

**THE SCIENTIFIC APPROACH
FOR ENHANCING SPEAKING COMPETENCE
IN THE EFL CLASSROOM
(An Experimental Study of The Seventh Grade Students
at SMP ISLAM PLUS ASSALAMAH UNGARAN)**



THESIS

**In Partial Fulfillment of the Requirements
For Master Degree in Linguistics**

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PROGRAM PASCASARJANA UNIVERSITAS DIPONEGORO
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Submitted by

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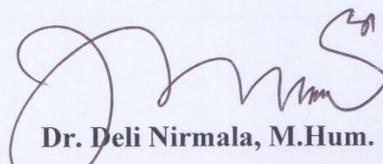
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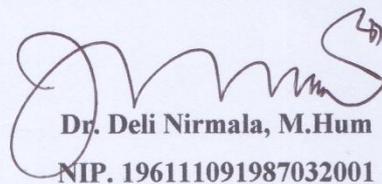
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Ungaran

The Writer

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**RIKA RAHMA ANISSA
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ABSTRACT

The objective of this study is to see whether there is any significant difference in the improvement of English speaking ability between the students who are taught by using the scientific approach and those who are taught without using the scientific approach. The population of the study is seventh grade students of SMP ISLAM PLUS ASSALAMAH in the academic year of 2017/2018. When the writer is conducting the study, the students learned about the descriptive text and physical appearances. The number of the population is 58 students divided into two classes. The writer conducted the research in two classes, involving Al Hadi class for the experimental group and Al Mustofa class for the control group. The writer also used purposive sample method in choosing the sample. The samples is 30 students from AL Hadi class and 28 students from Al Mustofa class. The experimental group is taught by using the scientific method and the control group was taught by using conventional one. As the research design, the writer used an experimental study with Pre-test Post-test Nonequivalent-Group Design. The research instruments used are tried-out, tests, and observation journal.

The result of the test is analyzed using t-test formula. The posttest mean results show that the experimental group is higher than control group, which is proved by the posttest-score mean of the experimental group 61,73 and the control group 49,43. The T-Test result from the score increase of experimental group is higher 12,74 than the control group. Also, the t_{count} is 8,50 with sig. 0,000. While, t_{value} of the table is 2,01. It means that the $t_{count} > t_{table}$ ($8,05 > 2,01$) and its significant value is less than 0,05 ($p=0,000 < 0,05$). The result implied that there is significant differences in the gain score of learning result in the experimental group than control group. Based on the result above, the scientific approach is more effective to improve the speaking competence, compared to the use of KTSP. The writer suggested that the teacher can implement the scientific approach to improve the student's competence in speaking English.

Keywords: Scientific Approach, Speaking, Ecperimental Research, Descriptive Text

ABSTRAK

Tujuan dari penelitian ini adalah untuk melihat apakah ada perbedaan yang signifikan dalam peningkatan kemampuan berbicara bahasa Inggris antara siswa yang diajar dengan menggunakan pendekatan ilmiah dan mereka yang diajar tanpa menggunakan pendekatan ilmiah. Populasi penelitian ini adalah siswa kelas VII SMP ISLAM PLUS ASSALAMAH pada tahun ajaran 2017/2018. Ketika penulis melakukan penelitian, siswa belajar tentang teks deskriptif dan penampilan fisik. Jumlah populasi adalah 58 siswa dibagi menjadi dua kelas. Penulis melakukan penelitian di dua kelas, yang melibatkan kelas Al Hadi untuk kelompok eksperimen dan kelas Al Mustofa untuk kelompok kontrol. Penulis juga menggunakan metode purposive sample dalam pemilihan sampel. Sampelnya adalah 30 siswa kelas AL Hadi dan 28 siswa kelas Al Mustofa. Kelompok eksperimen diajar dengan menggunakan metode ilmiah dan kelompok kontrol diajar dengan menggunakan metode konvensional. Sebagai perancangan penelitian, penulis menggunakan penelitian eksperimental dengan Pre-Test Post-test Nonequivalent-Group Design. Instrumen penelitian yang digunakan adalah uji coba, tes, dan jurnal observasi.

Hasil pengujian dianalisis dengan menggunakan rumus t-test. Hasil rata-rata posttest menunjukkan bahwa kelompok eksperimen lebih tinggi dari kelompok kontrol, yang dibuktikan dengan rata-rata skor posttest kelompok eksperimen 61,73 dan kelompok kontrol 49,43. Hasil uji T dari peningkatan skor kelompok eksperimen lebih tinggi 12,74 dibandingkan kelompok kontrol. Juga, jumlah t hitung adalah 8,50 dengan sig. 0.000. Sedangkan, nilai tabel adalah 2,01. Artinya t hitung > ttabel (8,05 > 2,01) dan nilainya signifikan kurang dari 0,05 ($p = 0,000 < 0,05$). Hasil penelitian menunjukkan bahwa terdapat perbedaan yang signifikan dalam memperoleh skor hasil belajar pada kelompok eksperimen dibandingkan kelompok kontrol. Berdasarkan hasil di atas, pendekatan ilmiah lebih efektif untuk meningkatkan kompetensi berbicara, dibandingkan dengan penggunaan KTSP. Penulis menyarankan agar guru dapat menerapkan pendekatan ilmiah untuk meningkatkan kompetensi siswa dalam berbicara bahasa Inggris.

Kata kunci: pendekatan saintifik, berbicara, penelitian eksperimental, teks deskriptif



CHAPTER I

INTRODUCTION

I.1 Background of the Study

In life, people have to acquire a language since it is considered as a means of communication that people use to share ideas with others. In this globalization era, learning foreign language is very important. This language becomes one of the requirements for applying and getting a job. For this reason, many people try hard to study the foreign language both spoken and written.

One of the widely used international languages is English. That is why this language is very important to be learned since it is used much in communication, science and technology in most of the countries. English has got a wide range of use, from daily life conversations to various branches of science. In some countries, English can be the first or second language. While, in our country, Indonesia, English is considered as the foreign language used for communication. It is learned by the students starting from elementary school to the university level. Even, recently, many pre-schools have applied the subject of English for their students. Since English plays an important role for the progress of many people in Indonesia in the future, the government always makes efforts to improve the quality of English teaching. By improving the quality of teaching-learning process, especially for language learning, hopefully many people can have a very good skill in mastering English as a foreign language.

In learning language, speaking is one of the important components of language skills. Speaking English can support us in travelling, doing business, or talking to all people in large majority over the world. Learning to speak English fluently and confidently is nowadays a need. All people want it to be accomplished since the competition in life, especially in job world is more strict. Due to the fact, students from

elementary school to university needs some efforts to improve speaking ability, not only students as learners, teachers are also trying hard to give the best teaching in the class.

In fact, the process of teaching and learning English in some schools is not always satisfying, especially for speaking competence. The students still do not have good skill in communicating with the English language in both oral and written, although they have learned it for long period. The majority of English learners in the class, especially in high schools, are passive and lack of speaking skill. In fact, it also happens in one of the junior high schools in Ungaran, **SMP ISLAM PLUS ASSALAMAH**. After the researcher interviewed an English teacher there, she concluded that the speaking competence of seventh grade students is still low and needs more attention. For that reason, it is important to find out the causes of low level of student's speaking skill.

Based on the teacher's experience during the teaching and learning process so far, there are several problems that can be identified. First, the students experienced the feeling of anxiety, were reluctant, and became afraid of making mistakes when speaking English. Besides, they were very shy of speaking in front of other students in the class. Consequently, they failed in expressing their ideas and communicating with other students. The second problem is that the teaching method and materials often do not fulfill the students' needs. It is essential because if the students cannot understand the language instruction given, they may become frustrated and do not know what or how to do. On the other hand, when the students receive comprehensible input in the learning process, they can make a maximum output. So, the teacher should decide the appropriate textbook and apply the best method for teaching English, especially in speaking. Another difficult condition about the students is that they have low motivation in learning English. The students did not know how to speak in English or did not get much opportunities to practice in the classroom, so that their motivation were getting lower.

That is why the teacher should find out the suitable class activities that match to the students' characters and personalities and the learning styles. Also, the teachers should create a comfortable atmosphere where students are not afraid to speak in English and communicating to their teacher without any pressure and stress.

Referring to those points, it is crucial to pay more attention to the use of appropriate approach and tools that can influence the students' achievements and progress in learning language, especially speaking English. One of the teaching tools that the teacher uses is a curriculum. It can be assumed that a curriculum includes all activities undertaken by the students both inside and outside of the school in which these activities are under the responsibility of the school teacher. In this case, the success and failure of the learning process, including whether or not the students can understand and receive the learning materials depends on the curriculum used. If the curriculum is well designed, systematic, comprehensive, and integral towards all development and learning needs of the students to prepare for life, surely the output or result will be satisfactory.

For achieving those goals, there is one of the teaching approaches that is suitable for the process of teaching and learning. It is a scientific approach in which it can be applied for enhancing students' speaking competence. This approach involves several points that can support teacher in teaching English and improve the students' performance skill. In this case, the teacher can apply this approach in all activities, especially speaking, when teaching English in the class towards the students. Then, the teacher can evaluate whether this approach works well and smoothly or not in enhancing students' speaking competence and improving the achievement. Since this approach contains several learning components, it is expected that the scientific approach can be the best choice used by teacher in teaching English in the classroom. For this reason, the writer is interested in conducting research entitled “**THE SCIENTIFIC APPROACH**

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ASSALAMAH UNGARAN)”.**

1.2 Problem of the Study

Based on the background of the study, the statements of the problems are as follows:

1. To what extent is the students' speaking competence taught with scientific approach?
2. To what extent is the students' speaking competence taught without scientific approach?
3. Is there any significant difference in the seventh grade students' speaking competence in English taught by using scientific approach and those taught without using scientific approach?

1.3 Objectives of the Study

The purpose of this study is:

1. to find out the students' speaking competence after being taught by using scientific approach.
2. to find out the students' speaking competence after being taught without using scientific approach.
3. To find out whether there is a significant difference between students taught with using scientific approach and without using scientific approach towards their speaking competence in the EFL classroom.

1.4 Scope of the Study

The scope of the study is focused on introducing one of the teaching methods, which is a scientific approach. In this case, the writer describes clearly about that approach. Then, the writer will implement the scientific approach in the EFL classroom towards seventh grade students of **SMP ISLAM PLUS ASSALAMAH UNGARAN**. To prove whether it works effectively or not for enhancing speaking competence, the writer will carry out a pretest and a post test to see the students' result before and after the treatments.

1.5 Significance of the Study

By conducting the research about implementing scientific approach for teaching English skill and its effect on students' speaking competencies, the writer has several significances of the study. Those are as follows:

1. to describe and introduce the scientific approach as one of the teaching methods used by teachers in the EFL classroom.
2. to compare students' speaking competencies between those who are taught by using scientific approach and those who are taught by using the traditional strategy.
3. to prove that a scientific approach used for teaching English can bring a greater significant contribution towards students' speaking skill than the traditional teaching strategy.

CHAPTER II

LITERARY REVIEW

2.1 Previous Studies

There are several previous studies conducted by the researchers that related to the use of scientific approach in the process of teaching and learning. For the first research, it discussed about implementing the scientific approach in religious subject and student's attitude written by Tri Mulyaningsih (2015). From the result of her study, she concluded that the implementation of scientific approach in religious learning still gave unsatisfactory affect. Most of the students got sleepy and exhausted during the learning process since the activities done at the school were too many. Moreover, in implementing that approach, the teacher thought that the time was too limited and lack of preparation. So, for the next studies in the same field, the researchers are expected to prepare maximally both topics and materials. While, the second research explained about the implementation of scientific approach in Arabic learning, written by Uswatul Jannah (2016). That research had a weakness that the evaluation did not match with the rule of authentic assessment of curriculum 2013 since the journal assessment was not conducted.

Another study explained about implementing scientific approach to teach English at senior high school in Indonesia, written by M Zaim (2017). From the discussion result, it reached a conclusion that scientific approach is effective to make the students actively involved in the classroom activities so that their speaking and listening skills can be improved. However, the research was not specific since it was not mentioned in detail. The learning aspect is not specific, so the research conducted was too general and could not be observed totally and accurately. It could be seen to the result of the study that the writer herself concluded that the scientific approach in teaching English was not fully implemented.

Among the four stages of scientific approach implementation, the stages of observing and questioning are still difficult to be implemented by the English teachers.

The next research was about the scientific approach-based cooperative learning tool for vocational students vocation program of autotronic (automotive electronic) engineering, written by Isa, dkk (2016). From the study conducted, it can be concluded that based on the t test results of two independent samples, there is a significant difference between the post-test results from the experimental group and the control group. The conclusions can be seen from a comparison of learning assessment that can be said to be effective since the students are more quickly to form a group when the teacher instructs them. The students from experimental class are also more orderly and regulated when they do the tasks given by the teacher. They feel enthusiastic and excited because the learning process is not boring. Besides, the teachers are more easily control the student development through the group-sheet.

The scientific approach was also used in learning geometry through discovery learning, conducted by In'am and Siti (2017). The research showed that the implementation of geometry learning using the Discovery Learning with a Scientific Approach was effective and gave positive impact. The teacher became more innovative and his ability improved. The results of student's learning in geometry during the implementation for this learning may said to be very good. Another study was about Indonesian language learning based on scientific approach (problem based learning) in the curriculum 2013 in the seventh grade students of SMP Negeri 2 Amlapura, written by Riwan, dkk (2014). There were several obstacles faced by the teacher when implementing Indonesian language learning based on scientific approach in the Curriculum 2013, conducted in the seventh grade students of SMP Negeri 2 Amlapura. First, there was a mismatch between time and learning materials. Learning materials were very complex while the time available was very limited. Another obstacle is that the

examples presented in the student handbook were not contextual, making it difficult for students to absorb the learning materials and comprehension.

The scientific approach was also implemented in primary education in Malang, conducted by Agus, dkk (2016). From the data analysis using two independent samples t-test, the results showed that the score average of knowledge for Natural Sciences Teachers of Elementary School at 69.5, while for Natural Sciences Teachers of Junior High School at 78.5. The score average of skills for Natural Sciences Teachers of Elementary School at 70.0, while Natural Sciences Teachers of Junior High School at 81.0. So, the writers concluded that implementation of the scientific approach in primary education was different between elementary school and junior high school.

Based on those previous studies, the writer was interested in using the scientific approach for improving student's speaking competence, since speaking plays important roles in language learning. Besides, there were still limited previous studies that had been conducted about implementing scientific approach in language learning, especially in teaching speaking. The results of those studies were still unsatisfied. That was my reason to remedy several weaknesses of previous studies about scientific approach. In conducting the research, the writer also made specific scope by focusing on one ability, not all aspects of speaking, listening, writing, and reading. The writer expected that the scientific approach could not only be implemented in scientific subject like biology, mathematics, and so on, but also gave great contribution towards language learning, especially in improving speaking ability.

2.2 Underlying Theories

2.2.1 Teaching Speaking

Speaking can be conducted by the teacher to the students since elementary schools until the university level. This ability in speaking can also be one of the important indicators for student's success in learning English. Many learners think that having more and more words may help them to speak English. However, there are learners who know many words but they face problems in using it. In speaking English, the speaker should pay attention to the several aspects of vocabulary, grammar, and pronunciation. Learners must be a good listener because when they say something; there will be a respond for something else. To enhance their speaking skill, students do not only learn how to speak, but they should also be more attention about how to use this language in given speech community. In addition, to be a good speaker, a person needs to deliver what is in his mind and to make the listener understand about what he explains.

By mastering the speaking skill, students can communicate their ideas both at school and with foreign speakers and maintain good relations with other people. Language learners should have more opportunities to talk a lot using the target language. In fact, many students are excited to use the target language during classes, but when the English class is over, they do not continue to use it in daily communication. Consequently, some learners try to get the opportunity to speak their foreign language outside the classroom by taking course, while most of them do not try to practice the target language at all.

Therefore, the responsibility of the teacher to develop speaking skill is extremely challenging and takes time. The efforts to develop the speaking skill can only be successful if it is done by practice. Unfortunately, teachers are not always be able to provide students with activities that can stimulate them to be active and to communicate with others as much as possible. In fact, many students are passive and never speak to each other using English and

do not have the chances to talk to their teacher as well. It might be one reason for teachers to be able to create more effective situation and interesting activities for students to improve and develop their speaking competence. Providing students with a supportive situations and effective tasks plays a significant role in the development of students' fluency when speaking. In this case, having opportunities to speak the language can motivate the students to learn the related activities of the language that may be needed in oral communication.

2.2.1.1 English Speaking Competence

In this globalization era, the importance of English becomes the main attention since English is the most common language used by all people over the world. English brings very important role in many fields, including technology, education, medicine, engineering, and so on. By having good skill in English, people can communicate with others internationally. Also, for business, the most important common language used is English. Many jobs, especially jobs in high-quality require good ability in speaking English. That is why many companies employ graduates whose English is fluent and well. Moreover, in technology field, English is used as a tool of many important innovations. Many works are carried out based on using the English language. Having English speaking skill will make people easier to make a good relationship with many experts and scientists from other countries, to attend any seminar or conferences, and to learn many scientific things from papers, books, and any other sources. From those aspects, it can be concluded that learning English is necessary today since it is used by many people over the world for any occasion.

Speaking is one of the four basic skills in learning language. It refers to the ability to use the language orally. In speaking, the meaning is constructed. The information is also produced, received, and processed. When someone speaks, he or she uses the language to express his or her idea, feeling, and thought. Also, the speaker shares any information to

others by communicating. Speaking refers to language use for expressing the meaning soother people can understand. Moreover, in speaking, utterances are produced verbally to be used to convey the meaning. From that process, other people will know what we are talking about clearly and correctly. That is why speaking is much more complex comparing to other language skills. In addition, speaking is not only the process of uttering words. To be a good speaker, a person needs to deliver what is in his mind well and to make his audience understand him. So, it can be concluded that speaking is one important skills used for communicating with others. The speaking process is not only about producing words or sounds, but also achieving a meaning that is used to share knowledge, ideas, or information.

