1.671	2	2.39	2.66	3.232	3.46
>>	1.2295	1.669	1.997	2.385	2.654	3.22	3.447

APPENDIX 2: LESSON PLAN FOR CONTROL CLASS AND EXPERIMENTAL CLASS

School : SMA Parulian 1 Medan
Subject : English
Grade/
Semester : XI IPA-2 /I
Skill : Speaking
Material : Asking and Giving Opinion
Time Allocation : 2x45 Minutes

A. Standard Competence:

3. Expressing meaning in formal and sustained transactional and interpersonal conversations in daily life context.

B. Basic Competence:

3.1 Expressing meaning in simple transactional (to get things done) and interpersonal conversations (to socialize) using oral language style accurately, fluently, and appropriately in daily life context for the functions of asking and giving opinion

C. Indicator:

1. Students are able to use and practice giving opinion
2. Students are able to response and practice asking for opinion
3. Students are able to identify the expressions of asking and giving opinion

D. Learning Objectives

At the end of the lesson, students are expected to be able to:

1. Use and practice giving opinion
2. Response and practice asking for opinion
3. Identify the expression of asking and giving opinion

E. Learning Materials

The Expressions of asking for an opinion:

1. What do you think of ...?
2. What are your views ...?
3. What are your feelings about ...?
4. Excuse me, Madam. What do you feel about...?
5. I'd be grateful to have your view/opinion on

The Expressions of giving opinion:

1. I think
2. In my opinion
3. My own view of the matter of the problem is ...

F. Learning Method

1. Method : Conventional
2. Techniques : Lecturing, Conversation

G. Learning Activity

OPENING (10 ')

1. Greetings
2. Check students' attendance list

MAIN ACTIVITY (60')

1. The teacher gives pre-test
2. The teacher explains the learning objective about the topic
3. The teacher gives a topic about asking and giving opinion
4. The teacher asks students to create a short dialogue based on the topic
5. The teacher asks students to deliver the dialogue in front of the class
6. The teacher records the students voice
7. The teacher scores the students
8. Give the post-test

CLOSING (10 ')

1. Give closing greeting.

H. Sources

- English book

I. Media

- White board

J. Evaluation

The teacher does evaluation to in pre-test and post-test with same testas follows:

1. Evaluation technique : Task of group and individual
2. Evaluation form : written and performance

Indicator	Evaluation		
	Technique	Form	Instrument
Use and practice the speech act of expression giving opinion	Oral test	Read an example of dialogue	See the example
Identify the expression of asking and giving	Oral test	Make and read the dialogue	See the example

opinion			
---------	--	--	--

Instrument

- Read the dialogue loudly

Anggar : I don't think that young people should be allowed to wear strange hairstyle.

Reno : Why? What's wrong with them ?

Anggar : Well, I personally believe that people who wear strange hair style Willlook untidy and be badly –behaved.

Reno : I see your point, but I think they just want to be stylish. That's all.

Pre-test:

- Make a Dialogue.

Make a short dialogue using your own sentences and insert the expression of asking and giving opinion, at least 2 expressions of asking and giving opinion. Then, act it out.

Optional :What do you think about ? ...

1. Lorenzo



2. English lesson



3. Bali



4. Mathematics lesson



5. Ahok



6. Football



Post-test:

- Make a Dialogue.

Make a short dialogue using your own sentences and insert the expression of asking and giving opinion, at least 2 expressions of asking and giving opinion. Then, act it out.

Optional :What do you think about ? ...

1. Medan



4. Jakarta



2. Rock Music



5. Pop music



3. Dangdut music



6. JudikaSihotang



K. Assessment Rubric

Speaking Skill			
No	Scale	Criteria	Score
1	Pronunciation	Unsatisfactory (Incomprehension or no response)	1-6
		Fair (many phonemic errors, very difficult to perceive meaning)	7-12
		Good (Occasional phonemic errors, but generally comprehensible)	13-18
		Very good (Phonemically accurate pronunciation throughout)	19-25
2	Vocabulary	Unsatisfactory (Very limited vocabulary make comprehension quite difficult)	1-6
		Fair (frequent use the wrong words; speed limited to simply vocabulary)	7-12
		Good (sometimes use inappropriate terms or around about language because of inadequate vocabulary)	13-18
		Very good (Rarely has trouble)	19-25
3	Grammar	Unsatisfactory (Usage definitely unsatisfactory, frequently need to rephrase construction or restrict himself to basic structure)	1-6
		Fair (Error of basic structure, meaning occasionally, obscure meaning)	7-12

