

**THE EFFECT OF USING PARTICIPATORY APPROACH IN
IMPROVING THE STUDENTS' SPEAKING CAPABILITY**

SKRIPSI

*Submitted in Partial Fulfilment of the Requirements
for the Degree as Sarjana Pendidikan (S.Pd)
English Education Program*

By :

DELLA ANSARI
NPM. 1302050220



**FACULTY OF TEACHERS TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
MEDAN
2017**



BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
 Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara



Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Rabu, Tanggal 26 April 2017, pada pukul 09.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama : Della Ansari
 NPM : 1302050220
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : The Effect of Using Participatory Approach in Improving the Students' Speaking Capability

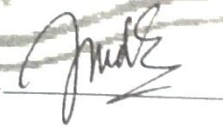


Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd)

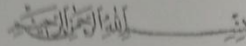
Ditetapkan : Lulus Yudisium
 Lulus Bersyarat
 Memperbaiki Skripsi
 Tidak Lulus

Ketua Panitia Pelaksana: 
 Sekretaris: 
Dr. Elfananto Nasution, S.Pd, M.Pd **Dra. H. Samsuurnita, M.Pd**

ANGGOTA PENGUJI:

1. Imelda Darmayanti Manurung, SS, M.Hum
2. Erlindawati, S.Pd, M.Pd
3. Drs. Ali Amran, 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 : Della Ansari
N.P.M : 1302050220
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Using Participatory Approach in Improving the Students' Speaking Capability

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
16 Maret 2017	BAB IV	
20 Maret 2017	BAB V	
22 Maret 2017	Absorpsi	
29 Maret 2017	Acknowledgement	
	NOV 2017	

Medan, 24 April 2017

Diketahui oleh:
Ketua Prodi

(Mandra Saragih, S Pd, M Hum)

Dosen Pembimbing

(Drs. Ali Amran, M Hum)



SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertanda tangan dibawah ini :

Nama Lengkap : Della Ansari
N.P.M : 1302050220
Prog. Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Using Participatory Approach in Achieving The Students' Speaking Capability

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul diatas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 14 Februari 2017
Hormat saya
Yang membuat pernyataan,

UMPEL
8EAEF106130135
000
RIBU RUPIAH
Della Ansari

Diketahui oleh
Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

ABSTRACT

Della Ansari, 1302050220. "The Effect of Using Participatory Approach in Improving The Students' Speaking Capability". Skripsi: English Education Program of Faculty of Teachers Training and Education. University of Muhammadiyah Sumatra Utara. Medan 2017.

This study deals with the effect of Using Participatory Approach in Improving The Students' Speaking Capability. The objectives of the research was to investigate the significant effect of using the participatory approach in improving the students' speaking capability. This research was an experimental research and used descriptive quantitative method. This research was conducted in SMP Tamansiswa Medan, Jln. Tilak No. 32 Medan from February until April 2017 academic years. The population of this research was the English Teacher grade students consist of 50 students. By using total sampling teaching all students was taken as the sample. The control group consists of 25 students were taught by using conventional method and the experimental group consist of 25 students were taught by using Participatory approach. Oral test was administrated to the students in order the data. The result shows that t -observed was higher than t table that was significant by using the participatory approach in improving the students' speaking capability.

Keywords : Participatory Approach, Speaking, Describing People.

ACKNOWLEDGEMENT



Firstly, the researcher would like to Allah SWT, the most beneficent the most beneficent, the most merciful , all of praise to Allah SWT who has given charity and healthy for the researcher was able to finish this study.

Secondly, blessing and peace be upon to our prophet Muhammad SAW, who has brought and guided human beings to become civilized and educated in term of science and technology.

This study by the “The Effect of Using Participatory Approach in Improving the Students’ Speaking Capability” is submitted to English Department of Faculty of Teachers’ Training and Education University of Muhammadiyah Sumatra Utara as partial fulfillment of the requirements for the degree of Sarjana Pendidikan.

There, the researcher would like to present many thanks to her dearest parents, her father is Suwito and her mother is Sinem who have given moral, material support, love, care and affection since she was born till she grew up today. For her dearest families are AdiSopian, Sukrisnawati, AndiKurniadi, YayangKumala, DayuKrisanti and AnantaPutriBarokha who given support and loving care, thanks for their love.

There was so many troubles faced by the researcher and without much help from the following people, it was imposible for her to complete this study, therefore the researcher would like to thanks:

1. Dr. Agussani, M.A.P, the respected Rector of UMSU.

2. Dr. ElfriantoNasution, S.Pd, M.Pd the Dean of FKIP UMSU who had given recommendation to accomplish this research.
3. MandraSaragih, S.Pd, M.Hum, the Head of English Education Departement of FKIP UMSU and PirmanGinting, S.Pd. M.Hum, the secretary of English Education Department of FKIP UMSU.
4. Drs. Ali Amran, M.Hum, Supervisor. Who has given her a lot of suggestion, critics and never stop giving ideas in writing this research and Imelda DarmayantiManurung, SS, M.Hum, Reviewer who has given her suggestions, advices, and critics in research.
5. All the lecturers of FKIP UMSU who has given their valuable thought in English teaching during her academic years at FKIP UMSU.
6. Ki. H. M. MarzukiS.Pd the Headmaster of SMP Tamansiswa Medan who has given her opportunity to carry out research in that school.
7. Her best friends are NurAinunSimatupang, PurnaKanti, Ulfa Hani, IkaSastari, R. Umami Marpaung, and CandraPurnama for their support and help that was really a wonderful journey with you all.

Then the researcher would like to thanks for all those who helping and can not be mentioned one by one. Finally, may this research give the valuable insight for those who use it and goodness for us, *aamiinyaRabbal'aalaamiin*.

Medan, April 2017
The researcher

TABLE OF CONTENTS

ABSTRAK	i
ACKNOWLEDGEMENT.....	ii
TABLE OF CONTENTS.....	v
TABLE OF LIST	viii
TABLE OF APPENDIX.....	ix
CHAPTER I INTRODUCTION.....	1
A. The Background of the Study	1
B. The Identification of the Problems	3
C. The Scope and Limitation	4
D. The Formulation of the Problem	4
E. The Objectives of the Study	4
F. The Significance of the Study.....	4
CHAPTER II REVIEW OF LITERATURE	6
A. Theoretical Framework.....	6
1. Description of Speaking.....	6
1.1 The Definition of Speaking.....	6
1.2 The Meaning of Speaking ability.....	7
1.3 The Aspect of Speaking ability	8
1.4 Macro and Micro Skill of Speaking Ability.....	9
1.5 The Component of Speaking.....	11
1.6 Types of Speaking.....	13
1.7 Teaching Speaking	14

1.8 Speaking Test	15
2. Defenitionot the Text	16
2.1 Definition of the Descriptive Text	16
3. The Describing of Approach, Strategy, Method and Technique	18
3.1 Approach	18
3.2 Strategy	19
3.3 Method	19
3.4 Technique	19
4. The Description of Participatory Approach	20
4.1 Types of Participatory Approach	22
4.2 The Principles of Participatory Approach.....	23
4.3 The Advantagesof using the Participatory Approach	24
4.4The Disadvantagesof using the Participatory Approach.....	25
5. The Description of Students' Achievement	26
B. Previously Relevance Study	28
C. Conceptual Framework	29
D. Hypothesis	30
CHAPTER III METHOD OF RESEARCH	31
A. Location and Time	31
B. Population and Sample	31
C. Research Design	31
D. The Instruments of Research.....	33
E. Technique of Collection Data Analysis.....	35

CHAPTER IV DATA AND DATA ANALYSIS	36
A. Data Collection.....	36
B. Data Analysis	42
C. Finding	48
CHAPTER V CONCLUSIONS AND SUGGESTIONS.....	49
A. Conclusion	49
B. Suggestions	49
REFERENCES	
APPENDIXES	

TABLE OF LIST

Table 3.1.....	
Table 3.2.....	
Table 3.3.....	
Table 4.1.....	
Table 4.2.....	
Table 4.3.....	
Table 4.4.....	
Table 4.5.....	
Table 4.6.....	
Table 4.7.....	
Table 4.8.....	