Speaking can be grouped into two categories; spoken/oral and written. Speaking orally means through spoken word, of, by, or for the mouth. While written feature is the way in speaking the form of letters, symbols, words or messages, etc and it is usually done on paper. According to Harris (1974:81), there are five components in speech process: (1) pronunciation; (2) grammar; (3) vocabulary; (4) fluency; (5) comprehension. In speaking English as a foreign language, the speaker has to try to speak it in the way the native speakers do. In this case, the use of language or speaking skill is a matter of habit formation. Someone who wants to speak a foreign language has to know the rules of that language, like grammar, vocabulary, pronunciation, and word-formation, and to apply them properly in communication. Besides, the spoken language includes some characteristics that differentiate it from the other skills. They are tone of voice, stress, intonation, speed of speech, gestures, and facial expression of the speaker that they can use with repetitions and pauses. All these characteristics will be helpful to achieve the speakers' intended or addressed message for the listener.

2.2.1.2 Teaching English Speaking to Junior High School Students

Teaching English speaking is not a simple job, especially for teaching junior high school students. The teacher should be able to make a situation in the class so interesting and fun that the students can be more active to speak up. As stated on School Based Curriculum, the target of teaching English in junior high school is to gain the functional level. So, it can be assumed that the purpose of teaching English in junior high school involves the ability to communicate both orally and written. In addition, it also aims to solve the students' problems in their daily life. That is why, it is necessary for the teacher to know the characteristic of the students before giving the speaking activities in junior high school. It should be strongly noticed that junior high school students are in age of transition between young learner and adult. They have characteristics that are more complex than young learner. Moreover, junior high school students have great capacity to learn and can easily receive the information from their lesson. They also feel curious to learn something that make them interested. So, the teacher should make the enjoyable and fun activities that can stimulate them to practice speaking English.

Also, the teacher can create the speaking class to be easy to understand so that the students get excited to learn and communicate in English. They should be avoided to feel afraid of learning English, especially when asked to speak or make conversation. That target can be accomplished by giving the topic to the students that is familiar or interesting to them. The teacher should not give the students with difficult or unfamiliar topics that can make them feel afraid, not interested, and lazy in learning and discussing it. For example, students will get more excited to talk about fun stories than to discuss about economic or politic issues. For this reason, it is important for the teacher to consider the students' characteristics and their interests to achieve a conductive and supportive atmosphere during the process of teaching and learning. The teacher has to realize that the activities chosen to be applied in the

class should be qualified and comprehensive so that the students can understand the lesson easily and do not feel hesitated to learn English, especially in practice speaking.

2.2.1.3 Assessing Speaking

Assessment refers to an activity that engages both students and teachers for the activity of judging about the quality of student's achievement, performance, or any competencies. Assessment also brings an impact on the process of student's learning. The use of oral assessment motivates students to practice and improve their English speaking skills. As a second or foreign language, speaking is considered as the most difficult language skill to assess. One of the reasons is that it is difficult to determine what criteria to choose in evaluating the oral communication. Several components that are usually tested in assessing speaking include pronunciation, grammar, vocabulary, fluency, appropriateness, and so forth. There are many considerations we need to pay attention to. Some students may speak effectively and fluently without ever shifting tense or worrying about grammar. Otherwise, there will be other students who are so aware on accuracy that their speech is full of hesitation starts and self correction. That is why it would be not simple thing to assess speaking since teachers not only evaluate many aspects at once, but also try to get students to speak well, correct, and smoothly.

A classroom language test is designed to measure the students' ability in learning a second or foreign language and also ultimate success in that undertaking. In this case, performance assessment is used to measure the student's speaking ability one by one. It involves five aspects; pronunciation, grammar, vocabulary, content, and fluency. There is a characteristic of many performance based language assessments. (Syakur, 1987: 3) as stated in Pipin (2010) stated that there are five components of speaking skill involving comprehension, grammar, vocabulary, pronunciation, and fluency.

(1) Comprehension

Comprehension means understanding the message or information that is received or delivered orally in communication. Oral communication certainly requires a subject to respond to the speech as well as to initiate it.

(2) Grammar

In speaking, grammar functions in creating a good context that can help the learners how to arrange and combine the words to be a sentence correctly.

(3) Vocabulary

Vocabulary is one of the important elements in speaking since someone needs it to say something. Vocabulary refers to the appropriate word choices that the language learners used for creating a sentence or context when communicating.

(4) Pronunciation

Pronunciation refers to how a language is spoken and used by the speakers to produce clearer language.

(5) Fluency

Fluency is realized when the speaker can speak fluently and accurately that is signed by the speaking speed and number of pauses.

2.2.1.4 Speaking Activities

For achieving a good students' speaking ability, teachers are allowed to implement some activities in the classroom. It is addressed to make students more interested and they will not be bored during the class. By having a fun activity and being enjoyable, students are assumed to talk a great deal in class and they can express it freely. According to Harmer (2001), there are some activities to promote speaking skill in the classroom, as follows:

(1) Discussion

Discussion happens when one person face the another person to talk each about his feeling, opinion or idea.

(2) Questionnaires

Questionnaire is a collection of some questions that aims to collect the data from the amount of people.

(3) Simulation and role-play

Simulation and role play are example of a set events used by the teacher to teach students how to perform something in a sequence.

Beside the examples from Harmer above, I added the other activities to promote speaking in the classroom according to Kayi (2006) as follow;

(1) Role play

In the activity of role play, the teacher usually expects the student to ask question about another student's identity or character and his additional information, such as hobby or life.

(2) Storytelling

In storytelling activity, the teacher usually asks to the students to read a story for the several times. Then, he/she will ask the students to retell it. This activity also can be done in pairs in which one student read the story continued by another student who will retell it.

(3) Picture describing

For the activity of picture describing, the teacher usually gives the students a set of pictures. Then, he/she asks them to mention the characteristics of the pictures orally. In this activity, the teacher usually divides the students in several groups consisting of 4-5 persons and gives different pictures in each group.

From the explanation above, there are so many activities that can support the speaking activity in the class. Also, it can help the teacher to present the material easily. However, the level of its success depends on the teacher's way in managing the classrooms' activities. He or she should be able to organize the activity well, make the students feel secure and enjoy the activities.

2.2.1.5 Speaking Assessment Rubric

Assessing speaking should be based on the materials that consider with the goals and objectives that is going to be achieved. The criteria of assessing rubrics should highlight what students can do rather than what they cannot do. There are two types of scoring method. First, the holistic scoring involves providing score based on the whole performance. The advantages of this scoring method is that it does not take much time. Besides, it provides an adequate account of the performance quality and the standards reached. The holistic scoring also gives students a single perspective on their achievement level. While, the second method is analytic scoring in which it gives separate scores for different components of the task. It brings benefit to break down areas of strength and weakness so that students have a better idea of what aspects of speaking skills they need to work on. For this study, the writer uses an analytic scoring in assessing students' speaking performance.

2.2.2 Scientific Approach

2.2.2.1 Curriculum

The curriculum is derived from the Latin word "curriculae". It means the distance of race that must be taken by a runner. From the traditional view, the curriculum is considered as a subject that must be taken by students to get a diploma. According to a modern perspective, as proposed by Romine, curriculum refers to all of the courses, activities, and

experiences which students accomplish in the classroom or outside the class based on the direction of the school. A curriculum itself includes learning plans that consists of vision and goals with the assumptions about people and the world at large that refers to some conceptualization of reality. According to Government Regulation Number 19 Year 2005 on National Education Standards, curriculum is a set of plans that contains the learning purposes, teaching materials and methods, as a guide to implement many learning activities in achieving the best educational goals. While, for parents of the students, the curriculum should serves as a direction in guiding children to learn at home. From the definitions of curriculum above, it could be said that curriculum is a set of guidelines consists of goals and materials of a study to achieve the objectives of educational program and the process of teaching and learning at school and outside school.

KTSP (School Based Curriculum) was introduced by the government as a curriculum replacing Competence Based Curriculum 2004 (KBK). The purpose of this curriculum is to increase the quality of teaching, especially teaching English. In KTSP itself mentioned that teaching English in junior high school has several goals, as follows; (1) developing the communicative competence both oral and written in achieving the functional literacy level; (2) stimulating students to have the higher level of awareness towards the importance of English to compete in global society; (3) improving students' understanding about the relationship between language and culture.

In KTSP, especially for English subject, the aim of English language teaching and learning is that the students are able to use English both written and spoken. However, the most influence is English written in which the students are expected to be able to read the textbook to gain the knowledge. Besides, in KTSP, each subject matter is taught with a different approach. While, in curriculum 2013, all subject matters are to be taught using a

science-based approach through observing, questioning, associating, experimenting, and networking.

Curriculum of 2013 is started to be applied as a response towards any weaknesses and criticism of of School Based Curriculum (KTSP). It becomes one of the government's efforts to overcome several problems being faced by the education world today. It is also expected that curriculum 2013 can create Indonesian people who are productive, creative, innovative, and affective. Besides, it can be used as a tool for strengthening attitudes, skills, and knowledge. Students are encouraged to be more creative and innovative to look for other learning resources around them. What makes this curriculum different from KTSP is that the role of teacher is not the only one source (Syahmadi, 2013). The teaching and learning process is more focus on students, known as student-centered approach. Besides, the learners are expected to be more active in learning, or to be autonomous learners. That is why the scientific approach is adopted in 2013 curriculum.

Based on the curriculum 2013 proposed by the ministry of National Education, the objectives of the English teaching at the junior high school level enable the students to be able communicate by using English language in daily life. There are five steps of teaching and learning using a scientific approach, involving observing, questioning, associating, experimenting, and communicating. The seventh grade of junior high school students have to pose several speaking competencies in a year as shown in Table 1.

Table 1: The Main Competency and Basic Competency of the Seventh Grade of Junior High School based on 2013 Curriculum

KOMPETENSI INTI	KOMPETENSI DASAR
Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi,	4.1 Membuka dan menutup percakapan <i>interpersonal</i> dengan ungkapan bervariasi melalui kegiatan

<p>dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori</p>	<p>menyimak dan berbicara.</p> <p>4.2 Mengakhiri percakapan <i>interpersonal</i> dengan ungkapan bervariasi untuk tujuan menutup percakapan dan <i>leave-taking</i> melalui kegiatan menyimak dan berbicara</p> <p>4.3 Merangkai cara dan fakta yang diperlukan untuk mendeskripsikan lingkungan sosial dan objek seni budaya di sekitarnya (<i>generic structure/language feature descriptive text</i>) melalui kegiatan menyimak, membaca, menulis, dan berbicara</p> <p>4.4 Menyampaikan informasi dan instruksi dengan ungkapan bervariasi tentang fakta dengan benar dalam bentuk <i>short functional text</i> melalui kegiatan menyimak, berbicara, membaca, dan menulis.</p> <p>4.5 Menyampaikan fakta dengan ungkapan bervariasi tentang kegiatan rutin dalam bentuk <i>descriptive text</i> melalui kegiatan menulis dan berbicara.</p>
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2.2.2.2 Scientific Approach and Supporting Theories

According to education ministry (2013), scientific approach is believed as the approach that can develop students' attitude, skills, and cognitive. Scientific method refers to investigation of some logic facts and phenomena to find out new knowledge or to combine it with the previous knowledge. It inspires and stimulates students to think critically. It means that the students can obtain and comprehend the teaching material from various sources. Furthermore, Carson (2009) argues that scientific approach is used in teaching process for guiding the learners to transform the concrete objects into the abstract concepts that inhabit the human mind.

In teaching-learning process, the scientific approach is implemented through five stages, namely observing, questioning, associating, experimenting, and networking. Besides, in applying the approach, it is based on the basic principles of scientific approach namely: teaching-learning activities must be students-centered, create students' self-concept, avoid verbalism, give students to do assimilation the concepts, stimulate students to develop their ability to think critically, motivate students to learn something, increase teachers' motivation to teach their students, motivate students to communicate their ideas, and stimulate students to validate the concepts, principles, and theories constructed to develop their cognitive aspect.

In addition, the scientific approach is implemented to achieve some learning goals. The goals of scientific approach involve improving and enhancing the students' intelligence, producing students who can solve problems systematically, constructing students' mind, making students to get high score in teaching-learning process, educating students to communicate their ideas, and developing student's characters. There are some principles of learning process which refers to scientific aspects, including:

- 1) using student-centered model in the teaching and learning process,

- 2) aiming to form students' self-concept,
- 3) providing an opportunity for students to assimilate the concepts and principles,
- 4) encouraging the improvement of students' thinking ability,
- 5) improving the student's learning motivation and teacher's teaching motivation, and
- 6) providing opportunities for students to practice communication skills.

There are several steps in applying the scientific approach. Those are:

1. Observing

Observing method emphasizes on the meaningfulness of the learning process by observing with the senses (reading, listening, watching, and so on) with or without tools. Activities of observing in learning as delivered in Permendikbud Number 81a is that the teacher gives widely opportunities for learners to make observations and to train them to pay attention towards the important thing of an object or objects. This method aims to presents a real object, to make the learners more interested and challenged, and easy to be implemented in learning. It is very useful for fulfilling the curiosity of learners. By doing the observation step, learners can find the relationship between the object that is being analyzed with the learning materials used by the teacher. The observation activity can be done by taking several steps, such as;

- 1) determining what objects that are going to be observed,
- 2) making the observation guidelines,
- 3) determining clearly which the data will be observed,
- 4) determining clearly how observation will be made for collecting the data to be accomplished easily and smoothly,
- 5) determining the way in applying observation and keep records of the results.

2. Questioning

In teaching activity in the class, teachers need to guide learners to be able to ask questions that can include the observations of concrete object to the abstract ones referring to the facts, concepts, procedures, or anything else. Teachers can also encourage students to improve and develop their attitudes, skills, and knowledge. When the teacher asks to the students, at the same time he guides them to learn well. While, when the teacher answers questions from the students, he stimulates them to be listeners and learners. The question is intended to obtain verbal responses that is not always in a question form, but also can be in the form of a statement. There are several goals of questioning activity:

- a) improving learner's skills in talking, asking questions, and giving answers with the proper and correct grammar,
- b) diagnosing students' learning difficulties to find a solution,
- c) providing opportunities for learners to demonstrate attitudes, skills, and understandings,
- d) encouraging student's participation in discussing, arguing, developing thinking skills, and drawing the conclusions,
- e) developing student's tolerance in a group situation,
- g) allowing students to think spontaneously and quickly,
- h) practicing politeness and generating the ability to empathize others.

Moreover, if the students take part greatly in the learning process, it can support them in mastering English language, especially for the speaking aspect. Surely, to achieve all of those things, it requires attention and support from the class teacher as well. The teacher is expected to motivate his students to confidently raise hand for asking questions about what is being learned, not only listening to the teacher's explanation.

3. Associating

The activity of associating in the learning process as presented in Permendikbud Number 81a Year 2013 is to process the information that has been collected both from the results of collecting activities and from the results of observing activities and gathering information activities. Processing of collected information aims to increase the understanding of the information processing and seeking the solutions from various sources that have different opinions up to the contrary ones. This activity is carried out to find the relation of one information to other information. The expected competencies are to develop an honest, thorough, discipline, hard-working attitude, the ability to apply procedures, to improve inductive and deductive thinking skills in concluding. The information that students got and collected will be then processed. Several activities presenting the step of associating are analyzing the text, making categories, concluding, comparing any expression, and so on. Those activities can be done in the form of class discussion. It enables students to develop their thinking skills and to increase their learning comprehension. Teacher, in this case, also has to take part by giving feedback to what students have been learned in the process of teaching.

4. Experimenting

The next step is experimenting in which some facts from what students observed will be collected. Several activities related to that step are experimenting the text, reading the literature, making notes, making conclusions about the result of the experiments. By accomplishing this learning method, students are expected to be able to develop their personal characteristics such as honesty, accuracy, politeness, and respect. Learning activities by experimenting is done through three stages, namely, preparation, execution, and follow-up. The three stages of the experiment or attempted try are:

1. Preparation

- 1) Determining and designing the goals towards the experiments
- 2) Preparing the tools or materials.
- 3) Providing the explanation of what to be care of and the steps to be done.

2. Implementation

- 1) During the experimenting activity, the teacher participates, guide, and observe the process. The teacher also should provide encouragement and assistance towards the difficulties faced by the learner.
- 2) Teacher also pays attention to the situation and helps the students to solve the problems that will inhibit the learning activities.

3. Follow-up

- 1) The students collect the reports of experimental results to the teacher.
- 2) The teacher examines the experimental results of the students.
- 3) The teacher gives feedback towards the students' experiment result.
- 4) The teachers and students discuss the issues that founded.
- 5) Teachers and students recheck and keep the materials and tools used.

Several activities related to that step are experimenting the text, reading the literature, making notes, making conclusions about the result of the experiments. By accomplishing this learning method, students are expected to be able to develop their personal characteristics such as honesty, accuracy, politeness, and respect.

5. Communicating

In the scientific approach, the communicating method puposes to develop students' ability in presenting their knowledge and skills that have been mastered during the learning process in the class. It is the final step of implementing scientific approach after accomplishing the method of observing, questioning/asking, associating, and

experimenting. The activity of communicating can be done orally or written. It totally shows students' ability in developing attitude, knowledge, and skills. Also, it can be aimed to develop the attitude of honest, conscientious, tolerance, ability in systematically thinking, to express the opinions clearly, and to improve good language skills. In accomplishing the communicating activity, students are able to be asked to make a presentation in front of the class, to write a paper, to publish some handwriting, and any other things that can demonstrate their competence.

