

**THE EFFECT OF APPLYING STUDENT-CENTRED APPROACH ON
THE STUDENTS' ACHIEVEMENT ON SPEAKING**

SKRIPSI

*Submitted In Partial Fulfilment of The Requirements
The Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

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ABSTRACT

NINING SULISTIA NINGSIH. “*The Effect of Applying Student-Centred Approach on the Students’ Achievement in Speaking*”. Skripsi: English Department of Faculty of Teacher Training And Education University of Muhammadiyah Sumatera Utara, Medan 2016.

This research dealt with the effect of applying student-centred approach on the students’ achievement in speaking. The objective of this research was to investigate the significant effect of applying student-centred approach on the students’ achievement in speaking. This was pre-experimental research which applied one-group pre-test and post-test. The population of the research was the seven grade students at SMP An-Nadwa Islamic Centre Binjai in 2016/2017 academic year, which consist of 40 students. By using random sampling technique from all the population consist of class VII-A and VII-B, the researcher taken class VII-A as the sample of experimental class with consist of 20 students. This class was taught by using student-centred approach. The data were gathered by administrating an oral test given in pre-test and post-test using the teacher made test. After analyzing the data, the findings showed that the value of $t_{observe} = 3.879$ with $df=n-2$ ($20-2=18$) and $t_{table} = 2.048$. If $t_{observe} > t_{table}$ the alternative hypothesis (H_a) was accepted and the result of this research was $3.879 > 2.048$ ($t_{observe} > t_{table}$). Therefore the hypothesis was accepted. The result showed that the students’ achievement in speaking by using Student-Centred Approach was more significant than before using this strategy.

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_____ The Researcher



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CHAPTER I

INTRODUCTION

A. The Background of the Study

English is an international language, where English always used in every country for communication. English usually used in education at primary school until university level, business like trade and commerce, get work, tourism, for stylistic, etc. Nowadays many things have been written in English for example: scientific book (like proposal, paper, thesis), newspaper (Jakarta Pos), magazine, etc. In education English has been chosen as one of subjects that should be mastered by the students such as: in Junior High School, Senior High School and at University level.

In Indonesia teaching English focuses on four skills such as listening, speaking, writing and reading skill. One of the objectives of teaching English is to make the learners able to communicate using the language in the form of oral and written communication. One of the objectives of teaching foreign language is to provide the students with skills which enable them to communicate orally with the speakers of other nationalities who have also learned the language. In communication someone can not speak or give responses to the speaker if they do not listen what the speaker said.

Speaking is the process of communication with others. However, today the world requires that goal of teaching speaking should improve students'

communicative skill, because students can express and learn how to use of language.

According to Fulcher (2003:23) states that “Speaking is a process of communication between the speaker and the listener”. Through speaking students express their ideas, feeling and desire to other. The mastery of speaking skills in English is a priority for many second language learners. The learners sometimes evaluate their success in language learning based on their success on how they have improve their spoken proficiency. It means that the teaching of speaking plays an important role to promote learners speaking.

When doing teaching practice (PPL) found a problem that there is difficulty speaking English to the students. That students are not easy to express their ideas fluently when their teacher asked them to explain one topic in English. The students lack the vocabulary and tenses. Some of the students are not interested in speaking and they did not give the attention to the process teaching speaking. This situation occurs because the teacher still got the problem to find the appropriate method or interesting in teaching. Based on these problems, the researcher thought about how to make the class communicative, attractive and contextual. The researcher was applying Student-Centered Approach, by applying this approach the students have a strong motivation for participating in learning activities and the growth of democratic atmosphere in learning so that there was dialogue and discussion for mutual learning and teaching among students. So, there researcher interests in research “The Effect of Applying Student-Centred

Approach to Students' Speaking Achievement" of the seven grade students SMP An – Nadwa Islamic Centre Binjai by applying Student-Centred Approach.

B. The Identification of The Problem

The identification of problems was identified as follow:

1. The effect of applying Student-Centred Approach on the students' achievement in speaking.
2. The students' difficulties applying Student-Centred Approach on the students' achievement in speaking.

C. The Scope and Limitation

The scope of this study focused in speaking and limited of the study by expressing apology and gratitude.

D. The Formulation of The Problem

The problem of this study was formulated as follow:

1. Is there any significant effect of applying Student-Centred Approach on the students' achievement in speaking?
2. What are the students' difficulties of applying Student-Centred Approach on the students' achievement in speaking?

E. The Objectives of The Study

In relation to problems the objectives are as the following :

1. To find out the significant effect of applying Student-Centred Approach on the students' achievement in speaking.
2. To find out the students' difficulties of applying Student-Centred Approach on the students' achievement in speaking.

F. The Signification of The Study

The result of the study was useful for :

a. Theoretically :

This research is good as the one of information that will be used for teaching English as foreign language especially in teaching speaking skill and as a reference for other research.

b. Practically :

1. Teacher, are provided an alternative method in improving their strategies for teaching-learning process.
2. Students, are motivated to speak because this method assist student to construct knowledge they have got in their real life.
3. Other researcher, to give information for those who conduct the research in the same field.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

One of the most important things to help learners to communicate successfully is knowledge of speaking. The rich speaking someone has the better she can communicate. Since, in order not to fail on the way of teaching and learning speaking, teachers and students must try their best to find out an appropriate method for themselves. Using visual aids and strategy is a good way to teach speaking and really important or necessary for the new method of teaching and learning. This chapter aims at providing some theoretical background of the study. There are many parts in analyzing this research as follow :

1. Effect

According to Slamento (1995: 15) "Effect in this research means as any ability improvement after learning something". It usually in expected method in which is an idea or hypothesis tested or verified by setting up situation in which the relationship between different subject and variable can be determined.