LIST OF APPENDIXES

1. Appendix 1 : Lesson Plan Experimental Group
2. Appendix 2 : Lesson Plan Control Group
3. Appendix 3 : Test Items
4. Appendix 4 : The Pre-Test And Post-Test
5. Appendix 5 : Students's Attendance List Of Experimental Group
6. Appendix 6 : Students's Attendance List Of Control Group
7. Appendix 7 : Form K1
8. Appendix 8 : Form K2
9. Appendix 9 : Form K3
10. Appendix 10 : LembarPengesahanHasil Proposal
11. Appendix 11 : SuratKeterangan
12. Appendix 12 : SuratPernyataanPlagiat
13. Appendix 13 : SuratPermohonanPerubahanJudulSkripsi
14. Appendix 14 : SuratIzinRiset
15. Appendix 15 : SuratBalasanRiset
16. Appendix 16 : BeritaAcara Proposal
17. Appendix 17 : BeritaAcaraSkripsi
18. Appendix 18 : Curriculum Vitae

CHAPTER I

INTRODUCTION

A. The Background of the Study

In English, there are four skills that should be mastered, they are : listening, speaking, reading, and writing. Teaching and learning will be success if they are supported by some factors, such as English as a foreign languages which is studied from Junior high School up to the University level. Being successfull students are not easy, this fact can be seen mostly at Eighth grader of SMP Taman Siswa Medan although they have been studying English for more than a year, but they are still unable to use English in interacting with their teacher in the classroom.

Speaking is important for them to practice their capability and their understanding, how to send idea, and how to spell word well, in this case the students' motivation and interest are very needed to make the process of their understanding more easily. Speaking is one of four skills, which is basic function of languages as communication instrument. Students who study at the school which use certain language will be a good speaker, different from students who study at the other school. They will get difficulties using English to speak each other it is caused by condition of school environment and media that is used by teaching process. As the result, they do many things when the teacher explains the lessons. Some of them make a noise, make a joke with friends next to their seats, or sleep in the class when teacher explains the lesson. So the students do not

attention especially in describing people. Another fact why the students is not interest in English. It is caused in their mind, speaking English is really difficult because we should adapt among written form and the pronunciation. We can see the fact that most of the Indonesian students cannot perform speaking English well. Beside that the think that speaking English is not like a Grammar that will appear in National examination. So that is why they lazy to learn English speaking.

Because of the material of English subject is vary so the English teachers are obligated to choose the suitable approach, strategy, and method in order to achieve the teaching purpose easily, and the media can make the students to be more motivated to study. The English teachers who is able to present the material easily will be students' idol. The teacher can use some technique. Technique must able to increase the students' motivation in learning English, especially used by teacher in speaking English. And technique has to be able to manipulate, see able, listenable, and readable. At last the researcher hopes that method can motivate the students to speak English to communicate their need especially in the classroom and in their daily in general.

In solving students problem in speaking skill and the researcher will use participatory approach to improve students' speaking capability. Paulo Freire said the antedates modern versions of content-based and task based approach, it was not until the 1980s that the participatory approach started being widely discussed in the language teaching literature. Freid believed that education is meaningful to extent that it engages learners in reflecting on their relationship and action to the

to the world they live in and provides them with a means to shape their world' (Freid and Macedo 1987 in Auerbach 1992). Participatory is an activity used to generate ideas in small group. The purpose is to generate as many ideas as possible within a specified time-period. The researcher believes this technique is useful to improve students skills on speaking. If the teacher uses it the students will have a lot of opportunity to be more active and not only to have new skills but also increase confidence and self knowledge, so that they are able to more effectively communicate with others and to enter more fully into social situation and develop their communication.

Based on the description above, the researcher is interested in doing a research about **“The Effect of Using Participatory Approach in Improving the Students’ Speaking Capability”**.

B. Identification of the Problems

The problems of the study were identified as follows:

1. English is difficult because it is a foreign language.
2. The students afraid to make fault in speak English.
3. The students are infrequently in practice English.
4. The problem of strategy in studying English.

C. The Scope and Limitation

The scope of this study is Speaking in Transaksional. The limited it related to the effect of using participatory approach in improving the students' in speaking capability in Describing people.

D. The Formulation of the Problems

1. Is there any significant effect of using participatory approach in improving the students' in speaking capability?
2. How is the students' achievement in speaking after thoughtby using participatory approach?

E. The Objectives of the Study

The Objectives of the study as the following:

1. To find out there is any significant effect of using participatory approach in improving the students' in speaking capability.
2. The students' achievement in speaking by using participatory approach.

F. The Significance of the Study

To findings of the study were expected to be useful for:

Theoretically:

To provide information useful for improvement of teaching speaking especially in using participatory approach in improving the students' in speaking capability.

Practically:

1. The teachers, to get information on how to teach speaking by using participatory approach in improving the students' in speaking capability. And to make the teacher more creative in teaching speaking by using strategy.
2. The students, to increase their interest in studying English especially in speaking. And to make easier understanding about English.
3. The other Researcher, as information about the contribution of using participatory approach techniques teaching for Junior High School students.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

The basic concept of this study should be made clear from the start. A researcher might be based on existing theories of certain science. In the case, the theoretical framework was aimed at giving clear concept of the application of the study. The study was planning to investigate the effect of using participatory approach in achieving the students' speaking capability in conducting research. It was important to elaborate. Theories dealing with this studying order to avoid misunderstanding between the writer and reader. There were many points would be discussed in this chapter as follows:

1. The Description of Speaking

In this chapter will discuss about The Nature of Speaking, The Definition of Speaking, The Meaning of Speaking Ability, The Aspect of Speaking Ability, Macro And Micro Skill of Speaking Ability, The Components of Speaking, Teaching Speaking and Speaking Test.

1.1 The Definition of Speaking

Speaking is language skill than could performance by any speak of language the skills may be required natural. Speaking is a production skill in language to communicate ideas and thoughts to others. The interaction has the

purpose of inflecting the listeners. Basically, speaking is intended for two ways communication. It means that the speaker and listener negotiate the meaning what they say. Speaker and listener interaction takes place in real time, there by allowing very little time for the speaker to respond the listener if the rule of a conversation is to be maintained.

According to Brown (2004:141-142), there are five basic types of speaking, they are imitative, 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. Response 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.

1.2 The Meaning of Speaking Ability

Speaking ability consists of two words are speaking and ability. To avoid misunderstanding about the meaning of speaking ability, it will clarify one by one. Speaking is an interaction between a speaker and listener. In speaking there is a

process of communication which conveys the message from a speaker to listener. Ability is the quality of being able to do something, especially the physical, mental, financial, or legal power to accomplish something. According to Djiwandono (in Munir, 2005, p. 16) speaking is the activity to express thought and feeling orally. If both speaking and ability are combined, so it means a capability to utter the articulation of sound to express or to deliver thought, opinion and wish to the other person.

1.3 The Aspect of Speaking Ability

According to Darmodihardjo in Fauzi (2012, p. 7), the aspects of speaking that is “the requirements of effective speaking such as: intonation, phonetic transcription and environment expression”.

The opinion above describes that, to able communicate effectively, it must be considered that situation of sound utterance, pronunciation and physical. On the other hand, according to Valettoin Fauzi (2012, p. 7) “The elements which are in speaking cover phonetic transcription, grammar, vocabulary, the effective and speaking”.