According to Kurniasih (2014), the scientific approach is relevant to the three theories of learning, involving Bruner's theory, Piaget's theory, and Vygotsky's theories. Bruner's learning theory is also called as the discovery learning theory. There are four key points related to Bruner's theory of learning. First, a person only learns and develops his mind when he uses it for any things. Second, by accomplishing the cognitive processes, students will be able to achieve the intellectual improvement and self-award. Third, the only way someone can learn the techniques in discovering is by finding the opportunity to make a discovery. Fourth, by making the discovery, it will strengthen the retention of memory. The four things above are corresponding to the cognitive process needed in learning using scientific method.

While, Piaget's theory stated that learning relates to the formation and development of schemas that refers to the mental or cognitive structure in which a person is intellectually adapting and coordinating the surrounding environment. The scheme will always keep changing based on a certain situation. For example, it can be seen from a child that will grow up into an adult. Its process can be called as an adaptation that involves two ways; assimilation and accommodation. Assimilation is a cognitive process in which someone integrates a stimulus in the form of perceptions, concepts, laws, principles, or new experiences into the schema that are already exist in mind. While,

accommodation process formats the new scheme to the existing stimuli or modifying the existing schemes to match with the stimulus. Vygotsky, in his theory, stated that learning process happens when learners work to handle tasks that have not been studied before. This task is still within the range of capabilities towards the level of child development. It can be defined as problem-solving abilities under the guidance of more capable adults or peers. (Nur and Wikandari, 2000: 4).

2.2.2.3 Scientific Approach Comparing to Other Language Learning

Approaches and Methods

There are different teaching methods for teaching different subjects. Several kinds of approaches and methods are used to find out which practice have been proved successfully. Here are language teaching approaches and methods, involving its strengths and weaknesses (Qingxue and Jinfang, 2007), as follows:

1. Grammar-Translation Method

This method focuses on the process of translating from and into the target language. Its main target is in practice of reading and writing. While, speaking or listening is not primary. In this method, grammar is taught deductively through presentation and study of grammar rules. Then, students practice it through translation exercises. What makes this method be less accepted as an effective method in language learning is that learners become passive since it is a teacher-centered model. Besides, learners also hardly get more opportunities to practice language skills in the classrooms. For the teachers, this method stimulates them to be not innovative and have no ideas to try something new in the process of teaching (Qingxue and Jinfang, 2007).

2. The Direct Method

According to Webster's New in international dictionary, direct method is a method for teaching a foreign language that is done through conversation, discussion, and reading activity without using the learner's language, without translation and the study of grammar (Binod, 2004). In applying this method, the inventiveness of the teachers is needed to find out the new techniques of language. However, it should be recommended that in implementing direct method, teachers are native speakers or have native-like fluency in the foreign language. That makes it less effective since it is not easy to meet this requirement.

3. The Audio-lingual Method

The Audio-lingual method refers to a method for foreign language teaching that focuses more on the listening and speaking than reading and writing. In applying this method, dialogues and drills are mainly used in practicing and training the learners. The weaknesses of audio-lingual method is that the students were often found to be unable to transfer their skills into real communication outside the classroom. Therefore, this method also ignores the communicative competence in teaching practice (Qingxue and Jinfang, 2007).

4. Communicative Teaching Method

The communicative teaching method refers to an idea that learning language is successfully achieved when learners communicate the real meaning and are involved in real communication. This method also emphasizes on the learner's cognitive ability and operational capabilities that stimulates the students to think about and to express their ideas and views. However, it has the weaknesses that this approach focuses on fluency,

less accuracy in grammar and pronunciation. Besides, teachers must be very good in monitoring learners' ability and progress.

Comparing to those language learning approaches and methods, the writer tried to see and to prove that scientific approach can solve the weaknesses of it. Scientific approach can be an effective method in teaching and learning foreign language since it can encompass all previous approaches and methods in each steps of observing, questioning, associating, experimenting, and communication. The activity of studying grammar and translation can be done through the step of questioning and experimenting. The direct method and CLT are able to be implemented in observing, questioning, experimenting, and communicating. Besides, when students do the step of communicating in scientific approach, it seems that the audio-lingual method is accomplished. That is why the scientific approach is special and considered as an appropriate method for the language teaching and learning.

2.2.2.4 Scientific Approach Towards Student's Speaking Competence

Scientific approach refers to a learning that adopts several processes in developing knowledge through scientific method. It is not only focusing on the learning results as the final goal, but also the learning process regarded very important. Therefore, scientific approach emphasizes on the skill processing which integrates science processing skills into the system of delivering materials. In this case, students are considered as the subjects of learning who needs to be actively involved in the learning activity. While, teacher is merely a facilitator who guides and coordinates students' learning process.

Learning using the scientific method has the characteristics as follows:

1. focused and centered on students.
2. involves the cognitive potential in stimulating the students' intellect.

3. stimulates the improvement of students' thinking skills.
4. develops students' character, problem solving, and communicating ideas.
5. able to develop students' self-concept and motivation.

In the teaching-learning activity, the implementation of scientific approach brings good contributions, especially in the English as a foreign language (EFL). By applying this approach, students' speaking competency can be improved through several steps including observing, questioning, experimenting, associating, and communicating. Firstly, the activity of observing in the learning process is essential towards the involvement of the learners directly. By doing this method, the teacher encourages students to seek information by seeing, reading, or hearing towards the objects they are being learned. Some other activities that can be done related to that method are watching visual materials, like movies or conversational videos, listening to the audio sources such as English songs from tape recorder, radio, etc, or reading any texts from newspaper, magazine, brochure, and so on. By accomplishing this step of observing, students are able to enrich their vocabularies as the supporting points in training themselves to speak English confidently and fluently.

Secondly, the second step is questioning that can be accomplished in the form of class discussion or group discussion in which the students have opportunities to ask questions among students or to their teacher. It aims not only to increase the understanding about the topic that is being learned, but also brings any other benefits. For example, questioning or asking can train students' courage and self-confidence, making them become more active in the class. It also stimulates students to think critically in responding a certain thing. Consequently, the students' comprehension about what is learned can be developed and their academic result will also be better.

Moreover, if the students take part greatly in the learning process, it can support them in mastering English language, especially for the speaking aspect. Surely, to achieve all of those things, it requires attention and support from the class teacher as well. The teacher is expected to motivate his students to confidently raise hand for asking questions about what is being learned, not only listening to the teacher's explanation. The teacher also need to help the students in making questions in English so that they will be brave in asking. It is because commonly students do not want to ask questions since they do not know how to do asking and making sentences in English.

After questioning, experimenting and associating in the process of teaching and learning English speaking is also important. By accomplishing these methods, students can get more understanding about what they have observed before. If the students are more comprehend, surely they will have better ability in communicating their ideas, especially by speaking English. Lastly, the communicating activity that explores the students to present their knowledge or opinions will be beneficial for improving the speaking skill. Ideas that are revealed orally can stimulate the students to speak English more fluently and correctly.

CHAPTER III

RESEARCH METHODS

3.1 Research Design

For this study, the writer uses a quantitative research. A quantitative research explains phenomena by collecting numerical data that are analyzed mathematically based on methods in particular statistics. In this term, quantitative data refers to the use of statistical analysis to calculate the numeral data that are gathered and to analyze them. These data are expressed in the mathematics and must be evaluated and interpreted by means of appropriate statistical procedure. Besides, the writer also uses experimental research. Experimental research is the method used to find the causal relationship between two factors that are raised by the researcher. In doing an experimental research, usually two groups are involved and compared to find the influence of the treatment. According to Marczky (2005:3), experimental research compares two groups on one outcome measure to test some hypotheses regarding the causation. I also used the quasi experimental design named Pre-test Post-test Nonequivalent-Group Design. This study used pre-test and post-test to obtain the data. The research design of this study will be shown below.

Experimental Group	O_1	X	O_2

Control Group	O_3		O_4

Where:

O_1 : represents the pre-tests given to the students in the experimental group

O_3 : represents the pre-tests given to the students in the control group

X : represents the treatment in teaching by using scientific approach

O2: represents the post-tests given to the students in the experimental group

O4: represents the post-tests given to the students in the control group

As can be seen from the diagram above, there are two groups employed in this design; one group is the experimental group, it receives a treatment of scientific approach (X) while second group is the control group that does not get the treatment. Those two groups receive pre-test (O_1 and O_3) to obtain first data. Then, both groups are also given the post-test (O_2 and O_4) to obtain the second data. The effectiveness of scientific approach and the relative improvement of the two groups could be seen from the gain score that is the post-test minus the pre-test score of the two groups.

3.2 Subject of the Study

The subject of this study is the seventh grade students of SMP IT PLUS ASSALAMAH in academic year 2016/2017 that is located at Jl. Gatot Subroto No. 104 B Ungaran.

3.2.1 Population of the study

According to Arikunto (2006:130), the population is the whole subject of the research. The population of this study consists of all seventh grade students at SMP IT PLUS ASSALAMAH UNGARAN who are enrolling the second semester 2016/2017. The total population is 61 students, divided into two classes. They are both males and females.

Table 2: The number of students from two classes

No.	Class	Number of students
1	Al Hadi	29
2	Al Musthofa	32

3.2.2 Sample of the study

A sample is a small proportion of population that is selected in establishing an observation or analysis (Best, 1995:13). Besides, according to Arikunto (2002:109), sample is a part representing all the population that is being observed. The purpose in observing the sample is to make certain inferences about the characteristic of the population from which it is drawn. In this case, a sample consists of the students from the population chosen to participate in this study. For the sample, two classes were selected by using sampling technique in choosing the class.

3.2.3 Sampling Techniques

I used the nonrandom sampling in this research. Non random sampling is a sampling technique used when it cannot be ensured that each item has an equal chance of being selected, or when selection is based on expert's knowledge of the population. Actually, there are three types of nonrandom sampling and I used the purposive sampling in choosing the sample. The sample of the study is the seventh grade students. There were 61 students in the classroom. As the experimental group, I chose AL HADI class that consists of 29 students in the class. While, for the control group is AL MUSTOFA class consisting of 32 students. Both classes were selected based on several considerations. First, both Al Hadi and Al Mustofa classes were given the same English materials with the same level of difficulty. Those classes were also handled by the same English teacher. Moreover, the students' competency in English subject are equal between two classes, based on the teacher's judgement and the result of middle test score.

3.3 Variables

According to Best (1995:137), variables refer to what the experimenter manipulates, controls or observes. Besides, Brown (2004) mentioned that there are two types of variable, involving independent variable and the dependent variable. In this study, there were two variables included.

3.3.1 Dependent Variable

The dependent variable (Y) is the condition or characteristics that appear, disappear, or change as the experimenter introduces, removes or changes the independent variable. In this research, the dependent variable is the student's speaking competency.

3.3.2 Independent Variable

On the other hand, the independent variable (X) is the conditions or characteristics that the experimenter manipulates or controls as an attempt to their relationship towards the observed phenomena. In this study, the independent variable is the implementation of scientific approach in improving English speaking skill of seventh grade students. The participants of the study are divided into two groups, experimental and control. The participants of the experimental group will be taught English speaking using scientific approach for nine meetings. While, the participants of the control group were taught without using the scientific approach. There will be two test established, pre-test and post-test. A pre-test will be given before the implementation of the treatment to both groups. It is accomplished to make sure they are equivalent. Moreover, the same test as a post-test will be administered to the students after applying the treatment. It is done to see whether the implementation of scientific approach for teaching English language brings any influence on the experimental groups or not and how effective this approach to be used in improving students' speaking competency.

3.4 Research Instruments

Instrument can be considered as a tool for researchers in collecting data. It plays an important role in a study in which the reliability of the instrument will influence the reliability of the data obtained. Here, the quality of the instrument will determine the quality of the data collected. In this study, I used the form of test and observation journal.

3.4.1 Test

The test is a tool or procedure used to know or measure something in a certain situation and condition, based on the method and rules that have been determined. According to Brown (2004:3), test refers to a method for measuring someone's knowledge, ability or performance in a given domain. Moreover, test can also be used to measure the students' ability or students' learning achievement. In this study, the writer established pretest and posttest. The subjects in both groups will take a pre-test to determine their actual level before starting the experiment. In addition, the same test will be administered as a post-test at the end of the experiment to assess subjects' achievement. The time interval between the pre-test and the post-test will be approximately 9 weeks to minimize the effect of the pre-test on the results. In this case, the writer will design a test based on the instructional material of the seventh grade English book and collect the data. Both the experimental group and the control group were taught by their English teacher. Here, it can be concluded that both pre-test and post-test are functioned as a tool to measure the students' speaking competency before and after the treatment by a certain method.

(1) Pre-test

The pre test was conducted on March 23th 2017, followed by the 30 students. Both control and experimental groups were given an oral test. The steps of conducting an oral test as the pre-test, including:

1. Preparing the pre-test materials by using pictures of several public figures. It includes actors, actresses, entertainers, politicians, etc.
2. Interviewing the students one by one on the desk in front of the class. The writer gave the other students a task while waiting for the turn to be interviewed by me.
3. The student was asked to chose one of several pictures by closing her/his eyes. He/she opened it and gave it to me.
4. The writer showed the picture to the student. Then, I asked him/her three questions:
 - a. Who is he/she on the picture?
 - b. What is his/her job?
 - c. What does she/he look like?
5. The writer recorded the students answer and rewrite it
6. After the student finished it, the writer asked him/her not to tell his/her friends and come back to the chair doing the task.
7. The writer did the same test to the students from the experimental group, which is Al Hadi class.

(2) Post-test

The researcher also gave the post test to the experimental group after conducting all the treatments and the pretest. The posttest for the control group was conducted on

May, 18th and for the experimental group was on the same date May, 18th. The steps of doing post test are similar with the pretest implementation. There is only a very little difference in choosing pictures.

1. Preparing the pre-test materials by using pictures of several public figures. It includes actors, actresses, entertainers, politicians, etc.
2. Students were asked one by one on the desk in front of the class. The writer gave the other students a task while waiting for the turn to be interviewed by me.
3. The student was asked to choose on of several pictures by closing her/his eyes. But before looking at the picture taken, i asked him/her what his/her previous pictures. It was done to avoid the students firstly look the same pictures which he/she knew and explained before. So, the writer want to know his/her ability in describing difference person.
4. The writer determined the means of the result of the two groups. Then, the writer compared the two means by applying t-test formula to distinguish whether the students' result of speaking test using conventional teaching and using hand puppet as a media of teaching is significant or not to improve students speaking skill.

3.4.2 Observation Journal

To get some information from an action during the process of teaching and learning in the class, observation is needed to be done. For this research I used the form of observation journal to know how the students are learning English and receiving only lessons from the teacher in the class. Besides, I also observed and wrote some notes journal whether there are any different situation and condition in teaching and learning activities between experimental class and the control class.

3.4.3 Test

3.4.3.1 Try-Out

I also conducted the try-out before the test. According to Arikunto (1993:223), a try out test can be used to get the result to the validity and the reliability of the test. This test can be applied both in a small number and in a large class. Moreover, the try-out function is to determine the extent to which it discriminates between individuals who are different. In this study, I conducted the try-out test to the students before giving the pre-test. It aims The test aims to represent the sample of testers.

3.4.3.2 Validity

According to Brown (2004), test validity measures what it claims to be measured. There are three kinds of validity, including content validity, construct validity, and criterion related validity. In this study, I used content validity. After the test was constructed, the English teacher and I analyzed it. The test represents the proficiency of students' speaking skill. Moreover, Arikunto (2006:67) stated that a test has content validity when the it measures a certain purpose that reflects the material given. In choosing and preparing the instrument, there are some factors that the writer considered since it can influence the validity of the test. (1) Before administering it to the students. (2) the writer gave the explanation to respond the situation given. (3) The test was contracted with he easy words and sentences.

In this study, the types of the test validity were content validity. The measurement of content validity can be observed when we can clearly define the students' achievement which related to the objective of the study that stated on the lesson plan that we are measuring" (Brown, 2004:22-23). The most proper role to achieve the content validity for the speaking test was asking the students to perform themselves directly. Some focus on the grammatical features, involving adjective phrases used to describe individual appearance. I also paid attention on student' fluency while speaking English. In this study, the try out was used to measure the content validity of the test, especially content

validity, I also looked at the curriculum when constructing the test so that it can be suitable to the curriculum of English for Junior High School in the competence of speaking.

3.4.3.3 Reliability

In the process of scoring, there can be human error, subjectivity, and bias. That is why two raters are needed to avoid the mistakes in scoring the test. According to Fulcer (2003: 138), rater reliability is concerned with two or more raters who are able to agree with each other when giving the score to the same individuals. Those raters are required in any speaking test since individual raters are likely to give different patterns of rating. That is why most investigations of reliability in speaking test recommended at least 2 raters to avoid the possible error in giving the test score.

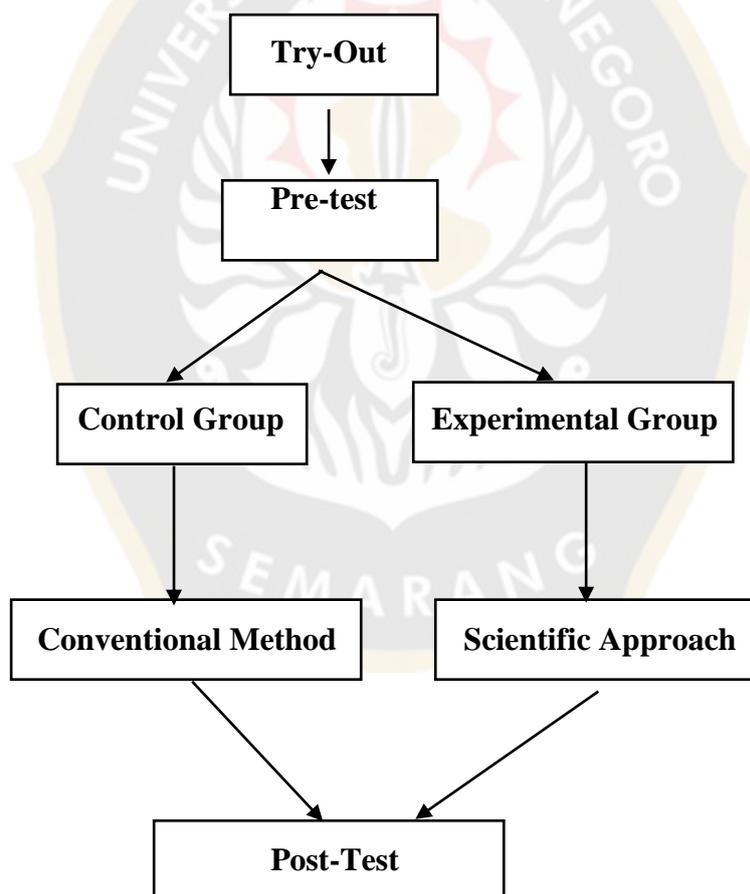
Based on the explanation above, I used two raters in giving score to avoid the subjectivity by one person. In conducting the research, I applied rater reliability to give the score while applying the try out. Here, the result of the try out.