Ricard and Platt (1999: 133) stated that effect of teaching treatment in language is related to the changes of getting something into the improvement of ability. The ability is the result of learning process which involves teachers with students which reflected from the knowledge the students have.

An effect is produced by the action of an agent or cause that follows it in time. Effect is one condition which is different from the previous condition that caused by something or agent. Effect can give the positive or negative value.

2. Approach, Method, Technique, Strategy

2.1. Approach

According to Richard and Rogers (2001: 19) an approach is a set of correlative assumption dealing with the nature of language and the nature of language learning and teaching. An approach describes how people acquire their knowledge of language and makes statements about the conditions which will promote success in language learning. In the literature of English language teaching, the terms "method and approach" are often used on the nature of language learning. Basically, both of those terms do not have the same meaning.

An approach describes the nature of the subject matter to be taught. By using an approach, it will make the teaching process become more effective because an approach is a very important element in managing students in the classroom.

2.2. Method

Brown (1994: 159) said "a language learning method is an overall plan for presenting language material". Based on the selected approach, a language learning method is an overall plan for second language. Based on the theoretical approach selected, it involves the design of a syllabus for the course. There is often confusion among the terms: Approach, method and strategy. These terms are viewed as points of the language and continue from theoretical (approach)

in which basic beliefs about language and learning are considered to design (method) in which practical plan for teaching a language is considered, to the detail (technique) where the actual learning activity take place.

According to David Nunan (2003: 5) a language teaching method is a single set of procedures which teachers are to following in the classroom. Methods are also usually based on a set of beliefs about the nature of language and learning. For many years, the goal of language pedagogy was to “find the right method”. Formula that would work for all learners at all times (Brown, 2004). Methods are contrast with approach, which are more general, philosophical orientation such as communicative language teaching that can encompass a range of different procedures.

2.3. Technique

Brown (2004: 6) said, “Techniques are the specific activities manifested in the classroom that are consistent with a method and therefore were harmony with an approach as well.”

More clearly stated that technique as a super ordinate term to refer to various activities that either teachers or learners perform in the classroom. In order to accomplish certain goal of teaching foreign language, a technique should be familiar to the teacher. Technique can help him to improve the students’ ability in mastering the language. In other words, technique are very usefully to be applied in the classroom, so that the teaching process is facilitated. It is true that most teachers are often confused the term “technique” with an approach or method. This is due to the over lapping meaning of each term also the other terms may

include the basic idea of technique. In fact, technique is a kind of strategy to make a lesson more understandable by the students. In other words, the teacher devises a kind of activity then stimulates the curiosity of the students when the learning process occurs. It is an implementation which actually takes place in the classroom. It is a particular trick, strategy or contrivance used to accomplish an immediate objective. A technique must be consistent with a method and therefore in harmony with an approach as well. Further, techniques depend on the teacher, his individual art and on the composition of the class. Particular problems can be tackled equally successfully by the use of different techniques.

2.4. Strategy

David Nunan (2003: 171) stated that, strategy is the mental and communicative procedure learners use in order to learn and use language. Underlying every learning task is at least one strategy. However, in most classrooms, learners were unaware of the strategy underlying the learning task in which they were engaged.

Strategies are specific methods of the problem or task, models of operation for achieving a particular end, planned design for controlling and manipulating certain information. They are contextualized “tools” that might vary from moment to moment, or day to day, or possible ways to solve a particular problem, and we choose one or several in sequence for a given problem. (Brown, 2004: 112).

Styles are general characteristics that differentiate one individual from another, strategies are those specific “attacks” that we make on a given problem. They are the moment-by-moment techniques that we employ to solve “problems” posed by

second former relate to input to processing, storage, and retrieval that is to taking in messages.

3. Student-Centred Approach

Student or learner centred approaches to teaching have emerged from changing understandings of the nature of learning and, in particular, from the body of learning theory known as constructivism. In the broadest terms, constructivist learning is based on an understanding that learners construct knowledge for themselves (Krause, 2003). As Maypole and Davies (2001) have observed, constructivist theories encompass a disparate array of philosophical, psychological and epistemological orientations. One of the key distinctions within this broad theoretical 'camp' is that between cognitive and social constructivism. Cognitive constructivism is based on Piaget's model, which emphasises the interaction between the individual and their environment in constructing meaningful knowledge, whereas social constructivism-attributed to the work of Vygotsky – emphasises the importance of student learning through interaction with the teacher and other students (Jaddalah, 2000).

O'Neill, Geraldine and Tim McMahon (2005) "... student-centered learning as focusing on the students' learning and what students do to Achieve this, rather than what the teacher does." Opinions O'Neill explained about the activities of student-centered learning. Students learn from what is done instead of what the teacher. Centered learning approach to students or children is a learning system that shows the dominance of

students during the learning activities and teachers as facilitators, mentors and leaders. Student-centred learning can be concluded that in implementing student-centred learning activities.

