

THE EFFECT OF ANCHOR TECHNIQUE TOWARDS THE STUDENTS'
SPEAKING SKILL ACHIEVEMENT THROUGH JTVC
JAPAN METRO TV CHANNEL

SKRIPSI

*Submitted In Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

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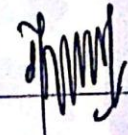
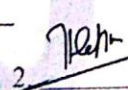

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ABSTRACT

CUT NADIA. 1502050067. The Effect of Anchor Technique Towards the Students' Speaking Skill Achievement Through JTVC Japan Metro TV Channel. Skripsi. English Education Program. Faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara. Medan. 2019.

This study aims to determine the Anchor Technique of Students 'Speaking Skills Through the JTVC Japan Metro TV Channel. This study tried to find out how the anchor technique is related to the students' speaking skills through the JTVC Japan Metro TV Channel to students of class XII-AK and XII-AP of Harapan Mekar Vocational High School Medan.

The method used in this study was an experimental method where research wanted to know the use of anchor techniques to improve students' speaking abilities. Evaluation of learning using JTVC Japan Metro TV Channel media was done using paired T-test by comparing the average value before learning from the sample with the average value after the learning process. Paired T-tests at the level of 5% are calculated using a formula.

T-test results showed that the experimental class post-test values were significantly different from the control class. The post-test value in the experimental class was 53,98 and the post-test value in the control class was 48,90. T-test results on the post-test value indicate that the T_{Obs} value is greater than the T_{Table} value ($T_{Obs} = 3,79 > T_{Table} = 2,00$), so from this result it can be seen that H_a is accepted. This means that there is an effect of applying learning methods with anchor techniques to increasing students' understanding of news anchors.

Keyword : Anchor Techniques, Speaking Skill, JTVC Japan Metro TV Channel.

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Medan, Oktober 2019
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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is the most effective means of communication to convey thoughts, ideas, intentions and goals to others. In general, language has a function as a means of communication, expressing itself, functioning for adaptation and integration, a control function where language can be used to influence attitudes and also the opinions of others. Language has a role to unite diversity in society, both nationally and internationally.

Gorys Keraf (2004) claims that communication is a tools used by members of the community both in the form of sound symbols produced by human utterances. When humans want to communicate with each other, then he will use a language that is usually used to convey information.

In this era of globalization, the importance of speaking English is very necessary. Therefore, English language education must be given from elementary school to university. However, often mistakes in learning methods make students or students think that English is very difficult.

Hadijah (2014:1) argue that the students' reason in facing the problems on English speaking English were not only having limited knowledge on the components of speaking skills including pronunciation, grammar, vocabulary, fluency and comprehension but also they have own personal reasons, such as shy to perform speaking, lack of self confidence, lack of speaking practice, time management, speaking material and exposure problems.

Along with the times, everyone is required to learn English due to the rapid development of science and technology, the increasingly fierce competition in the world of work, the need for education and career levels and supporting elements to socialize with foreigners given the free market opened.

English is a foreign language that is very important to learn in the development of science, technology, cultural arts and relations with other nations. Recognizing that national development in this field requires action to improve national education in the development of science, technology, art and development needs.

In general, English learning is dominated by teachers who talk too much compared to students. Students tend to be passive, sit still and predominantly listen rather than talk. This causes students to hesitate and fear if they speak English because they are worried about the truth of the pronunciation of words and grammar when they speak.

Based on researcher experience conducting in SMK HARAPAN MEKAR 2, I see a lot of students who are very passive when following the learning process, they seem so afraid to talk so they can only be quiet and then listen to what the teacher says.

Ineffective learning methods make student learning motivation decline due to lack of understanding of students when the learning process takes place. Where learning is fully dominated by teachers, so students feel boredom and boredom by using such methods. Almost every teacher uses the lecture method in the teaching and learning process.

Based on the description above, the researched is interested in analyzing the anchor technique in the speaking process of the students with the title: The Effect of Anchor Technique to Words the Students' Speaking Skill Achievement through JTVC Japan Metro TV Channel.

B. Identification of The Problems

Based on the background which has been discussed above, of the problems of this study can be identified as follows:

1. Student speaking skill in the classroom are still low.
2. Teachers tend to use the traditional method in teaching in learning.

C. The Scope and Limitation

The scope of the study focus on speaking skill, anchor technique and JTVC japan on metro tv channel as a media. The writer also limits the study in order to not widely discuss, the media only use at (31 Maret 2015 - Pengusaha Muda - Part 1 and 17 November 2015 - Cara Orang Jepang Membuat Susu Kedelai).

D. The Formulation of The Problems

The formulation of the problems in this study are as follows:

1. Does the anchor technique provide the significant effects on students speaking skills through JTVC Japan Metro TV Channel ?
2. How is the anchor technique reliazition on students speaking skills through JTVC Japan Metro TV Channel ?

E. The Objectives of the Study

The objectives of this study described above can be stated as follow:

1. To find out the anchor technique on students speaking skills through JTVC Japan Metro TV Channel.
2. To find out how is the anchor technique reliazition on students speaking skills through JTVC Japan Metro TV Channel.

F. The Significance of Study

The significance of the study theoritically and practically can be clarify as follows:

1. Theoritically

The result of the study can give the information in acquiring English, this study also informs the readers that there are many ways that students can do to improve their speaking skills.

2. Practically

- a. Teachers, as a reference on the method of teaching English that is interesting to improve the students' speaking skills.
- b. Students, to increase the students' motivation in speaking fluent English through journalist activities. Students can learn to speak and express their ideas accordingly.

CHAPTER II

THE REVIEW OF LITERATURE

A. Theoretical Framework

1. The Definition of Learning

Learning is basically the process of one's mental activity in interacting with their environment so as to produce positive behavioral changes in aspects of knowledge, attitudes and psychomotor. The effectiveness of learning cannot be seen from its activities during the learning process, but is seen from changes in behavior before and after the learning process occurs. According to (Santrock, 2008), learning can be defined as a permanent influence on behavior, knowledge and thinking skills acquired through experience. Whereas Rusman (2012) defines learning as a system consisting of various components that are interconnected with each other. These components include learning objectives, learning materials, media and evaluation.

The teaching method is the method used to implement the learning plan that has been prepared in real activities so that the objectives that have been compiled are achieved optimally. Learning methods refer to a method that will be used by the teacher to optimize the learning process. This has the consequence that the method plays a very important role in the learning process so that the teacher can manage classes that are interactive and not boring. In learning, methods are used as a way of delivering material and managing learning activities so students can learn to achieve the desired goals. When teaching, a teacher uses certain teaching methods with various considerations so that they can be used effectively in learning. The learning method consists of lectures, demonstrations, discussions, simulations, laboratories, field experiences, brainstorming, debates and symposia.

Some features that can be used as a reference for the teacher to assess whether the learning method that is determined has been effective or not. Effective learning methods can improve students' understanding of the subject matter, students are challenged to find alternative problem solving and expression in solving problems, build students' curiosity, increase activeness and stimulate the creativity of students and teachers able to implement the methods chosen in managing the class (Mariayaningsih and Hidayati, 2018: 81).

Darmadi (2017: 81) states that, learning media is a means for the creation of a learning process that can support the effectiveness of student learning success. The learning media consists of, (a) motion audio-visual media; (b) silent audio-visual media; (c) semi-motion audio media; (d) visual media of motion; (e) visually silent media; (f) semi-motion visual media; (g) audio media; (h) print media.

Susilana and Riyana (2009: 12) classify media based on the form and method of presentation, namely, (a) graphic media, printed material and still images; (b) silent projection media; (c) audio media; (d) audio visual media; (e) live picture/film media; (f) television media; (g) multimedia.

In the context of learning, one of the tasks and responsibilities of a teacher is to evaluate learning which includes evaluating learning processes and outcomes. The ability to evaluate learning is a competency that must be mastered by a teacher. (Rusli M., Hermawan D., Supuwingsih NN., 2017: 21) in a learning system, evaluation is one of the important components and stages that must be taken by the teacher to determine the effectiveness of learning. The results obtained from evaluation can be used as feedback for teachers to perfect learning activities.

2. The Definition of Anchor

Anchor is a model of direct learning approach where this learning approach gives students the opportunity to apply the information they have gained through direct vision or real conditions in their daily lives.

According to Gagas Ulung and Rully Larasati (2011:7) anchor is one of the most wanted profession in Indonesia in the last two decades. a profession that combines intellectual and appearance of course with lucrative income. this guide helps students to define problems and lead to their own perceptions and memories related to this problem. This guiding function is the same as the target structure which facilitates strong activation in short-term memory and that matches cognitive information.