Table 3: Result of The Try-Out

No	Code	Rater 1		Rater 2	
		Score	Total	Score	Total
1	S01	15	60	16	64
2	S02	17	68	16	64
3	S03	16	64	16	64
4	S04	15	60	16	64
5	S05	16	64	17	68
6	S06	16	64	16	64
7	S07	17	68	16	64
8	S08	15	60	16	64
9	S09	16	64	17	68
10	S10	15	60	15	60
Total			632		644
Mean		15,8	63,2	16,1	64,4

From the table above, it can be seen that there are some differences between the 1st and the 2nd rater in giving the try-out score. However, the difference from the total and the mean is not so high, that it will not be a serious problem. After discussing more with the teacher, I agreed to her in giving score since she got experienced more than me. The teacher and I also evaluated that the test is not too difficult and easy enough for the students. Looking at from the total and the mean, it can be seen that the different of the total and the score was not too high between the first rater and the second rater. It can be concluded that the students were ready to be given the pre-test.

3.5 Research Procedure



The chart above shows the procedure of the research. The population of the study is the seventh grade of SMP PLUS IT ASSALAMAH in the academic year 2016/2017.

In this research, there are 32 students for the experimental group and 29 students for the control group. I taught both control group and experimental group with the same topics, but different in teaching ways, materials, and media. I also gave the pre-test both control group and experimental group. After that, I gave the treatment for several times in two weeks. The last step is to give the post-test for both groups to see the students' progress after given the treatment.

3.6 Research Activities

1. Experimental Group

a. Pre-test

The pre-test was conducted for the experimental group which was as same as the control group. The pretest for the experimental group held on March 23rd, 2017. It was done to measure the speaking competency of the sample. First, I came to the class and asked permission to the teacher and students, and explained what they were going to do. Then, I asked the student to come forward one by one to my desk. While, the other students were given a task to be finished in groups. When giving the pre-test to a student, I recorded it and wrote the result.

b. Treatment

In giving the treatment for the experimental group, I implemented the scientific method. The first treatment was given on April 6th, 2017 and the last treatment was given on May 9th, 2017. The treatments that were given to the students, including:

I. Observing

1. The teacher showed a set of pictures on LCD.
2. The teacher started explaining picture by picture.
3. The teacher said/pronounced the word.

4. The students repeated what the teacher said and pronounced correctly.
5. The teacher displayed the same pictures but without words.
6. The teacher asked all students what the picture is.
7. The students answered what the picture is.
8. The teacher reviewed the pictures (without words) to the last one.
9. The teacher asked the students to write down the words.
10. The students raised hand and write down on the whiteboard.
11. The teacher corrected what students have written on the board.
12. The teacher asked the students to add more words on their notebook.

II. Questioning

1. Teacher showed a picture of a famous person on LCD.
2. Teacher chose a student to ask question related to the picture to another student.
3. Teacher pointed other students to do the same task.
4. Teacher helped and corrected the students if making mistakes.

III. Associating

1. The teacher divided the students into groups of 6 students.
2. The teacher distributed 1 descriptive text for each group.
3. The teacher asked the students to analyze that text.
4. After finishing the tasks, students were asked to report orally about the discussion result.
5. Teacher paid attention and gives feedback to the students' performance.

IV. Experimenting

1. Teacher asked the students to think and to chose their own favorite star.
2. Teacher asked the students to write down the name of their favorit star on the notebook.
3. Teacher asked the students to make a descriptive text about their favorit star.
4. Teacher asked the students to barter their work to a friend sitting beside.
5. The students should check and correct their work each other.
6. The students gave it back and remedy it.
7. The teacher pointed a student to come in front of the class and present his/her work.
8. The teacher asked other students whether there is any questions or not about what has been presented by their friend.
9. Teacher reviewed about what has been discussed and gives some additional notes about new vocabularies getting grom the text.

V. Communicating

1. The teacher pointed a student to come in front of the class.
2. The teacher asked the students to present his/her work.
3. While one student was presenting, the teacher asked other students whether there was any questions or not about what had been presented by their friend.
4. Teacher corrected the students if there is any mistakes while presenting.

c. Post-Test

After the treatment had been done, the post-test was conducted. For applying it, I asked the students to do the same activities with the pre-test. The students were given the same situation and the same rules in doing it. The post-test was accomplished to know whether there were different scores or not that the students achieved after getting the treatments. The posttest for the experimental group was applied on May 18th, 2017. Here is the table of schedules of experimental group.

Table 4: Schedules for the Experimental Group

No	Activities	Time
1	Pre-Test of Experimental Group	March 23rd, 2017
2	Teaching Experimental Group Using The Scientific Method (First Meeting)	April 10th, 2017
3	Teaching Experimental Group Using The Scientific Method (Second Meeting)	April 20th, 2017
4	Teaching Experimental Group Using The Scientific Method (Third Meeting)	April 27th, 2017
5	Teaching Experimental Group Using The Scientific Method (Fourth Meeting)	May 8th, 2017
6	Post-Test of Experimental Group	May 18th, 2017

2. Control Group

a. Pre-test

Pretest was given before doing the treatment. First, I came to the class that is chosen as the control group. Then I introduced myself to the class and explained to the students about what they are going to do, and then I asked the students to do the pretest. The pretest was conducted on March 23rd, 2017.

b. Treatment

I taught using conventional teaching for the control group as the treatment. The first treatment was given on April 6th, 2017 and the last treatment was given on May 8th, 2017. The treatments that were given to the students, including:

I. Exploration

1. The teacher showed a descriptive text on LCD. The text is about a favorite star.
2. Teacher asked one student to read the text loudly.
3. Teacher asked other students to read the text loudly.
4. Teacher wrote down several words and phrases related to “Physical Appearances”.
5. Teacher also explained about noun phrase and asked the students to take a note of it.

2. Elaboration

1. Teacher pointed some students to translate several sentences from the text.
2. Teacher asked the students to memorize what they have written.
3. Teacher erased the note on the whiteboard and tested the students in memorizing.

4. Teacher asked the students to write down on the book about noun phrases minimum 20 phrases.
5. Teacher asked the students to analyze that text.
6. Teacher asked the students to report orally about the discussion result.
7. Teacher asked the students to finish and to discuss the exercises on textbook.

3. Confirmation

1. Teacher gave several question related to the text and students had to answer it.
2. Teacher asked the students to raise hand and to speak up the answer.
3. Teacher reviewed about what has been discussed and gave some additional notes.
4. Teacher asked the students to read the answers one by one.

c. Post-test

Posttest was given to the control group after conducting all the treatments and the pretest. The test which was given to the students was the same as the pretest. The posttest for the control group was conducted on May 18th, 2017. Here is the table of schedules of control group.

Table 5: Schedules for the control group

No	Activities	Time
1	Pre-Test of Control Group	March 23rd, 2017
2	Teaching Control Group Without Scientific Approach (First Meeting)	April 6th, 2017
3	Teaching Control Group Without Scientific Approach (First Meeting)	April 20th, 2017

4	Teaching Control Group Without Scientific Approach (First Meeting)	April 27th, 2017
5	Teaching Control Group Without Scientific Approach (First Meeting)	May 8th, 2017
6	Post-Test of Control Group	May 18th, 2017

3.7 Technique of Scoring Data

The data collection would be collected through tests in which the writer will do a pre-test and post-test to the students. Pre-test will be given before the implementation of the treatment to both experimental and control groups. While, a post-test will be administered after applying the treatment to the students in the experimental groups. Post-test will also be delivered to the students in the control groups who do not get the treatments. Those tests are done to prove the effectiveness of scientific approach for teaching English language, especially in improving students' speaking competencies. I scored the students' competencies through the speaking test. I recorded their speech, analyzed carefully, repeated listening, and wrote it for getting the maximum judgement when giving the score. Here, I used the scoring rubric which is proposed by Haris (1969) and Brown (2004) to score the students' speaking test.

Table 6: The Scoring Rubric for Assessing Speaking

Aspect	Score	Explanation
Pronunciation	4	Always intelligible, though one is conscious of a definite accent.
	3	Pronunciation problems necessitate concentrated listening and occasionally lead of misunderstanding.
	2	Very difficult to understand because of pronunciation problems.
	1	Pronunciation problems are too much so the

		speech is virtually unintelligible.
Grammar	4	Grammatical and/ or word order errors occurs occasionally, but the meaning is still concerned.
	3	Makes frequent errors of grammar and word order which periodically change the meaning.
	2	Grammatical errors and words mistakes make it difficult to understand. Must often repeat the sentence.
	1	Errors in grammar and word order so the speech is almost incomprehensible.
Vocabulary	4	Sometimes uses inappropriate terms due to the lexical deficiencies..
	3	Often uses the wrong words so that the conversation cannot run smoothly because of inadequate vocabulary.
	2	Very limited vocabulary and misuse words make the comprehension is quite difficult to understand.
	1	Vocabulary is extremely limited so the conversation is impossible to be accomplished
Fluency	4	Speed in speaking seems to be slightly affected by language problems.
	3	Speech and fluency in speaking are rather strongly affected by language problems.
	2	Often doubt that create silence in speaking.
	1	Speech is discontinuous and incomplete that makes conversation impossible to achieve.
Comprehension	4	Understand almost anything at normal speed, even though repetition may frequently be necessary.
	3	Understand more slowly than normal speed with any repetition.
	2	Difficult to follow what is being said. Can only understand conversation what is said slowly with frequent repetition.

	1	Cannot understand what is said even simple conversational.
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3.8 Technique of Data Analysis

3.8.1 Normality Test of Data

Normality test aims to see whether the data of students' learning results from two classes as sample is distributed normally or not. Normality test is done through Klomogorov Smirnov Z method. It can be counted by using SPSS 16. The process is started by selecting "*Analyze -> Descriptive Statistics -> Explore*". From the list on the left, select the variable "*Data*" to the "*Dependent List*". Then, click "*Plots*" on the right, check "*None*" for box plot, unchecked everything for descriptive, and make sure the box "*Normality plots with tests*" is checked. Finally, click Continue – OK.

After finishing several steps of using SPSS 16 for normality test, we need to know how to interpret the result. In this case, when it's said to be "significant", it is usually less than 0.10 or less than 0.05. It means that the null hypothesis is rejected and concludes that the sample is not normally distributed. To the contrary, when it is not "significant", it will be shown greater than 0.10 or 0.05). It can be assumed that the sample is normally distributed.

3.8.2 Statistical Significance (T-Test)

A T-Test's statistical significance indicates whether or not the difference between two groups' averages most likely reflects a real difference in the population from which the groups are sampled. In this study, the writer uses T-Test to know whether there will be different learning results of seventh grade students of SMP ISLAM PLUS ASSALAMAH. It purposes to compare the average of speaking test score among students taught with scientific approach and without scientific approach.

Through this T-Test, it is expected that the writer can find the significant differences of speaking competencies in English language due to the teaching strategy using scientific approach and traditional way.



CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Findings

This chapter deals with the discussion of data analysis, test of significance, and discussion of research finding.

4.1.1 Analysis of Observation Journal

In doing a research, observation is commonly used to get some information from an action. The writer used the form of observation journal in this study to know how the students responded to the lesson in the classroom. The writer also used it to know the different condition of the teaching-learning activity between the experimental group and the control group. From the observation journal, it could be seen about the teacher's way in teaching process and the students' response during the lesson. Looking at from the control and the experimental groups' observation journal, the writer tried to make comparison.

In the experimental group, the process of teaching and learning was good and effective, even though some students sometimes made noisy and did not pay attention to the lesson. However, after the students were taught using the scientific approach, they could focus on the lesson more seriously and excitedly. It proved that the use of scientific method in teaching speaking was appropriate and effective. Taught by that method, the students could be motivated to speak up actively and confidently. With the steps of observing, questioning, associating, experimenting, and communicating, the students could understand the lesson easily and maximally. They did not only kept silent and heard the teacher's explanation, but also could make good interaction with the teacher in the learning process. More importantly, their speaking skill had improved significantly after given the treatments. Before the

treatments were done, they used to do many mistakes when speaking, especially in their pronunciation, but now their speech was better.

For the control group, the teaching learning process was not good as the experimental group. Some students could not focus on the teacher's explanation and made noisy by talking each other. There were several students who did not finish the homework. Moreover, they were not as active as the students in experimental group. It could be seen from the learning process that only few students wanted to ask and to answer the questions. Then, the interaction between the teacher and the students was not good. However, the process of teaching-learning in the control group got better in the following meetings. The students started focusing to the lesson and being more active in responding the teacher's instruction. They tried to ask and to answer the questions. Looking at from the ability in speaking, the students' progress in the control group was also improved after given the treatments, even though the progress was not as significant as in the experimental group.

After comparing two situations above, it can be concluded that the scientific approach can be successfully implemented to improve the speaking skill of seven grade students of junior high school. The students were interested and excited to attend the lesson in the class. In learning process, they became more active and have bigger courage to speak up and to ask questions. The students' responses was better than before.

4.1.2 Result of Test Scores

Table 7: Learning Result of Experimental Group Before Treatment

Descriptive Statistics		
	pre-test score	Valid N (listwise)
N	30	30
Minimum	20	
Maximum	44	
Mean	32,13	
Std. Deviation	6,684	

From the data above, it can be seen that the learning result before treatment showed that valid sample = 30, mean = 32,13, standard deviation = 6,684, minimum score = 20, and maximum score = 44.

Table 8: Learning Result of Experimental Group After Treatment

Descriptive Statistics		
	post-test experimental	Valid N (listwise)
N	30	30
Minimum	44	
Maximum	76	
Mean	61,73	
Std. Deviation	8,894	

From the data above, it can be seen that the learning result after treatment showed that valid sample = 30, mean = 61,73, standard deviation = 8,894, minimum score = 44, and maximum score = 76.

Table 9: Learning Result of Control Group Before Treatment

Descriptive Statistics		
	pre-test control group	Valid N (listwise)
N	28	28
Minimum	20	
Maximum	44	
Mean	32,57	
Std. Deviation	6,686	

The learning result of control group before treatment showed that valid sample = 28, mean = 32,57, standard deviation = 6,686, minimum score = 20, and maximum score = 44.

Table 10: Learning Result of Control Group After Treatment

Descriptive Statistics		
	post-test control group	Valid N (listwise)
N	28	28
Minimum	40	
Maximum	60	
Mean	49,43	
Std. Deviation	5,984	

The learning result of control group after treatment showed that valid sample = 28, mean = 49,43, standard deviation = 5,984, minimum score = 40, and maximum score = 60.

4.1.2.1 The Pre-test of Eperimental Group

From the pre-test that has been conducted in the experimental group, the data showed that the lowest score was 20 and the highest score was 44. Those students'

scores were used to measure the speaking ability before given the treatment. It could be seen that the students' speaking competencies are still low. Assumption could be taken that the students face some difficulties in speaking and needed to be improved. In addition, the students' pronunciation was also poor. Most of them did not know how to pronounce the words correctly. When speaking English, they often made mispronunciation in words. While, looking at from the grammatical aspect, the students made any errors, such as the use of "to be", words arrangement, etc. The vocabulary mastery was also limited and needed to be enriched. About the fluency in speaking, most of them got hesitated and long silence after saying one or two words. They took much time to think what they wanted to say. Even, some of them just kept silent and did not know what should be explained or said. The students also had low self-confidence. It could be observed from the speaking activities. They doubt, were very ashamed, and even scared to start saying words and to present their work. However, the researcher were really appreciated to the students' efforts in speaking English and doing the pre-test. They have tried their best, even though there were still many aspects to be corrected and developed.

4.1.2.2 The Post-test of Experimental Group

From the post-test score, many students got higher points than the pre-test. The lowest score was 44, increasing 24 point from the pre-test (20). The highest was 76, differing 32 point from the pre-test (44). This post-test score from the experimental group aimed to measure the students' improvement after given the treatment using the scientific approach for teaching speaking English, especially in studying about the descriptive text with the topic describing a person. From the data above, the mean of the experimental group's pre-test was 32,13. While, the mean of

the post-test was 61,73. It means that the improvement was 29,6 points. Then, the writer drew the diagram of the pre-test and post-test of experimental group to make it clearer.

Diagram 2: Pre-Test and Post-Test of Experimental Group

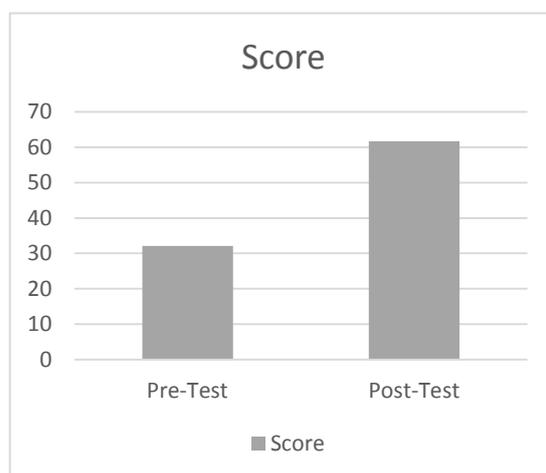


Table 11: Pre-Test and Post-Test of Experimental Group

Pre-Test	Post-Test
32,13	61,73

From the diagram above, it could be analyzed that the scores of students' speaking ability was higher on the post-test. It was seen from the aspect of pronunciation in which the students made very good progress after they knew how to pronounce the words correctly during the learning process. Their grammar also got better, especially when using 'to be' in the sentence. The students could determine which correct "to be" should be used in a sentence. There was a significant improvement in the aspect of speaking fluency. It could be seen that the students do not make long pauses when saying some words to make a sentence. They could utter many words and explained what they think. The question and answer given was correlated. Moreover, the students' self-confidence was increased. The way the

students speak were not hesitated and not very doubt, comparing to as they did the task before.