In seeking to develop a more student-centred approach in this subject, the researcher focused specifically on the role and nature of small group activities. As Hativa (2000) has identified, student-centred instructional methods include discussion, group work, role-playing, experiential learning, problem based learning and case-method teaching. All of these method were utilised in various combinations throughout the semester.

From the previous explanation, this is the steps of Student-Centred Approach:

- Explain the material to be learned, for example, about expressions of gratitude and apology.
- Students discuss in groups.
- Students form groups with each group consisting of 4 students.
- Each group will assigned to create a dialogue about the expressions of gratitude and apology.
- Each group presented the results of their discussion.

3.1. The Advantages of Student-Centred Approach

1. Students will be able to feel that learning into their own because they were given ample opportunity to participate.
2. Students have a strong motivation for participating in learning activities.
3. The growth of democratic atmosphere in learning so that there will be dialogue and discussion for mutual learning and teaching among students.

4. Can add insight and knowledge for the mind as something experienced teacher and student delivered perhaps not known previously by the teacher.
5. Enabling students.
6. Encourage students to master knowledge.
7. Encourage active learning and critical thinking.
8. Provide opportunities for the development of a variety of assessment strategies.

3.2. The Disadvantages of Student-Centred Approach

1. It is difficult to implement on a large class (number of students a lot).
2. It takes more.
3. Not effective for all types of curriculum.
4. Not suitable for students who are not accustomed to active, independent, and democratic.

4. Students' Achievement

Kimble and Garnezy (in Sharma and Tuteja, 2008: 11) state that “learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice”. Similarly teaching, which is implied in the first definition of learning may be defined as “showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know and understand.

Achievement, as the output or outcome of teaching learning process, is behavioral patterns, values, definitions, attitudes, appreciations, and skills. (Suprijono, 2009: 5). According to Gagne (Suprijono, 2009: 5), achievement is verbal information, intellectual skills, cognitive strategies, motorist skills and attitudes. Meanwhile, Bloom (Suprijono, 2009: 6) states that achievement covers cognitive, affective, and psycho motorist skills. Cognitive domains are knowledge, comprehension, application analysis, synthesis, and evaluation. Affective domains are receiving, responding, valuating, organization, and characterization. Psycho motorist domains are initiatory, pre-routine, and reutilized.

5. Speaking

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

exchange and multiple participants. And the last is extensive speaking: extensive speaking is oral production, include speeches, oral presentation and story-telling.

5.1. Speaking Skill

Speaking is an interaction between a speakers and listener. In speaking there is a process of communication which conveys the message from a speaker to listener. A speaker has to encode the message and listener has to encode or interpret the message which contains information. Encoding is a process or receiving information given by speaker. So, in communication, the process of encoding exist between speaker and listener.

To increase the students' speaking competence, it is necessary to use acceptable forms of correct language. The form involves grammar, vocabulary, pronunciation, and intonation. Learning should be able to produce basic structure correctly. Besides, they need to understand words and the correcting from of language, the students need to practice the language they are learning. This needs reflect that practice in producing the soken form correctly is important.

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

To be responsible for th correct response, the teacher should consider whether there are strategies, the teacher may be able to design a course and student could

learn a simple skill before building on to achieve a more complex skill. So, it would be clear that the students increase their speaking skill.

5.2. Factor Influencing Speaking Achievement

According to Brown (2003: 172-173) there are several aspects that indicate students' achievement in speaking and in this research, the achievement in speaking that will be looked in order to make students' score such as the following :

a. Fluency

This refers to how good the student are keeping talking at the right speed and how good they are connecting their ideas together. There are many factors that influence the fluency of speaker. For instance, the ability to combine the sentences can interpret with the fluency. Besides, when the listener listens to the speaker, he may not concentrate on the sound to the message.

b. Vocabulary

The word vocabulary is used to indicate that they are list of words, which should be understood in order to communicate well. It means the whole stock of words used by a nation, by any set of person or by an individual.

c. Grammar

Grammar refers to the grammatical mastery in speaking. It is important because the language is a system that would be followed.

d. Pronunciation

This refers to how well the students pronounce the language. As well as considering the communicative effect of the students' pronunciation, there is contribution how much strain it causes can a listener, and how not cable their

accent is-although accent itself is not to be able to produce the phonological of speech.

e. Comprehension

This refers to how good the students understand the meaning of something. The word 'comprehension' refers to the ability to make sense of something or to understand something. It can also be defined as the art of comprehending or perceiving. Comprehension also describes information or knowledge that is required through understand about information or message that they say.

So, comprehension is the ability to listen, to understand and speak accordingly to what a speaker intended. Of course, without this ability, the conversation would never go well.

Brown (2001: 251) states types of spoken language involves two or more spoken. Interpersonal promote relationship while transitional usually happen to convey factual information. Both kinds of dialogues will happen among people who are familiar each other.

Therefore, in order to speak fluency the students need to practice language, while is being learned. It is reasonable that the more students practice. The more fluency they can speak : this condition does not only improve the students' speaking skill but also their pronunciation.