2.1. Basic Goals of Anchor Learning

- a. To help students become thinkers who have confidence and to develop their own information and abilities. Computers and video disks are used to achieve this.
- b. To deal with unnecessary and stable information. Students must be able to choose which parts are considered important to make news through watching Japanese channels so that the delivery is not too long which results in students getting boring.
- c. To create an atmosphere where teachers and students can conduct research and share it. Students interact with each other in solving problems so that the relationship between teacher and student is well established.
- d. To develop effective communication skills and independence of thinking and learning. Students are required to be active during learning.

- e. To make classrooms based on students by activating students. Interaction between students and others makes the learning atmosphere feel active and enjoyable.

2.2. Fitur of Anchor

- a. This helps students to see the information they need and develop that information into a news anchor.

Students observe the information on the channel and they conclude to form a news anchor.

- b. This presents basic initial information.

Basically, information through JTVC Japan on Metro TV Channel is more updated information so students know information faster than in the community.

- c. This generally consists of video material.

Anchor learning generally uses a learning technique that uses audio visual, so that students are not easily tired of learning that is only teacher centered.

3. Technique of Anchor Learning

The anchor learning technique focuses on the importance of learning through news that is seen directly by students on the YouTube channel. School education generally develops student performance through speaking tests and they do not accelerate problem solving through more realistic tasks.

This basic principle is a good example of structuralist learning that emphasizes the importance of inclusive learning. The technique that helps anchor teaching to be used effectively is the target structure, active student participation, content, application, awareness and cognitive apprenticeship.

The target structure activates short-term memory. It provides the necessary opportunities and sufficient repetition that helps the development of the cognitive area which is a necessity in problem solving by accelerating the efforts of students to store and remember knowledge and thus move from short-term memory to long-term memory. These structures also help establish specific definitions of the production process that are successful or unsuccessful.

The active participation of students help students shape their own knowledge. This technique links subjects with real life and improves student performance. Content is an area where learning takes place and inevitably has a big effect on learning. Irrelevant content makes the most meaningful effect on learning. However, it must be remembered that content covers all learning processes.

Application states that students are asked to solve new problems at this level. The problem must be new in quantity and quality besides being relevant to real life. Students must use related principles, generalizations, methods and techniques while solving this problem. The main purpose of application is that students are expected to use the knowledge gained in connecting it to real life, changing this knowledge and reshaping it. In this basic idea framework, students are expected to achieve creative thinking to explore and produce.

Anchor teaching helps students to develop the information, abilities and confidence needed to become an individual who can think independently and become a problem solver at the same time. The scope of anchor teaching requires students to be placed in stories based on problems.

4. Steps of Implementing Anchor Learning In Class :

1. The teacher provides a video topic for student groups to give students an atmosphere where they can express their ideas comfortably. In the first step, students are known as anchors.
2. Determine the anchor, this anchor can be a video that includes information that will help students to anchor the news.
3. The teacher introduces news anchors to students through watching. Subtitles can be determined to anchor in the news environment. Students explain the anchor with their own research through the videos they have watched. The intervals in information obtained through the use of anchors can be needed for students to make materials.
4. After watching the video from the news anchor, the teacher and students discuss what they understand about the anchor. This discussion of anchors can give students the opportunity to see the situation of the various conditions in the news. and they can be aware of the fact that they themselves are responsible for their own learning. Students use their information as a tool for learning.
5. In this step, students sit while watching the video, and students are given the opportunity to express their ideas about their own subject (make information) and make questions related to learning the news anchor.
6. And in this step, after students make information in the form of a news anchor, students are expected to be able to read the text again in the form of proper news anchors but not too standardized.

5. The Principles that the Teacher should Keep in Mind about Using Anchor Teaching in the Class

Anchor learning is a student-based learning method. The teacher is a guide and mentor when using the anchor learning method rather than simply transferring information to students and asking them to obtain information passively as in traditional teaching. When using this method in class, the teacher must act as a trainer and participate in research with students by taking on the role of a learner as well as students. When using this method, the teacher must design a learning environment with the principles stated below:

- a. Multi-media, web-media or other interactive technologies must be used in learning.
- b. The teacher must encourage students to be able to get reality and information.
- c. Students must be encouraged to look back on the information needed and to re-explore the story in making this news anchor.
- d. An atmosphere must be created that allows students to develop solutions and to read their ideas in front of the class.
- e. Students must be encouraged to think of the original scenario with expressions such as "What if, if, now, except" by using a new problem.

6. The Advantages of Anchor Learning

- a. Help students become more independent thinkers who can apply information. Anchor learning requires students to be students who are more active in thinking and make students more confident with better pronunciation.

- b. Increase teacher-student interaction about problem solving and support the problem process.

The occurrence of good relations between the teacher and students in each learning process takes place, when students experience difficulties, the teacher must accompany students so that interactions between teachers occur in each learning process.

- c. The fact that the problem is given how many students develop that information.
- d. This increases immortality in learning.

Teaching Anchor Learning gives more time to students so that in the learning process students concentrate more on concluding the discourse they watch.

- e. This provides an opportunity to connect what has been learned with real life. Students are better able to connect, better able to remember things related to real life so that students are more easily understand the learning.
- f. This encourages students to learn.

Teaching Anchor learning uses youtube media where students now prefer learning to using media rather than learning, only focusing on the teacher. So students are more interested in learning.

- g. This motivates students to think critically and explore.

Students are able to develop creative ideas that are in their minds when making news anchor.

7. The Constraints of Anchor Learning

- a. It takes time to formulate a problem.

Anchor Learning uses youtube channels so that students spend a lot of time watching the video. So that this learning process takes longer.

- b. The need for educational technology is more than in traditional classes.

This is because learning with anchor learning requires students to use phonecell or phonecell so that students are required to have phonecell.

- c. Cause wrong and wasteful learning if the teacher and students do not have enough information about this method. In this case learning is more redundant. Because if students don't understand, students are required to watch repeatedly.

- d. The role of the teacher changes from an information presenter to a coach and sometimes becomes a learner. The teacher has difficulty controlling the activities of students instantly and cannot control it as in the classical system, because anchor learning emphasizes the learning process which is based on understanding and the length of time each student uses.

8. The Definition of Speaking

Speaking is a language skill that develops in a child's life, which is only preceded by listening skills, and at that time speaking skills are learned. Speaking is certainly closely related to the development of the vocabulary obtained by the child, through listening and reading. Many experts definitions of speaking. Fulcher (2003: 22) argue speaking is an ability that is taken for granted, learned as it is through a process of socialization through communicating. Linse (2005: 47)

claim are equally important in young learners' language development. Moreover, Cameroon (2001: 40) conveys is the active use of language meaning that language is much more demanding than listening language on learners' language resource and skills.

a. Students speaking achievement

Achievement of students' achievement in speaking English when they want to express themselves but have problems because they do not have knowledge of the elements of language to communicate. Students try to overcome this lack of knowledge by finding ways to overcome problems. The term "Speech Achievement" here means the ability to apply grammar and discourse to communicate effectively in certain contexts for specific purposes. Speaking of achievement in this case aims to understand English related to each subject and speak at a normal pace, to answer questions that require short and long answers, to verbally use English substance after hearing it several times and reading it, to have a simple conversation on each subject and to give short lectures and others

Based on these explanations, it can be summarized that the achievement of speech is to achieve language correctly in social interaction. The diversity of interactions here involves not only verbal communication but also components of paralinguistic speech such as pronunciation, vocabulary, accuracy and fluency for high school students. This shows how students can use their English knowledge in everyday conversation in order to speak well.

b. The function of speaking skill

Some linguists have tried to categorize speech functions in human interactions. According to Brown and Yule there are three functions of speech. Talk as an interaction, talk as a transaction and talk as a performance.

c. Talk as an interaction

As a social function. When people meet, they exchange greetings, engage in chat and chat, share their recent experiences because they want to be friendly and create a zone of comfortable interaction with others. Focus more on conversation and how they want to present themselves to each other.

d. Talk as a performance

Welcome to public; it was transmitted like before public hearings such as public announcements and speeches. Dialogue is Rotated by the Form of Monologues from Dialogues, Frequently Visited Forms that Can Be Recognized and Closer to Languages Written in Conversational Languages.

e. Make a transaction

Questions about what works to get people to understand clearly and accurately. It is important to explain the type of discussion. where students will talk here and almost always active practice. In other words, students use everything and all their language requests to do all oral assignments. The important thing must be resolved and students must complete it.