Meanwhile, Haris in Fauzi (2012, p. 7) clarifies as follows: “Like writing speaking is complex skill requiring the simultaneous use of number of the different abilities which often developed of different rates either four of five components are generally recognized in analyze of the speak process: (a) pronunciation concluding the segmental features vowel, and consonants, vocabulary, stress and intonation pattern the flow speech, (b) grammar, (c)

vocabulary, (d) fluency (the ease and speed of the flow speech). The solve probably be added, (e) comprehension for oral communication certainly requires a subject the response to speak as well as imitation.

Based on the statement above, it can be concluded that the aspects of the speaking ability in this research are: (a) pronunciation competence, (b) grammatical ability, (c) vocabulary mastery, (d) the fluently of speaking, and (e) the understanding of the topic of speaking.

1.4 Macro and Micro Skill of Speaking Ability

a) Macro Skills of Speaking

(Sharma, 2010, P. 5). Here are the skills that should be implemented in speaking activities:

- a. Appropriately accomplish communicative functions according to situations, participants, and goals.
- b. Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversational rules, floor keeping and yielding, interrupting, and other sociolinguistic features in face-to-face conversations.
- c. Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feeling, new information and given information, generalisation and exemplification.
- d. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.

- e. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

b) Micro Skill of Speaking

There are some of the micro skills involved in speaking. The speaker has to:

- a. Pronounce the distinctive sounds of a language clearly enough so that people can distinguish them. This includes making tonal distinctions.
- b. Use stress and rhythmic patterns, and intonation patterns of the language clearly enough so that people can understand what is said.
- c. Use the correct forms of words. This may mean, for example, changes in the tense, case, or gender.
- d. Put words together in correct word order.
- e. Use vocabulary appropriately.
- f. Use the register or language variety that is appropriate to the situation and the relationship to the conversation partner.
- g. Make clear to the listener the main sentence constituents, such as subject, verb, object, by whatever means the language uses.

1.5 The Components of Speaking

Speaking is making use of the words in an ordinary voice, uttering words, knowing and being able to use language, expressing oneself in words, making speech. While skill is the ability to make use words or a language to express oneself in an ordinary voice. In short, the speaking skill is the ability to perform the linguistic knowledge in actual communication. The ability functions to express our ideas, feeling, thoughts, and need orally (Hornby, 2007:4). Speaking is also one of the language arts that is most frequently used by people all over the world. The art of speaking is very complex. It requires the simultaneous use of the number of abilities which often develop at different rates. According to Syakur (2007:4), there are at least five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency.

a. Comprehension

For oral communication, it certainly requires a subject to respond, to speech as to initiate it. Comprehension is discussed by both speakers because comprehension can make people getting the information they want. Comprehension is defined as the ability to understand something by reasonable comprehension of the subject or as the knowledge of what a situation is really like

b. Grammar

Grammar in the description of the structure of the language and the ways in which linguistic unit such as words and phrases and combined to produce

sentence in the language. Most of foreign learner will afraid to speak when they do not know about grammar.

c. Vocabulary

One cannot communicative effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. According to (Willid in Mora, 2007:5), without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

So, based on this explanation, the researcher conclude that without mastering vocabulary sufficiently is english learners will not be able to speak english or write English properly.

d. Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation, phonemes and suprasegmental features. According to (Gerard, 2007:5), a speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand.

From the statement above, the researcher concluded that pronunciation is the knowledge of studying about how the words in a particular language are

produced clearly when people speak. In speaking, pronunciation plays a vital role in order to make the process of communication easy to understand.

e. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. According to (Brown in Mora, 2007:5), these signs indicate that the speaker does not spend a lot of time searching for the language items needed to express the message.

Therefore, in order to speak fluently the students need to practice language. It is reasonable that the more students practice. Spoken language could be monologue use and dialogues, the types of oral languages are presented below:

1.6 Types of speaking

Spoken language could be monologue and dialogue use. The types of oral languages are presented below:

1. Monologue

Monologue is a spoken language that used in speech, lectures, reading, news, broadcast, etc. Here the listener will not interrupt the speaker while delivering speech whether he or she understands or does not.

2. Dialogue

According to Brown (2001:251), the types of spoken languages include two or more speaker. Interpersonal perorate realationship while transaction usually happen to convey factual information both kind of dialogues will happened among people who arr familiar one to each other.

1.7 Teaching Speaking

According to Harmer (2007:123) there are three reasons for teaching speaking.

- a. Speaking activities provide rehearsal oppurtunities, chances to practice real life speaking in the safety classroom.
- b. Speaking task in which students try to use any or all of the language they know provide feedback for both teacher and students. Everyone can see how well they are doing: both how success they are and also what language problems they are experience.
- c. The more students have oppourtunities to active the various elements of languages they have stored in their brain, the more automatic their use of these elements becomes. As a result, students gradually become automous languages users. This meant that they will be able to use words and phrase fluently without very much conscious thought.

1.8 Speaking Test

Speaking test is languages testing aspect because oral skills generally rated so highly in languages learning. One of language-testing programs is the testing oral production.

According to Nurgiantoro (1995:276-289) the techniques of speaking test are:

b. Telling picture

Picture can be good stimulus of speaking, but the picture must be based on the students' ability. The picture can contain an activity have a certain idea and purpose, meaningful and show certain situational context. So the students can express their idea based on the picture which they see.

c. Interview

Interview is the common way measure the speaking ability. It is usually used for the students who language ability is good enough. Anything can be the topic of interview, as long as it is appropriate to the level of students.

d. Telling story

Telling story can be a way to measure the speaking anility programmatically. It can be done using picture and story. The students also can tell their daily activities, their experience or tell a story book they have read. Those stimuli can be applied for any level students.

e. Speech

Speech is good a way for the students to express their idea in the language accurately. There are so many speech activities, for examples: welcome speech, political speech, religious speech, and etc.

f. Discussion

It is a good for high level students to measure the students speaking ability, and to give their argue to each other. The students must tell their idea and their opinion give response to other member, critically and also of depend on their opinion with logical and responsible argument because of that speaking ability and fluency is determined.

2. Definition of the Text

In literary theory, a text is any object that can be “read”, whether this object is a work of literature, a street sign , an arrangement of buildings on a city block, or styles of clothing. It is a coherent set of signs that transmits some kind of informative message’s content, rather than in terms of its physical form or the medium in which it is represented.

2.1 Definition of the Describitive Text

One of the text types taught for MTS/SMP students is a descriptive text presented in grade eight. In this kind of the text, the students are required to “list the characteristics of something and usually deals with the physical appearance of the described thing (Smalley et. al., 2001). In other words, a particular person,

place or thing is described in detail in this composition. The description tells the object as the way it is without being affected by the writers' personal opinion. Before telling what they caught through their sensory system, a mental activity is involved. They firstly identify certain imagery or real object which is located somewhere. Through the words, then they describe the thing they have in mind. According to Anderson & Anderson (2003), the descriptive text is different from information report because they describes a specific subject rather than general group.

The purpose of writing description is to describe a person, place, or thing in such vivid detail that the reader can easily form a precise mental picture of what is being written about, or can feel that they are part of the experience (Kang Guru in the in the classroom : Teacher's Guide SMA Package, 2005). Wardiman, et. al.(2008) specify the generic structure of descriptive text into two part, that is: 1). Introduction is the part of paragraph that introduce the character . 2). Description is the part of paragraph that describes the character. According to (Sutardi&Sukhrian, 2004) they indicate that a descriptive text has two elements, an element to identify phenomenon (identification) and another one (description) to portray lexical grammatical features, the text focuses on specific participants, contains attribute and identifying process, comprises epithets and classifiers in nominal groups as well as uses simple present tense.

