

**THE EFFECT OF APPLYING GROUND RULES
TECHNIQUE ON THE STUDENTS' ACHIEVEMENT IN
SPEAKING SKILL**

SKRIPSI

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For the Degree of Sarjana Pendidikan (S.Pd)
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By

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ABSTRACT

Dewi Kurniawi S Pane.NPM 1302050387. "The Effect of Applying Ground Rules Technique on the Students' Achievement in Speaking"; Skripsi: English Education Program of Faculty Teachers' Training and Education. University of Muhammadiyah Sumatera Utara, Medan. 2017.

This study aims to investigate the significant effects of applying Ground Rules technique on the students' achievement in speaking. The objectives of this study is to find out the significant effects of applying Ground Rules Technique on the students achievement in English speaking skill. This research was an experimental research and the was conducted in SMP NEGERI 42 MEDAN, Seventh Grade during 2016/2017 Academic Years. The population was 212 students and the sample were 60students. Random sampling technique was applied to take the sample. Class VII□B was chosen by applying Ground Rules Technique and Class VII□D by using Conventional method.The instrument in collecting the data was oral test: namely by asking the students to represent the information based on the topic that researcher given and asked them one by one while research listen to them by recording. Then the scoreswere classified based on speaking creation, they were vocabulary, pronunciation, fluency, comprehension, and grammar. The findings indicated that $t_{\text{observe}} (9,57)$ was higher than $t_{\text{table}} (2,22)$. The result shows that the hypothesis that there was significant Effect of Applying Ground Rules Technique on the students' achievement in speaking in junior high school.

Keyword: Ground Rules, Speaking Achievement.

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The Researcher

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CHAPTER 1

INTRODUCTION

A. The Background of the Study

Speaking skill is the one of four skills in the English which is important to be learned. Speaking is a language process that us language which apply your voice to say or to express your opinions or ideas in publicly. When we speak we produce the text and it should be meaningful, and we find some messages of it. It is the one of objectives in foreign language teaching in Indonesia is to improve speaking skill. But as a foreign language, English is difficult to learn especially in speaking. To reach the target of teaching speaking, the student should more active in process teaching learning and also the teacher should make the students interest to learn speaking in the class and can make students enjoy of it.

According to Richards (2003:5) “ The students are become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model. For it, the way to make the students more comfortable in learning speaking English is with a group work or team work because they can share what are the problems in speaking materials and ask their friend if they are shy to ask the teacher. Teaching spaking skill with group work or team work can be done by using on of the varieties in cooperative learning.

Based on the researcher’s experience when was doing PPL in SMP NEGERI 42 Medan, the common problems of student in seventh grade is the weakness of the students motivation in learning English, especially in speaking.

The problems caused in many factor such as the lack of confidence, afraid of making mistakes, and then the method of the teacher is never emphasize the student to speak English in learning process. They sometimes understand about the topic or the material, but they are difficult to share and express their idea to others because the teacher doesn't give the opportunities for them to speak. The teacher only speak in front, and they are listen only. 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 lessons. So the students do not pay attention.

Another fact why the students' difficulties in teaching speaking. 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, they think that speaking English is not like a grammar that will appear in National Examination. So that is why they are lazy to learn English speaking.

In solving students' problem in speaking English, the teacher may use some strategy or technique to improve their speaking skill, and the researcher will use ground rules technique to improve students' speaking ability. Ground rules technique is an activity used the generate ideas in small groups. The purpose is to generate as many ideas as possible within a specified time-period. The researcher believes that this technique to improve students' skills on speaking skill on speaking. If the teacher uses it, the students will have a lot 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 Experience PPL, the researcher is interested in doing a research about **“The Effect of Applying Ground Rules Technique on the Students’ Achievement in Speaking Skills”**.

B. The Identification of the Problems

Based on the background of the study. The problems of the study are identified as follows:

1. The students are lack confidence to express their idea in speaking.
2. Lack knowledge of students in speaking a foreign language.
3. Teachers still use the traditional technique in teaching speaking.

C. The Scope and Limitation

The scope of this study was focussed on Speaking skill. The researcher limited the study in Describing people .

D. The Formulation of the Problems

The problems of this study are formulated as follows:

1. Is there any significant effect of applying Ground Rules Technique on the students’ achievement in speaking skill?
2. What are students’ difficulties in teaching describing people by applying ground rules technique?

E. The Objectives of the Study

The Objectives of this research are follows :

1. To find out the significant effect of applying Ground Rules Technique on the students' achievement in speaking skill.
2. To figure out the students' achievement of applying Ground Rules Technique.

F. The Significance of the Study

This study was given contribution based on the theoretically and practically.

1. Theoretically

This study is expected to be useful to give information about using ground rules technique to increasing students' on speaking.

2. Practically

- a. For English teachers

The teacher can choose new alternative in teaching and learning process of speaking by applying Ground Rules Technique.

- b. For the students.

To help students more understand the material given by the teacher. And to increase student's motivation and confidence, create new habit and new atmosphere which will increase their achievement.