9. Teaching Speaking

There are three basic reasons why it is a good idea to give students speaking tasks which provoke them to use all and any language at their command (Jeremy Harmer, 2017: 88).

a. Rehearsals

Students to have a free discussion gives them a chance to rehearse having discussions outside the classroom. This is not the same as the practice where more detailed studies take place, increasing it is a way for students to feel what it feels like to communicate in a foreign language.

b. Feedback

The task is talking feedback where students try to use all and any language they know provides feedback to the teacher and students in the learning. If there is no feedback in the classroom, the absence of a learning process occurs.

c. Engagement

In speaking activities students participate fully and if the teacher has arranged activities correctly and can then provide sympathetic and useful feedback, they will get tremendous satisfaction from the activity.

10. Relationship Between Speaking and Listening

Speaking and listening are two-way communication activities that are direct and face to face communication (Brooks, 1964: 134). Things that can show the close relationship between talking and listening are as follows:

- a. Speeches are usually learned through listening and imitation. Therefore, the example or model that is listened to or recorded by the child is very important in mastering speaking skills.
- b. The words that will be used and learned by the child are usually determined by stimuli they encounter (eg village/city life) and words that give the most help or service in conveying their ideas or ideas.
- c. The child's speech reflects the use of language at home and in the community where he lives. For example sayings, intonation, vocabulary, use of words and sentence patterns.
- d. Younger children are better able to understand sentences that are far longer and more complicated than the sentences they can say.
- e. Improving listening skills means helping to improve the quality of one's speech.
- f. Sound or sound is an important factor in improving the way children use words. Because of that the child will be helped if they listen to good speeches from the teachers, quality recordings, high-value stories, and so on.
- g. Talking with the help of teaching aids will result in better information capture on the listening parties. Generally, the child uses/imitates the language he is listening to. (Tarigan, 1980: 1-2; Dawson et al., 1963: 29).

11. Relationship Between Speaking and Reading

Shows that there is a close relationship between the development of oral language skills and readiness. It has been shown that general oral language skills also complement a background of beneficial experiences and those skills include

clear and fluent speech, a wide and varied vocabulary, the use of complete and perfect sentences when needed, proper hearing differentiation, and the ability to follow and trace the progress of the sequence of a story, or connect events in a reasonable and logical sequence.

Relationships between the fields of oral activity and reading have been identified, among others:

- a. Different performance or reading performance with oral language skills.
- b. Speech patterns that are illiterate might interfere with reading lessons for children.
- c. In the early years of school, speech formed a basis for reading lessons, so reading for higher class children helped improve their spoken language, for example: their linguistic awareness of new terms, good sentence structure and effective, and the use of the right words.
- d. Special vocabulary about reading material must be taught directly. If new words appear in a student's reading book, then the teacher should discuss it with students so that they understand the meaning before they start reading it.

12. Relationship Between Oral Expression and Written Expression

It is natural that oral communication and written communication are very closely related because both have many similarities including:

- a. The child learns to speak long before he can write, and the vocabulary, patterns of sentences, and organization of ideas that characterize his utterances are the basis for subsequent written expressions.

- b. The child who has been able to write fluently can usually also write his first experiences appropriately without preliminary verbal discussion but he still needs to discuss the complicated ideas he gets from the second hand.
- c. Differences also exist between oral communication and written communication. Oral expressions tend to be less structured, more volatile, not fixed, and usually more chaotic and confusing than written communication. Most speeches or talks are informal, and often the sentences of those who speak or speak have nothing to do with one another. The speaker thinks of his ideas while talking, and often he forgets how the old sentence happened before he finished it. Because of problems such as oral expression, teaching about speaking and listening skills needs attention. Experience has shown that increasing oral expression in individuals also contributes to their thinking power.
- d. Record makers and charters or the framework of ideas that will be delivered at a conversation, will encourage students to express these ideas to listeners. students must learn to speak from notes. They need a lot of speaking practice from the notes so that the presentation is not disjointed and stunned.

13. The Definition of JTVC Japan Metro TV Channel

Japan Metro TV Channel (JTVC) is one of the features found on the Metro TV television channel. Channel Japan is an event that contains information about the country of Japan. The program on Channel Japan consists of technology, travel, lifestyle, special food and other interesting things.

The Channel Japan program emerged from a collaboration between two companies, namely: Nikkei Inc. and Tokyo Broadcasting System (TBS) Holdings Inc. to establish a joint partnership called Nikkei-TBS Smart Media. Through the Nikkei-TBS Smart Media company, the Channel Japan program began to be produced and aired.

Channel Japan was officially launched on April 22, 2012 by President & CEO Nikkei Inc., Tsuneo Kita together with President & Representative Director of TBS Holdings, Toshichika Ishihara so that several Asian countries including Indonesia can enjoy the event (<https://3anapoe3.wordpress.com>, 2013).

Although it was fairly late for 6 months from the official launch date, Channel Japan finally aired in Indonesia. The Nikkei-TBS Smart Media television program is present in Indonesia through the Metro TV television station where the program airs every Sunday at 07:05 WIB starting in October 2012 (<https://saudaratua.wordpress.com>, 2012).

14. Teaching Speaking With Videos

Harmer (2007: 287) propose two video-based activities that could used in video-based lessons. One of them is watching videos. The video watching activity includes three parts as follows.

a. General understanding

Activities in this section are designed so students watch videos to understand the essence of the video and then look back for details. In This activity, students must try and provide as much information as possible about what they have seen. Then, they must agree to everything they hear and see. After completing the news anchor, each student reads the results of what they wrote then they watch the video again to check the results.

b. Working with aspects of language

The activity in this section shows the unique language it functions for video media. The way students focus in one language is to get English language videos that have subtitles in students' languages. Teachers can provide videos one by one with students and students can watch them properly. and discuss subtitles in general. After seeing first, both teachers and students, students must be able to respond to what they are have seen. students must write down what they see by looking at the video with Indonesian language texts, however, the speaker uses English. Students must be able to make a news anchor using English. After that, for the final display, students must be able to read it in front of the teacher by using news anchors.

c. Videos as a stepping stone to creativity

How video clips help start the creativity of students that are displayed on activities of this section by encouraging interpretations, provoking thoughts, and request language usage. In this activity, students watch video clips and the teacher ensures that they understand it.

Then they do any language work that might be appropriate. Teacher ask students to watch clips again but they have to imagine how the scene will be different. This activity helps students better understand language is used and directs them to insight into how to anchor the news.

15. The Advantages and Disadvantages of Using Video in Teaching Speaking

Brewster et al (2002: 204) collect several benefits from use videos for young students in the following four aspects.

a. Psychological aspects

Video adds variety in the learning process so students feel happy, not bored in learning, and very motivating. This can make a student's learning experience successful and thus can develop a positive attitude and confidence in the target language and other language learning.

b. Linguistic aspects

Videos present or revise new words, phrases and expressions. This shows all communication factors; language forms, nonverbal codes, negotiating meanings, and interactions. Video also provides a full context of language usage so it is more accessible and memorable.

c. Cognitive aspects

Videos can increase student curiosity and provide the latest information. This allows students to increase their compatibility with form information. In addition, videos can develop student motor skills, information and research skills, communication and independent learning skills.

d. Cultural aspects

From a cultural aspect, videos that allow students to see the world outside the classroom and increase their cultural awareness. This helps bridge cultural solutions by providing cultural background information.

However, above all the advantages of using video to teach speak, Riddel (2003: 223) argue there are also weaknesses in using video. The disadvantage of using audio-visual media is that the use of equipment needed by students may not be needed as real learning. Students sometimes struggle with the nature of 'stop start' learning and with very large classes not everyone can see the screen. The teacher may have to prepare their own material and assignments.

B. Conceptual Framework

Anchor learning is video-based learning and is very effective for students because it trains students to think out information ideas from vision directly and can train students' vocabulary in pronunciation or read it directly in front of the class.

Speaking is productive oral skills. Consists of producing systematic verbal sayings to convey meaning. Teaching speaking is sometimes considered a simple process. Today, Schools around the world almost hire people just to teach conversations. Although speaking fully naturally, speaking in languages other than our language is something simple. Learning to speak using the anchor technique in class XI is expected to have a positive impact on them.