5.3. Types of Speaking

There are five basic types of speaking, they are

5.3.1. Imitative speaking

Imitative speaking requires students to “parrot back” a word, sentence (Brown : 2003). At one end of a continuum of types of speaking performance is the ability to simply parrot back “imitate” a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, grammatical properties of language may be included in the criterion performance. We are interested only in what is traditionally labeled “pronunciation”; no inferences are made about the test-taker’s ability to understand or convey meaning or to participate in an interactive conversation. The only role of listening here is in the short-term storage of a prompt, just long enough to allow the speaker to retain short stretch of language that must be imitated.

5.3.2. Intensive Speaking

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements-intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best.

5.3.3. Responsive Speaking

Responsive speaking requires students to respond to a spoken prompt (for authenticity), and briefly converse with the prompter at the limited level using

standard greetings and small talk, simple request and comments, etc (Brown : 2003).

Questions eliciting open-ended responses are concrete examples of responsive speaking assessments. For example : Open-Ended Oral Response. Paraphrasing a story is not the most authentic responsive speaking activity, but it aids students' reading abilities while testing their ability to respond to a spoken prompt in their own words. For example : Paraphrasing a Story.

5.3.4. Interactive Speaking

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges, which have the purpose of maintaining social relationships. In interpersonal exchanges, oral production can become pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor and other sociolinguistic conventions.

5.3.5. Extensive Speaking

Extensive speaking requires students to give speeches, oral presentations, and story-telling. Planning is involved and interaction is generally ruled out (Brown : 2003).

Oral presentations are excellent ways to assess students' extensive speaking abilities. Oral presentations can be centered around any theme or topic. For example : Oral Presentation. Picture-cued story-telling is very useful for extensive

speaking exercises because, as they say, "a picture is worth a thousand words!" Grading these tasks can still be difficult, so it is recommended to narrow down language criteria (vocabulary, time relatives, sentence connectors, past tense of irregular verbs, fluency in general, etc.). for example : Picture-Cued Story-Telling.

B. Conceptual framework

Speaking is a skill used by someone to communicate orally in daily life whether at school or outside the school. Most teachers tried to find techniques in order to make students interested in learning speaking. At least, they can speak in a simple conversation freely.

In fact, the students have difficulties in speaking subject. It caused by some factors: first, they are too shy and afraid to speak in the front of the class because lack of self-confidence. Second, they are unmotivated and lack of practice. Lastly, they need an interesting technique to stimulate them to speak in the class.

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

In teaching speaking, Student-centred Approach is able to make a good progress and can increase the students' achievement in speaking because Student-Centred are enjoyable strategy enables students to create reminders to use what they have learned. By using student-centred approach the students do not feel bored and difficult when they are studying English. So, the students will be very exciting in learning speaking by this approach.

C. Hypothesis

The hypothesis of this research as follows:

Ha : There is a significant effect of applying Student-Centred approach on the students' achievement in speaking.

Ho : There is no significant effect of applying Student-Centred approach on the students' achievement in speaking.

CHAPTER III

METHOD OF RESEARCH

A. Location and Time

This research was conducted at SMP An - Nadwa Islamic Centre Binjai in 2016-2017 academic year. This location was chosen for the place of research because the researcher interest to search the problems of the applying Student-Centred Approach on the students' achievement in speaking.

B. Population and Sample

1. Population

The population of this research was taken from the seventh grade students of SMP An-Nadwa Islamic Centre Binjai of the academic year 2016-2017, which consist of two classes. They are VII-A consisted of 20 students, VII-B consisted of 20 students. So the total numbers of the students are 40 students.

2. Sample

According to Arikunto (2006:131)"sample is a part or representative of population research". Based on statement of Arikunto (2006:134) said, " If the population of the research are less than 100, it is better to include all of them as the sample. However, if they are more than 100 they are taken out 10% - 15% or 20% - 25%. Based on this theory the researcher took all of the population as the sample.

Table 3.1
Population of Research

Class	Population
VII-A	20
VII-B	20
Total	40

Table 3.2
Sample of Research

Class	Sample
VII-A	20

C. Research Design

This study was conducted by using experimental design. The experimental group was taught by applying Student-Centred Approach. The design was applied in order to investigate the effect of applying Student-Centred Approach on the students' achievement in speaking. The design can be seen in the table:

Table 3.3
Research Design

Group	Pre-test	Treatment	Post-test
Experimental (X)	✓	Applying Student-Centred Approach	✓

Based on the table 3.3, experimental (X) is the class which received by applying Student-Centred Approach in teaching speaking.

D. The Instrument of Research

In this research was collected by using an oral test about expressing apology and gratitude. In collecting the data, Pre-test and Post-test was conducted in experimental group. The students in the experimental group was treated with Student-Centred Approach.

Table 3.4
Scoring of Speaking

A. Vocabulary (20)

Level	Explanation
16-20	Very good : rarely has trouble.
11-15	Good : sometimes user inappropriate term about language.
6-10	Fair : Frequent user wrong words speech limited to simply vocabulary.
1-5	Unsatisfactory : very limited vocabulary and make the comprehension quite difficult.

B. Comprehension (20)

Level	Explanation
16-20	Very good : few noticeable errors
11-15	Good : occasionally grammatical errors which do not obscure meaning.