4.1.2.3 The Pre-Test of Control Group

I got the data of pre-test result from the control group that the lowest score was 20 and the highest score was 44. The pre-test score had purpose to measure the students' ability in speaking before treatment.

4.1.2.4 The Post-Test of Control Group

After the students were given some treatments, the post-test was done. The scores of control group showed the significant result. It could be seen that the lowest score was 44 and the highest score was 56, increasing 8 point from the pre-test (44). From the calculations above, the mean of the control group's pre-test was 32,57, the mean of the post-test was 49,43, and the increase was 16,86. To make it clear, I drew the table of the pre-test and post-test of control group as follow,

Diagram 3: Pre-Test and Post-Test of Control Group

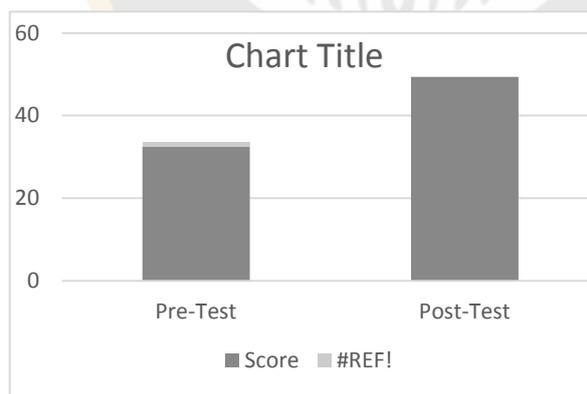


Table 12: Pre-Test and Post-Test of Control Group

Pre-Test	Post-Test
32,57	49,43

Based on the diagram above, it could be assumed that the students' score of control group after given the treatment using traditional method was increased, even though it was not very significant, shown by the point 32,57 to point 49,43. It means that the traditional strategy used in teaching speaking was not really effective and did not bring the great contribution towards the students' improvement.

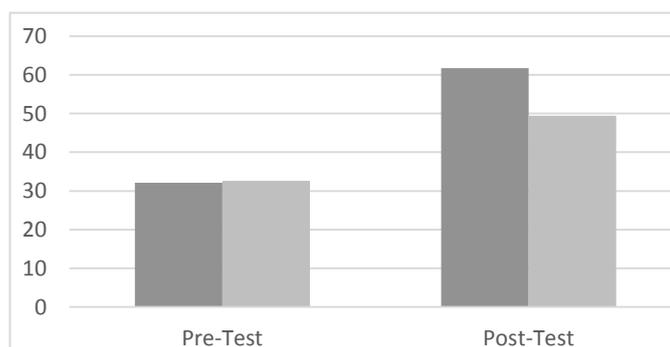
4.1.2.5 Comparison of Pre-tests and Post-tests Scores between the Experimental Group and the Control Group

In the pre-test result, the mean of the experimental group was 32,13 and the control group is 32,57. It assumed that the score was relatively equal. There was no significant difference of the test result. Meanwhile, the post-test of the experimental group 61,73 and the post-test of the control group was 49,43. The result of the experimental group's post-test was higher than the control group's post-test. I presented the table of the pre-tests and post-tests of the control group and the experimental group to see the difference clearer, as follow;

Table 13: The Comparison of Pre-test and Post-test from Both Groups

Group	Pre-test	Post-test
Experimental	32,13	61,73
Control	32,57	49,43

Diagram 4: The Comparison of Pre-Test and Post-Test From Both Groups



4.1.3 Normality test

Normality test was used to test whether all variables are normally distributed or not. One way of performing the normality test was by using nonparametric test in the calculation using SPSS program. To know whether the data is normal or not is signed by $\text{sig} > 0,05$ normal and $\text{sig} < 0,05$ not normal. The calculation results obtained as follows:

Table 14: Normality Test of Experimental Group and Control Group

No	Group	Explanation
1	Pre-Test of Control Group	Test distribution is Normal
2	Post-Test of Control Group	Test distribution is Normal
3	Pre-Test of Experimental Group	Test distribution is Normal
4	Post-Test of Experimental Group	Test distribution is Normal

Based on the above table, it could be seen that the data of pre-test and post-test of learning result both experiment and control group shows that that the test distribution is normal.

4.1.4 Homogeneity Test

Homogeneity test is used to know the similarity of the variances between two groups, involving the experimental group and the control group. To accept or to reject the hypothesis is by comparing the sig price on levene's statistic with 0.05 ($\text{sig} > 0.05$).

Table 15: Homogeneity Test Between Two Groups

Test	Sig	Homogeneity
Pre-Test	0,908	homogen
Post-Test	0,1	homogen

The result of homogeneity pre-test refers to the significant value 0,908. While, for post-test, the significant value was 0,1. From the calculation above, it could be seen that the homogeneity for pre-test and post-test were greater than 0.05 ($\text{sig} > 0,05$) which means has a homogeneous variance.

4.1.5 Result of T-Test

4.1.4.1 T-Test of Pre-Test and Post-Test From The Experimental Group

The T-test of pre-test and post-test result aims to determine whether there is an increase in score. The conclusion of the research refers to significant if $t_{\text{hitung}} > t_{\text{table}}$ at 5% significance level and p value $< 0,05$. The t-test of pre-test and post-test from the experimental group is shown in the following table:

Table 16: T-Test of Pre-Test and Post-Test From the Experimental Group

Test	Mean	T	T table	P
Pre-Test	32,13	14,573	2,037	0,000
Post-Test	61,73			

Based on the table above, the average score of pre-test from the experimental group was 32,13 and the average score of post-test was 61,73. So, it had an increase of 29,6. Also, it could be seen that $t_{\text{count}} > t_{\text{table}}$ at 5% significance level ($14,573 >$

2,037) and had p value $<0,05$ in which it means that there was a significant increase in score result of student learning from the experimental group.

4.1.4.2 T-Test of Pre-Test and Post-Test From Control Group

The T-test of pre-test and post-test result aims to determine whether there is an increase in score. The conclusion of the research refers to significant if $t_{hitung} > t_{table}$ at 5% significance level and p value $<0,05$. The t-test of pre-test and post-test from the control group is shown in the following table:

Table 17: T-Test of Pre-Test and Post-Test From the Control Group

Test	Mean	T	T table	P
Pre-Test	32,57	9,941	2,069	0,000
Post-Test	49,43			

Based on the table above, the average score of pre-test from the control group was 32,57 and the average score of post-test was 49,43. So, it had an increase of 16,86. Also, it could be seen that $t_{count} > t_{table}$ at 5% significance level ($9,941 > 2,069$) and had p value $<0,05$ in which it means that there was a significant increase in score result of student learning from the control group.

4.1.4.3 Comparison of T-Test of From Both Groups

The independent-sample t-test analysis of the post-test in the experimental group and the control group aims to determine whether there is a significant difference in score value after the treatment is given in the student learning. The conclusion of the research is significant if $t_{count} > t_{table}$ at 5% significance level and

p value <0,05. The t-test of post-test from the experimental and control group is shown in the following table:

Table 18: Comparison of T-Test of Post-Test From Both Groups

Group	Mean	T	T table	P
Experimental	61,73	6,137	2,01	0,000
Control	49,43			

The result of t-test from post-test score was shown with the mean of the experimental group 61,73 and the mean of the control group 49,43. So, it could be concluded that the mean of experimental group from the learning result was more than 12,3 bigger than the control group. From the table was known that t count 6,137 with a significance of 0.000. While, t table at 5% refers to significance level 2,01. So t count > t table ($6,137 > 2,01$) and the significance value was less than 0,05 ($p = 0,000 < 0,05$). It could be concluded that there were significantly differences in student's learning result in the experimental group and control group.

4.1.4.4 T-Test of the Score Increase From Both Groups

The T-Test result from the score increase of experimental group and control group aims to know whether there are any differences of the score increase from the process of learning in the class with or without treatment. The conclusion of the study explains that the data is significant if t count > t table at 5% significance level and p value <0.05. The following table will show the t test increase of experiment group and control group.

Table 19: T-Test of The Score Increase From Both Groups

Group	Mean	T	T table	P
Experimental	29,60	8,50	2,01	0,000
Control	16,86			

Based on the calculation of independent sample t-test, the increase of the mean from the experimental group was 29,60, while the control group was 16,86. It could be stated that the increase in the experimental group was greater 12,74 than the control group. Also, the t count was 8.50 with significance 0.000. The t value of the table was 2,01 which means that the t count > t table (8,50 > 2,01) and its significance value was less than 0.05 ($p = 0,000 < 0,05$). So, it could be concluded that there were more significant differences in the increase of learning outcomes in the experimental group than control group.

4.2 Discussion

4.2.1 Treatment Result of Using Scientific Approach in Speaking Learning

From the result of t test taken from the post-test score, the mean of the learning outcomes in the experimental group is 61,73 and the mean of control group is 49,43. It can be concluded that the mean of the experimental group is 12,3 bigger than the mean of the control group. From the table, it is also shown that t count is 6,173 with a significance of 0.000, while the t table at 5% significance level is 2,01. So t count > t table (6,173 > 2,01) and its significance value is less than 0,05 ($p = 0,000 < 0,05$). It can be concluded that there are differences in student's learning result. In addition, the experimental group showed more significant difference than the control group.

The testing using independent sample t-test was done to see the increase of the experiment group at 29,60, while the increase of control group's result was 16,86. So, it could be seen that the increase of experimental class score was higher than the control group. In conclusion, there were more significant differences in the increase of learning outcomes in the experimental group than control group.

After conducting the research by using scientific approach as a teaching method, I got the result that refers to the fact that the student's ability in speaking had improved. There were some factors related to the process in implementing the steps of scientific approach that influenced the result of this research, as follows:

1) Observing

Students of experimental groups got the treatment in enriching vocabularies and gaining their knowledge by observing activity. They were introduced the new words related to physical appearances by looking at several pictures displayed on LCD. The pictures were interesting and clear so that it was easy to be understood. The students were asked to pay attention to the pictures, say the words correctly, and memorize it. The teacher also trained the student's comprehension by asking one by one about the vocabularies. Comparing to the control group, the students were introduced new vocabularies by giving the list of it. So, the teacher wrote down on the whiteboard several words related to the topic lesson. The teacher asked the students to take a note and memorize those new words. Surely, that method was not interesting and made the students feel difficult in memorizing. They also got bored easily since what they did only writing and reading, not giving opportunities to speak up more.

From those situation, it can be concluded that the ability in mastering new vocabularies was better for the experimental group since the learning process was done through the observing activity. It also gave positive impact that the students from the experimental group got the higher score since the comprehension of new vocabularies are better that the control group.

2) Questioning

The next step after observing is questioning in which the students were taught to ask questions related to the topic discussed. The teacher firstly helped them to make questions in English. It is crucial since commonly many students often feel afraid or doubt in asking question or giving opinions during the learning process. One of the reasons is that they did not know how to ask question in English. That is why the teacher should guide them and be able to teach students in making question.

Also, the teacher can stimulate them to bravely and confidently raise hand to ask. It is important to convince them not to be afraid of asking question or revealing ideas. When the students made mistake in asking or saying something, the teacher should not give negative respond that can make students feel embarrassed or afraid of. Moreover, by doing the activity of questioning, the students could understand more to the topic discussed. So, when they got the speaking test and were asked to answer questions orally, the students from experimental group could do it maximally and correctly. They knew what the teacher asked and knew how to answer that.

3) Associating and experimenting

The students got the acitivities of associating and experimenting through the discussion group. They were asked to analyze a descriptive text about describing a person. That task was done in a group discussion. The teacher also paid attention on the discussion process in which she asked the students to speak in English to the others. It gave positive impacts to the students to get more time nd chances to practice speaking English.

Furthermore, after associating step was completed, the students did the experimenting activity by making a descriptive text. They were asked to write their own text about describing a popular person. By creating the text, the students could improve their grammar and comprehension of the topic. From these activities, the students also had tried to speak up so that it could improve their fluency by communicating in English.

4) Communicating

The last step was communicating in which the students of experimental group were asked by the teacher to report orally about the discussion result. The students could do the task well. Eventhough their speaking ability still needs to be improved, but the activity of presenting work was done confidently and excitedly by the students. Other students who were not presenting also use their chances to ask question and giving opinions or ideas. This condition gave positive affect in finishing the post-test in which the students could answer questions correctly and confidently so their sscores increased.

Comparing to the control group, the students were only asked to create the descriptive text as their homework. The text was about describing a popular person. Then the teacher pointed some students to come in front of the class and read their work. It can be seen that the students from control group did not get good chances to speak in front of the classto present their work and train their self-confidence. By only reading the work, the fluency in speaking English could not be drilled. It was different than the students from experimental group that present their work by explaining or speaking the text orally without looking at the

text they made. From this activity, the students could improve their grammar, pronunciation, and fluency in speaking English.

Moreover, the materials that I provided for teaching were colorful and easy to be comprehended, so it could eliminate the students' boredom during the lesson. The enthusiasm of the students could also be proved by the way they answered the questions. Many of them were courageous to raise hands. It can also be a good stimulation to be more active and avoiding boredom and laziness in the classroom. The pictures displayed on LCD were eye-catching and clear that made the students understand and memorize easily. The steps of implementing the scientific method that involves observing, questioning, experimenting, analyzing, and communicating also helped them in learning the certain type of text and expressing the ideas. Moreover, the supportive atmospheres in the class can stimulate the students to get excited and gives good responses every time the teacher came to teach them.

Based on the those analysis, it can be proved that there are significant influences of the scientific method towards the student's learning, especially in improving the speaking skill in the seventh grade of SMP PLUS ASSALAMAH. It can be seen from the learning result after the scientific method was given as a treatment to the students during the class. The students' test scores have the higher average and increase compared to the control group that was taught using the conventional method. It can be concluded that the scientific method stimulates the students to be more active in learning process, especially when studying speaking English.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the results of the research that have been obtained by the analysis data and the testing of hypothesis, it can be drawn a conclusion that there are significant differences between the scientific method and the conventional one to improve the English speaking skill for the seventh grade students of SMP PLUS ASSALAMAH UNGARAN. It is shown from the result of t test taken from the post-test score, the mean of the learning outcomes in the experimental group is 61,73 and the mean of control group is 49,43. It means the mean of the experimental group is 12,3 bigger than the mean of the control group. In addition, the testing of hypothesis using independent sample t-test is done to see the increase of the experiment group at 29,60, while the increase of control group's result is 16,86, So, it can be seen that the increase of experimental class score is higher than the control group.

From those analysis, it can be proved that there are significant influences of the scientific method towards the student's learning, especially in improving the speaking skill in the seventh grade of SMP PLUS ASSALAMAH. The students' test scores have the higher average and increase compared to the control group that was taught using the conventional method. Moreover, after the students were taught using the scientific approach, they could focus on the lesson more seriously and excitedly. They were also motivated to speak up actively and confidently.

5.2 Suggestion

Scientific approach is an appropriate and effective method in teaching speaking for the seventh grade of junior high school students. Because of the reason above, the teacher should use it in the process of teaching and learning, especially for delivering the topics about several types of text, involving the descriptive text, procedure text, etc. While, the English teachers should be patient since this technique employs a lot of time and activities at every stage. For the students who learn English could practice their speaking skill by using the scientific method through the steps of observing, questioning, associating, experimenting, and communicating in the forms of various activities like asking question, creating the text, discussing in a group, and so on. The students are also expected to be more active and braver in speaking. Moreover, this study proved that the scientific approach can be implemented to improve the students' speaking skills. It is hard to solve all problems in speaking because there are so many problems. So, other researchers can carry out further studies in this area.

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APPENDICES



PRE-TEST

FOR THE EXPERIMENTAL GROUP AND CONTROL GROUP

TEST : SPEAKING

Pick one picture! Then answer several questions orally!

DAVID BECKHAM



ROSSA



PEVITA PEARCE



JUSTIN BIEBER



NUNUNG



QUESTIONS:

1. What is her/his name?
2. What is his/her job?
3. What does she/he look like?

POST-TEST FOR THE EXPERIMENTAL AND CONTROL GROUP

TEST : SPEAKING

Pick one picture! Then answer several questions orally!

SULE



CINTA LAURA



IVAN GUNAWAN



RAISA



QUESTIONS:

1. What is her/his name?
 2. What is his/her job?
 3. What does she/he look like?
 4. Translate into English orally!
- Kulit putih
 - Hidung mancung
 - Dia (perempuan) mempunyai rambut keriting.
-
- Warna mata hitam
 - Rambut panjang
 - Ibuku kulitnya putih.
-
- Wajah lonjong
 - Rambut pendek
 - Pamanku gemuk dankulitnya coklat.