C. Related Studies

Several studies that are relevant to research conducted by researchers do here. This study can be supported by an extensive review of the literature on teaching with video and multimedia. In line with this, many researchers have devoted themselves to determining the usefulness of video as a medium for conveying instructions. Herron et al. (2000) examined whether foreign language students learn cultural information embedded in video. Fifty early French students participated. They saw eight videos targeted as part of their multimedia curriculum based. Pre-tests and post-tests assess the long-term benefits of knowledge of the culture as a whole and in the learning of small (c) "c" cultures and large "C" (product) cultures. Eight postal video tests measured short-term cultural retention in each of the eight videos. Oral dialogue tests students' ability to interact culturally appropriately in communicative settings. A questionnaire analyzes students' perceptions of learning culture. From pre-post-testing, the results showed a significant advantage in overall cultural knowledge. The post-test score was significantly higher than the pre-test score. The pre-test and post-test scores are significantly higher for a little "C" than for "C." On a large video post test, measuring cultural short-term retention, no significant difference between types of culture was maintained. Regarding oral performance, students appear culturally more than 60% of the time. Students perceive it as a video containing less than a large "C" culture and that they learn less "c." The results support using video technology tools that are effective for cultural presentations in FL class.

Busa (2010) discusses how multimedia resources can be used to teach oral communication strategies as exemplified in courses taught at the University of Padua, Italy. This course focuses on the lexicon and structural language used, pronunciation and intonation, body language, and awareness culture. Various multimedia resources are used, including: images and illustrations; digital slides; audio files for pronunciation exercises and for audio-video feedback with Praat speech analysis software; Video clips from online English courses and other Youtube videos from authentic interviews, talk shows, news, monologues, and presentations. The main class activities are: listening and watching video clips; meta-linguistic discussion about the use of verbal and non-verbal languages in various language situations; pronunciation practice; and talk. The students were filmed while talking and receiving feedback about their oral and communicative skills. Overall, this course seems very effective in raising students' awareness of facts about English communication and how it works.

Mekheimer (2011), for example, found that video material can be useful for the development of all languages. The study of sixty-four colleges of EFL students comes from the Department of English; Language and Translation Schools, King Khalid University, Abha, Saudi Arabia are set to measure the increase in improvement in oral, reading and writing skills using data from an experiment conducted during an academic year. Following intensive exposure and concentrating on authentic video material accompanying the language skills development improvement program and extensive videos of some well-known literary works dramatized and selected, the findings show significant differences

between experimental and control participants in a study of comparative pretesting / post-treatment testing at the end one year teaching skills using videos incorporated in the material. The use of videos can benefit all language skills development. It is believed, then, that the use of video activities in class students' talks will contribute positively to their speaking skills. That's why the researchers concluded that using video can be an effective way to help students improve their speaking skills.

D. Hypothesis

A hypothesis is needed to show the researches thinking and expectation about what outcomes of the reserach will be. Based on the explanation of the conceptual framework, the hypothesis of this research can be formulated as :

Ha : There is significant effect of Anchor Technique to Words of the Students' Speaking Skill Achievement through JTVC Japan Metro TV Channel.

Ho : There is not significant effect of Anchor Technique to Words of the Students' Speaking Skill Achievement through JTVC Japan Metro TV Channel.

CHAPTER III

RESEARCH METHOD

A. Location and Time of the Research

1. Location of the Research

This research conducted at Harapan Mekar Vocational School on Jl. Marelan Raya Ps.II No.77, Rengas Pulau, Medan. The reason for choosing this school is because researchers have practiced field experience (PPL) in this school before. In addition, research with the anchor technique has never been done in this school.

2. Time of the Research

This research conducted from July to September 2019 starting from the survey stage to conducting research. The schedule for conducting research can be seen in Table 1.

Table 1. Schedule for Conducting Research.

No.	Activity	Month						
		Apr	May	Jun	Jul	Aug	Sep	Okt
1.	Research Preparation Stage							
	a. Submission of Title							
	b. Preparation of Proposal							
	c. Preparation of Lesson plan							
	d. Licensing Proposal							
2.	Proposal Seminar							
3.	Conducting Research							
4.	Preparation of Thesis							
5.	Seminar Result							
6.	The Trial							

B. Population and Sample

1. Population

Population is the totality or the overall subject of research whether objects, people or other things in which there is important information in the form of research data. The population in this study were all students of class XI Medan Harapan Mekar Vocational School Academic Year 2019/2020, totaling 55 people divided into 2 classes. The condition of the population of class XII of Harapan Mekar Vocational High School Medan can be seen in Table 2.

Table 2. The Total Number of Population in the XII Grader on SMK Harapan Mekar 2.

No.	Classes	Amount of Students
1.	XII AK	24
2.	XII AP	31
	Total	55

2. Sample

The sample is part of a population that represents all the characteristics of the population. The sample is part of the population to be observed; seen as an estimate of the population where the samples taken must be representative or represent the entire population (Sugiyono, 2006: 118).

The sample in this research will using a technique *simple random sampling*. According to Kerlinger (2006: 188), simple random sampling is a method of drawing samples from the population in a certain way so that each member of the population has the same opportunity to be selected as

a sample. Sampling with simple random sampling technique is done by lottery. Thus, the sample in this study consisted of one class randomly drawn from a population of seven class XII AK, namely class XII AP. The number of sample class XII of Medan Vocational High School Harapan Mekar can be seen in Table 3.

Table 3. Sample of the Study.

No.	Classes	Amount of Students
1.	XII AK	24
2.	XII AP	31
	Total	55

3. Research Design

This study conducting a quantitative experimental design. According to Aliaga and Gunderson (2002: 81), quantitative research is explaining phenomena by collecting numerical data that are analyze using mathematically based methods (in particular statistics).

In this experimental design, the writer try pre-test and post-test design to observe and analyze the data to gain the best result. Before starting the treatment, the writer give pre-test in the first meeting the writer teach speaking skill by using technique anchor by look directly at the japan channel. In the last meeting, the writer give post-test to find out whether there be an effect anchor technique towards the students' speaking skill achievement through JTVC Japan on Metro TV Channel.

The experimental group is taught by using anchor technique. The control group is taught without using technique.

Table 4. Research Design

Group	Pre - Test	Treatment	Post - Test
Experimental	√	Anchor Technique	√
Control	√	Demonstration Technique	√

C. Variable Research

In a study there are several variables that must be set first before starting data collection. According to Sugiyono (2016: 38), the research variable is an attribute, characteristic or value of people, objects or activities that have certain variations determined by researchers to be studied so that information is obtained, then conclusions are drawn. In this study, there are two variables, namely the independent variable (X) and the dependent variable (Y).

1. Independent Variable (X)

Sugiyono (2013: 61) says that "the independent variable is the variable that influences or causes the emergence of the dependent variable." The independent variable in this study is the anchor technique.

2. Dependent Variable (Y)

According to Sugiyono (2016: 39), the dependent variable is a variable that is influenced or which is due to the existence of independent variables. the dependent variable in this study is speaking ability.

D. Definition of Research Variable

In this study, there are two variables consisting of independent variables (X), namely the anchor technique and the dependent variable (Y), namely speaking ability. The definitions of the research variables are as follows :

1. Technique Anchor

Anchor is a model of the direct learning approach where this learning approach gives students the opportunity to apply the information they have gained through direct vision or real conditions in their daily lives.

2. Speaking Ability

Speaking is the ability to say sounds of language to express or convey thoughts, ideas or feelings verbally. The ability to speak in English includes several components, namely pronunciation, intonation, sentence stress, grammar and vocabulary.

3. Instrument for Collecting The Data

Brown (2001: 406-407) in scoring students' achievement, there are five indicators to evaluate speaking skill namely vocabulary, comprehension, pronunciation, fluency and grammar. It can be seen in the following table:

a. Anchor Technique

Anchor is a model of the direct learning approach where this learning approach gives students the opportunity to apply the information they have gained through direct vision or real conditions in their daily lives.

b. Speaking Ability

Speaking is the ability to say sounds of language to express or convey thoughts, ideas or feelings verbally. The ability to speak in English includes several components, namely pronunciation, intonation, sentence stress, grammar and vocabulary.

c. JTVC Japan Metro TV Channel

Youtube is an alternative strategy to increase student skills in speaking. After watching video youtube-based, students can get an idea to talk smoothly and properly.