6-10	Fair	: error of the basic structure, meaning occasionally obscure by grammatical errors.
------	------	---

1-5	Unsatisfactory	: usage definitely unsatisfactory frequently needs to rephrase construction or distort himself to basic structure.
-----	----------------	--

C. Pronunciation (20)

Level	Explanation
-------	-------------

16-20	Very good	: understand able.
-------	-----------	--------------------

11-15	Good	: few noticeable errors.
-------	------	--------------------------

6-10	Fair	: error of basic pronunciation.
------	------	---------------------------------

1-5	Unsatisfactory	: hard to understand because of sound, accent, pitch, difficulties and incomprehensible.
-----	----------------	--

D. Fluency (20)

Level	Eplanation
-------	------------

16-20	Very good	: understand able.
-------	-----------	--------------------

11-15	Good	: speech is generally natural.
-------	------	--------------------------------

6-10	Fair	: some definite stumbling but manager to rephrase and continue.
------	------	---

1-5	Unsatisfactory	: speed of speech and length of utterances are
-----	----------------	--

for below normal, long, pauses, utterances left unfinished.

E. Grammar (20)

Level	Explanation
16-20	Very good : errors in grammar are quite rare.
11-15	Good : control of grammar is good.
6-10	Fair : construction quite accurately but does not have through or confident control of the grammar.
1-5	Unsatisfactory : errors in grammar frequent to speak language.

E. Technique of Collecting Data

1. Giving Pre – test

The pre-test was given to the experimental group) before getting the treatment. Pre-test was given in order to know the students' achievement in speaking before the treatment.

2. Giving Treatment

The treatment was given to the experimental group. Experimental group was taught by applying Student-Centred Approach.

Table 3.5

Treatment in Experimental

Meeting	Experimental Group
1	a. The teacher greets the students to open the class. b. Give the pre-test
2	a. The teacher explain about some meaning of speaking, the elements of speaking and some examples of speaking.
3	a. The teacher asks the students to devide into two pairs. b. The teacher gives dialog and asks the students to speak.
4	a. The teacher and the students discuss the student's works together and students are asks to give comment for another student's works.
5	a. The teacher observes the student's activity, then identifies difficulties that will be found by students and give them suggetion to make a good speaking and give explanation about speaking. b. The teacher gives dialog and asks the students to speak.
6	a. Gives direction related to the test. b. Gives post-test

3. Giving Post – test

After giving the treatment, the experimental group was given post-test.

The post-test is same as the pre-test. The post-test was given to know the

mean score of experimental group after receiving treatment. The post-test was given to know the effect of applying Student-Centred Approach on the students' achievement in speaking.

F. Technique of Analyzing Data

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

1. Scoring the students' answer for correct and wrong answer.
2. Listing the score into a table for the experimental group scores.
3. Providing the hypothesis of the research, the data is analyzed by applying formula as the following:

- a. Finding the correlation by formulation (Sugiyono, 2010:183)

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{(n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}}$$

- b. Determining T-test by formula (Sugiyono, 2010:197)

$$t = \frac{r_{xy} \sqrt{n-2}}{\sqrt{1-(r_{xy})^2}}$$

Where:

t = t-test

n = total sample

1 = number Constant

r = correlation of product moment

c. Testing linear regression (Sugiyono, 2010:188)

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

$$b = \frac{n \sum xy - \sum x \sum y}{n \sum x^2 - (\sum x)^2}$$

$$a = \frac{\sum y}{n} - b \frac{\sum x}{n}$$

Where:

\hat{y} = the prediction score

a = constant or if $x = 0$

b = regression coefficient

x = independent variable score

d. Calculating determination

$$D = (r_{xy})^2 \times 100\%$$

G. Statistical Hypothesis

Ha : There was a significant effect of applying Student-Centred approach on the students' achievement in speaking.

Ho : There was no significant effect of applying Student-Centred approach on the students' achievement in speaking.

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A. Data Collection

The data of this study were obtained from the test score. There were two kinds of test for experimental group, pre-test and post-test. The cumulative score of each students was based on five indicators :

V : Vocabulary

C : Comprehension

P : Pronunciation

F : Fluency

G : Grammar

The following were students' score on the pre-test and post-test of the experimental group.

Table 4.1

The Score of Pre-test of Experimental Group

No	Student's Initial	Indocators					Score
		V	C	P	F	G	
1	RH	18	18	16	19	17	88
2	FS	15	15	14	10	14	68
3	MFK	14	11	15	10	15	65
4	MFM	14	10	14	10	15	63
5	AS	19	19	17	19	17	91
6	LH	19	19	17	19	17	91
7	RR	15	16	13	10	13	67
8	DM	14	10	13	10	13	60
9	NS	14	10	14	10	14	62

10	MSA	14	11	10	10	12	57
11	AAS	13	12	10	10	10	55
12	MDA	18	18	10	19	11	76
13	MIA	13	11	10	10	10	54
14	RAA	19	19	15	19	15	87
15	DFA	19	19	17	19	17	91
16	HAA	13	10	14	10	14	61
17	MAT	13	14	13	11	14	65
18	MRF	10	12	10	11	10	53
19	MIH	13	15	15	17	15	75
20	RHR	14	14	15	10	15	68
Total		301	283	272	263	278	1397

From Table 4.1, it shown that the total scores of pre-test was 1397. The higher score of indicator of test above was vocabulary, the second was comprehension, the third was grammar, the forth was pronunciation, and the last was fluency.