**TRANSCRIPT OF PRE-TEST
EXPERIMENTAL GROUP**

- 1 ABUDZAR S
(ROSSA)
What is her name? Rossa
What is her job? Nyanyi
What does she look like? -----
- 2 AIGA A.
(ROSSA)
What is her name? The name Rossa
What is her job? singer
What does she look like? -----
- 3 AJENG AGUSTINA
(JUSTIN BIEBER)
What is his name? Justin Bieber
What is his job? Sing singing
What does he look like? -----
- 4 ADLI ZAHIR
(ROSSA)
What is her name? Rossa
What is her job? Penyanyi wanita
What does she look like? -----
- 5 ALEEFANO A.
(DAVID BECKHAM)
What is his name? Beckham.
What is his job? -----
What does he look like? Handsome
- 6 AULIA RAHMA
(JUSTIN BIEBER)
What is his name? Justin Bieber.
What is his job? -----
What does he look like? Bule
- 7 AZZAHRA A.
(NUNUNG)
What is her name? Nunung
What is her job? melawak

What does she look like? Gendut

8 BAGUS PRATAMA
(ROSSA)

What is her name? Rossa
What is her job? Nyanyi
What does she look like? Yes

9 DIVA E.
(DAVID BECKHAM)

What is his name? Beckham.
What is his job? Pemain bola
What does he look like? Handsome

10 FADLI M.
(DAVID BECKHAM)

What is his name? Beckham
What is his job? Main bola
What does he look like? -----

11 FAISHAL M.
(DAVID BECKHAM)

What is his name? David Beckham.
What is his job? Main bola
What does he look like? -----

12 FELISHA N.
(PEVITA PEARCE)

What is her name? Pevita pearce
What is her job? Artis
What does she look like? Beautiful

13 FITRI SUSANTI
(JUSTIN BIEBER)

What is his name? Justin Bieber
What is his job? Singing
What does he look like?-----

14 HALMODE AGASSI
(JUSTIN BIEBER)

What is his name? Bieber.
What is his job? Penyanyi luar negeri
What does he look like? Handsome

15 JAVIER L
(ROSSA)

- What is her name? Rossa
What is her job? Nyanyi
What does she look like? -----
- 16 KEVIN KURNIA
(NUNUNG)
What is her name? Nunung
What is her job? Komedian
What does she look like? -----
- 17 KUMARA ARGYA
(NUNUNG)
What is her name? Nunung
What is her job? Pelawak, artis
What does she look like? -----
- 18 M. GIBRAN
(DAVID BECKHAM)
What is his name? David Beckham.
What is his job? Pemain bola
What does he look like? -----
- 19 M. RIFKI
(NUNUNG)
What is her name? Nunung OVJ
What is her job? Nglawak
What does she look like? -----
- 20 NADIA DEWANTI
(ROSSA)
What is her name? Rossa
What is her job? Singing
What does she look like? beautiful
- 21 NAFISAH MARWA
(PEVITA PEARCE)
What is her name? Pevita pearce
What is her job? artis
What does she look like? Beautiful, kulitnya white
- 22 NAUFAL RAFLI
(DAVID BECKHAM)
What is his name? David Beckham.
What is his job? Main bola

- What does he look like? Yes,
- 23 RAFIF S.
(JUSTIN BIEBER)
What is his name? Bieber
What is his job? Penyanyi bule
What does he look like? -----
- 24 RAFLY F.
(PEVITA PEARCE)
What is her name? Pevita pearce
What is her job? Artis, pemain film
What does she look like? -----
- 25 REVALENTINA
(JUSTIN BIEBER)
What is his name? Justin Bieber
What is his job? Singer
What does he look like? handsome
- 26 RIDA NUR L
(PEVITA PEARCE)
What is her name? Pevita pearce
What is her job? artis
What does she look like? beautiful
- 27 SALFA N.
(JUSTIN BIEBER)
What is his name? Justin Bieber
What is his job? Penyanyi bule
What does he look like? -----
- 28 SALMA T.
(PEVITA PEARCE)
What is her name? Pevita pearce
What is her job? Artis, pemain film
What does she look like? Cantik beautiful
- 29 DAFFA M.
(ROSSA)
What is her name? Rossa
What is her job? Singer
What does she look like? Beautiful, suaranya bagus

- 30 SYAFNA AULIA
 (PEVITA PEARCE)
 What is her name? Pevita pearce
 What is her job? Actress
 What does she look like? Beautiful, smart

TRANSCRIPT OF POST-TEST

EXPERIMENTAL GROUP

- 14 Halmode Agassi
 What is her name? Raisa
 What is her job? Actress
 What does she do? singing
 What does she look like? Hair long, beautiful
 Warna mata hitam : black eyes
 Rambut panjang : hair long
 Ibuku kulitnya putih. : My mother kulitnya white.
- 15 JAVIER
 What is her name?Raisa
 What is her job?Singer
 What does she do? Sing a song
 What does she look like?Beautiful
 Kulit putih : white skin
 Hidung mancung : -----nose
 Dia (perempuan) mempunyai rambut keriting. : She has curly hair
- 19 M. Rifki Setyawan
 What is her name?Cinta Laura
 What is her job? actress
 What does she do? Acting on TV
 What does she look like?Beautiful, cute.
 Warna mata hitam : black eye
 Rambut panjang : long hair
 Ibuku kulitnya putih. : My mother the skin white.
- 5 Alee Vano
 What is her name?Raisa
 What is her job?Singer
 What does she do? Sing a song

- What does she look like? Long hair
 Warna mata hitam : black -----
 Rambut panjang : long hair
 Ibuku kulitnya putih. : My mom is white skin
- 18 M. Gibran Abdiel Atmaja
 What is his name? Ivan Gunawan
 What is her job? designer
 What does she do? Making dress
 What does she look like? White skin, big, black eyes
 Kulit putih : white skin
 Hidung mancung : ----- nose
 Dia (perempuan) mempunyai rambut keriting. : She has ----- hair
- 17 Kumara Argya
 What is his name? Sule
 What is his job? Comedian, presenter
 What does he do? Entertain people, make funny
 What does he look like? Flat nose, long hair, tall
 Wajah lonjong : oval face
 Rambut pendek : short hair
 Pamanku gemuk dan kulitnya coklat. : Paman is fat and brown skin
- 7 Azzahra Andini
 What is her name? Cinta Laura
 What is her job? Artist
 What does she do? A singer
 What does she look like? Long hair, oval face
 Kulit putih : white skin
 Hidung mancung : pointed nose
 Dia (perempuan) mempunyai rambut keriting. : She is curly hair
- 22 NAufal Rafli
 What is his name? Ivan Gunawan
 What is her job? Designer
 What does she do? -----
 What does she look like? Fat, white skin
 Wajah lonjong : oval-----
 Rambut pendek : short hair
 Pamanku gemuk dan kulitnya coklat. : My -----fat and brown skin.

- 24 Rafly
 What is her name?Raisa
 What is her job?singer
 What does she do? sing
 What does she look like?Hair long, beautiful
 Kulit putih : white skin
 Hidung mancung : ----- nose
 Dia (perempuan) mempunyai rambut keriting. : She is wavy hair
- 6 AUlia Rahma
 What is his name?Ivan Gunawan
 What is his job?Designer
 What does he do?Make a clothing
 What does she look like?pointed nose, oval face, short hair
 Wajah lonjong : oval face
 Rambut pendek : short hair
 Pamanku gemuk dan kulitnya coklat. : My uncle fat and brown skin
- 21 NAFisah Marwa
 What is his name?Ivan Gunawan
 What is his job?Designer
 What does he do?drawing clothes
 What does she look like?Big, tall, short hair
 Warna mata hitam : mata black
 Rambut panjang : long hair
 Ibuku kulitnya putih. : My mother white
- 20 Nadia D.
 What is her name?Cinta Laura
 What is her job? actress
 What does she do? acting
 What does she look like?Long hair, pointed nose, beautiful
 Warna mata hitam : black eye
 Rambut panjang : long hair
 Ibuku kulitnya putih. : My mother is white skin.
- 13 Fitri Susanti
 What is her name?Cinta Laura
 What is her job?Actress
 What does she do?Amazing singer
 What does she look like? Acting, singing
 Kulit putih : white skin
 Hidung mancung : pointed nose

- Dia (perempuan) mempunyai rambut keriting. : She has curly hair
- 3 Ajeng Agustina
 What is her name? Cinta Laura
 What is her job? Singer, presenter
 What does she do? singing
 What does she look like? beautiful, tall, long hair
 Warna mata hitam : matanya black
 Rambut panjang : long hair
 Ibuku kulitnya putih. : My mother is skin white
- 30 SYAFNA AULIA W.
 What is his name? Sule
 What is his job? comedian
 What does he do? Entertain people
 What does she look like? He always funny, long hair, brown skin
 Kulit putih : white skin
 Hidung mancung : pointed nose
 Dia (perempuan) mempunyai rambut keriting. : She has curly hair
- 28 SALMA THALIIDA
 What is his name? Ivan Gunawan
 What is his job? Designer
 What does he do? Make dress
 What does she look like? Short hair, square face, white skin
 Wajah lonjong : oval face
 Rambut pendek : short hair
 Pamanku gemuk dan kulitnya coklat. : My uncle is fat and brown skin.
- 12 FELISHA NADIRA A.
 What is her name? Raisa
 What is her job? Singer
 What does she do? Singing song
 What does she look like? Beautiful, long hair
 Warna mata hitam : black eyes
 Rambut panjang : long hair
 Ibuku kulitnya putih. : My mother white skin.
- 11 FAISHAL
 What is his name? Sule
 What is his job? comedian
 What does he do? Bikin ketawa
 What does she look like? Kulitnya brown, long hair
 Kulit putih : white skin

- Hidung mancung : ----- nose
 Dia (perempuan) mempunyai rambut keriting. : She has ----- hair
- 25 REVALENTISIA MAULIDA
 What is her name? Her name is Cinta Laura
 What is her job? Entertain people
 What does she do?actress
 What does she look like? Beautiful, pointed nose, long hair
 Wajah lonjong : oval face
 Rambut pendek : short hair
 Pamanku gemuk dan kulitnya coklat. : My uncle is fat and is brown skin.
- 23 RAFIF SHOFWAN A
 What is his name?Sule
 What is his job? presenter
 What does he do? funny
 What does she look like? Tall, long hair, funny
 Kulit putih : white skin
 Hidung mancung : pointed nose
 Dia (perempuan) mempunyai rambut keriting. : She is ----- hair
- 2 AIGA AINA
 What is her name?Raisa
 What is her job? Singer
 What does she do? Singing a song
 What does she look like? Beautiful, white skin, long hair
 Wajah lonjong : oval face
 Rambut pendek : short hair
 Pamanku gemuk dan kulitnya coklat. : My uncle is fat and has brown skin.
- 16 KEVIN KURNIA
 What is his name?Ivan Gunawan
 What is his job?Designer
 What does he do?Make clothing.
 What does she look like? fat, white skin
 Warna mata hitam : black -----
 Rambut panjang : long hair
 Ibuku kulitnya putih. : My mommy white skin.
- 29 DAFFA MURTADHO
 What is his name? Sule
 What is his job? comedy
 What does he do? Entertain people
 What does she look like? Yellow hair, long hair, hidungnya pesek

- Kulit putih : white skin
 Hidung mancung : ----- nose
 Dia (perempuan) mempunyai rambut keriting. : She is wavy hair
- 4 ADLI ZAHIR
 What is her name? Raisa
 What is her job? Singer
 What does she do? Sing
 What does she look like? Beautiful, long hair
 Warna mata hitam : black -----
 Rambut panjang : long hair
 Ibuku kulitnya putih. : My mother kulitnya white
- 27 SALFA NABIILA
 What is her name? Her name is Cinta Laura
 What is her job? Singer, dancer
 What does she do? Singing, dancing
 What does she look like? Beautiful, white skin, long hair
 Wajah lonjong : oval face
 Rambut pendek : hair short
 Pamanku gemuk dan kulitnya coklat. : My uncle is fat and brown skin
- 8 BAGUS PRATAMA INDRA B.
 What is his name? Ivan Gunawan
 What is his job? Designer
 What does he do? Drawing, making dress
 What does she look like? handsome, short hair, white skin
 Warna mata hitam : mata black
 Rambut panjang : long hair
 Ibuku kulitnya putih. : My mother is skin white.
- 1 ABUDZAR SULISTYO
 What is his name? Sule
 What is his job? comedy
 What does he do? Mke funny
 What does she look like? Tall, long hair, brown skin
 Kulit putih : white skin
 Hidung mancung : ----- nose
 Dia (perempuan) mempunyai rambut keriting. : She has curly hair
- 26 RIDA NURLAILA
 What is her name? Raisa
 What is her job? Popular singer
 What does she do? Singing the song

What does she look like? White skin, long hair, very beautiful
Wajah lonjong : oval face
Rambut pendek : short hair
Pamanku gemuk dan kulitnya coklat. : my uncle fat and brown skin

TRANSCRIPT OF PRE TEST

CONTROL GROUP

- 1 JAUZA P.
(JUSTIN BIEBER)
What is his name? Justin Bieber
What is his job? Singer.
What does he look like? Handsome
- 2 FATUR AHMAD
(ROSSA)
What is her name? Rossa
What is her job? Sing
What does she look like? Keren
- 3 M. REYHAN
(DAVID BECKHAM)
What is his name? The name David Beckham.
What is his job? Pemain sepakbola
What does he look like? -----
- 4 AULIA S.
(PEVITA PEARCE)
What is her name? Pevita pearce
What is her job? She pemain film.
What does she look like? She beautiful
- 5 GHEFIRA NIDA
(ROSSA)
What is her name? Rossa
What is her job? Singer
What does she look like? -----
- 6 ANDOKO FENDY
(DAVID BECKHAM)
What is his name? David Beckham.
What is his job? Pesepakbola

What does he look like? -----

7 NAYLA FIRZA

(JUSTIN BIEBER)

What is his name? Justin Bieber

What is his job? Penyanyi

What does he look like? Yes.

8 M. APRIANSYAH

(NUNUNG)

What is her name? Nunung

What is her job? Pelawak

What does she look like? -----

9 ARIZAL IRSYAD

JUSTIN BIEBER

What is his name? Justin Bieber.

What is his job? Singer

What does he look like? Handsome

10 NUR ANISHYA

(ROSSA)

What is her name? Name Rossa

What is her job? Singing

What does she look like? Beautiful

11 SENOPATI K.

(DAVID BECKHAM)

What is his name? David Beckham.

What is his job? Pemain bola

What does he look like? -----

12 PUTRI SHABIRA

(JUSTIN BIEBER)

What is his name? Justin Bieber.

What is his job? Penyanyi

What does he look like? Handsome, bule

13 SEPTIAN RAHMAD

(ROSSA)

What is her name? Rossa

What is her job? Menyanyi

What does she look like? Suaranya bagus, beautiful

- 14 ALIEF A.
(DAVID BECKHAM)
What is his name? Beckham.
What is his job? Sepakbola
What does he look like? -----
- 15 FARREL ZAKI
(JUSTIN BIEBER)
What is his name? Justin Bieber
What is his job? He is singer.
What does he look like? -----
- 16 RIRI DWI A
(JUSTIN BIEBER)
What is his name? Justin Bieber
What is his job? Singing
What does he look like? Cakep
- 17 ULYANIDA
(ROSSA)
What is her name? Rossa
What is her job? Penyanyi
What does she look like? Beautiful, suaranya bagus
- 18 M. SYAHRIAL
(DAVID BECKHAM)
What is his name? David Beckham
What is his job? football
What does he look like? Keren, bule
- 19 JAHRA K.C.
(ROSSA)
What is her name? Rossa
What is her job? Singer
What does she look like? Beautiful
- 20 M. RIZKY ARDHEVA
(DAVID BECKHAM)
What is his name? Beckham.
What is his job? He pemain sepakbola
What does he look like? -----

- 21 NUGRAHA CAKRA
(PEVITA PEARCE)
What is her name? Pevita pearce
What is her job? Pemain film.
What does she look like? beautiful
- 22 RAYHAN GALIH
(JUSTIN BIEBER)
What is his name? Justin Bieber
What is his job? menyanyi
What does he look like? -----
- 23 M. DZAKY
(NUNUNG)
What is her name? Nunung
What is her job? Pelawak perempuan
What does she look like? -----
- 24 ANISA FATHIA
(JUSTIN BIEBER)
What is his name? Bieber
What is his job? Artis luar negeri
What does he look like? Tampan, putih.
- 25 NAZMAH F.
(PEVITA PEARCE)
What is her name? Pevita pearce
What is her job? Artis
What does he look like? -----
- 26 M. YANWAR
(ROSSA)
What is her name? Rossa
What is her job? Penyanyi
What does she look like? Suaranya bagus, beautiful
- 27 SAFIRA RATIH
(NUNUNG)
What is her name? Nunung
What is her job? Pelawak apa ya
What does she look like? -----
- 28 SILVIERA I.
(DAVID BECKHAM)
What is his name? Beckham.