Table 5. The Indicators to Evaluate Speaking Skill

1. Vocabulary (20)

Level	Explanation	Score
16-20	Very Good: rarely has trouble	19
11-15	Good: sometimes user inappropriate term about language	12
6-10	Fair: frequent user wrong words speech limited to simply vocabulary	7
1-5	Unsatisfactory: very limited vocabulary and make the comprehension quite difficult.	5

2. Comprehension (20)

Level	Explanation	Score
16-20	Very Good: few noticeable errors	18
11-15	Good: occasionally grammatical errors which do not observe meaning.	12
6-10	Fair: errors of the basic structure, meaning occasionally obscure by grammatical errors.	7
1-5	Unsatisfactory: usage definitely unsatisfactory frequently needs to rephrase construction or district him self to basic structure.	4

3. Pronunciation (20)

Level	Explanation	Score
16-20	Very Good: rarely has trouble	19
11-15	Good: sometimes user inappropriate term about language	12
6-10	Fair: frequent user wrong words speech limited to simply vocabulary	7
1-5	Unsatisfactory: very limited vocabulary and make the comprehension quite difficult	5

4. Fluency (20)

Level	Explanation	Score
16-20	Very Good: understand able	17
11-15	Good: speech is generally natural	12
6-10	Fair: some definite stumbling but manager to rephrase and continue	5
1-5	Unsatisfactory: speed of speech and length of utterances are for below normal, long, utterances left	5

5. Grammar (20)

Level	Explanation	Score
16-20	Very Good: errors in gramatical are quite rare	17
11-15	Good: control of grammar is good	12
6-10	Fair: construction quite accurately but does not have throught or confident control of the grammar	7
1-5	Unsatisfactory: errors in grammar frequent to speak language	5

E. Research Instruments

In this research, the writer will give students to observe the video displayed in front of the class and the writer tells the students to make the news as the students have watched. The test is pre-test and post-test. For this study, the pre-test and post-test will be given to the two experimental groups. The procedure for collecting data is designed into four steps : pre-test, treatment and assessment of the test.

1. Pre-test dan Pos-test

Pre-test is a task that must be done by students given before the start of learning activities. The purpose of the Pre-test is to determine the level of initial understanding students have of the subject matter to be learned. While Post-test is a task that must be done by students after the learning process ends. The purpose of the post-test is to assess the success of the learning process and determine the level of student understanding of the subject matter that has been given.

2. Treatment

To find effectiveness in teaching, samples are treated differently. Use the anchor technique and the non technique anchor. However, the teaching material is the same.

F. Technique of Analyzing Data

After the research data has been collected, the data will then be analyzed by following the following procedure :

1. Pre-test and post-test tabulation of experimental and control classes.
2. Calculate the standard deviation using the formula :

- Standard deviations for experimental classes.

$$S_1^2 = \frac{n_1(\sum X_1^2 - 1) - (\sum X_1)^2}{n_1(n_1 - 1)}$$

- Standard deviations for the control class.

$$S_2^2 = \frac{n_2(\sum X_2^2 - 1) - (\sum X_2)^2}{n_2(n_2 - 1)}$$

Where:

N = Total Sample

X_1 = Mean Score of Experimental Group Post-test

X_2 = Mean Score of Control Group Post-test (Control Group)

X_1^2 = Quadrate of Post-test (Experimental Group)

X_2^2 = Quadrate of Post-test (Control Group)

$\sum X_1$ = Total of Value in Post-test (experimental group)

$\sum X_2$ = Total of Value in Post-test (Control Group)

$\sum X_1^2$ = Total of Quadrate in Post-test (Experimental Group)

$\sum X_2^2$ = Total of Quadrate in Post-test (Control Group)

3. The Reliability of the Test

The reliability of a measuring instrument is the degree of consistency with which it measures whatever is it measure (Ary, Donald. 236: 2010). This quality us essential in any kind of measurement. It means if different people repeat occasions of the test, the outcome of the test should not fluctuate too much.

The purpose of applying this technique is to achieve objective in the assessment of speaking to establish the reliability of the scores, a technique called “inter-rater reliability” will be applies. The data calculated by the following formula :

$$r_{xy} = \frac{N \cdot \sum X \cdot Y - (\sum X)(\sum Y)}{\sqrt{(N \cdot \sum X^2 - (\sum X)^2) \cdot (N \cdot \sum Y^2 - (\sum Y)^2)}}$$

Where :

r_{xy} = A Correlation Coefficient Between the Score X and Score Y

N = Number of Participants

X = The Score Grains

Y = The Score Total

4. Analyzing Data

Evaluation of learning using JTVC Japan Metro TV Channel media is done using paired T-test by comparing the average value before learning from the sample with the average value after the learning process. Paired T-tests at the level of 5% are calculated using a formula.

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{d_x^2 + d_y^2}{(N_x + N_y) - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Where :

T = Total Score

M_x = The Mean of Experimental Group

M_y = The Mean of Control Group

d_x = Standard Deviation of Experimental Group

d_y = Standard Deviation of Control Group

N_x = The Total Sample of Experimental Group

N_y = The Total Sample of Control Group

5. Determine the percentage of the effect of variable X on Y variable by using Determination formula :

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

Where :

D = Determine of Percentage the Effect

$(r_{xy})^2$ = Correlation of Variable X and Y

CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

A. Description of Research Results

In a learning process a good strategy is needed to achieve the final goal, namely the success of teaching and learning. Learning is defined as an activity that aims to educate students so as to achieve indicators of success rates. The success of the teaching and learning process can be seen from the absorption of students towards high teaching materials, both individually and in groups and the behavior outlined in the specific instructional/instructional goals has been achieved by students, both individually and in groups.

The way students learn greatly influences the success in mastering subject matter. Indicator of the success of a teacher in teaching if there is an increase in student learning outcomes. The mastery of teachers in teaching with anchor techniques is very helpful for students in providing understanding in improving the ability to speak in English.

In obtaining the data of this study, researchers used multiple choice, essay tests and Anchor techniques. Before conducting research, students are first given pre-test questions that aim to see students' abilities before the research is carried out both in the experimental class and in the control class. Furthermore, researchers carried out learning anchor techniques in the experimental class and demonstration techniques in the control class. After the learning process is finished, post-test are given to students, both in the experimental class and in the control class. Furthermore, the results of pre-test and post-test that have been done by students are processed using statistics.

Data processing of the results of the study was conducted to determine the description of the results of the methods applied in the study.

The following are students' scores in the pre-test and post-test of the experimental class presented in Table 6.

Table 6. Pre-test and Post-test Values in Experimental Classes

No	Student Name	Task 1		Task 2		Task 3	Anchor
		Pre Test	Post Test	Pre Test	Post Test		
1.	Alfiah Inas	10	40	20	60	75	24
2.	Annisa Putri	40	60	40	65	65	24
3.	Arhya Novianti	30	60	40	70	80	29
4.	Bela Miranda	40	60	20	60	75	24
5.	Bela Safitri	50	70	20	55	80	33
6.	Delva Angelia	30	70	20	50	80	24
7.	Desi Safitri	40	60	40	55	60	24
8.	Diah Vitaloca	40	50	20	55	60	24
9.	Eka Setia Anggraini	60	80	20	50	85	41
10.	Elizabeth Nainggolan	40	60	20	75	65	33
11.	Hanifah Adawiyah	40	50	40	60	75	24
12.	Indah Permata Sari	40	60	20	55	60	24
13.	Ira Safbrina	60	80	40	65	85	35
14.	Lismayani	20	70	40	70	75	24
15.	Niken Putri	40	60	20	60	70	24
16.	Nur Aini Widya	10	40	20	55	65	24
17.	Rini Fransiska Putri	30	60	40	70	70	24
18.	Tiara Juniarta	40	40	40	60	65	24
19.	Tri Nadia	20	50	20	45	70	24
20.	Silvia Tri Novita	40	80	40	60	80	35
21.	Siti Nurhaliza	30	60	20	55	75	24
22.	Umi Kalsum	40	50	20	50	70	28
23.	Wahyu Ningsih	20	70	20	60	60	29
24.	Yulia Sara Pohan	20	30	40	60	60	24
	Amount	830	1.410	680	1.420	1.705	647
	Average	34,58	58,75	28,33	59,17	71,04	26,96

Table 6 shows that the average value of pre-test task 1 in the experimental class was 34,58 and the average value of the post-test was 58,75. The highest score in the pre-test of the experimental class was 60 and the lowest score was 10. While in the post-test the highest score was 80 and the lowest score was 30. From the assessment results, there was an increase in the post-test score by 24,17.

While the average value of pre-test task 2 in the experimental class was 28,33 and the average value of the post-test was 59,17. The highest score in the pre-test of the experimental class was 40 and the lowest score was 20. While in the post-test the highest score was 75 and the lowest score was 50. From the assessment results, there was an increase in the post-test task 2 score of 11,87.

The average value of task 3 in the experimental class was 71,04 and the average value of the news anchor was 26,96. The following are students' scores in the pre-test and post-test of the control class presented in Table 7.