- c. For other researchers

To use the result of this study as a reference a further research in the same interest.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting a research, theories are needed to explain some concept or explanation applied in the research concerned. In this the following part of theoretical framework on the term will be presented.

1. Description of Speaking

Speaking is one of basic skills that must be mastered by students since it is very important for them to communicate in the class or out of the class. They must practice it especially in learning process in order to be fluent in speaking. Speaking is an interaction process between a speaker and listener. In speaking there is a process of communication which convey the message and a listener has decode or interpret the message, which contain information. The speaker and the listener interaction takes place in real time, there by allowing time for listener to respond the speaker if the rule of a conversation is to be maintained. Fulcher (2003:23) states, that "Speaking is the verbal use of language to communicate with others".

Since the listening and speaking are product of skill, there are many relationships each other. The ability of the listening and speaking have some information which is gained from listening. In the other word, the topic to be

discussed in speaking is relevant to what the speaker has heard from another person. That is the reason why listening is always related to speaking.

The communicative interaction can be identified through the existence of participants negotiating a meaning, in a general term their existence is the control interaction by noticing who is saying, to whom the speakers are saying, what is discussed and when the interaction occurs. It means that in speaking, there are a process between speaker and listener. That is a interaction between them. There are using of language as the medium of speaking in students skill. It is necessary to use accept able forms of correct language. The forms involve grammar, vocabulary, and pronunciation. To Improve the students' speaking skill, the teacher need to help the students as produce forms in the foreign language. It is a part of teacher's job to help the students in producing form in foreign language. It means that one communicate naturally while thinking about forms of the message rather than the message itself.

Brown (2001:27) states, that "When someone can speak a language it means that he can carry on a conversation reasonably competently". In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

According to Richards (2002:204) "Effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements such as gestures,

body language, and expressions are needed in conveying messages directly without any accompanying speech”.

From some definitions above it can be concluded that speaking skill is always related to communication. Speaking skill itself can be stated as the skill to use language accurately to express meanings in order to transfer or to get knowledge and information from other people in the whole life situation.

1.1. Aspects of the Speaking Skill

According to Nunan (1999) “ There are two main aspects of speaking skill; accuracy and fluency”. Accuracy means that the speakers are required to use the correct vocabulary, grammar, and pronunciation. While, fluency means that the speakers are required to be able to keep going when speaking spontaneously. However, it does not mean that the speakers speak so fast because sometimes pausing is important. Pause is an aspect of fluency which may be long but not frequent”. Moreover, when speaking fluently, speakers should be able to get the message across with whatever resources and abilities they have got and regardless of any grammatical and other mistakes. In addition, Harmer (2001) states, that “The ability to speak fluently is not only knowing knowledge of language features, but also the ability to process information and language on the spot□.

1.2. Types of Speaking Performance

Six categories of speaking skills area. Those six, categories are as follow:

a. Imitative

This categories includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process the reason is by using drilling, students get opportunity to listen and to orally repeat some words.

b. Intensive

This is students' speaking performance that is speaking some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work) for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, etc.

c. Responsive

Responsive performance includes interaction and text comprehension but at the some what limited of very short conversation, standard getting and small talk, simple request and comments. This is a kind of short replies to teacher or students-initiated questions or comments, giving instruction and directions. Those replies are usually sufficient and meaningful.

d. Transactional (dialogue)

It is carried out for the purpose of conveying specific information. For example here is conversation which is done in pair work.

e. Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationship than for transmission of facts and information. The forms of

interpersonal speaking performance are interview, role-play, discussions, conversations and games.

f. Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, and storytelling and short speeches.

Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

1.3. Components of Teaching Speaking

Teaching speaking, in my opinion, is the way for students to express their emotions, communicative needs, interact to other person in any situation, and influence the others. For this reason, in teaching speaking skill it is necessary to have clear understanding involved in speech. Speaking is complex skill requiring the simultaneous use of a member of different abilities, which often develop at different rates. At least it concern with components of pronunciation, grammar, vocabulary and fluency. The descriptions are as follows:

a. Pronunciation

Pronunciation is the way in which a language is spoken. When teacher teach English, they need to be sure that their student can be understood when they speak. The student needs to be able to say what they want to say.

b. Grammar

Grammar is partly the study of what form or structures are possible in a language. Traditionally grammar has been concerned almost exclusively with analysis at the level of the sentence. Grammar is a description of the rule that governs how sentences are formed.

c. Vocabulary

Vocabulary is the total number of words that make up a language. Those words are used in speaking.

d. Fluency

Fluency is the ability to process language easily and the quality or condition of a person who speaks a language easily and well.

1.4. Principles of Teaching Speaking

According to Harmer (2001: 102), there are six principles of teaching speaking, they are:

- a. Help the students overcome their initial reluctance to speak. Be encouraging: provide opportunity, start from something simple.
- b. Ask the students to talk about why they want to talk about.
- c. Ask the students to talk about what they are able to talk about.
- d. Provide appropriate feedback.
- e. Combine speaking with listening and reading.
- f. Incorporate the teaching of speech acts in the speaking.