The result, the researcher take the participatory approach as the technique for applying in teaching and learning process. Especially for speaking learning.

3. The Describing of Approach, Strategies, Method and Technique

In teaching and learning process, a teacher should have approach, strategies, method and technique. The four terms are very important in teaching learning English to the students learn effectively and efficiently. Because teaching is not only giving information or lesson on, but teaching make the students have a skill and able to do something. Therefore, it is needed to use special method or technique in teaching.

3.1 Approach

An approach is axiomatic and describe the nature of the subject matter to be taught. By using an approach, it will make the teaching process become in managing students in the classroom. According to Brown (2001 : pp. 15-16), the “approach as theoretically well-informed positions assumptions, thoughts, notions, and beliefs concerning the nature of languages the nature of language learning, and thea applicability of both in pedagogical setting, it does mean in classroom practice.

In teaching, there are two basic approaches that is teacher centered and students centered. In teaching centered approach, teacher is more active in the class while students centered approach, students are climbed to active than teacher which, teacher as a guide. Because of that teacher must prepare themselves with all information about the lesson.

3.2 Strategy

According to Ricard and Rogers (2011:67), the technique is an explicit procedure or strategy used to accomplish a particular learning objectives or a set of objectives. Where as method is an overall plan for learning a second language, based on theoretical approach selected. It involves the design of syllabus for the course, which in turn consist of learning objectives and technique for activating those objectives.

3.3 Method

Method is a design which is used in guiding the teaching material. According to Sudjana (2001:4) method related to kids of they students as learning service. Method is the practical realization to an approach. The origanators of a method have arrived at decisions about types of activities role of teacher and learners. The kind of material which will be helpful and somemodel of language competence. Methods are includes various procedures and technique.

3.4 Technique

According to Brown (2001:14), “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 is as a super ordinate term to refer to various activities that either teacher or learner 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 the teachers to improve the students' ability in mastering the language. In other words, techniques is very usefully to be applied in the classroom, so that the teaching process is facilitated.

In the case, the researcher can connected to the teaching program, that there must be something make students changed in to a better situation. It means that by giving a treatment to the students it is hoped that can affected to increase and improving the students' speaking capability, especially by using participatory approach

4. The Description of Participatory Approach

Using participatory approach in learning process means involving students, particularly the participants in a programme or those affected by a given policy, in specific aspects of the learning process. The term covers a wide range of different types of participation is wanted.

People sometimes assume that 'participatory refers to obtaining qualitative data on programme participants' opinious using specific methods such as maps or stories. But this is only one option. Community members can also be involved in designing, implementing, and analysing quantitative data or in overseeing the work of technical experts.

Participatory approaches can be use in any learning design. They are not exclusive to specific this method or restricted to quantitative or qualitative data

collection and analysis. Participation by students can occur at any stage of the learning process, in its design, in data collection, in analysis, in reporting and in managing the study. Participation can mean involving childrens directly or those who represent children's interests. During data collection, a survey can be made as participatory as a group mapping exercises, while an external reference group to guide the evaluation may include programme participants as part of a participatory approach.

Participatory approach is based on solving the learner's problem in real life, using the target language as a tool this purpose. Learners bring their outside problems into class. This method can build confidences of the students so that be active in the community based-organization and their lives. In 1960s, Paulo freire developed a literacy program for peasants in Brazil. He started the dialogues about problems in their lives. The dialogues became the basic for literacy development.

Although it the early sixties with the work of Paulo Freire and therefore antedates modern versions of content-based and task-based approaches, it was not until the 1980s that the participatory approach started being widely discussed in the language teaching literature. In some ways the participatory approach is similar to the content-based approach in that it begins with content that is meaningful to the students and any forms that are worked upon emerge from that content. What is strikingly different through is the nature of the content. It is not the content of subject matter texts, but rather content that is based on issues of concern to students.

In the early 1960s, Freire developed a native-language literacy program for slum dwellers and peasants in Brazil. Freire engaged learners in dialogues about problems in their lives. These dialogs not only became the basis for literacy development, but also for reflection and action to improve students' lives. Freire believed that 'education is meaningful to the extent that it engages learners in reflecting on their relationship to the world they live in and provides them with a means to shape their world' (Freire and Macedo 1987 in Auerbach 1992). Education is not value free, it occurs within a particular context. The goal of the participatory approach is to help students to understand the social, historical or cultural forces that affects their lives, and then to help empower students to take action and make decisions in order to gain control over their lives (Wallerstein 1983).

Participatory approach started being widely discussed in the language teaching literature. In some of the participatory approach is similar to the content based approach in that it begins with content that it meaningful to the students and any forms that are worked upon emerge from that content. It is not the content of subject matter texts, but rather content that is based on issues of concern to students.

4.1 Types of Participatory Approach

There are some Types of Participatory Approach, such as:

1. Passive Participation

People are told what is going to happen or has already happened. Top down information shared belongs only to external professionals.

2. Information Giving

People answer question posed by extractive researchers, using survey etc.

People are not able to influence the research.

3. Consultation

People are consult and external agent listen to their views. Usually externally defined problems and solutions. People are not really involved in decision making.

4. Participation by Material Incenties

Provision of resources, e.g. labor. Little incentive to participate, for example farm research, some community forestry.

From the explanation above, the researcher concludes the participatory approach as the information giving in descriptive text. Than the participatory approach have some of the principles.

4.2 The Principles of Participatory Approach:

There are some Principle of Participatory Approach, such as:

1. What happens in the classroom should be connected with what happens outside that has relevance to the students.
2. The curriculum is not a predetermined product, but the result of an ongoing context specific problem posing process.

3. Education is most effective when it is experience centered, when it related to students' real needs.
4. Students learn to see themselves as social and political beings.
5. Language skills are taught in service of action for change, rather than isolate.
6. A goal of the participatory approach is for students to be evaluating their own learning and to political beings.
7. Languages skills are taught in service of action for change, rather than isolate.
8. A goal of the participatory approach is for students to be evaluating their own learning and to increasingly direct it themselves.

4.3 The Advantages of Using The Participatory Approach

There are many Advantages of using the Participatory Approach in learning process:

1. Sees people as subject ("active agents").
2. Include a dimension previously not applied on other approaches (perspective of the poor themselves).
3. Provide a way of solving some of the problems encountered with the other approaches.
4. Poor people's view are elicited to shape plans and contribute to developmental strategies.
5. Small scale surveys are done on regular basis.

6. Allows for a timely analysis and intervention.
7. Cost-effective.
8. Sustainable.
9. Applies a variety of methods that can be used flexibly, according to the situation.

From the explanation above, the researcher concludes that through participatory approach can help students develop speaking and reason skill can motivate students to read many book, not only lessons book but also other literature and participatory approach helps students to control their emotion when their argument push by opposing party.

4.4 The Disadvantages of Using The Participatory Approach

There are many Disadvantages of using the Participatory Approach in learning process, such as:

1. It is nearly always the “outsiders” who conduct and interpret the result.
2. “People’s own assessment of their own condition can overlook their objective and can be biased as a result of limited information and social conditioning” (AmartyaSen).
3. Impact of views on projects are often remote due to its subjective nature.
4. Whose voices are being heard?
5. Reflective of existing power relations in a community.
6. Sample size is too small and not representative.
7. Never available nationally.

8. Time consuming.

Although it has these disadvantages, it seems that the benefits do outweigh the disadvantages in the development of English speaking. Moreover, its disadvantages can be minimized by the teachers.

5. Description of Students' Achievement

According to Walgito (2004: 151) the factors that affect student achievement include: physical health, fatigue, motivation, interest, concentration, natural curiosity, self confidence, self discipline, intelligence, memory, place, learning equipment, atmosphere, time learning and social.