Table 7. Pre-test and Post-test Values in the Control Class

No	Student Name	Task 1		Task 2		Task 3	Anchor
		Pre-test	Post-test	Pre-test	Post-test		
1.	Ade Restanty	20	40	40	60	65	24
2.	Aprina Desfianti	10	30	40	60	75	24
3.	Atika Pratiwi	20	60	40	60	65	24
4.	Cut Tari	10	50	40	60	70	24
5.	Desi Agustina	20	40	20	60	60	24
6.	Dewi Syafitri	10	30	20	40	65	24
7.	Di Ageng Anggun	30	40	20	40	70	28
8.	Ella Nadila	20	60	20	40	75	24
9.	Era Zafira	10	40	20	40	80	24
10.	Fitri Nurmalia	20	40	40	40	70	26
11.	Giska Amanda	30	60	20	40	85	30
12.	Indah Purnama Sari	10	40	20	40	75	24
13.	Jihan Aulia	20	40	20	60	70	24
14.	Juliana	10	50	40	80	70	24
15.	Kartini	20	80	60	80	85	24
16.	Lia Sri Wahyuni	10	60	40	60	80	28
17.	Masitah Rohana	20	60	20	60	80	24
18.	Mutiara Ramadhani	10	40	20	40	70	24
19.	Muzdalifah	30	40	20	40	60	26
20.	Nurpadilah	20	60	40	60	70	26
21.	Nur Alliza	10	50	20	60	65	27
22.	Nur Fadillah	10	50	20	40	75	24
23.	Nurhalijah	30	40	20	40	70	24
24.	Nurhaliza	20	40	40	40	65	24
	Amount	420	1.140	700	1.240	1.715	599
	Average	17,50	47,50	29,17	51,67	71,46	24,96

Note : The total sample of class XII AK as many as 24 students and class XII AP as many as 24 students where as many as 7 students of class XII AP did not go to school on observation day.

Table 7 shows that the average value of the pre-test task 1 in the control class is 17,50 and the average value of the post-test is 47,50. The highest pre-test score of the control group was 30 and the lowest score was 10. While in the post-test the highest score was 80 and the lowest score was 30. From the assessment results, there was an increase in the post-test score of 30,00.

While the average value of pre-test task 2 in the control class was 29,17 and the average value of the post-test was 51,67. The highest score in the pre-test of the control group was 60 and the lowest score was 20. While in the post-test the highest score was 80 and the lowest score was 40. From the assessment results, there was an increase in the post-test task 2 score of 22,50. The average value of task 3 in the control class is 71,46 and the average value of the news anchor is 24,96.

After recapitulating the students' pre-test and post-test scores, the next step is to analyze the data by measuring the average scores of the experimental class and the control class. From the test results in tables 6 and 7, the data collected were then analyzed using the T-Test. From the test results in the experimental class the highest post-test score was 66,50 and the test in the control class the highest post-test score was 67,25. Next calculate the standard deviation of the post test between the experimental class and the control class.

Table Calculation of Standard Deviation of Post Test Values for Experimental and Control Classes is presented in Table 8.

Table 8. Calculation Table Standard Deviation Post-test Score Experimental Class and Control Class

No.	X ₁	X ₂	X ₁ ²	X ₂ ²
1.	49,75	47,25	2.475,06	2.232,56
2.	52,25	47,25	2.730,06	2.232,56
3.	57,25	52,25	3.277,56	2.730,06
4.	54,75	51,00	2.997,56	2.601,00
5.	60,75	46,00	3.690,56	2.116,00
6.	58,50	39,75	3.422,25	1.580,06
7.	51,00	44,50	2.601,00	1.980,25
8.	48,50	49,75	2.352,25	2.475,06
9.	66,50	46,00	4.422,25	2.116,00
10.	54,50	44,00	2.970,25	1.936,00
11.	52,25	53,75	2.730,06	2.889,06
12.	51,00	44,75	2.601,00	2.002,56
13.	65,00	48,50	4.225,00	2.352,25
14.	57,25	56,00	3.277,56	3.136,00
15.	53,50	67,25	2.862,25	4.522,56
16.	47,25	57,00	2.232,56	3.249,00
17.	53,50	56,00	2.862,25	3.136,00
18.	47,25	43,50	2.232,56	1.892,25
19.	46,00	41,50	2.116,00	1.722,25
20.	63,75	54,00	4.064,06	2.916,00
21.	54,75	50,50	2.997,56	2.550,25
22.	52,00	47,25	2.704,00	2.232,56
23.	54,75	43,50	2.997,56	1.892,25
24.	43,50	42,25	1.892,25	1.785,06
Amount	1.295,50	1.173,50	70.733,50	58.277,63
Average	53,98	48,90	-	-

Based on the table above, the calculation of standard deviation is as follows :

a. Standard Deviation of Experimental Classes.

$$S_1^2 = \frac{n_1(\sum X_1^2 - 1) - (\sum X_1)^2}{n_1(n_1 - 1)}$$

$$S_1^2 = \frac{24(70.733,50) - (1.295,50)^2}{24(24 - 1)}$$

$$S_1^2 = \frac{19.283,75}{552}$$

$$S_1^2 = 34,39$$

b. Control Class Deviation Standard.

$$S_2^2 = \frac{n_1(\sum X_2^2 - 1) - (\sum X_2)^2}{n_2(n_2 - 1)}$$

$$S_2^2 = \frac{24 (58.277,63) - (1.173,50)^2}{24(24 - 1)}$$

$$S_2^2 = \frac{21.560,75}{552}$$

$$S_2^2 = 39,06$$

Table 9. Table Test Calculation Post-test Experimental Class and Control Class

No.	X	Y	X_i ($X - \bar{X}$)	Y_i ($Y - \bar{Y}$)	X_i^2	Y_i^2	$X_i Y_i$
1.	49,75	47,25	- 4,23	- 1,65	17,89	2,71	6,96
2.	52,25	47,25	- 1,73	- 1,65	2,99	2,71	2,85
3.	57,25	52,25	3,27	3,35	10,70	11,25	10,97
4.	54,75	51,00	0,77	2,10	0,59	4,43	1,62
5.	60,75	46,00	6,77	- 2,90	45,84	8,39	- 19,61
6.	58,50	39,75	4,52	- 9,15	20,44	83,65	- 41,35
7.	51,00	44,50	- 2,98	- 4,40	8,88	19,32	13,10
8.	48,50	49,75	- 5,48	0,85	30,02	0,73	- 4,68
9.	66,50	46,00	12,52	- 2,90	156,77	8,39	- 36,26
10.	54,50	44,00	0,52	- 4,90	0,27	23,97	- 2,55
11.	52,25	53,75	- 1,73	4,85	2,99	23,56	- 8,39
12.	51,00	44,75	- 2,98	- 4,15	8,88	17,19	12,35
13.	65,00	48,50	11,02	- 0,40	121,46	0,16	- 4,36
14.	57,25	56,00	3,27	7,10	10,70	50,47	23,24
15.	53,50	67,25	- 0,48	18,35	0,23	336,88	- 8,79
16.	47,25	57,00	- 6,73	8,10	45,28	65,68	- 54,53
17.	53,50	56,00	- 0,48	7,10	0,23	50,47	- 3,40
18.	47,25	43,50	- 6,73	- 5,40	45,28	29,12	36,31
19.	46,00	41,50	- 7,98	- 7,40	63,67	54,70	59,01
20.	63,75	54,00	9,77	5,10	95,47	26,05	49,87
21.	54,75	50,50	0,77	1,60	0,59	2,57	1,24
22.	52,00	47,25	- 1,98	- 1,65	3,92	2,71	3,26
23.	54,75	43,50	0,77	- 5,40	0,59	29,12	- 4,16
24.	43,50	42,25	- 10,48	- 6,65	109,81	44,17	69,64
Amount	1.295,50	1.173,50	0,00	0,00	803,49	898,36	102,32
Average	53,98	48,90	0,00	0,00	33,48	37,43	4,26

Based on the calculation scores of the experimental class and the control class, it shows that the sum of the scores of the experimental and control groups is $\sum X = 1.295,50$, $\sum Y = 1.173,50$, $\sum X_i = 0,00$, $\sum Y_i = 0,00$, $\sum Y_i^2 = 803,49$, $\sum X_i^2 = 898,36$ and the result $\sum X_i Y_i = 102,32$. Table 8 explains the calculations for the experimental class post-test and the post-test in the control class to find the critical t-value of the two groups as the basis for the research hypothesis.