1.5. The indicators of successful speaking

- a. Learners talk a lot As much as possible of period of time allotted to the activity is a fact occupied by learner talk.
- b. Participation is even Classroom discussion is not dominated by a minority of talkative participants. All students get chance to speak and participate in the classroom discussion.
- c. Motivation is high All of the students have big enthusiasm to speak in classroom discussion.

1.6. Elements of Speaking

According to Harmer (2002:269), There are four elements of speaking as follows:

a. Connected Speech

Effective speakers of English need to be able to produce the individual phonemes of English. In connected speech sounds are modified (assimilation), omitted (elision), added (linking), or weakened (through contractions and stress patterning). It is for this reason that we should involve students in activities designed specially to improve their connected speech.

b. Expensive Device

Students should be able to deploy at least some of such supra segmental features and devices in the same way if they are to be fully effective communication

c. Lexis and Grammar

Students are involved in specific speaking context such as job interview, we can prime them, in the same way with certain useful phrases which they can produce a various stage of an interaction.

d. Negotiation Language

The use of negotiation is show the structure of their through, or to reformulate what they are saying in order to be clearer, especially when they can see that they are no being understood.

1.7 The Processing of Speaking

According to Jeremy Harmer (2002-257), there are three of processing speaking, as follows:

a. Language Process

Effective speaker need to process language in their own heads and put into coherent order so that it comes out inform that are comprehensible the meaning that are intended. The process of language determining the ending of process communication the sender.

b. Interactive with Other

Most speaking involves interaction one of more participant in speaking. This case makes the situation of speaking follow by every body that heart that.

c. Information Processing

The part from our response to other fell, we also need to be able to process the information which is told. The process of the speaking gives the makes the students easier to catch explanation. The teacher also, look for the standard of knowledge from the students with an approach continuously to students, in the end result of teaching will be better.

2. Description of Method, Strategy and Technique

2.1. Description of Method

Harmer (2001:78) states, that “ Methods is the practical realization of an approach”. The originators of a method have arrived at decisions about types of activities, roles of teachers and learners, the kinds of material which is helpful and some model of syllabus organization. Methods include various procedures and technique as part of their stand at fare. When methods have fixed procedures, informed by a clearly articulates approach, they are easy to describe the more all embracing the become, however, the more difficult it is to categorized them as real methods in their own right.

Methods is an overall plan for the orderly presentation of language material, no part which is based upon the select approach. A method is procedural, when a teacher uses method, it will make him/her easier to present the material. Method also is one of educational component, in addition to principle, aims curriculum material, students and teacher, which perform basic educational function fundamentally. It is the teacher’s responsibility to achieve their profession in using the method as well as possible.

2.2. Description of Strategy

According to Kemp that delivered by Rusman (2010: 32), Is a learning activity that must be done so that the teacher and students learning objectives can be achieved effectively and efficiently. Dick and Carey explain in Rusman (2010: 132) states, that“ Strategy is a set of learning outcomes on the learners or students”. Efforts to implement lesson plans that have been prepared in real activity. The strategy is the specific method of approaching a problem task mode of operation for achieving a particular and planned design for controlling and manipulating certain information.

The Main purpose of strategy in teaching is to give easy learning so that give care and special stress to the students' side. On of the ways to get strategy is master the technique of teaching or usually it called by teaching method. Teaching program that is used by teacher in one meet can be done by various methods. Utilization of combine method is meant to make learning students. So the students are not difficult to get the target learning. From the explanation above, strategy is a teaching learning plan done by the teacher to get certain object.

2.3. Description of Technique

A technique is a method of doing something needs skill. It is implementation that actually takes places in classroom. It is particular trick. Strategy, used to accomplish on immediate objective. The teacher must be able to create strategy how to manage the class, when she/he faces with naughty students or the stupid students. Brown (2001:16) states, that“A technique is any of wide variety of exercises, activities, or task used in the language classroom for realizing

lesson objectives’’. The technique refers to procedure that describes how realized its approach and design in classroom behavior. Therefore technique must be consistent with the method as well as approach. From the explanation above, we can get information how important technique to support our material.

3. Description of Students’ Achievement

The term achievement has something to do with learning activities and test over a longer period learning. According to Bloom (1993:231) ‘‘ The learning achievement is a result of the change of attitude which belongs to the three domains, namely cognitive, affective, and psychomotor’’. Students learning achievement is interpreted as a result of attitude changes someone which is affected by training and experiencing oneself.

4. Description of Ground Rules

Ground rules is a technique groups can be used on students’ achievement in speaking, but can certain rules is need to be followed when the team does the ground rules, such as no criticizing or debating the ideas as they come up. Every students have to remember that there are no bad ideas and everyone needs to feel free o express the ideas. Each student have to share all ideas and not leaving any out. By applying this technique, it is good build the way of thinking of student in develoving their coming idea.