		Good (Occasional grammatical errors which do not obscure meaning)	13-18
		Very good (Few noticeable errors)	19-25
4	Fluency	Unsatisfactory (long pauses, utterances left unfinished or no response)	1-6
		Fair (some define stumbling but managed to rephrase and continue)	7-12
		Good (speech is generally natural and continue, occasional slight stumbling or pauses an unnatural points in the utterances)	13-18
		Very good (speech is natural and continues, any pauses correspond to those which might be made by a native speaker)	19-25

Medan, Agustus 2016

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Proyustitia Lumbanraja

LESSON PLAN FOR EXPERIMENTAL CLASS

School	: SMA Parulian 1 Medan
Subject	: English
Grade/	
Semester	: XI IPA-1 /I
Skill	: Speaking
Material	: Asking and Giving Opinion
Time Allocation	: 2x45 Minutes

A. Standard Competence:

3. Expressing meaning in formal and sustained transactional and interpersonal conversations in daily life context.

B. Basic Competence:

3.1 Expressing meaning in simple transactional (to get things done) and interpersonal conversations (to socialize) using oral language style accurately, fluently, and appropriately in daily life context for the functions of asking and giving opinion

C. Indicator:

1. Students are able to use and practice giving opinion
2. Students are able to response and practice asking for opinion
3. Students are able to identify the expressions of asking and giving opinion

D. Learning Objectives

At the end of the lesson, students are expected to be able to:

1. Use and practice giving opinion
2. Response and practice asking for opinion
3. Identify the expression of asking and giving opinion

E. Learning Materials

The Expressions of asking for an opinion:

1. What do you think of ...?
2. What are your views ...?
3. What are your feelings about ...?
4. Excuse me, Madam. What do you feel about...?
5. I'd be grateful to have your view/opinion on

The Expressions of giving opinion:

1. I think
2. In my opinion
3. My own view of the matter of the problem is

F. Learning Method

1. Method : Self-directed learning
2. Techniques : Lecturing, Discussion, Question-answer, Conversation

G. Learning Activity

OPENING (10 ')

1. Greetings
2. Check students' attendance list

MAIN ACTIVITY (60')

1. Give the pre-test
2. Ask the students what they think about gadget and facebook.
3. The answer of students are related to "asking and giving opinion" that will be discussed
4. Give material about asking and giving opinion.
5. Explain asking opinion, giving opinion and refusing opinion.
6. Read a list of examples of asking opinion, refusing and giving opinion and asks the students to follow.
7. Divide students into groups. One group consisted of 2 students.
8. Give the picture to each group which contains theme of task to make a short dialogue expression of Asking for opinion and giving opinion

SULE



9. Ask students to make a short dialogue of opinion and expression asking for giving opinion based on the theme that is drawn which has been divided in groups.
10. While students are working, teacher asks every 2 students to read the dialogue to know the speaking ability of each student.
11. Ask students to present their own making dialogue in front of the class.
12. Teacher records the students' voice
13. Ask about students' understanding of the material and giving conclusion
14. Give the post-test

CLOSING ACTIVITY (10')

1. Give closing greeting.

H. Sources

- Internet
- English book

I. Media

- Picture

J. Evaluation

The teacher does evaluation to pre-test and post-test with same test as follows:

4. Evaluation technique : Task of group and individual
5. Evaluation form : written and performance

Indicator	Evaluation		
	Technique	Form	Instrument
Use and practice the speech act of expression giving opinion	Oral test	Read an example of dialogue	See the example
Identify the expression of asking and giving opinion	Oral test	Make and read the dialogue	See the example

Instrument

- Read the dialogue loudly

Anggar : I don't think that young people should be allowed to wear strange hair style.

Reno : Why? What's wrong with them?

Anggar : Well, I personally believe that people who wear strange hair style will look untidy and be badly –behaved.

Reno : I see your point, but I think they just want to be stylish. That's all.

Pre-test:

- Make a Dialogue.

Make a short dialogue using your own sentences and insert the expression of asking and giving opinion, at least 2 expressions of asking and giving opinion. Then, act it out.

Optional : What do you think about ? ...

1. Lorenzo



2. English lesson



3. Bali



4. Mathematics lesson



5. Ahok



6. Football



Post-test:

- Make a Dialogue.

Make a short dialogue using your own sentences and insert the expression of asking and giving opinion, at least 2 expressions of asking and giving opinion. Then, act it out.

Optional : What do you think about ? ...