Based on the above description, it is known that factors affecting student achievement can be grouped into internal factors and external factors. In more detail these factors can be described as follows:

1. Internal factors, is factors that originates from within self-esteem, which consists of:
 - a. Physiological aspects (physical nature), such as: the soundness sense of hearing, eyesight, fatigue and so on.
 - b. Psychological Factors, included into the Psychological Factors, among other mood motivation interest and study habits, intelligence level, student attitudes, student aptitude, interests of students, discipline.
2. External factors, namely the factors originating from outside the self-esteem, which consists of:

- a. The social environment, which belong to the social environment, among others are teachers, administrative staff and calssmats who can influence students' learning spirit, family and community.
- b. Non-social environment, which belong physical and non-physical include a school building and irs location, learning tools, weather and time that used students learning.

Given the many factors that affect students achievement, so for this study to examine things more deeply, in this study the researcher will focus research on aspects of students discipline, the learning environment of students and teachers to teach variations. In the process of learning a students, these factors are interrelated and influence each other, either directly or indirectly affect student achievement.

Based on the above description can be taken a conclusion that the factors that affect students achievement include: internal factors and external factor. Internal factor as the factor of the students and external factors as factor in students from outside the self. Internal factor that affect students achievement one of them is a factor in students discipline learning and external factors affecting the learning factors to learn and also teach teachers variation factors in this case refers to the quality of teaching.

B. Previously Relevance Study

The previously relevance study as follows;

1. Iqtidar Ali Shah. 2012. Participatory Approach to Development in Pakistan.
2. Bruce Missingham. 2013. Participation Learning and Popular Education Strategy for Water Education.
3. Barbara A.Israel. Dr. DH. 2001. Communication-Based Participatory Research. Paradoxes Of Participation: Questioning Participatory Approaches To Development Frances Cleaver.

C. Conceptual Framework

Speaking is one of four basic language skill that should be mastered people to communicative one another. The purpose of teaching speaking is to enable the students to speak and interpret the message that occur in communicative process. Most of the students have learned English for several years they still face difficulties in speaking: they are some factors because the phenomenon, one of the factor is the students : awareness of grammatical form of the language because most of the teachers tend of ask them keep many vocabularies and grammar then ask them to practice or use the language contextually.

In teaching activity, teacher should design a strategy in influencing the students' achievement in learning process, especially in speaking achievement. Students' should be able to communicate in the process of transferring the knowledge and more practice or exposure to use the language. Therefore, the suitable of teaching technique is very important to increase students' ability in speaking achievement.

This research will be done by giving pre-test, treatment and post-test. The pre-test is given oral test. The treatment provides learning to students by applying Participatory Approach. The post test is given to experimental group the test same as the pretest. After giving post-test, tabulating the students' score in pre-test and post-test. In this case the researcher combining two technique to achieve the students' speaking ability. In this study, the researcher applying Participatory

Approach as learning technique of teaching speaking, that is can motivated and courage the students brave and express their opinion.

D. Hypothesis

Based on the problems of the study, the hypothesis is formulated as the following:

Ha : “There is a significant effect of applying Participatory Approach to improve the students’ speaking cability”.

Ho : “There is no significant effect of applying Participatory Approach to improve the students’ speaking cability”.

CHAPTER III

METHOD OF RESEARCH

A. Location and Time

This research will be conducted at SMP Taman Siswa Medan, Jalan Tilak No. 32 MEDAN. It would be focused on the Eighth grade students of SMP Taman Siswa Medan starts from February until April 2017. The reason from researcher choose this schools, because many of the problems of there, especially in speaking capability.

B. Population and Sample

The population of the research is the eighth grade students of SMP Taman Siswa Medan, which consists of 50 students and distributed into two classes VIII-A and VIII-B. By using total sampling technique, all classes will be chosen as the sample. It can be seen the following table:

Table 3.1
Population of Research

No.	Class	Population	Sample	Group
1	VIII-A	25	25	Experiment
2	VIII-B	25	25	Control
	Total	50	50	

C. Research Design

This design of this study an experimental research. It deals with quantitative design. This study has two variables, they are dependent and

independent variables. In this research, experimental group taught by using participatory approach, and the control group taught by conventional teaching.

**Table 3.2
Research Design**

Group	Pre-Test	Treatment	Post-Test
Experiment	√	Participatory Approach	√
Control	√	-	√

In getting the data in this study, there were procedures was taken the researcher namely: pre-tes, treatment (teaching presentation) and post-test.

g. Pre-Test

The experimental group will be given pre-test before the treatment. The function of the pre-test to know the mean score of experimental group.

h. Treatment

To find out the effect of teaching speaking by applying the participatory approach, a treatment was conducted to the experimental group. The step in teaching speaking in experimental group was following the steps:

**Table 3.3
Treatment in Experimental Group**

Experimental Group
Firstly the researcher divided the students into some small groups that consist of 2 members of each group.
The students were given mental about describing people and ask their attention so that teaching program is running well.
After the researcher gives explanation about the material the researcher prepares the sheet of speaking test.
Then the researcher gives explanation to each small group discussion

<p>about time limit and the members of groups.</p> <p>The researcher give the sheet of speaking test to each group, which is the test there is a picture that to be discuss by the students' make a dialogue about describing people.</p> <p>After discussion, the researcher asked each group to present the result of discussion and in this case each group has to speak or dialogue in front of the class then the researcher record their dialogue.</p> <p>The researcher summarizes or evaluates the discussion.</p>
--

i. Post-test

The post-test given to experimental group after treatment. It is to find out the differences of mean score.

D. The Instrument of the Research

The instrument of this research will be oral test. The test is about describing people. The students will be given two topics taken from (Buku Paket Bahasa Inggris SMP kelas VIII. Yudistira). There are: Physical Appearance and performance.

The test will be scored by using speaking rubric assessment, which measures the students' speaking capability by using a participatory approach. The criteria, such as:

**Table 3.4
The Five Component Evaluate Speaking Ability**

a. Vocabulary (20)

Level	Explanation
16-20	Very good : rarely has trouble.
11-15	Good : sometimes uses inappropriate terms about languages.
6-10	Fair : frequent use wrong words speech limited to simple 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 : error of the basic structure meaning occasionally obscure by grammatical errors.
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 restrict himself to basic structure.

c. Pronunciation (20)

Level	Explanation
16-20	Very good : understandable.
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	Explanation
16-20	Very good : understandable.
11-15	Good : speech is generally natural.
6-10	Fair :some definite stumbling but manage to rephrase and continue.
1-5	Unsatisfactory : speed of speech and length of utterances are far below normal long pause 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 grammar.
1-5	Unsatisfactory : errors in grammar frequent to speak language.

E. The Technique of Data Analysis

After giving the test, the researcher analyze the result of the students speaking performance. Than, analyze the result to find out the effect of using the participatory approach in achieving the students' speaking capability by following these procedure:

1. Tabulating the students' score in pre-test and post-test.
2. Providing the hypothesis of the research, the data is analyzed by applying formula as the following:
 1. Finding the correlation by formulation.
 2. Determine T-test by formula.
 3. Testing linear regression.
 4. Calculatingdetermination.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data Collection

The data of this study were obtained from the test scores. This research took place at SMP TamanSiswa Medan. The samples were conducted in two classes, they are experimental class which was applied by Participatory approach and control group was applied by Lecturing Method. The commulativescore of each students was based on five indicators :V : Vocabulary, C : Comprehension, P : Pronunciation, F : Fluency, G : Grammar.