This technique formed a small group and each group consisted of four of six member. Next, all group made around. Then, each member would share about

a topic which was determined by the teacher. Thus, this technique would make student have a chance to speak out. It indicated that each member would propose his of opinion about the topic in their own group.

Establishing ground rules for classroom interactions and discussions can help to promote an inclusive learning environment for all participants. Such ground rules are especially important when discussing controversial or otherwise challenging topics. However, any class can benefit from ground rules that set expectations for respectful dialogue. Establishing such ground rules at the start of the semester provides a common framework that will be very helpful if it becomes necessary to talk with the class, or with individual students, about any conduct that could be negatively affecting the learning environment. If you have a small class (e.g. 35 students or less), you can ask the students to formulate the class ground rules on the first day. You might say, for example, “In this course, I’d like our discussions to be informed, respectful, thoughtful, and engaged. What are the ground rules we should follow to make this happen? ” Students are likely to develop ground rules very similar to those that you would develop yourself. However, if they have a hand in developing these ground rules, students will be more motivated to stick to them throughout the semester.

4.1. The Steps of Ground Rules

The steps in teaching speaking through Ground Rules are as following:

- a. Researcher gives a topic which will be discussed in speaking by using Ground Rules technique.

- b. Researcher forms several groups that depend on number sitting in the classroom. Then the group seats in the circle, the leader of each group will become the speaker. The speaker of each group will be signed as 1,2,3,4 and 5. Each members of group is signed as 1,2,3,4 and 5.
- c. This technique consist of several round.

Those rounds will be explained below:

Round 1

1. 5 students are assigned to give speeches. They are numbered 1-5
2. Class (audience) member count off 1-4
3. Audience member sit around their speaker (1-5)
4. Speaker are given 7 minutes to speak about topic
5. Audience gets chance to ask question and speaker moves to the next audience

Round 2

1. This time, when everyone it seated, tell the speakers that they will have 6 minutes to speak about the topic
2. Have them speak for exactly 6 minutes. Stop and give the audience chance to ask questions. Then speakers move to the next audience.

Round 3

1. This time, when everyone is seated, tell the speaker that they will have 5 minutes to speak about the topic

2. Have them speak for exactly 5 minutes. Stop and give the audience chance to ask question. Next, tell the speakers to move on the next student.

Round 4

1. This time, when everyone is seated, tell the speaker that they will have 4 minutes to speak about the topic
2. Have them speak for exactly 4 minutes. Stop and give the audience chance to ask question. Next, tell the speakers to move on the next student.

Round 5

1. This time, when everyone is seated, tell the speaker that they will have 3 minutes to speak about the topic
2. Have them speak for exactly 3 minutes. Stop and give the audience chance to ask question. Next, tell the speakers to move on the next student.

4.2. The Advantages and Disadvantages of Ground Rules

1. The Advantages of Ground Rules

The Advantages of Ground Rules technique are following:

- a. This technique makes students talk a lot
- b. Then, this technique also gives a chance for each members group for speaking.

2. The Disadvantages of Ground Rules

Ground rules has also disadvantages such as, this technique can cause some students become dominant in the classroom.

5. Description of Descriptive Text

Descriptive text or description describes a particular person/people, place, or thing. Its purpose is to tell about the subject by describing its features without including personal opinions. According to Karim and Rachmadie “ A description is verbal picture of a person, place, or object. There are some features in a descriptive that we must give a serious attention, they are: the feature in construction a description. A typical description has an opening paragraph introduction the subject of description, followed by a series of paragraph each describing one features of the subject. There are can also be a final concluding section that signal the end of the description or in another hand there are and identification and description in a descriptive text. The identification of the descriptive text is usually as a main idea of the paragraph or called as a general statement, and the description of the descriptive text is about the explanation of the general statement or main idea or supporting details to the general statement.

5.1. Kinds of Descriptive Text

As we know that descriptive is to describes something, such as a person, place, or thing. Usually when the people want to describe something, for example in describing people, they often describe each people in terms of age, nationality,

clothes, hair, face, height, etc. Therefore, based on that statement, it can be seen that descriptive has three types:

a. Description of a place

When we start to write or explain anything in a description, it should be clear. As stated by Sandra McKay that the best way describe a place is to show someone the actual place or to take a picture of it or just give the characteristics of the place. For example, if the place is a home or a room, so it is important to give clearly picture of the size and arrangement of the space involved. Therefore, describing a place should be taken considerations of the location of the object of the place should be clear, the details should be arranged logically and systematically so that it is easy for reader to image the objects in their minds, and controlling idea. This is the most important in writing and speaking process, because if we have strong controlling idea it can give text or paragraph focus.

b. Description of a Person/People

The researcher choose the describing a person or people for the material discussion in the class. Because the describe a person is very interesting material and can make students more active in the classroom. If you want to speak a description of a person, you gather informative details about that person and then ask yourself what these details add up. In describing of a person, there are many ways such as his/her face, color of hair, clothes, skin, body shape, etc. in describing a person, however, you are not obliges to give every single detail about

a person's appearance. You can focus on one or two striking features that convey something about the person's character.