Then the value of the two classes is calculated as a basis for testing the hypothesis by using the T test.

c. Calculate the Coefficient R

$$R_{xy} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n \sum x_i^2 - (\sum x_i)^2\} \{n \sum y_i^2 - (\sum y_i)^2\}}}$$

$$R_{xy} = \frac{24 - 102,32 - (0 - 0)}{\sqrt{\{24 (803,49) - (0)^2\} \{24 (898,36) - (0)^2\}}}$$

$$R_{xy} = \frac{- 78,32}{\sqrt{(19.283,76) (21.560,64)}}$$

$$R_{xy} = \frac{- 78,32}{(19,283) (21,560)}$$

$$R_{xy} = \frac{- 78,32}{415,74}$$

$$R_{xy} = 0,18838$$

d. T-Test

$$t = \frac{\bar{x}_1 - \bar{y}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r \left(\frac{s_1}{\sqrt{n_1}} \right) \left(\frac{s_2}{\sqrt{n_2}} \right)}}$$

$$t = \frac{53,98 - 48,90}{\sqrt{\frac{34,93}{24} + \frac{39,06}{24} - 0,18838 \left(\frac{5,910}{\sqrt{24}}\right) \left(\frac{6,249}{\sqrt{24}}\right)}}$$

$$t = \frac{5,08}{\sqrt{\frac{73,99}{24} - 0,37676 \left(\frac{5,910}{4,98}\right) \left(\frac{6,249}{4,98}\right)}}$$

$$t = \frac{5,08}{\sqrt{(3,08291) - 0,37676 (1,208)(1,277)}}$$

$$t = \frac{5,08}{\sqrt{(3,08291) - (0,37676) (1,542616)}}$$

$$t = \frac{5,08}{\sqrt{(3,08291) - (0,5811960042)}}$$

$$t = \frac{5,08}{\sqrt{1,7917749733}}$$

$$t = \frac{5,08}{1,3385719903}$$

$$t = 3,79$$

e. Calculate T_{Table}

$$df = n - 1$$

$$df = 55 - 1$$

$$df = 54$$

T-test results showed that the post test value of the experimental class was significantly different from the control class. The average post-test scores in various classes of research samples after the T-test can be seen in Table 10.

Table 10. Average Post-test Values in the Experiment Class and Control Class

Treatment	Class		T-Test		Explanation
	Experimental	Control	T _{Obs}	T _{Table}	
Post-test Value	53,98	48,90	3,79	2,00	Significant

The relationship between the experimental class and the control class on the post-test value can be seen in Figure 1.

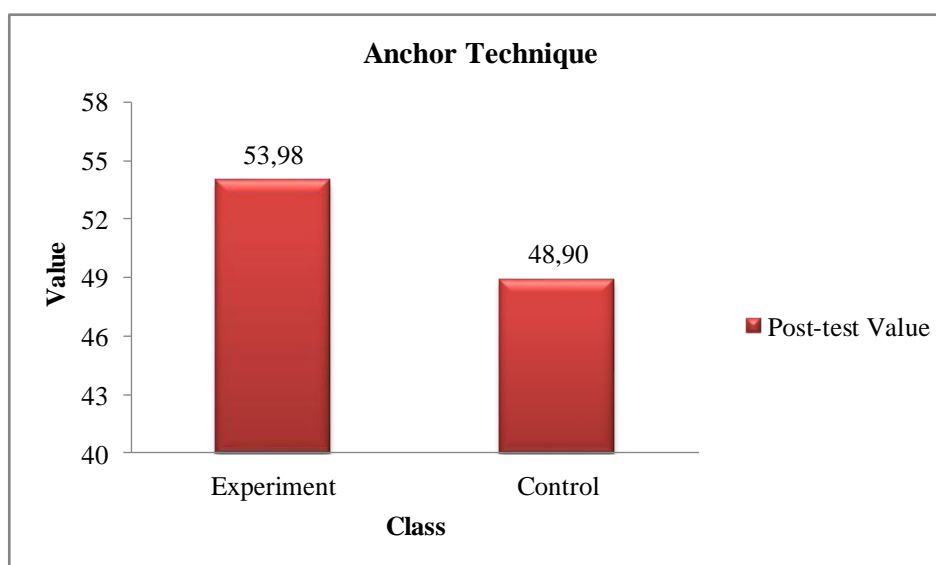


Figure 1. Post-test Values in the Experimental and Control Classes.

f. Calculate the Percentage of Effect.

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

$$D = (0,18838)^2 \times 100 \%$$

$$D = (0,0354870244) \times 100 \%$$

$$D = 3,55 \%$$

The results of the calculation of the percentage of effects indicate that the effect of applying the news anchor teaching method to increase student grades is 3,55% and 96,45% influenced by other factors.

B. Trend of Research Variables

In determining the distance for the value of the tendency level of the research variable data, the propensity test criteria are used using the ideal mean value (M_i) and the ideal standard deviation (SD_i). The ideal mean formula (M_i) and the ideal standard deviation (SD_i) are as follows:

$$M_i = \frac{\text{Highest Score} + \text{Lowest Score}}{2}$$

$$SD_i = \frac{\text{Highest Score} + \text{Lowest Score}}{6}$$

From the ideal mean and ideal standard deviation, 4 categories of tendencies can be determined according to the following table :

Table 11. Tendency Categories in Accordance with the Ideal Average and Ideal Deviation Standard

No.	Interval	Explanation
1.	$\geq M_i + 1,5 SD_i$	High
2.	$M_i \text{ s/d } M_i + 1,5 SD_i$	Enough
3.	$M_i - 1,5 SD_i \text{ s/d } M_i$	Less
4.	$\leq M_i - 1,5 SD_i$	Low

In identifying the tendency level of the anchor technique variable the average value is 53,50 and the standard deviation value is 12,24. From the results of the anchor technique can be seen in the following table :

Table 12. The Skew Level of Anchor Technique Variables

No.	Interval	Frequency	Percentage	Explanation
1.	$\geq 71,86$	0	0,00	High
2.	53,51 – 71,86	20	41,67	Enough
3.	35,15 – 53,50	28	58,33	Less
4.	$\leq 35,14$	0	0,00	Low
	Amount	48	100,00	

From the table above it can be seen that the influence of anchor technique on students with a high category of 0 people (00,00%). There are only 20 students in the category (41,67%). As for those who fall into the category of lacking as many as 28 people (58,33%) and low categories as much as 0 people (0,00%). From this table it can be concluded that the students' anchor technique is still classified as inadequate category.

C. Hypothesis Testing

T-test results showed that the experimental class post-test values were significantly different from the control class. The post-test value in the experimental class was 53,98 and the post-test value in the control class was 48,90. T-test results on the post-test value indicate that the T_{Obs} value is greater than the T_{Table} value ($T_{Obs} = 3,79 > T_{Table} = 2,00$), so from this result it can be seen that H_a is accepted. This means that there is an effect of applying learning methods with anchor techniques to increasing students' understanding of news anchors.

D. Discussion and Discussion of Research Results

Based on the results of the analysis of research data, it shows that the use of news anchor media gives better results in evaluating the students' understanding and speaking test of Class XII AK Medan Harapan Mekar Vocational School Academic Year 2019/2020 compared to the demonstration technique learning method.

This can be seen from the average value of the evaluation of post-test results in the experimental class of 53,98 with the highest value of 66,50 and the lowest value of 43,50. While the average value of the evaluation of post-test results in the control class was 48,90 with the highest value of 67,25 and the lowest value of 39,75.

Based on the results of the study, it showed that students' speaking ability using the news anchor method in the experimental class was higher than students in the control class using the demonstration method. This is because the experimental class knows more about the basics or ways of making news so that students can bring it more easily like a news anchor compared to the control class.

The low level of control class allegedly students who tend to immediately make the news without knowing its contents so that students in the control class bring news such as reading. Based on research and research discussion results, it can be concluded the ability of students' anchor news on the experimental method is better than the demonstration method.

In the experimental class, students tend to be more serious about learning, discussing, collaborating, helping each other and all students feel responsible. Students are more attractive so that enthusiasm in learning increases, this condition is contrary to learning using the demonstration method.

E. Research Limitations

In this study many obstacles were encountered since the beginning of the making of the next research summary on data processing. Another limitation is that the students' seriousness in not answering test material is monitored so that this research has many shortcomings.

Based on the final results of the ability of the two classes that follow the learning where there is a very noticeable difference. The average value of the experimental class of 53,98 which is far superior to the average value of the control class of 48,90.

Based on the results of this study, it is necessary to understand things that are clearly beneficial to improve the ability to speak by bringing the news. The success of teaching is not solely the influence of the teaching model used, but much is influenced by other factors such as the material, the teacher who teaches, the learning situation and student interest. The results of this study indicate the ability to speak by bringing news using anchor techniques is better than using demonstration methods.