The following were students' scores 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 Names	The Indicators					The Scores
		V	C	P	F	G	
1	AS	15	15	14	14	15	73
2	AD	14	14	15	15	15	73
3	AKP	15	15	15	15	15	75
4	AAF	14	15	15	15	14	73
5	ASS	15	15	15	14	15	74
6	BA	14	15	15	14	14	72
7	A	15	15	15	14	14	73
8	CS	15	14	14	15	15	73
9	CS	15	15	14	15	14	73
10	AL	15	14	14	14	15	72
11	DS	13	14	15	15	15	72
12	AP	14	15	14	15	15	73
13	CA	15	15	15	15	14	74
14	K	15	15	14	15	15	74
15	MHA	15	14	14	15	14	72

16	FN	14	14	15	14	15	72
17	FAA	15	14	14	15	14	72
18	DB	15	15	15	15	14	74
19	MHH	15	15	14	15	14	73
20	MR	14	15	15	14	14	72
21	N	15	15	14	15	14	73
22	R	15	15	14	15	15	74
23	WA	15	14	15	15	14	73
24	MRG	15	15	14	15	14	73
25	EF	15	15	15	15	14	74
Total							1826

Based on the table above, the highest score in pre test of Experimental group was 75 from this date :Vocabulary score was 15, comprehension score was 15, pronunciation score was 15, fluency was 15 and grammar was 15, so total score was 75. And the lowest score was 72. The students' vocabulary score was 12-14 because the students sometimes usesunappropriate terms about language.

Table. 4.2
The Score of Pre-test of Control Group

No	Student's Initial Names	The Indicators					The Scores
		V	C	P	F	G	
1	AP	12	14	14	15	14	69
2	BAR	15	15	15	14	14	73
3	DM	14	13	14	14	15	70
4	DS	15	15	14	14	15	73
5	FE	14	15	14	15	15	73
6	FV	15	15	15	15	14	74
7	FF	13	14	14	14	14	69
8	HHP	15	15	12	14	15	71
9	ISF	12	15	12	15	15	69
10	KS	12	15	12	15	14	68
11	MAR	13	14	15	14	14	70
12	MI	15	15	14	15	14	73
13	MRS	14	15	15	14	14	72
14	MRG	15	15	15	15	15	75
15	MNA	15	15	15	15	15	75
16	NP	15	15	14	15	14	73
17	NAA	14	15	14	15	15	73

18	RS	15	15	15	13	15	73
19	RAS	14	15	15	14	15	73
20	RI	15	15	15	14	14	73
21	R	15	15	14	15	14	73
22	SSS	15	15	15	13	15	73
23	SFD	14	15	13	13	14	69
24	T	12	12	14	15	14	67
25	TPD	15	15	15	15	15	75
Total							1796

Based on the table above, the highest score in pre-test of Control group was 75 from this date: vocabulary score was 15 , comprehension score was 15, pronunciation score was 15, fluency score was 15 and grammar score was 15. So total score was 75. And the lowest score was 68. The students' vocabulary score was 12-14 because the students sometimes usesunappropriate terms about language.

Table. 4.3
The Score of Post-test of Experimental Group

No	Student's Initial Names	The Indicators					The Scores
		V	C	P	F	G	
1	AS	16	16	18	19	18	87
2	AD	18	18	19	17	18	90
3	AKP	16	18	18	19	19	90
4	AAF	18	19	18	19	19	93
5	ASS	18	16	16	19	19	88
6	BA	15	16	16	16	15	78
7	A	17	17	19	17	18	88
8	CS	18	18	17	18	17	88
9	CS	17	19	19	16	19	90
10	AL	18	18	18	18	18	90
11	DS	19	18	17	18	18	90
12	AP	19	17	18	18	20	92
13	CA	19	19	19	17	20	94
14	K	18	18	19	19	20	94
15	MHA	18	20	19	19	19	95
16	FN	19	20	20	20	19	98
17	FAA	17	18	18	17	18	88

18	DB	17	17	18	17	17	86
19	MHH	19	19	19	19	19	95
20	MR	18	19	19	20	19	95
21	N	17	17	18	16	17	85
22	R	18	18	17	18	17	88
23	WA	16	16	16	16	16	80
24	MRG	18	16	18	19	19	90
25	SLN	20	19	20	20	19	98
Total							2250

Based on the table above, the highest score in pre-test of Experimental group was 98 from this date: vocabulary score was 20, comprehension score was 19, pronunciation score was 20, fluency score was 20 and grammar score was 19. So total score was 98 and value of the best score was 100. And the lowest score was 78. The students' vocabulary score was 12-14 because the students sometimes uses unppropriate terms about language.

Table. 4.4
The Score of Post-test of Control Group

No	Student's Initial Names	The Indicators					The Scores
		V	C	P	F	G	
1	AP	15	15	15	15	15	75
2	BAR	16	17	17	17	18	85
3	DM	18	18	16	16	17	85
4	DS	16	17	18	18	18	87
5	FE	16	16	16	16	16	80
6	FV	14	14	14	14	14	70
7	FF	15	15	15	15	15	75
8	HHP	16	16	16	16	16	80
9	ISF	16	16	16	16	16	80
10	KS	16	17	16	17	16	82
11	MAR	17	17	17	17	17	85
12	MI	18	17	17	16	17	85
13	MRS	16	16	16	16	16	80
14	MRG	16	16	16	16	16	80
15	MNA	16	16	16	16	16	80
16	NP	15	15	15	15	15	75
17	NAA	15	15	15	15	15	75

18	RS	16	16	16	16	16	80
19	RAS	14	15	15	15	15	74
20	RI	16	16	16	16	16	80
21	R	16	18	17	17	17	85
22	SSS	16	16	16	16	16	80
23	SFD	16	16	16	16	16	80
24	T	16	17	16	16	17	82
25	TPD	16	16	16	16	16	80
Total							2000

Based on the table above, the highest score in post -test of control group was 87 from this date: vocabulary score was 16, comprehension score was 17, pronunciation score was 18, fluency score was 18 and grammar score was 18. So total score was 87 and value of the best score was 100. And the lowest score was 70. The students' vocabulary score was 12-14 because the students sometimes usesunappropriate terms about language.

Table 4.5
The Result of the Pre-Test and Post-Test in Experimental Group

No	Students' Initial Names	The Scores	
		Pre-Test	Post-Test
1	AS	73	87
2	AD	73	90
3	AKP	75	90
4	AAF	73	93
5	ASS	74	88
6	BA	72	78
7	A	73	88
8	CS	73	88
9	CS	73	90
10	AL	72	90
11	DS	72	90
12	AP	73	92
13	CA	74	94
14	K	74	94
15	MHA	72	95
16	FN	72	98
17	FAA	72	88
18	DB	74	86

19	MHH	73	95
20	MR	72	95
21	N	73	85
22	R	74	88
23	WA	73	80
24	MRG	73	90
25	EF	74	98
Total		1826	2250
Mean		73.04	90

Based on the table above or table 4.5 showed that the mean of Pre-test in experimental group was 73.04 and the mean of Post-test was 90. The Highest score in Pre-test of the experimental group was 75 and the lowest score was 72. While in Post-test the highest score was 98 and the lowest score was 78. In this case, the students' score in speaking was calculated based on score of oral test they were vocabulary, comprehension, pronounciaton, fluency and grammar.