Details in descriptive paragraphs are organized spatially to give the reader a clear picture, clarifying the spatial relationship helps us to achieve coherence paragraph. These spatial expressions are called adverbs of place, and there is an expression that clarifies space relationship and its special sentence constructions:

Adverb of Place	Verb Phrase	Subject
Under the desk	Is	a basket

The normal word order of this sentence is:

Subject	Verb Phrase	Adverb of Place
A basket	Is	Under the desk

5.2. The Characteristics of Descriptive Text

A descriptive text serves only to describe an object. There are some characteristics about descriptive text. The following characteristic of descriptive text such as:

- a. Using of figures of speech (see, hear, taste, smile, touch). In this way the description will appear alive and interesting.
- b. Using vivid picture is to make the description clear and realistic
- c. Using variety of words. Its means that use of variety of adjectives, nouns, adverbs, and phrases to suggest colors, movements, expressions and feeling.
- d. Using any details. If anyone want to describe an object. They should not describe just its physical features but also its habit, its characteristics and its relationship.

- e. Using the simple present tense
- f. Using adjective to describe the feature of the subject

B. Previous Related Research

A thesis by Rahman (1102050051), English Education Program of University of Muhammadiyah Sumatera Utara Medan, the title is "The Effect of using Recitation method on the students' achievement in writing narrative texts in grade eight 2015/2016 academic years". He concerned on effect the students' achievement by using Recitation method. He used experimental and control group. And the result of his research by using Recitation method in writing narrative texts is influential on the students' achievement.

C. Conceptual Framework

Speaking is one of four basic language skills 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 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 fluencing the students' achievement in learning process, especially in speaking achievement. Students' should be able to communicative in the process of transferring the

knowlegde and more practice or expossure to use the language. Therefore, the suitable of teaching technique is very important to increase students' ability in speaking achievement.

The 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 Ground Rules. The post-test is given to experimental group the test same as the pre-test. After giving post-test, calculating 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 Ground Rules 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 using ground rules technique on the students' achievement in speaking skill"

Ho : "There is no significant effect of using ground rules technique on the students' achivement in speaking skill.

CHAPTER III
METHOD OF RESEARCH

A. Location and Time

This research was conducted at SMP Negeri 42 Medan, Jalan Platina V, Titi Papan, Medan Deli from February-March, 2017. The reason for choosing this school because the researcher found some problems in their achievement in speaking English learning. So, the researcher wants to help by using a ground rules learning technique that easy to do.

B. Population and Sample

1. Population

The population of this research was focused on the Seventh grade students' of SMP NEGERI 42 Medan at 2016/2017 academic year. Which consist of seven classes. So, the total number of population are 212 students.

Table 3.1
Population of the Research

NO	Class	Population
1	VII-A	30
2	VII-B	30
3	VII-C	30
4	VII-D	30
5	VII-E	30
6	VII-F	31
7	VII-G	31
Total		212

2. Sample

The researcher using random sampling of taking the data. Random sampling was the method responden determining to get sample based on the certain classes which

Table 3.2
The Sample of the Research

Class	Class	Sample
VII-B	Experimental Class	30
VII-D	Control Class	30
Total		60

C. Research Design

This research used an experimental research. The sample was divided into two groups, the experimental group by applying Ground Rules Technique, meanwhile the control group by using conventional method. The design of this research can be seen as follow:

Table 3.3
Research Design

Class	Treatment	Pre-test	Post-test
Experimental	Ground Rules Technique (X)	ü	ü
Control	Conventional Method (Y)	ü	ü

Based on the table 3.3, experimental (X) was the class which receive by using Ground Rules Technique in teaching speaking, and control (Y) was the class which receive by using conventional method in teaching speaking.

1. Pre-test

Pre-test is administrated to the sample before doing the treatment. Pre-test was given to experimental and control class. It is used to measured students' ability before applying the treatment. Pre-test consist of oral test, in oral test the students was asked to make conversation about describing people.

2. Treatment

To find out the effect teaching speaking by applying ground rules technique, a treatment was conducted to the experimental class. The step in teaching speaking in experimental class was following the steps :

Table 3.4
Treatment in Experimental Group

Experimental Class
Firstly the researcher divided the students into small groups that consist of five members of each group.
The students will given motivation about describing a people and ask their attention so that teaching program is running well. After the research gives explanation about the material the researcher prepares the sheet of speaking test. Then the researcher gives explanation to each group discussion about time limit and the members of groups. 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. 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.
The researcher summarizes or evaluates the discussion.

3. Post-test

After having treatment, the post-test was given to the students. The post test was same as the pre-test. The post-test the final test in this research, especially in measuring the treatment, whether it significant or not, it means to know whether gave the effect or not on the students' achievement in speaking. Also, in the experimental and control class, a post-test was administrate. The administrating of the post-test was mean to find out the differents scores of, both experimental scores of both experimental and control class before and after treatment.