What is his job? Pemain Football
What does he look like? Main bola

TRANSCRIPT OF POST-TEST

CONTROL GROUP

- 18 **NAZMA FAZILLAH**
What is his name?Sule
What is his job? comedian
What does he do?Entertain people
What does she look like? long hair, flat nose, big eyes, and square face.
Kulit putih : skin white
Hidung mancung : Nose
Dia (perempuan) mempunyai rambut keriting. : She hair curly.
- 19 **NUGRAHA CAKRA**
What is her name?Raisa
What is her job?Singer
What does she do? Singing in the stage
What does she look like? She is beautiful
Warna mata hitam : black -----
Rambut panjang : hair long
Ibuku kulitnya putih. : My mother kulitnya white.
- 25 **SENOPATI K**
What is her name?Cinta Laura
What is her job? Singer
What does she do? Entertain people
What does she look like?Long hair, hidung mancung
Kulit putih : white kulit
Hidung mancung : -----
Dia (perempuan) mempunyai rambut keriting. : She the hair -----
- 12 **M. APRIANSYAH**
What is his name?Sule
What is his job? pelawak
What does he do? Bikin orang ketawa
What does she look like? Hair long, nose pesek
Kulit putih : skin white
Hidung mancung : nose
Dia (perempuan) mempunyai rambut keriting. : She have hair-----

- 4 ARIZAL IRSYAD
 What is her name? Raisa
 What is her job? Sing
 What does she do? Singing
 What does she look like? Beautiful
 Warna mata hitam : black -----
 Rambut panjang : hair long
 Ibuku kulitnya putih. : My mother kulitnya white
- 13 M. DZAKI DAFA
 What is his name? Sule
 What is his job? Komedi
 What does he do? Entertain people
 What does she look like? He long hair, he flat nose, funny
 Wajah lonjong : face oval
 Rambut pendek : hair pendek
 Pamanku gemuk dankulitnya coklat. : My-----fat and skin brown
- 11 M. YANWAR HABIBI
 What is his name? Sule
 What is his job? Artis, pelawak
 What does he do? Melawak, membuat orang tertawa
 What does she look like? Hairnya long, hidungnya pesek
 Kulit putih : kulit white
 Hidung mancung : -----
 Dia (perempuan) mempunyai rambut keriting. : She -----
- 9 JAHRA KHAIRIYAH C.
 What is her name? Cinta Laura
 What is her job? Singer
 What does she do? Entertain people with songs
 What does she look like? Long hair, oval face, pointed nose
 Wajah lonjong : oval face
 Rambut pendek : hair short
 Pamanku gemuk dankulitnya coklat. : My uncle fat and the brown skin
- 15 M. RIZKI ARDHEVA
 What is his name? Ivan Gunawan
 What is her job? Designer
 What does she do? Drawing
 What does she look like? So handsome, he has short hair
 Warna mata hitam : black eye
 Rambut panjang : long hair

- Ibuku kulitnya putih. : My mother white skin
- 11 NAYLA FIRZA
 What is his name?Sule
 What is his job? comedian
 What does he do? Menghibur di televisi
 What does she look like? The hair is long, nose pesek
 Warna mata hitam : mata black
 Rambut panjang : hair long
 Ibuku kulitnya putih. : My mother kulitnya white.
- 7 FATUR AHMAD
 What is her name?Raisa
 What is her job?Penyanyi favorit
 What does she do? Singing di panggung
 What does she look like? White -----, hair long
 Wajah lonjong : -----
 Rambut pendek : hair short
 Pamanku gemuk dankulitnya coklat. : Pamanku fat and skinnya coklat
- 16 M. SYAHRIAL W.
 What is her name?Cinta Laura
 What is her job? penyanyi
 What does she do? menyanyi
 What does she look like? beautiful
 Warna mata hitam : black
 Rambut panjang : hair panjang
 Ibuku kulitnya putih. : My mother kulit white.
- 28 SEPTIAN RD
 What is her name? Raisa
 What is her job? Sing
 What does she do? Sing
 What does she look like? She is a beautiful.
 Kulit putih : white kulit
 Hidung mancung : -----
 Dia (perempuan) mempunyai rambut keriting. : She hair -----
- 22 RAYHAN G.P.
 What is her name? Cinta Laura
 What is her job? selebritis
 What does she do? acting
 What does she look like? She white skin, rambut pirang
 Warna mata hitam : the eye black

- Rambut panjang : long hair
 Ibuku kulitnya putih. : My mother is skin white
- 16 PUTRI SHABIRA
 What is his name? Ivan Gunawan
 What is her job? designer
 What does she do? Drawing baju
 What does she look like? He handsome, fat body
 Kulit putih : white skin
 Hidung mancung : ----- nose
 Dia (perempuan) mempunyai rambut keriting. : She has curly hair
- 2 ANDOKO FENDY
 What is his name? Sule
 What is his job? comedian
 What does he do? ngelawak
 What does she look like? He long hair and tall
 Wajah lonjong : wajah oval
 Rambut pendek : short hair
 Pamanku gemuk dankulitnya coklat. : Paman is fat and the skin is brown.
- 6 FARREL Z.
 What is his name? Ivan Gunawan
 What is her job? designer
 What does she do? Making dress
 What does she look like? Handsome
 Warna mata hitam : mata black
 Rambut panjang : long hair
 Ibuku kulitnya putih. : My mom the skin white
- 14 M. REYHAN S.
 What is his name?Sule
 What is his job? Comedy
 What does he do? Melawak, singing
 What does she look like? He long hair, nosenya pesek
 Warna mata hitam : eye black
 Rambut panjang : long hair
 Ibuku kulitnya putih. : Mother is white skin.
- 27 ULYANIDA AZIZAH
 What is his name?Sule
 What is his job? Comedian
 What does he do? Make people tertawa

- What does she look like? He has long hair, the body is tall.
 Kulit putih : white skin
 Hidung mancung : ----- nose
 Dia (perempuan) mempunyai rambut keriting. : She has curly hair
- 8 GHEFIRA NIDA AULIA
 What is her name? Raisa
 What is her job? Singer
 What does she do? Singing song
 What does she look like? So beautiful, long hair, nice
 Wajah lonjong : oval-----
 Rambut pendek : short hair
 Pamanku gemuk dankulitnya coklat. : My ----- is fat and the skin brown.
- 1 ALIEF ABIYYI ASANEGARA
 What is her name? Cinta Laura
 What is her job? Singer, acting
 What does she do? Singing, acting
 What does she look like? Hairnya pirang, white skin, beautiful.
 Kulit putih : white skin
 Hidung mancung : pointed nose
 Dia (perempuan) mempunyai rambut keriting. : She is curly hair
- 5 AULIA SHOFIATUL 'ULUM
 What is her name? Raisa
 What is her job? Singer
 What does she do? Singing in tv
 What does she look like? Beautiful, long hair
 Wajah lonjong : oval face
 Rambut pendek : short hair
 Pamanku gemuk dankulitnya coklat. : My uncle fat and brown skin.
- 23 RIRI DWI ASRIYANI
 What is his name? Ivan Gunawan
 What is her job? fashion
 What does she do? Make clothes
 What does she look like? So big, tall
 Warna mata hitam : black eye
 Rambut panjang : long hair
 Ibuku kulitnya putih. : My mommy is white skin.
- 26 SILVIERA INDRAYANTI AISHA
 What is her name? Cinta Laura
 What is her job? Presenter, actress
 What does she do? Acting, dancing

What does she look like? Beautiful, long hair, famous

Wajah lonjong : oval face

Rambut pendek : short hair

Pamanku gemuk dankulitnya coklat. : My uncle is fat and brown skin.

24 SAFIRA RATIH NADAYU

What is his name? Ivan Gunawan

What is her job? designer

What does she do? Drawing, making dress

What does she look like? big, tall, handsome

Kulit putih : white skin

Hidung mancung : pointed nose

Dia (perempuan) mempunyai rambut keriting. : She is wavy hair



Observation Journal (Experimental Group)

First Meeting

Time	Teaching & Learning Process	Responses
5 min	Teacher entered the class to greet the students.	Students responded the teacher's greeting.
5 min	The teacher prepared the teaching tools and materials	Students helped the teacher to do preparation
15 min	<p>a. The teacher explained the theme/topic that is going to be discussed. (Describing Person, Physical Appearances)</p> <p>b. The teacher showed a set of pictures on LCD. The pictures are about "Physical Appearances".</p> <p>c. The teacher started explaining picture by picture. There were pictures shown. She said/pronounced the word and ask the students to repeat after her. It was done/said 3x for each</p> <p>d. After 5 pictures explained, the teacher stopped for a while and displayed the same pictures but without words. Then, she asked all students what the picture is. It was also repeated to do towards two until three students.</p>	<p>a. The students repeated what the teacher said. They speak loudly and practice to pronounce correctly.</p> <p>b. The students answered what the picture is</p> <p>c. They gave good response</p>
15 min	The teacher did the same direction to students like the pictures before and finishes all lectures.	Almost all students did great job. They could memorize the pictures and said the words correctly.
5 min	The teacher reviewed (without words) the first picture to the last one.	The students said the words clearly and correctly
10 min	<p>a. The teacher asked the students to write down on their notebook several words that have been learned related to physical appearances.</p> <p>b. The teacher asked the students to write down on the whiteboard what they have written on their books.</p>	<p>a. Many students raised hand and wanted to step forward and write down the words</p> <p>b. The student were chosen one by one by to write down on the whiteboard. One student should write only 1 word/phrase.</p>
10 min	<p>a. The teacher corrected what students have written on the board.</p> <p>b. After checked it all, the teacher asked the student to add more words on their notebook if it is</p>	The students completed their notes

	not still complete	
5 min	a. The time was up b. Teacher ended the lesson and closed it by greeting the students	The students responded the teacher's greeting

Second Meeting

5 min	Teacher entered the class, greet the students and ask how they are today.	Students responded the teacher.
5 min	The teacher prepared the teaching tools and materials.	Students helped the teacher to do a class preparation.
20 min	a. The teacher explained the theme/topic that's gonna be discussed b. The teacher showed some pictures on the LCD. Pictures were famous people in Indonesia c. The teacher wanted the students to make questions about the picture d. The teacher gave some clues to help the students in making questions 1. Asking about the name 2. Asking about the job 3. Asking about the physical appearances	a. Students paid attention to pictures on the LCD b. Students made questions in English related to the pictures shown. If they found difficulties, they could ask the teacher to help. c. Students wrote down on their books several questions as the teacher commanded
20 min	a. Teacher pointed one student and ask him to choose his/her friend b. Teacher showed a picture of a famous person on LCD. Then, she wanted the student A to ask question related to the picture to student B. c. Teacher pointed other students to do the same task.	a. Student A asked some question to student B. Student B answered those questions. A: What is his /her name? B: He/she is A: What is his/her job? B: He/she is a A: What does he/she do? B: She/he is a A: What does he/she look like? B: He/she has Students did the task seriously. They speak actively and confidently. b. Two students got difficulties in practicing question and answer with their partners. The teacher helps them and corrected the students if making mistakes.
10 min	a. Teacher continued the lesson to another subtopic, which is Adjective Phrase. b. Teacher explained about the definition of adjective phrase and the examples. Then, teacher asked the	Students wrote down the adjective phrases that they have learned. They could finish it seriously.

	students to write down the adjective phrases, minimal 20 phrases, especially related to the physical appearances.	
15 min	<ul style="list-style-type: none"> a. Teacher asked the students to write down on the adjective phrases on the whiteboard for 10 minutes. One phrase one student. b. The teacher corrected the students' writing on the whiteboard. They only made two mistakes in writing the words. 	<ul style="list-style-type: none"> a. The students got excited. Almost all students raise hand and wanted to come forward to write down on the whiteboard. b. The class seemed very active. c. There were 27 words that they wrote on the whiteboard.
5 min	<ul style="list-style-type: none"> a. The time was up. b. Teacher ended the lesson by reviewing what they have learnt. c. Teacher closed the class by greeting the students. 	The students responded the teacher's greeting.

Third Meeting

5 min	Teacher entered the class, greet the students and ask how they are today	Students responded the teacher
5 min	The teacher prepared the teaching tools and materials	Students helped the teacher to do a class preparation
10 min	<ul style="list-style-type: none"> a. The teacher explained the activities for today. b. The teacher divided the students into groups. Then, 1 group consists of 6 students. c. The teacher distributed 1 descriptive text for each group. 	Students paid attention.
20 min	<p>The teacher asked the students to analyze that text. The points are as follows:</p> <ul style="list-style-type: none"> 1. What is the purpose of the text? 2. Write down the adjective phrases from the text! 3. Explain what she/he is! 4. Explain what she/he do? 5. Explain your opinion/feeling about that person with your own words! Do you love him/her? 	<ul style="list-style-type: none"> a. Students worked in groups seriously. b. Sometimes they made noise, but the teacher could handle it. c. Students were active. They did not feel hesitate to ask to the teacher when finding difficulties.
30 min	<ul style="list-style-type: none"> a. After finishing the tasks, students were asked to report orally about the discussion result. b. Every student in each group should speak one point and continue to another person/member. While, other groups paid attention to what is being presented by their friends. 	<ul style="list-style-type: none"> a. Students reported their discussion result well. b. They could speak in front of the class confidently.

	c. Teacher paid attention and gives feedback to the students' performance. If there were any mistakes, the teacher corrected it. Its activity was done from group 1 until group 7.	
5 min	a. Teacher reviewed about what has been discussed. b. Teacher gave some additional notes about new vocabularies getting from the text.	a. Students paid attention to the teacher. b. Students make notes.
5 min	a. The time was up. b. Teacher ended the lesson by reviewing what they have learnt. c. Teacher closed the class by greeting the students.	The students responded the teacher's greeting.

Fourth Meeting

5 min	Teacher entered the class, greeted the students and asked how they were today	Students responded the teacher
5 min	The teacher prepared the teaching tools and materials	Students helped the teacher to do a class preparation
10 min	a. Teacher explained the activities for today b. Teacher asked the students to think and to choose their own favorite star. They could choose actor, actress, singers, etc	All students did what teacher asked.
20 min	a. Teacher asked the students to write down the name of their favorite star on the notebook. b. Like what they had done in the previous meeting, the teacher asked the students to make a descriptive text about their favorite star. The text consists of some points, as follows: 1. What is his/her name? 2. What is his/her job? 3. What does she/he do? 4. Where is she/he from? 5. How old is he/she? 6. What does he/she look like? 7. What is your opinion about him/her? 8. How is your feeling about him/her?	All students finished the task seriously.
10 min	After finishing it, the teacher asked the students to barter their work to a friend	All students do what teacher asked.

	sitting beside. They should checked and corrected their work each other. Then, they gave it back and remedied it.	
25 min	<ul style="list-style-type: none"> a. The teacher pointed a student to come in front of the class and present his/her work. b. The teacher asked other students whether there was any questions or not about what had been presented by their friend. There were 8 students presenting the work. c. Teacher corrected the students if there is any mistakes while presenting 	The student did the task smoothly.
5 min	<ul style="list-style-type: none"> a. The time was up. b. Teacher ended the lesson by reviewing what they have learnt. c. Teacher closed the class by greeting the students. 	The students responded the teacher's greeting.

Observation Journal (Control Group)

First Meeting

Time	Teaching & Learning Process	Responses
5 min	Teacher entered the class and greeted the students.	Students responded the teacher.
5 min	The teacher prepared the teaching tools and materials.	Students help the teacher to do preparation
10 min	<ul style="list-style-type: none"> a. The teacher showed a descriptive text on LCD. The text is about a favorite star. b. Teacher asked one student to read the text loudly. If she/he made mistakes in reading, the teacher corrected it. c. The reading activity was continued by other students, pointed by the teacher. There were 5 students who were asked to read the text. 	<ul style="list-style-type: none"> a. The students looked at the descriptive text shown on LCD. b. Students read the text and the others pay attention.
10 min	Teacher asked the students to write down the text on their notebook.	Students wrote down the text.
10 min	Teacher wrote down some new vocabularies on the whiteboard and asked the students to write down on their notebook.	Students wrote down the vocabularies on their notebook.
10 min	<ul style="list-style-type: none"> a. Teacher pointed one student to translate one sentence from the text. The next sentences were translated by other students. 	Students tried to translate the text sentence by sentence seriously.

	b. If the students cannot translate it, the teacher helped them.	
15 min	a. After translating the text orally, the teacher gave several question related to the text. b. Students had to answer the question provided by the teacher.	Students finished their work.
10 min	a. After finishing the task, students and teacher discussed it. Teacher asked the students to raise hand and to speak up the answer. b. Teacher corrected their answers when they made mistakes.	Some students were confident and brave to raise hand and to speak up. Some still kept silent.
5 min	a. The time was up. b. Teacher ended the lesson by reviewing what they have learnt. c. Teacher closed the class by greeting the students.	The students responded the teacher's greeting.

Second Meeting

Time	Teaching & Learning Process	Responses
5 min	Teacher entered the class and greet the students.	Students responded the teacher.
5 min	The teacher prepared the teaching tools and materials.	Students helped the teacher to do preparation
10 min	a. Teacher explained the points to be discussed. b. Teacher wrote down several words and phrases on the whiteboard related to "Physical Appearances".	Students wrote down the words on their notebook.
10 min	Teacher also explained about noun phrase and asked the students to take a note of it.	Students paid attention and took a note.
10 min	After giving the students some notes on the whiteboard, teacher asked the students to memorize what they have written.	Students tried to memorize the words.
10 min	Teacher erased the note on the whiteboard and tested the students in memorizing. The students were asked one by one.	Some students could memorize, but some still couldn't. They need to practice it more.
10 min	Teacher asked the students to write down the noun phrases on their notebook minimum 20 phrases.	Students did the task.
15 min	Teacher asked the students to write down on the whiteboard. One phrase one student. Then, teacher checked the students' words that were still not correct..	a. The students came forward one by one to write down the phrases. b. There were 21 words that the students could write.
5 min	a. The time was up. b. Teacher ended the lesson by reviewing what they have learnt. c. Teacher closed the class by greeting the students.	The students responded the teacher's greeting.

Third Meeting

5 min	Teacher enters the class, greets the students and ask how they are today	Students responded the teacher
5 min	The teacher prepared the teaching tools and materials	Students helped the teacher to do a class preparation
10 min	<ul style="list-style-type: none"> a. The teacher explained the activities for today. b. The teacher divided the students into groups. Then, 1 group consists of 6 students. c. The teacher distributed 1 descriptive text for each group. 	Students paid attention.
20 min	<p>The teacher asked the students to analyze that text. The points are as follows:</p> <ul style="list-style-type: none"> 1. What is the purpose of the text? 2. Write down the adjective phrases from the text! 3. Explain what she/he is! 4. Explain what she/he do? 5. Explain your opinion/feeling about that person with your own words! Do you love him/her? 	<ul style="list-style-type: none"> a. Students worked in groups seriously. b. Sometimes they made noise, but the teacher can handle it. c. Students were active. They did not feel hesitate to ask to the teacher when finding difficulties.
30 min	<ul style="list-style-type: none"> a. After finishing the tasks, students were asked to report orally about the discussion result. b. Every student in each group should speak one point and continue to another person/member. While, other groups pay attention to what is being presented by their friends. c. Teacher paid attention and gives feedback to the students' performance. If there is any mistakes, the teacher corrected it. Its activity was done from group 1 until group 7. 	<ul style="list-style-type: none"> a. Students reported their discussion result well. b. They could speak in front of the class confidently.
5 min	<ul style="list-style-type: none"> a. Teacher reviewed about what has been discussed. b. Teacher gave some additional notes about new vocabularies getting from the text. 	<ul style="list-style-type: none"> a. Students pay attention to the teacher. b. Students make notes.
5 min	<ul style="list-style-type: none"> a. The time was up. b. Before ending the class, the teacher gave a homework to the students to make a descriptive text about faous person or favorite star. It should be written on their notebook. c. Teacher closed the class by greeting the students. 	The students responded the teacher's greeting.