Table 4.6
The Result of the Pre-Test and Post-Test in Control Group

No	Students' Initial Names	The Scores	
		Pre-Test	Post-Test
1	AP	73	75
2	BAR	73	85
3	DM	71	85
4	DS	73	87
5	FE	73	80
6	FV	74	70
7	FF	69	75
8	HHP	73	80
9	ISF	72	80
10	KS	72	82
11	MAR	70	85
12	MI	73	85
13	MRS	72	80
14	MRG	75	80
15	MNA	75	80
16	NP	73	75
17	NAA	73	75
18	RS	73	80

19	RAS	73	74
20	RI	73	80
21	R	73	85
22	SSS	75	80
23	SFD	73	80
24	T	72	82
25	TPD	75	80
Total		1821	2000
Mean		72,84	80

Based on the table above or table 4.6 showed that the mean of Pre-test in control group was 72,84 and the mean of Post-test was 80. The Highest score in Pre-test of the experimental group was 75 and the lowest score was 69. While in Post-test the highest score was 87 and the lowest score was 74. In this case, the students' score in speaking was calculated based on score of oral test they were vocabulary, comprehension, pronounciaton, fluency and grammar.

B. Data Analysis

After scoring and listing the students' pre-test and post-test scores, the next step was analyzing the data by measuring the mean score of experimental and control group. From The result of the test in the table 4.5 and 4.6 the data was collected to find out whether the effect of Media Smule on the students' achievement in speaking. the collected data were analysis by using t-test independent sample formula. From the result of the test in experimental group the highest score of the post-test was 95, and the test in control group the highest score of the post-test was 92. By firstly finding out the standard deviation of the post-test between experimental and control group by using the formula:

$$S_1^2 = \frac{n_1(\sum X_1^2) - (\sum X_1)^2}{n_1(n_1-1)} \quad \text{(for experimental group)}$$

$$S_2^2 = \frac{n_2(\sum X_2^2) - (\sum X_2)^2}{n_2(n_2-1)} \quad \text{(for control group)}$$

In calculating the standard deviation, the table of the scores should be changed into the table of the calculating of standard deviation. It can be seen in table 4.7 below.

Table 4.7
The Calculation Table of Standard Deviation

No	X_1	X_2	X_1^2	X_2^2
1	87	75	7569	5625
2	90	85	8100	7225
3	90	85	8100	7225
4	93	87	8649	7569
5	88	80	7744	6400
6	78	70	6084	4900
7	88	75	7744	5625
8	88	80	7744	6400
9	90	80	8100	6400
10	90	82	8100	6724
11	90	85	8100	7225
12	92	85	8464	7225
13	94	80	8836	6400
14	94	80	8836	6400
15	95	80	9025	6400
16	98	75	9604	5625
17	88	75	7744	5625
18	86	80	7396	6400
19	95	74	9025	5476
20	95	80	9025	6400
21	85	85	7225	7225
22	88	80	7744	6400
23	80	80	6400	6400
24	90	82	8100	6724
25	98	80	9604	6400
	$\sum X_1 = 2250$	$\sum X_2 = 2000$	$\sum X_1^2 = 203062$	$\sum X_2^2 = 160418$

Notes :

X_1 = post- test (experimental group)

X_2 = 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)

Based on the table previously, the calculation of standard deviation was as below

For experimental group :

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

$$S_1^2 = \frac{25 (203.062) - (2250)^2}{25 (24)}$$

$$S_1^2 = \frac{5.076.550 - 5.062.500}{600}$$

$$S_1^2 = \frac{14.050}{600}$$

$$S_1^2 = 23,41$$

For control group :

$$S_2^2 = \frac{n_1(\sum X_1^2) - (\sum X_1)^2}{n_1(n_1 - 1)}$$

$$S_2^2 = \frac{25 (160.418) - (2000)^2}{25 (24)}$$

$$S_2^2 = \frac{4.010.450 - 4.000.000}{600}$$

$$S_2^2 = \frac{10.450}{600}$$

$$S_2^2 = 17,4166$$

Table 4.8
The Calculation Table

No	X	Y	$X_i (X - \bar{X})$	$Y_i (Y - \bar{Y})$	X_i^2	Y_i^2	$X_i Y_i$
1	87	75	-3	-5	9	25	15
2	90	85	0	5	0	25	0
3	90	85	0	5	0	25	0
4	93	87	3	7	9	49	21
5	88	80	-2	0	4	0	0
6	78	70	-12	-10	144	100	120
7	88	75	-2	-5	4	25	10
8	88	80	-2	0	4	0	0
9	90	80	0	0	0	0	0
10	90	82	0	-2	0	4	0
11	90	85	0	5	0	25	0
12	92	85	2	5	4	25	10
13	94	80	4	0	16	0	0
14	94	80	4	0	16	0	0
15	95	80	5	0	25	0	0
16	98	75	8	-5	64	25	-40
17	88	75	-2	-5	4	25	10
18	86	80	-4	0	16	0	0
19	95	74	5	-6	25	36	-30
20	95	80	5	0	25	0	0
21	85	80	-5	5	25	25	-25
22	88	85	-2	0	4	0	0
23	80	80	-10	0	100	0	0
24	90	82	0	2	0	4	0
25	98	80	8	0	64	0	0
Tota l	$\sum X = 2250$	$\sum Y = 2000$	$\sum X_i = 0$	$\sum Y_i = -4$	$\sum X_i^2 = 562$	$\sum Y_i^2 = 418$	$\sum x_i y_i = 91$
	90	80					

Based on the calculation scores of experimental and control group, it showed that the Sum of calculation table in experimental group was $\sum X = 2250$, $\sum X_i = 0$, $\sum X_i^2 = 2000$ $\sum X_y^2 = 418$ and the result of $\sum x_i y_i = 91$. The table 4.8 previously, calculating table that explained formula for post-test in experimental and post-test in control group was implemented to find t-critical value both groups as the basic to the hypothesis of the research.

The following formula t-test was implating to find out the t-observed value both groups as the basic to test hypothesis of this research.

1. Coeficient r

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

$$R_{xy} = \frac{25 (91) - (0)(0)}{\sqrt{\{25 (562) - (0)^2\}\{25(418) - (0)^2\}}}$$

$$R_{xy} = \frac{2.275 - 0}{\sqrt{\{(1.400) - (0)^2\}\{(10.450) - (0)^2\}}}$$

$$R_{xy} = \frac{2.275}{\sqrt{\{1.400 - (0)\}\{10.450 - (0)\}}}$$

$$R_{xy} = \frac{2.275}{\sqrt{(1.400)(10.450)}}$$

$$R_{xy} = \frac{2.275}{\sqrt{(14.630.000)}} []$$

$$R_{xy} = \frac{2.275}{3.824,91829}$$

$$R_{xy} = 0,59$$

2. Testing Hypothesis

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

$$t = \frac{90 - 80}{\sqrt{\frac{23,42}{25} + \frac{17,42}{25} - 2(0,59) \left(\frac{4,84}{\sqrt{25}}\right) \left(\frac{4,17}{\sqrt{25}}\right)}}$$

$$t = \frac{10}{\sqrt{\frac{40,84}{25} - (1,18) \left(\frac{4,84}{5}\right) \left(\frac{4,17}{5}\right)}}$$

$$t = \frac{10}{\sqrt{(1,6336) - (1,18) (0,968)(0,834)}}$$

$$t = \frac{10}{\sqrt{(1,6336) - (1,18) (0,80731)}}$$

$$t = \frac{10}{\sqrt{(1,6336) - (0,953)}}$$

$$t = \frac{10}{\sqrt{0,6806}}$$

$$t = \frac{10}{0,825}$$

$$t = 12,12$$

3. Determining the Percentage of the Effect

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

$$= (0,59)^2 \times 100\%$$

$$= (0,3481) \times 100\%$$

$$= 34,81 \%$$

It means that the Effects of Using Participatory Approach to Improve The Students' Speaking Capibility was 34,81% and 65,19 % was influenced by others factors

C. Finding

The findings of the research were described as the following :

1. From the T test above, $t_{obs} = 12,12$ with $df = n-2$. so , $32-2 = 30$
2. The null hyphothesis (H_o) was rejected and the alternative hyphothesis (H_a) was accepted. It means that there was significant the Effects of Using Participatory Approach to Improve The Students' Speaking Capibility.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the data analysis , conclusions were drawn as the following :

1. That there is a significance effects of Using Participatory Approach to Improve The Students' Speaking Capibility.
2. The value of the Effect of using Participatory Approach to Improve The Students' Speaking Capibility about 67,6 % and 32,4% was influenced by other factors.