D. The Instrument of the Research

In collecting the data will needed, the researcher used pre-test and post-test by using an oral test, to know their fluency, pronounce, vocabulary and structure. The instrument of this research will be speaking test which consist of one item. The source material will taken from the English book for junior high school with the topic describing people. There, the student describing and answer by speaking and the students' speaking to know how they can speaking English well and fluency.

In scoring the test, the researcher use five indicators of measure the speaking achievement. According to Brown (2001:406-407), there were five indicators in assessing speaking.

1. Vocabulary (20)

Score	Explanation
16–20	Very Good; rarely has trouble
11–15	Good; something using inappropriate term about language
6–10	Fair; frequent using wrong speech limited to simply vocabulary
1–5	Unsatisfactory; very limited vocabulary and make the comprehension quite difficult.

2. Comprehension (20)

Score	Explanation
16–20	Very Good; rarely noticeable errors
11–15	Good; occasionally grammatical errors which do not obscure meaning
6–10	Fair; error the basic structure, meaning occasionally obscure by grammatical errors.
1–5	Unsatisfactory; usage definitely unsatisfactory frequently needs to rephrase construction or restrict itself to basic structure

3. Pronunciation (20)

Score	Explanation
16 – 20	Very Good; understand able
11 – 15	Good; few noticeable errors
6 – 10	Fair; error of the basic pronunciation
1 – 5	Unsatisfactory; hard to understand because sound, accent, pitch, difficulties and incomprehensible.

4. Fluency (20)

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

5. Grammar (20)

Score	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 thorough or confident control of the grammar.
1 – 5	Unsatisfactory; errors in grammar frequent to speak language.

E. The Technique for Collecting Data

To collect the data of the research, the researcher use some steps:

1. Giving the pre-test to both of the groups.
2. Giving treatment
 - a. Experimental class : using ground rules technique.
 - b. Control class : using conventional method
3. Giving post-test with the similar test to both of the groups.

F. The Technique of Data Analysis

The data will be analyzed by the following procedures:

1. Scoring the students' answer for value of the test.
2. Listing their score in two tables, first for the experimental class scores and the second for the control class scores
3. Calculating the total score post-test in experimental group and control group :
 - a. $y = a + b$ where a and b were got by:

$$a = \frac{(\sum Y)(\sum X) - (\sum X)(\sum XY)}{N(\sum Y^2) - (\sum Y)^2}$$

$$b = \frac{N(\sum XY) - (\sum X)(\sum Y)}{N(\sum Y^2) - (\sum Y)^2}$$

- b. Determining coefficient r^2 by formulation (Sudjana, 2005)

$$r = \frac{b\{N(\sum XY - (\sum X)(\sum Y))\}}{N \sum Y^2 - (\sum Y)^2}$$

- c. The statistical hypothesis could be determined by using:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

- d. Percentages of the use of method:

$$D = R^2 \times 100\%$$

G. Statistical Hypothesis

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

- | | |
|-----------------|--|
| $H_a: P \neq 0$ | There was significant effect of applying Ground Rules Technique on the students' achievement in speaking skill |
| $H_0 = P =$ | There is no significant effect of applying Ground Rules Technique on the students' achievement in speaking skill |

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A. Data Collection

The data was collected by giving oral test to the students. In this research, the samples were divided into two groups, the experimental group and control group. Each group was given a pre-test and post test.

The data of this study was the scores of pre-test and post-test of the two groups, experimental and control group, As seen in table 4.1

Table 4.1

The Scores of Pre-test in Experimental Group

No	Students' Initial Names	The Components to Evaluate					Total
		Vocab	Compre	Pronun	Fluen	Gram	
1	ADW	11	12	13	16	12	64
2	APH	12	11	10	12	12	57
3	AA	12	12	13	13	13	65
4	AN	16	11	12	13	18	70
5	AR	16	10	12	14	17	69
6	BYP	13	13	12	13	15	65
7	CA	17	11	12	13	19	72
8	DT	15	11	13	14	17	70
9	DJ	18	11	12	13	18	72
10	DA	15	15	15	15	15	75
11	ERH	16	10	12	14	15	68
12	FZ	12	12	11	12	13	60
13	FA	18	11	11	4	18	72
14	IS	13	11	11	12	13	60
15	MB	15	10	12	14	14	65
16	MRD	15	11	13	14	16	69
17	MR	12	12	11	12	13	60

18	MA	14	15	14	14	15	72
19	NFD	12	11	11	11	12	57
20	NS	14	14	14	15	14	71
21	NA	15	10	11	14	14	65
22	RR	15	14	15	15	15	74
23	RK	15	11	13	14	17	70
24	RR	13	11	12	13	14	63
25	SP	14	14	15	15	15	73
26	SL	13	11	12	13	13	62
27	SN	15	14	15	15	15	74
28	TK	13	12	11	12	14	62
29	WY	13	12	11	12	14	62
30	YY	15	15	16	15	15	76
Total							ΣT₁= 2014

The data in table 4.1 above showed that the lowest score of the pre-test in the experimental group was 57 while the highest score of the pre-test was 76. In this case the students' score in speaking was calculated based on oral test, they are vocabulary, pronunciation, fluency, comprehension and grammar.