2. Medan



3. Rock Music



5. Dangdut music



2. Jakarta



4. Pop music



6. Judika Sihotang



K. Assessment Rubric

Speaking Skill			
No	Scale	Criteria	Score
1	Pronunciation	Unsatisfactory (Incomprehension or no response)	1-6
		Fair (many phonemic errors, very difficult to	7-12

		perceive meaning)	
		Good (Occasional phonemic errors, but generally comprehensible)	13-18
		Very good (Phonemically accurate pronunciation throughout)	19-25
2	Vocabulary	Unsatisfactory (Very limited vocabulary make comprehension quite difficult)	1-6
		Fair (frequent use the wrong words; speed limited to simply vocabulary)	7-12
		Good (sometimes use inappropriate terms or around about language because of inadequate vocabulary)	13-18
		Very good (Rarely has trouble)	19-25
3	Grammar	Unsatisfactory (Usage definitely unsatisfactory, frequently need to rephrase construction or restrict himself to basic structure)	1-6
		Fair (Error of basic structure, meaning occasionally, obscure meaning)	7-12
		Good (Occasional grammatical errors which do not obscure meaning)	13-18
		Very good (Few noticeable errors)	19-25
4	Fluency	Unsatisfactory (long pauses, utterances left unfinished or no response)	1-6
		Fair (some define stumbling but managed to rephrase and continue)	7-12
		Good (speech is generally natural and continue, occasional slight stumbling or pauses an unnatural points in the utterances)	13-18
		Very good (speech is natural and continues, any pauses correspond to those which might be made by a native speaker)	19-25

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Diketahui oleh

Kepala Sekolah

Teacher Training

Tropinus Tambunan, S.Pd, M.M

Proyustitia Lumbanraja

APPENDIX 4: THE DATA ANALYSIS

The Calculating of the Control Group

No	Students' Initial	Pre-Test(x1)	Post-Test(x2)	d(x2-x1)	d-mx	d2
1	CL	57	63	6	1.05	36
2	CR	54	57	3	3	9
3	TV	53	59	6	6	36
4	RM	56	60	4	4	16
5	WL	50	59	9	9	81
6	RL	46	58	12	12	144
7	CS	56	60	4	4	16
8	SP	56	59	3	3	9
9	IR	53	61	8	8	64
10	RK	57	59	2	2	4
11	SN	60	62	2	2	4
12	MK	54	59	5	5	25
13	TR	56	60	4	4	16
14	ID	55	62	7	7	49
15	ST	55	56	1	1	1
16	PL	56	58	2	2	4
17	PM	52	59	7	7	49
18	RB	58	62	4	4	16
19	DS	50	56	6	6	36
20	JL	56	60	4	4	16
	Total	1090	1189	99	94.05	631
	Mean	54.5	59.45	4.95		

The Calculating of the Experimental Group

No	Students' Initial	Pre-Test	Post-Test	d(x2-x1)	d-mx	d2
1	ES	53	68	15	2.35	225
2	PL	57	72	15	15	225
3	DA	48	63	15	15	225
4	JN	60	73	13	13	169
5	DS	45	60	15	15	225
6	RN	57	69	12	12	144
7	RM	70	85	15	15	225
8	LB	57	72	15	15	225
9	LA	63	75	12	12	144
10	IA	53	60	7	7	49
11	EJ	60	75	15	15	225
12	SH	59	73	14	14	196
13	SM	63	70	7	7	49
14	SS	70	85	15	15	225
15	RR	60	73	13	13	169
16	JR	54	60	6	6	36
17	IT	60	69	9	9	81
18	RJ	63	78	15	15	225
19	IG	54	69	15	15	225
20	MS	63	73	10	10	100
	Total	1169	1422	253	240.35	3387
	Mean	58.45	71.1	12.65		

$$t = \frac{Mx - My}{\frac{Dx^2 + Dy^2}{Nx + Ny - 2} \sqrt{\frac{1}{Nx} + \frac{1}{Ny}}}$$

$$t = \frac{12,5 - 4,95}{\frac{186,55 + 140,95}{20 + 20 - 2} \sqrt{\frac{1}{20} + \frac{1}{20}}}$$

$$t = \frac{7,55}{\frac{\frac{327,5}{20+20} - 2}{20} + \frac{1}{20}}$$

$$t = \frac{7,55}{\frac{327,5}{38} - \frac{2}{20}}$$

$$t = \frac{7,55}{8,61 - \frac{2}{20}}$$

$$t = \frac{7,55}{8,61 (0,1)}$$

$$t = \frac{7,55}{\sqrt{0,861}}$$

$$t = \frac{7,55}{0,928}$$

$$t = 8,13$$