B. Suggestions

In relation to the conclusions above, suggestions were put forward as follows:

1. To students in SMP TamanSiswaMedan could add the knowledge in speaking especially in describing people, the students should study harder to improve their ability in mastering speaking. So it makes students to be active learners.
2. The English teachers could apply Participatory Approach in teaching about describing people in the classroom. English teacher should try some variations in the teaching speaking, not only just based on the text book as the main of teaching speaking, but also let the students expressing their

ideas in giving opinion through speaking to enrich their skills in speaking.

It made activities until the students enjoy and not feel bored.

3. The principal school carried out some other strategy for teaching speaking in order to improve the quality of teaching. The teacher had to selective to choose strategy in teaching speaking especially in teaching about material describing people. So that, the students could more active and creative in learning.
4. The readers as in out from them someday they go to field of teaching English in the class.
5. Other researcher, as an information and reference material acquiring knowledge and understanding about the study of speaking.

REFERENCES

- N. Campbell, Russell and William E. Rutherford. 2008. *Techniques and Principles in language Teaching*, Second Edition, New York.
- Brown, H. Douglas. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Second Edition, London: Longman.
- _____. 2007. *Principle of language learning and teaching: Fifth Edition*. United States of America: Pearson Education, Inc.
- Harmer, J. 2001. *The Practice of English Language Teaching: Third Edition. Completely Revised and Update*. Cambridge, UK: Longman.
- Hornby, A.S. 1995. *Oxford Advanced Learner's Dictionary*. New York: Oxford University Press.
- Richard, J.C, and Rogers, T.S. 2003. *Approaches and Methods in Language Teaching*. (Second Edition) Cambridge: cup.
- Richard, J.C, and Rogers, T.S. 2011. *Approaches and Methods of Language Teaching*. Second Edition New York: Cambridge University Press.
- Sugiyono. 2010. *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabet, cv.
- www.participatorymethods.org/resource the accessed on Desember 28, 2016.
- <https://www.slideshare.net/ryanesspong> the accessed on Desember 28, 2016.
- <http://participatoryresearch.web.unc.edu/journals-for-participatory-research/> the accessed on February 1, 2017.

STUDENTS' ATTENDANCE LIST OF CONTROL GROUP

No	Name	Signature	
1	Ananda Putri		
2	Bagus Aulia Rahman		
3	Dinda Maulidia		
4	Dimas Setiawan		
5	Ferrdi Elvansyah		
6	Fidya Fariska		
7	Fiona Febriani		
8	Harryansyah Putra		
9	Indah Sandrina		
10	Kristina Br. Simanjuntak		
11	M. Agung Riski		
12	M. Ilham A		
13	M. Rafii Safana		
14	M. Ridwan Gultom		
15	Mutia Nur Afni		
16	Nabila Putri		
17	Nur Annisa Ali		
18	Ririn Salsabila		
19	Riskal Afandi Srg.		
20	Riski Irhartati		

21	Ronaldo		
22	Sania Salem Saed B.		
23	Siti Fathiyah Dwindi S.		
24	Tegar		
25	Tb. Praja Dewantara P.		

STUDENTS' ATTENDANCE LIST OF EXPERIMENTAL GROUP

No	Name	Signature	
1	Ade Sinta		
2	Aisyah Damawarni		
3	Alif Krista Pratama		
4	Aldialiansyah Fani		
5	Anita Sari S.		
6	Bagus Andrian		
7	Ardiansyah		
8	Cahya Salsabila		
9	Cantika Sastriana		
10	Aryo Lesmana		
11	Dodi Setiawan		
12	Angga Pranata		
13	Cutriski Abelia		
14	Khairunisa		
15	M. Haikal Aulia		
16	Fuja Nisa		
17	Farah Alifa Amri		
18	Deka Brilia		
19	M. Haikak Hikmal		
20	M. Riski		

21	Nazwa Adawiyah		
22	Rahmadita		
23	Wahyu Aditia		
24	M. Rizki Gunawan		
25	Ezi Febiansyah		

LESSON PLAN
(CONTROL GROUP)

Name of School : SMP Taman Siswa Medan
Subject : English
Class/Semester : VII/2
Skill : Speaking
Allocation of Time : 2 x 40 minutes
Material : Describing People

A. Standard of Competence

1. Comprehending the meaning from the display picture is simply to interact with the immediate environment.

B. Basic Competence

- 1.2. Responding to the meaning contained in the simple picture in accurately, fluently and thankful to interact with the immediate environment that involves speech act: to describing people appearance and performance.

C. Indicator

- 1.2.1. Comprehending the physical appearance and a person's performance.
- 1.2.2. Shows and mention physical appearance and performance in orally.
- 1.2.3. Describe about physical appearance and performance one honest friend.
- 1.2.4. Explain about physical appearance using simple present to be (is, am, are) in orally.

D. Learning Objective

1. Students can understand about physical appearance and a person's performance.
2. Students can show and mention physical appearance and performance in orally.
3. Students can describe about physical appearance and positive performance one honest friend.
4. Students can explain about physical appearances and a person's performance using simple present to be (is, am, are) in orally.

E. Learning Materials: can contain expressions

a. Description of describing people

Description people is describe/explain a person or character event famous people. Starting from the introduction which will be described and then mentioned and subject characteristics, behavioral and biological properties.

b. From the describing people

1. Physical appearance

Height, hair, skin, age, face, build, eyes.

2. Performance

All of which is wear by someone such as veil wristwatch, shoes, glasses, jeans, bag, etc.

c. Example of describing people

Example of physical appearance.

- She is beautiful
- She is tall
- She has lean body
- She has long face
- She has got brown eyes
- She has sharp nose

Example of performance

- He is wearing black veil
- He is wearing long red cardigan
- He is wearing black shirt
- He is wearing jogger pants long
- He is wearing sneakers

F. Allocation of Time

2 x 40 minutes (2x2 jp)

G. Strategies / Methods / Learning Approach

Without media.

H. Learning Activites

Activity	Activity Description	Time Allocation
Beginning	<ol style="list-style-type: none"> 1. Greeting, praying and attendance. 2. Provide motivation to learn. 3. Giving a brainstorming question in accordance with the material to be delivered. 	10 minutes

	4. Delivering materials and coverage explanations description of the activities to be performed.	
Core Activities	1. Students listen the teacher explaining about material. 2. Discuss about material. 3. Teacher ask the students already understand or not. 4. Teacher ask the students to describe about pictures is given in tern of physical appearance and performance and practice in front of the class one by one	60 minutes
The end	1. Students are invited to include of describing people. 2. Giving homework, look for examples of describing people.	10 minutes

I. Resource / Learning Media

Source : Voice teacher, students module, English in focus for VIII grade

Junior High School (SMP/MTs), internet

Media: White board, paper, and picture.

J. Assessment

Engineering assessment : Performance

Form instrument : Oral Test

Test Item

Learning Materials

Look at the picture choose one of them and describe in teams of physical appearance and performance. Practice it in front of the class!

A. Afgan Syahreza



B. Oki Setiana Dewi



Medan, 27 Februari 2017

Ketua Bagian Taman Dewasa
Taman Siswa Medan

Guru Pembimbing

Mahasiswa

Ki. H. M. Marzuki, S.Pd, M.Pd

Nyi. Esti Widayati, S.Pd

Della Ansari