Table 4.2

The Score of Post-test in Experimental Group

No	Students' Initial Names	The Components to Evaluate					Total
		Vocab	Compre	Pronun	Fluen	Gram	
1	ADW	14	17	18	16	15	80
2	APH	12	12	17	18	12	71
3	AA	18	19	18	11	17	83
4	AN	18	18	19	16	18	89
5	AR	16	15	18	19	17	85
6	BYP	15	16	17	15	18	79
7	CA	17	18	18	19	18	90
8	DT	17	18	18	18	18	89

9	DJ	18	19	17	19	18	91
10	DA	19	19	20	19	20	97
11	ERH	18	18	19	18	18	91
12	FZ	16	13	13	16	15	73
13	FA	18	18	17	19	18	90
14	IS	15	15	14	18	13	75
15	MB	15	17	18	17	16	83
16	MRD	17	16	17	17	18	85
17	MR	14	13	14	16	16	73
18	MA	19	19	18	18	20	94
19	NFD	16	10	14	16	15	71
20	NS	18	19	19	19	18	93
21	NA	16	13	14	17	18	78
22	RR	20	18	19	19	20	96
23	RK	17	18	17	19	18	89
24	RR	14	14	13	16	16	73
25	SP	19	18	19	19	20	95
26	SL	13	13	12	16	18	72
27	SN	16	17	18	18	17	86
28	TK	11	15	12	18	16	72
29	WY	11	16	11	19	16	73
30	YY	20	19	20	19	20	98
Total							$\Sigma T_1 =$ 2514

The data in the table above showed that lowest score of the pre-test in the experimental group was 71 while score of the post-test was 98. In this case the students' score speaking was calculated based on oral test. As seen in table 4.3

Table 4.3

The Scores of Pre-test in Control Group

No	Students' Initial Names	The Components to Evaluate					Total
		Vocab	Compre	Pronun	Fluen	Gram	
1	AH	14	11	11	13	15	64
2	AFD	15	11	11	12	13	62
3	AA	13	12	13	12	14	64
4	AS	13	11	12	11	12	59
5	AP	13	12	12	13	14	64
6	BP	14	10	12	12	15	63
7	CH	16	11	12	11	15	65
8	DNP	13	11	12	12	14	62
9	DY	14	11	12	12	15	64
10	DLA	15	12	11	11	14	63
11	DC	16	10	10	12	14	62
12	DS	15	11	11	12	15	64
13	FAP	14	11	10	13	15	63
14	HS	14	11	12	12	15	64
15	HP	13	11	12	12	14	62
16	KDS	13	10	13	12	15	63
17	MHS	16	11	12	11	15	65
18	MIL	15	11	11	13	14	64
19	MR	15	11	10	10	14	60
20	MZ	14	12	12	11	14	63
21	MZY	16	10	13	13	14	66
22	NAP	14	12	10	10	14	60
23	NR	14	11	11	12	14	62
24	RS	13	11	11	11	12	58
25	RAP	15	11	11	12	15	64
26	RP	16	12	13	12	16	69
27	RY	15	12	10	11	14	62
28	S	14	12	12	12	12	62
29	SNA	14	11	11	13	15	64
30	TD	15	11	11	11	14	62
Total							$\Sigma T_1=1889$

The data in table above showed that the lowest score of the pre-test in the control group was 58 while the highest score of the pre-test was 69.

Table 4.4

The Scores of Post-test in Control Group

No	Students' Initial Names	The Components to Evaluate					Total
		Vocab	Compre	Pronun	Fluen	Gram	
1	AH	15	13	13	15	17	69
2	AFD	16	12	12	13	14	64
3	AA	14	12	13	13	15	64
4	AS	16	12	11	11	15	62
5	AP	15	13	12	13	15	64
6	BP	16	12	14	14	15	67
7	CH	18	13	14	13	17	71
8	DNP	14	12	12	12	15	62
9	DY	15	12	13	13	16	66
10	DLA	16	13	12	12	15	65
11	DC	18	12	12	13	15	67
12	DS	16	12	12	13	17	67
13	FAP	16	12	12	13	17	67
14	HS	17	12	14	13	17	69
15	HP	15	12	13	13	16	66
16	KDS	15	12	13	13	16	66
17	MHS	18	13	14	13	17	71
18	MIL	17	12	13	15	16	69
19	MR	16	12	11	11	15	62
20	MZ	16	13	12	12	15	65
21	MZY	18	13	14	14	15	71
22	NAP	16	13	12	12	15	65
23	NR	15	12	12	13	15	64
24	RS	15	12	12	12	14	62
25	RAP	17	12	12	13	17	67
26	RP	17	12	14	13	17	68
27	RY	16	12	11	11	15	62
28	S	14	12	12	12	15	62
29	SNA	16	12	12	14	16	66

30	TD	15	12	12	13	16	65
Total							$\Sigma T_2=1975$

Data in table above showed that the lowest score of the post-test in the control group was 62 while the highest score of the post-test was 71. In this case the students' score in speaking was calculated based on oral test. Note P: Pronunciation, G: Grammar, V: Vocabulary, C: Comprehension, and F: Fluency.