Table 4.2

The Score of Post-test of Experimental Group

No	Student's Initial	Indicators					Score
		V	C	P	F	G	
1	RH	19	19	17	16	18	89
2	FS	19	19	14	15	19	86
3	MFK	17	16	15	16	17	81
4	MFM	17	16	15	15	18	80
5	AS	19	19	19	18	19	94
6	LH	18	19	17	18	18	90
7	RR	17	18	15	16	17	83
8	DM	17	18	16	16	18	85
9	NS	18	18	16	15	19	86
10	MSA	17	18	17	18	16	86
11	AAS	17	18	17	16	17	85
12	MDA	19	18	16	17	18	88

13	MIA	19	18	17	15	18	87
14	RAA	18	19	17	16	19	89
15	DFA	19	19	18	18	19	93
16	HAA	19	18	16	16	17	86
17	MAT	19	17	15	15	18	84
18	MRF	17	16	17	16	16	82
19	MIH	16	16	16	16	16	80
20	RHR	17	18	16	17	18	86
Total		358	357	327	324	354	1720

From Table 4.2, it shown that the total scores of post-test was 1720. The higher score of indicator of test above was vocabulary, the second was comprehension, the third was grammar, the forth was pronunciation, and the last was fluency.

Table 4.3

The Score of Pre-test and Post-test of Experimental Group

No	Students' Initial	Pre-test	Post-test
1	RH	88	89
2	FS	68	86
3	MFK	65	81
4	MFM	63	80
5	AS	91	94
6	LH	91	90
7	RR	67	83
8	DM	60	85
9	NS	62	86
10	MSA	57	86
11	AAS	55	85
12	MDA	76	88
13	MIA	54	87
14	RAA	87	89
15	DFA	91	93
16	HAA	61	86

17	MAT	65	84
18	MRF	53	82
19	MIH	75	80
20	RHR	68	86
Total Score		1397	1720
Means		69.85	86.00

Based on the data in table 4.3, showed that the mean of Pre-test was 69.85 and the mean of Post-test was 86.00.

B. Data Analysis

1. Finding the Correlation

Table 4.4

The Score of Pre-test and Post-test of Experimental Group

No	Students' Initial	Pre-test (x)	Post-test (y)	x^2	y^2	$x.y$
1	RH	88	89	7744	7921	7832
2	FS	68	86	4624	7396	5848
3	MFK	65	81	4225	6561	5265
4	MFM	63	80	3969	6400	5040
5	AS	91	94	8281	8836	8554
6	LH	91	90	8281	8100	8190
7	RR	67	83	4489	6889	5561
8	DM	60	85	3600	7225	5100
9	NS	62	86	3844	7396	5332
10	MSA	57	86	3249	7396	4902
11	AAS	55	85	3025	7225	4675
12	MDA	76	88	5776	7744	6688
13	MIA	54	87	2916	7569	4698
14	RAA	87	89	7569	7921	7743
15	DFA	91	93	8281	8649	8463
16	HAA	61	86	3721	7396	5246

17	MAT	65	84	4225	7056	5460
18	MRF	53	82	2809	6724	4346
19	MIH	75	80	5625	6400	6000
20	RHR	68	86	4624	7396	5848
	Total	1397	1720	100877	148200	120791

Based on the data at the table above, finding the correlation between pre-test by using this formula:

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{(n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}}$$

$$r_{xy} = \frac{(20)(120791) - (1397)(1720)}{\sqrt{((20)(100877) - (1397)^2)((20)(148200) - (1720)^2)}}$$

$$r_{xy} = \frac{2415820 - 2402840}{\sqrt{(2017540 - 1951609)(2964000 - 2958400)}}$$

$$r_{xy} = \frac{12980}{\sqrt{369213600}}$$

$$r_{xy} = \frac{12980}{19214.931}$$

$$r_{xy} = 0.675$$

2. Determining T-test

After testing the correlation continued with determining T-test.

$$t = \frac{r_{xy} \sqrt{n-2}}{\sqrt{1-(r_{xy})^2}}$$

$$t = \frac{0.675 \sqrt{20-2}}{\sqrt{1-(0.675)^2}}$$

$$t = \frac{0.675 \sqrt{18}}{\sqrt{1-(0.455)^2}}$$

$$t = \frac{0.675(4.242)}{\sqrt{0.545}}$$

$$t = \frac{2.863}{0.738}$$

$$t = 3.879$$

From the T-test above, $t_{observe} = 3.879$, with $df=n-2$. Therefore, $20-2=18$ and $t_{table} = 2.048$. The alternative hypothesis (H_a) is accepted and $3.879 > 2.048$. Therefore the hypothesis was accepted.

3. Testing Linear Regression

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

In finding \hat{y} find the value of a and b with the following this formula:

$$b = \frac{n \sum xy - \sum x \sum y}{n \sum x^2 - (\sum x)^2}$$

$$b = \frac{(20)(120791) - (1397)(1720)}{(20)(100877) - (1397)^2}$$

$$b = \frac{2415820 - 2402840}{2017540 - 1951609}$$

$$b = \frac{12980}{65931}$$

$$b = 0.196$$

Based on the calculating above it was known the value of b to finding \hat{y} .

$$a = \frac{\sum y}{n} - b \frac{\sum x}{n}$$

$$a = \frac{1720}{20} - (0.196) \frac{1397}{20}$$

$$a = 86 - 13.690$$

$$a = 72.31$$

After finding the value of a and b , input the value and the finding as at the following:

$$\hat{y} = 72.31 + 0.196x$$

It means that each additional 1% of subject in the dependent variable predicted that interested the students' achievement in speaking in the amount of 0.196.