In general, the main sources of limitations in this research are :

1. Limitations on the use of instruments and samples.
2. Limited facilities or books used.
3. Short research time.
4. The possibility of the student is not serious in filling out the questionnaire given.

Deficiencies in this study occur beyond the ability of researchers, however researchers have made every effort in the research process until the completion of the skripsi.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

T test results show the post-test value of the experimental class is significantly different from the control class. The post-test value in the experimental class was 53,98 and the post-test value in the control class was 48,90. T-test results on the post-test value showed a T_{Obs} value greater than the T_{Table} value ($T_{Obs} = 3,79 > T_{Table} = 2,00$), so from this result it was understood that H_a was accepted. Hoping there is an effect that applied learning methods with anchor techniques on increasing students' understanding of anchor news. The results of the calculation of the percentage of the effect of the effect of the anchor news effect to increase student grades is 3,55% and 96,45% required by other factors.

B. Suggestions

1. Teachers should prepare methods that are more interesting in implementing the learning process in the classroom so that it can increase students' interest in learning English.
2. Students are expected to play an active role in the teaching and learning process, discuss and actively ask questions so that the teaching and learning process is more interesting and not passive.
3. To other researchers who will continue this research, it is expected to take a larger sample and the research is conducted in a longer time so that the research results are more accurate.

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RESEARCH DOCUMENTATION

1. Experimental Class Documentation



2. Control Class Documentation





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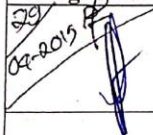

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Kredit Kumulatif : 130 SKS

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Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	The Effect of Anchor Technique towards the Students Speaking Skill Achievement through JTVC Japan Metro TV Chanel	
	Improve Vocabulary Students' by Using the Method Cooperative Script to the Students SMK Harapan Mekar	
	An Analysis of Fugrative Language by Song "George Benson Nothing Gonna Change My Love for You"	

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

Medan, 22 April 2019
Hormat Pemohon,



Cut Nadia

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Prog. Studi : Pendidikan Bahasa Inggris

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The Effect of Anchor Technique Towards the Students Speaking Skill Achievement
Through JTVC Japan Metro TV Chanel

Sekaligus saya mengusulkan/ menunjuk Bapak:

1 Drs. Ali Amran, M.Hum

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

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Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Anchor Technique Towards the Students Speaking Skill Achievement Through JTVC Japan Metro TV Chanel.

Pembimbing : Drs. Ali Amran, M.Hum

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

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2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 15 Mei 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dikeluarkan pada Tanggal :
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15 Mei 2019 M

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N.P.M : 1502050067
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Anchor Technique Towards The Students' Speaking Skill
Achievement Through JTVC Japan Metro TV Channel

Sudah layak diseminarkan.

Medan, Mei 2019

Disetujui oleh
Pembimbing

Drs. Ali Amran, M.Hum



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umstu.ac.id> E-mail: fkip@umstu.ac.id

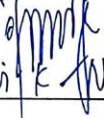
BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Jumat Tanggal 24 Bulan Mai Tahun 2019 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

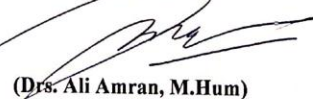
Nama Lengkap : Cut Nadia
N.P.M : 1502050067
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Anchor technique Towards the Students Speaking Skill Achievement through JTVC Japan Metro TV Chanel

No	Masukan dan Saran
Judul	
Bab I	Clear the problems (students?) / How?
Bab II	Clarify the References / data
Bab III	
Lainnya	Lesson Plans + Exam Items.
Kesimpulan	[] Disetujui [] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas



(Dr. Dewi E. Anas)

Dosen Pembimbing


(Drs. Ali Amran, M.Hum)

Panitia Pelaksana

Ketua


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

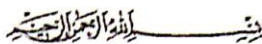
Sekretaris


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



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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

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Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



SURAT KETERANGAN

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

Nama Lengkap : Cut Nadia
N.P.M : 1502050067
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Anchor Technique Towards The Students' Speaking Skill Achievement through JTVC Japan Metro TV Channel

benar telah melakukan seminar proposal skripsi pada hari Jumat, tanggal 24, Bulan Mei, Tahun 2019.

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

Medan, Agustus 2019

Ketua,

Mandra Saragih, S.Pd, M.Hum



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

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Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Cut Nadia
N.P.M : 1502050067
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Anchor Technique Towards The Students' Speaking Skill Achievement through JTVC Japan Metro TV Channel

Pada hari Jumat tanggal 24 bulan Mei tahun 2019 sudah layak menjadi proposal skripsi.

Medan, 14 Agustus 2019

Disetujui oleh:

Dosen Pembahas

Dr. Hj. Dewi Kesuma Nst, SS, M.Hum

Dosen Pembimbing

Drs. Ali Amran, M.Hum

Diketahui oleh
Ketua Program Studi,

Mandra Saragih, S.Pd, M.Hum



BERITA ACARA BIMBINGAN PROPOSAL


Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama Lengkap : Cut Nadia
 N.P.M : 1502050067
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : The Effect of Anchor Technique towards the Students' Speaking Skill Achievement through JTVC Japan Metro TV Chanel

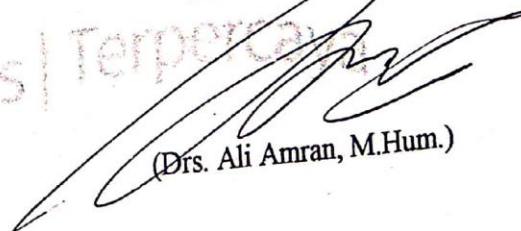
Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
28 Maret 2019	Perbaikan judul Proposal	
29 April 2019	bimbingan bab 1 dan revisi BAB 1	
29 April 2019	bimbingan bab 2	
30 April 2019	bimbingan bab 3	
3 Mei 2019	revisi bab 1, 2, 3	

Medan, 7 April 2019

Dosen Pembimbing

Diketahui oleh:
Ketua Prodi


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


 (Drs. Ali Amran, M.Hum.)



SEKOLAH MENENGAH KEJURUAN SMK "HARAPAN MEKAR-2"

KOMPETENSI KEAHLIAN : AKUNTANSI, ADMINISTRASI PERKANTORAN

NSS : 344076011095 NDS : 5307122105 NPSN : 10211221

e-mail : smk2hammer@yahoo.com

AKREDITASI : "B"

Kantor : Jalan Marelان Raya No. 77 Telp.(061) 42068197 Fax.(061) 88811837 Medan 20255

SURAT KETERANGAN NOMOR : L.010/YPHM/SMK-201/IX/19

Yang bertanda tangan dibawah ini, Kepala Sekolah Menengah Kejuruan (SMK) Harapan Mekar-2 Medan Marelان Kota Medan Menerangkan bahwa :

Nama : CUT NADIA
NPM : 1502050067
Program Study : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

Adalah benar nama tersebut diatas, telah mengadakan penelitian di SMK Harapan Mekar-2 Medan, dengan judul "*The Effect of Anchor Technique Towards The Students' Speaking Skill Achievement through JTVC Japan Metro TV Channel*". Penelitian ini dilaksanakan dari tanggal 21 Agustus s/d 21 September 2019.

Demikian surat keterangan ini diperbuat dan diberikan untuk dapat dipergunakan bilamana perlu.

Medan, 12 September 2019
Kepala Sekolah
SMK
SWASTA
HARAPAN MEKAR-2
MEDAN
ANDRIYAHMAD DESA, ST

Cc. Peringgal,-



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kaptan Mukhtar Bani No. 3 Medan 20228 Telp. (061) 8222400
Website : <http://kip.umhu.ac.id> Email : kip@umhu.ac.id

Unggul Cipta & Tempa
Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

Nomor : 124/IL3/UMSU-02/F/2019
Lamp : ---
Hal : Mohon Izin Riset

Medan, 20 Dzulhijjah 1440 H
21 Agustus 2019 M

Kepada Yth. Bapak/Ibu Kepala
SMK Harapan Mekar 2 Medan
di-
Tempat

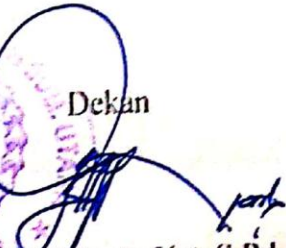
Assalamu'alaikum Warahmatullahi Wabarakatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari. sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Cut Nadia
N P M : 1502050067
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Anchor Technique Towards The Students' Speaking Skill Achievement through JTVC Japan Metro TV Channel.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan

Dr. H. Elfianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

** Peringgal **