Fourth Meeting

5 min	Teacher entered the class, greet the students and ask how they are today	Students responded the teacher
5 min	The teacher prepared the teaching tools and materials	Students helped the teacher to do a class preparation
25 min	<ol style="list-style-type: none"> Teacher asked the students about the homework. Teacher pointed a student to come in front of the class, presented, and read his/her work, and continued by other students. There were 8 students presenting the work. Teacher corrected students' mistakes. 	All students had finished the homework.
30 min	Teacher asked the students to finish the exercises on textbook.	The students finished the task.
10 min	Teacher and students discussed the exercises. Teacher asked the students to read the question one by one and correct if there is any mistakes.	The students did what teacher asked.
5 min	<ol style="list-style-type: none"> The time was up. Teacher ended the lesson by reviewing what they have learnt. Teacher closed the class by greeting the students. 	The students responded the teacher's greeting.

NORMALITY TEST

Table Nonparametric Test of Experimental Group Before Treatment

One-Sample Kolmogorov-Smirnov Test		pre-test experimental
N		30
Normal Parameters ^{a,b}	Mean	32,13
	Std. Deviation	6,684
	Most Extreme Differences	
	Absolute	,219
	Positive	,132
	Negative	-,219
Test Statistic		,219
Asymp. Sig. (2-tailed)		,001 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Table Nonparametric Test of Experimental Group Before Treatment

One-Sample Kolmogorov-Smirnov Test		post-test experimental
N		30
Normal Parameters ^{a,b}	Mean	61,73
	Std. Deviation	8,894
	Most Extreme Differences	
	Absolute	,240
	Positive	,240
	Negative	-,176
Test Statistic		,240
Asymp. Sig. (2-tailed)		,000 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Table Nonparametric Test of Control Group Before Treatment

One-Sample Kolmogorov-Smirnov Test		pre-test control group
N		28
Normal Parameters ^{a,b}	Mean	32,57

	Std. Deviation	6,686
Most Extreme Differences	Absolute	,182
	Positive	,182
	Negative	-,160
Test Statistic		,182
Asymp. Sig. (2-tailed)		,019 ^c

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.

Table Nonparametric Test of Control Group After Treatment

One-Sample Kolmogorov-Smirnov Test

		post-test control group
N		28
Normal Parameters ^{a,b}	Mean	49,43
	Std. Deviation	5,984
Most Extreme Differences	Absolute	,139
	Positive	,139
	Negative	-,131
Test Statistic		,139
Asymp. Sig. (2-tailed)		,175 ^c

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.

Homogeneity Test

Table Homogeneity Test of Experimental Group Before Treatment

Test of Homogeneity of Variances

pre-test

Levene Statistic	df1	df2	Sig.
,001	1	56	,980

ANOVA

pre-test

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2,780	1	2,780	,062	,804
Within Groups	2502,324	56	44,684		
Total	2505,103	57			

Table Homogeneity Test of Experimental Group After Treatment

Test of Homogeneity of Variances

Post-Test

Levene Statistic	df1	df2	Sig.
11,219	1	56	,001

ANOVA

Post-Test

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2192,793	1	2192,793	37,659	,000
Within Groups	3260,724	56	58,227		
Total	5453,517	57			

T-TEST

PRE-TEST & POST-TEST EPERIMENTAL GROUP

Group Statistics

	factor	N	Mean	Std. Deviation	Std. Error Mean
score	pretest score	30	32,13	6,684	1,220
	posttest score	30	61,73	8,894	1,624

Independent Samples Test

		score		
		Equal variances assumed	Equal variances not assumed	
Levene's Test for Equality of Variances t-test for Equality of Means	F	6,361		
	Sig.	,014		
	t	-14,573	-14,573	
	df	58	53,835	
	Sig. (2-tailed)	,000	,000	
	Mean Difference	-29,600	-29,600	
	Std. Error Difference	2,031	2,031	
	95% Confidence Interval of the Difference	Lower	-33,666	-33,673
		Upper	-25,534	-25,527

PRE-TEST EXPERIMENTAL GROUP & CONTROL GROUP

Group Statistics

	Factor	N	Mean	Std. Deviation	Std. Error Mean
PRE-TEST	experimental group	30	32,13	6,684	1,220
	control group	28	32,57	6,686	1,263

Independent Samples Test

		PRE-TEST	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F Sig.	,001 ,980	
t-test for Equality of Means	t	-,249	-,249
	df	56	55,723
	Sig. (2-tailed)	,804	,804
	Mean Difference	-,438	-,438
	Std. Error Difference	1,757	1,757
	95% Confidence Interval of the Difference	Lower Upper	Lower Upper
		-3,957 3,081	-3,957 3,081

POST-TEST EXPERIMENTAL GROUP & CONTROL GROUP

Group Statistics

	factor	N	Mean	Std. Deviation	Std. Error Mean
post-test	experimental	30	61,73	8,894	1,624
	control	28	49,43	5,984	1,131



Independent Samples Test

		post-test	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	11,219	
	Sig.	,001	
t-test for Equality of Means	t	6,137	6,218
	df	56	51,054
	Sig. (2-tailed)	,000	,000
	Mean Difference	12,305	12,305
	Std. Error Difference	2,005	1,979
	95% Confidence Interval of the Difference		
		Lower	8,288
		Upper	8,332
			16,321
			16,277

DIFFERENT MEAN OF CONTROL GROUP & EXPERIMENTAL GROUP

Group Statistics

	factor	N	Mean	Std. Deviation	Std. Error Mean
different	experimental group	30	29,60	6,610	1,207
	control group	28	16,86	4,536	,857

Independent Samples Test

		different	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	4,562	
	Sig.	,037	
t-test for Equality of Means	t	8,500	8,608
	df	56	51,547
	Sig. (2-tailed)	,000	,000
	Mean Difference	12,743	12,743
	Std. Error Difference	1,499	1,480
	95% Confidence Interval of the Difference		
		Lower	9,740
		Upper	9,772
			15,746
			15,714

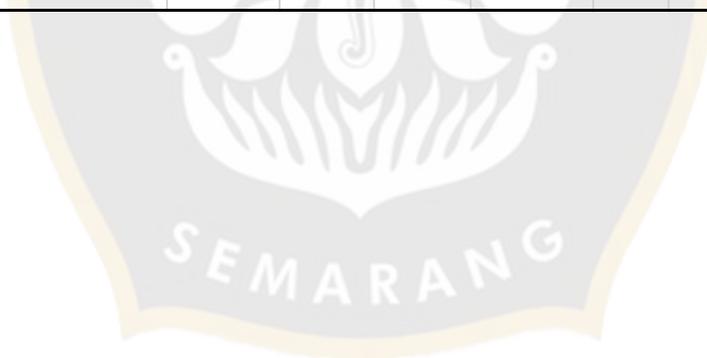
RESULT OF PRE-TEST IN THE EXPERIMENTAL GROUP

NO	Students' Name	pronunciation	grammar	vocabulary	comprehension	fluency	Total	Score
1	ABUDZAR SULISTYO ALGHIFARI	2	1	1	1	1	6	24
2	AIGA 'AINA MAAFTUHA	2	2	2	1	1	8	32
3	AJENG AGUSTINA NUR ZAHRANI	2	2	1	2	2	9	36
4	ADLI ZAHIR	1	2	1	1	2	7	28
5	ALEEFANO AVRILION RIESUK	2	1	2	2	2	9	36
6	AULIA RAHMA SURYANING	2	2	2	2	2	10	40
7	AZZAHRA ANDINI PUTRY	2	2	2	2	1	9	36
8	BAGUS PRATAMA INDRA BAYU	1	1	1	1	2	6	24
9	DIVA EKA REYNAWATI	2	2	1	2	1	8	32
10	FADHLI MASSYUR ALAMSYAH	1	1	1	1	1	5	20
11	FAISHAL MAULANA	2	1	1	1	2	7	28
12	FELISHA NADIRA AMRU	2	2	2	2	1	9	36
13	FITRI SUSANTI	2	2	1	2	2	9	36
14	HALMODE AGASSI	2	2	2	1	2	9	36
15	JAVIER LUKMAN KINASTIAR	1	1	1	2	1	6	24
16	KEVIN KURNIA AL ISTIHSAN	2	1	2	1	1	7	28
17	KUMARA ARGYA SURYADANA	2	2	1	2	2	9	36
18	MUH. GIBRAN ABDIEL ATMAJA	2	2	2	2	2	10	40
19	MUHAMMAD RIFKY SETYAWAN	2	1	1	1	1	6	24
20	NADIA DEWANTI KOSASIH	2	2	2	2	2	10	40
21	NAFISAH MARWA	1	1	2	2	2	8	32
22	NAUFAL RAFLI ARIFL	2	2	1	1	1	7	28
23	RAFIF SHAFWAN ALJEFUDIN	2	1	1	2	1	7	28
24	RAFLY FEBRIANSYAH DWI CAHYO S.	1	1	1	1	1	5	20
25	REVALENTINA MAULIDA NURUL H.	2	2	2	2	2	10	40
26	RIDA NUR LAILA SAFINATUN NAJA	2	1	2	2	2	9	36
27	SALFA NABIILA AZZAHRA	3	2	2	2	1	10	40
28	SALMA THALIDA	2	2	1	2	2	9	36
29	DAFFA MURTADLO	2	1	1	1	1	6	24
30	SYAFNA AULIA	3	2	2	2	2	11	44
TOTAL								964

SEMARANG

RESULT OF POST-TEST IN THE EXPERIMENTAL GROUP

NO	Students' Name	Pronunciation	grammar	vocabulary	Comprehension	Fluency	Total	Score
1	ABUDZAR SULISTYO ALGHIFARI	3	2	3	3	3	14	56
2	AIGA 'AINA MAAFTUHA	3	3	4	4	4	18	72
3	AJENG AGUSTINA NUR ZAHRANI	3	3	3	3	3	15	60
4	ADLI ZAHIR	3	2	3	3	3	14	56
5	ALEEFANO AVRILION RIESUK	3	2	3	3	3	14	56
6	AULIA RAHMA SURYANING	3	3	3	4	4	17	68
7	AZZAHRA ANDINI PUTRY	3	3	4	4	3	17	68
8	BAGUS PRATAMA INDRA BAYU	3	2	4	4	3	16	64
9	DIVA EKA REYNAWATI	3	3	3	4	4	17	68
10	FADHLI MASSYUR ALAMSYAH	2	2	2	3	2	11	44
11	FAISHAL MAULANA	3	2	3	3	3	14	56
12	FELISHA NADIRA AMRU	3	2	4	4	3	16	64
13	FITRI SUSANTI	3	3	4	4	4	18	72
14	HALMODE AGASSI	3	2	3	3	3	14	56
15	JAVIER LUKMAN KINASTIAR	3	2	3	3	3	14	56
16	KEVIN KURNIA AL ISTIHSAN	3	2	3	3	2	13	52
17	KUMARA ARGYA SURYADANA	3	3	4	4	4	18	72
18	MUH. GIBRAN ABDIEL ATMAJA	3	2	3	3	2	13	52
19	MUHAMMAD RIFKY SETYAWAN	3	2	3	3	3	14	56
20	NADIA DEWANTI KOSASIH	3	3	4	4	4	18	72
21	NAFISAH MARWA	3	2	3	3	3	14	56
22	NAUFAL RAFLI ARIFL	3	2	3	3	2	13	52
23	RAFIF SHAFWAN ALIEFUDIN	2	2	3	3	2	12	48
24	RAFLY FEBRIANSYAH DWI CAHYO S.	3	2	3	3	3	14	56
25	REVALENTINA MAULIDA NURUL H.	3	3	4	4	4	18	72
26	RIDA NUR LAILA SAFINATUN NAJA	3	3	4	4	4	18	72
27	SALFA NABIILA AZZAHRA	3	3	4	4	4	18	72
28	SALMA THALIIDA	3	3	4	4	4	18	72
29	DAFFA MURTADLO	3	2	3	3	3	14	56
30	SYAFNA AULIA	4	3	4	4	4	19	76
TOTAL								1852



RESULT OF PRE-TEST IN THE CONTROL GROUP

RESULT OF PRE-TEST IN THE CONTROL GROUP								
Kelas : VII AL MUSTOFA								
NO	NAMA PESERTA DIDIK	pronunciation	grammar	vocabulary	comprehension	fluency	Total	Score
1	ALIEF ABIYI ASANEGARA	2	2	2	2	2	10	40
2	ANDOKO FENDY AZHARI	2	1	1	1	1	6	24
3	ANISA FATHIA KUSUMAWARDHANI	2	2	2	2	2	10	40
4	ARIZAL IRSYAD IMANULLAH	1	2	1	1	1	6	24
5	AULIA SHOFIATUL 'ULUM	2	1	2	2	2	9	36
6	FARREL ZAKI WICAKSONO	2	2	1	1	1	7	28
7	FATUR AHMAD LAKSANA	2	1	2	1	1	7	28
8	GHEFIRA NIDA AULIA	2	2	1	2	2	9	36
9	JAHRA' KHAIIRYAH CINTA	2	2	1	2	1	8	32
10	JAUZA PRASKI WIKA BASHIRA	2	2	2	2	2	10	40
11	MOHAMAD YANWAR HABIBI	1	2	1	1	1	6	24
12	MUHAMMAD APRIANSYAH ABDUL H.	2	1	2	1	1	7	28
13	MUHAMMAD DZAKY DAFA' H.	2	2	1	1	1	7	28
14	M. REYHAN SEANZIKRI ARKHABI M.	2	2	2	2	1	9	36
15	MUHAMMAD RIZKY ARDHEVA	2	2	2	2	1	9	36
16	MUHAMMAD SYAHRAL WIBISONO	2	1	2	1	1	7	28
17	NAYLA FIRZA VALINDRIA	1	2	1	2	2	8	32
18	NAZMAH FAZILLAH	2	2	2	2	2	10	40
19	NUGRAHA CAKRA RAMADHAN	2	1	2	1	1	7	28
20	NUR ANISHYA RIZKIANA	2	2	1	1	1	7	28
21	PUTRI SHABIRA	2	2	1	2	2	9	36
22	RAYHAN GALIH PANGESTU	2	1	1	1	1	6	24
23	RIRI DWI ASRIYANI	2	2	2	2	1	9	36
24	SAFIRA RATHI NADAYU	3	2	2	2	2	11	44
25	SENOPATI KHOLIFATULLAH ALFALAH	1	1	1	1	1	5	20
26	SILVIERA INDRAYANTI AISHA	2	2	2	2	2	10	40
27	ULYANIDA AZIZAH	3	2	2	2	2	11	44
28	SEPTIAN RAHMAD DARMAWAN	2	2	1	2	1	8	32
TOTAL							912	

SEMARANG

RESULT OF POST-TEST IN THE CONTROL GROUP

RESULT OF POST-TEST IN THE CONTROL GROUP								
Kelas : VII AL MUSTOFA								
NO	NAMA PESERTA DIDIK	pronunciation	grammar	vocabulary	comprehension	fluency	Total	Score
1	ALIEF ABIYI ASANEGARA	2	2	3	2	2	11	44
2	ANDOKO FENDY AZHARI	2	2	2	2	2	10	40
3	ANISA FATHIA KUSUMAWARDHANI	2	3	3	3	2	13	52
4	ARIZAL IRSYAD IMANULLAH	3	3	2	2	2	12	48
5	AULIA SHOFIATUL 'ULUM	3	2	3	3	2	13	52
6	FARREL ZAKI WICAKSONO	2	2	2	2	2	10	40
7	FATUR AHMAD LAKSANA	3	2	3	2	2	12	48
8	GHEFIRA NIDA AULIA	3	3	2	3	2	13	52
9	JAHRA' KHAIRIYAH CINTA	3	3	2	3	2	13	52
10	JAUZA PRASKI WIKA BASHIRA	2	2	3	3	3	13	52
11	MOHAMAD YANWAR HABIBI	2	2	2	2	2	10	40
12	MUHAMMAD APRIANSYAH ABDUL H.	3	2	3	2	2	12	48
13	MUHAMMAD DZAKY DAFA' H.	3	2	2	2	2	11	44
14	M. REYHAN SEANZIKRI ARKHABI M.	3	2	3	3	2	13	52
15	MUHAMMAD RIZKY ARDHEVA	3	2	2	2	2	12	48
16	MUHAMMAD SYAHRIAL WIBISONO	3	2	2	2	2	11	44
17	NAYLA FIRZA VALINDRIA	3	3	2	3	3	14	56
18	NAZMAH FAZILLAH	3	3	3	3	3	15	60
19	NUGRAHA CAKRA RAMADHAN	3	2	3	2	2	12	48
20	NUR ANISHYA RIZKIANA	3	3	2	2	2	12	48
21	PUTRI SHABIRA	3	3	2	3	3	14	56
22	RAYHAN GALIH PANGESTU	3	2	2	2	2	11	44
23	RIRI DWI ASRIYANI	3	2	3	3	2	13	52
24	SAFIRA RATIH NADAYU	4	2	3	3	3	15	60
25	SENOPATI KHOLIFATULLAH ALFALAH	2	3	2	2	2	11	44
26	SILVIERA INDRAYANTI AISHA	3	3	3	3	3	15	60
27	ULYANIDA AZIZAH	3	3	3	3	2	14	56
28	SEPTIAN RAHMAD DARMAWAN	3	2	2	2	2	11	44
TOTAL								1384

SEMARANG