4. Calculating Determination

$$D = (r_{xy})^2 \times 100\%$$

$$D = (0.675)^2 \times 100\%$$

$$D = 0.455 \times 100\%$$

$$D = 45.5\%$$

From the determination above it was known that the effect of applying Student-Centred Approach to the students' achievement in speaking was 45.5% and 54.5% from the other factors.

C. The Findings

By consulting analyzing of the data, it is stated that there was an effect of Applying Student-Centred Approach on the students' achievement in speaking. It can be simple see from the differencess of mean score of Pre-test and Post-test in experimental class. They were 69.85 in Pre-test and 86.00 in Post-test of experimental class, the mean of Pre-test increases after using Student-Centred Approach from 69.85 to 86.00.

Based on the testing of hypothesis, the value of $t_{observe} = 3.879 > t_{table} = 2.048$, it means that there is a significant effect of applying Student-Centred Approach on the students' achievement in speaking. The value of the effect of using Student-Centred Approach is about 45.5% and 54.5% from other factors.

The Students' Difficulties of Applying Student-Centred Approach on the Students' Achievement in Speaking

The difficulties of applying Student-Centred Approach in SMP An-Nadwa Islamic Centre Binjai in class VII-A are that there are difficulties in applying Student-Centred Approach. The students were not able to achieve good pronunciation and fluency in speaking. It was because they do not practice their speaking skills in their daily lives. So, their pronunciation and fluency is not good. By using Student-Centred Approach is a better technique to teach the students and improve their pronunciation and fluency in speaking skills.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the data analysis, there are some conclusions that can be described as follows :

1. From this research, the $t_{observe}$ was greater than the t_{table} which was proven from the result of the test: $t_{observe} > t_{table}$ or $3.879 > 2.048$. It's mean that the null hypothesis was rejected and the alternative hypothesis was accepted. So, there was a significant effect of Applying Student-Centred Approach on the Students' Achievement in Speaking.
2. By applying Student-Centred Approach, the students more actively involved in learning process.

B. Suggestions

In relation to the conclusions previously stated, suggestions are stated as following:

1. As English teachers are adviced to use the Student-Centred Aproach, because this strategy enables students to create reminders to use what they have learned.
2. The taechers should choose the right strategy with regard to the character of the students and adjust to the topic of discussion.

-
-
3. The students could add their knowledge in speaking and the students should study harder to improve their ability in mastering speaking. So it makes students to be active learners.

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APPENDIX II

ITEM TEST

Work in pair, write a dialogue using expressions of gratitude and apology minimal 8 lines, then practice it in front of the class.

Example of Expressions

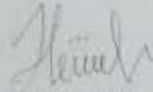
Expressions of Gratitude	Responses
<ul style="list-style-type: none">• Thank you• Thanks• Thank you very much• Thank you so much• Thanks a lot• Thank you for your help	<ul style="list-style-type: none">• You're welcome• It's okay• It's my pleasure• Don't mention it• That's all right• Not at all

Expressions of Apology	Responses
<ul style="list-style-type: none">• Sorry• I am sorry• I am (very/really/so) sorry• I apologize for...• Please forgive me• Sorry to trouble you• Please accept my apology• Will you forgive me, please?	<ul style="list-style-type: none">• It's okay• That's all right• Please don't be sorry• Never mind• I forgive you• It doesn't matter• Don't worry about it• Forget about it

Binjai, October 2016

Known by:

Researcher



Nining Sulistia Ningsih
NPM: 1202050275

Headmaster of SM An-Nadwa Islamic Centre Binjai



Ahmad Effendi S.Pd, M.Hum
NIP: 5648755657200012

(Re-test)

Name: Husnul Aslam Afistoh and M. Amin Tqj

Class: 12th A-

Work in pair, write a dialogue using expressions of gratitude and apology minimal 8 lines, then practice it in front of the class.

~~A: What are you doing, Amin?~~

A: What are you doing, Amin?

B: I'm hungry. I AM going to make a plate of a fried noodle.

A: Oh, let me do it for you.

B: Thank you for your help. It's very kind of you, ~~Amin~~. Astam.

A: Not at all.

Name	V	C	P	F	G	Score
Husnul Aslam Afistoh	13	10	14	10	14	61
M. Amin Tqj	13	14	13	11	14	65

(Pre-test)

Name: Rival Ari Angga and Dawa Fahri Aulia

Class: VII^B

Work in pair, write a dialogue using expressions of gratitude and apology minimal 8 lines, then practice it in front of the class.

Rival: Good morning.

Dawa: Good morning.

Rival: Dawa, I am really sorry. I have to water the plant first.

Dawa: It's OK. But next time please tell me first.

Rival: Of course. Let's go now.

Dawa: You look so handsome to say, Rival.

Rival: Thank you.

Dawa: You are welcome.

Name	V	C	P	F	G	Score
Rival Ari Angga	15	15	15	15	15	81
Dawa Fahri Aulia	15	15	11	15	17	91

The Students' Attendance List of The Experimental Class

No	Name	Meetings		
		Pre-test	Treatment	Post-test
1	Raihan Nusan	ant	ant	ant
2	Firmangyah Silepu	ant	ant	ant
3	M. FAHMI KUSVANA	ant	ant	ant
4	M. fajri Maulana	ant	ant	ant
5	Hetandi Syahira	ant	ant	ant
6	Lukstina Happyani br bangun	ant	ant	ant
7	RIZKY Ramadhan	Ran	Ran	Ran
8	S... /DINDA Maulana	Dinda	Dinda	Dinda
9	... Nur Syifa	Nur	Nur	Nur
10	M. SHEVA ANOU	ant	ant	ant
11	RIZDY ARY SILAGA	ant	ant	ant
12	Mhd. Dan Adiputra	ant	ant	ant
13	M. INSAN AZIZRI	ant	ant	ant
14	Khalid Ariangga	ant	ant	ant
15	Dawa Fahri Pulia	ant	ant	ant
16	Husseinul Islam Alisyah	ant	ant	ant
17	M. M. Amin TRG	ant	ant	ant
18	M. RASYID FACHRI	ant	ant	ant
19	MIBRAH HADI	ant	ant	ant
20	Rahmad Husyaini RIZKI	Rahm	Rahm	Rahm





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

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Nining Sulistia Ningsih
NPM : 1202050275
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 142 SKS

IPK = 3,10

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	The Effect of Applying Student-Centered Approach on the Students' Achievement in Speaking	
	The Effect of Using Bamboo Dancing Method on Students' Achievement in Speaking	
	The Effect of Using Mind Map Media on Students' Achievement in Reading Comprehension	

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

Medan, 11 Mei 2016
Hormat Pemohon,



Nining Sulistia Ningsih

Keterangan:

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



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FKIP UMSU

Form K-2

Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Nining Sulistia Ningsih
NPM : 1202050275
Program Studi : Pendidikan Bahasa Inggris

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

The Effect of Applying Student-Centred Approach on the Students' Achievement in Speaking

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Pirman Ginting, S.Pd., M.Hum

22/6-2016

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

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

Medan, 16 Mei 2016
Hormat Pemohon,

Nining Sulistia Ningsih

Keterangan

Dibuat rangkap 3 :
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- Untuk Ketua / Sekretaris Prog. Studi
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Lamp : ---

Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

*Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb*

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

Nama : NINING SULISTIA NINGSIH
N P M : 1202050275
Program Studi : Pend. Bahasa Inggris
Judul Penelitian : **THE EFFECT OF APPLYING STUDENTS' -
CENTERED APPROACH ON THE STUDENTS'
ACHIEVEMENT IN SPEAKING**
Pembimbing : Pirman Ginting, S.Pd., M.Hum

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

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak sesuai dengan jangka waktu yang telah ditentukan
3. Masa daluwarsa tanggal : **23 Juni 2017**

Medan, 18 Ramadhan 1437 H
23 Juni 2016 M

Wassalam
Dekan


Elfrianto M.Pd.
NIDN 0115057302

Dibuat rangkap 4 (Empat) :

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



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Nining Sulistia Ningsih
N.P.M : 1202050275
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Applying Student-Centered Approach on the Students' Achievement in Speaking

Pada hari Jumat tanggal 30 bulan September tahun 2016 sudah layak menjadi proposal skripsi.

Medan, 05 Oktober 2016

Disetujui oleh:

Dosen Pembahas

Mandra Saragib, S.Pd, M.Hum

Dosen Pembimbing

Pirman Ginting, S.Pd., M.Hum

Diketahui oleh
Ketua Program Studi

Mandra Saragib, S.Pd, M.Hum



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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SURAT KETERANGAN

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

Nama Lengkap : Nining Sulistia Ningsih
N.P.M : 1202050275
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Applying Student-Centered Approach on the
Students' Achievement in Speaking

benar telah melakukan seminar proposal skripsi pada hari Jumat, tanggal 30, Bulan
September, Tahun 2016

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan
Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, 05 Oktober 2016

Ketua,

Mandra Saragih, S.Pd, M.Hum



BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama Lengkap : Nining Sulistia Ningsih
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 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : The Effect of Applying Student-Centered Approach on the Students' Achievement in Speaking

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
14 / 09 - 2016	- Abstract - Acknowledgements - writing system Page : 27, 28, 29, 30	
20 / 09 - 2016	CHAPTER IV - Data collection - Data analysis - The findings	
03 / 10 - 2016	writing system Page : 15, 16, 17, 25, 26	
19 / 10 - 2016	Data Analysis Page 10 / 2016	

Diketahui oleh:
 Ketua Prodi

 (Mandra Saragih, S.Pd, M.Hum)

Medan, Oktober 2016
 Dosen Pembimbing

 (Pirman Ginting, S.Pd, M.Hum)

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Education

1. Elementary School at SDN Batu Jong-Jong (2000 – 2006)
2. Junior High School at MTs Modern Muhammadiyah kwalamadu (2006 – 2009)
3. Senior High School at MAS Baiturrahmah Bahorok (2009 – 2012)
4. Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara (2012 – 2016)

Medan, October 2016

The researcher



Nining Sulistia Ningsih