B. The Data Analysis

Based on the data, the table 4.1 and 4.2 showed that the different scores between pre-test and post-test in both experimental and control group, as presented in table 4.5.

Table 4.5

The Differences Scores of the Pre-test and Post-test in Experimental Group

No	Students' Initial Names	Score				
		Pre-test (T ₁)	T ₁ ²	Post-test (T ₂)	T ₂ ²	X=(T ₂ -T ₁)
1	ADW	64	4096	80	6400	16
2	APH	57	3249	71	5041	14
3	AA	65	4225	83	6889	18
4	AN	70	4900	89	7921	19
5	AR	69	4761	85	7225	16
6	BYP	65	4225	79	6241	14
7	CA	72	5184	90	8100	19
8	DT	70	4900	89	7921	19
9	DJ	72	5184	91	8281	22
10	DA	75	5625	97	9409	22
11	ERH	68	4624	91	8281	23
12	FZ	60	3600	73	5329	13
13	FA	72	5184	90	8100	22
14	IS	60	3600	75	5625	15
15	MB	65	4225	83	6889	22
16	MRD	69	4761	85	7225	16

17	MR	60	3600	73	5329	13
18	MA	72	5184	94	8836	22
19	NFD	57	3249	71	5041	14
20	NS	71	5041	93	8649	22
21	NA	65	4225	78	6084	13
22	RR	74	5476	96	9216	22
23	RK	70	4900	89	7921	19
24	RR	63	3696	73	5329	10
25	SP	33	5329	95	9025	22
26	SL	62	3844	72	5184	10
27	SN	74	5476	86	7396	12
28	TK	62	3844	72	5184	11
29	WY	62	3844	73	5329	11
30	YY	76	5776	98	9604	22
Total		$\Sigma T_1 =$ 2014	$\Sigma(T_1)^2 =$ 135827	$\Sigma T_2 =$ 2514	$\Sigma(T_2)^2 =$ 214004	$\Sigma(T_2 - T_1) =$ 513

Table 4.5 above shown that the total score pre-test in experimental group was 2014 while the total score of post-test was 2514.

The Calculation in Experimental Group

a. The Calculation for Pre-test in Experimental Group

1. Mean

$$\begin{aligned}
 M(T_2, T_1) &= \frac{\Sigma T_1}{N} \\
 &= \frac{2014}{30} \\
 &= \mathbf{67,13}
 \end{aligned}$$

2. Variances

$$\begin{aligned}
 S^2 &= \Sigma T_1^2 - \frac{(T_1)^2}{N} \\
 &= 135827 - \frac{(2014)^2}{30}
 \end{aligned}$$

$$= 135827 - \frac{4056196}{30}$$

$$= 135827 - 135206$$

$$S^2 = 621$$

$$S = \sqrt{621}$$

$$= \mathbf{24,9}$$

3. Standard Deviation

$$SD = \sqrt{\frac{\Sigma T_1 - T_2}{N}}$$

$$= \sqrt{\frac{(135827)^2}{30}}$$

$$= \sqrt{\frac{18448973929}{30}}$$

$$= \sqrt{614965579,7}$$

$$= \mathbf{24,79}$$

b. The Calculation for Post-test in Experimental Group

1. Mean

$$M (T_2 - T_1) = \frac{\Sigma T_1}{N}$$

$$= \frac{2514}{30}$$

$$= \mathbf{83,8}$$

2. Variances

$$\begin{aligned}
 S^2 &= \sum T_2^2 - \frac{(T_2)^2}{N} \\
 &= 214004 - \frac{(2514)^2}{30} \\
 &= 214004 - \frac{6320196}{30} \\
 &= 214004 - 210673 \\
 &= 3331 \\
 S &= \sqrt{3331} \\
 &= \mathbf{57,71}
 \end{aligned}$$

3. Standard Deviation

$$\begin{aligned}
 SD &= \sqrt{\frac{(\sum T_2)^2}{N}} \\
 &= \sqrt{\frac{(214004)^2}{30}} \\
 &= \sqrt{\frac{45797712016}{30}} \\
 &= \sqrt{1526590400} \\
 &= \mathbf{39,07}
 \end{aligned}$$

c. The Calculation for Total Pre-test and Post test in Experimental Group

1. Mean

$$\begin{aligned} M (T_2-T_1) &= \frac{\Sigma (T_2-T_1)}{N} \\ &= \frac{513}{30} \\ &= \mathbf{17,1} \end{aligned}$$

2. Standard Deviation

$$\begin{aligned} SD &= \sqrt{\frac{(\Sigma T_2-T_1)^2}{N}} \\ &= \sqrt{\frac{(513)^2}{30}} \\ &= \sqrt{\frac{263169}{30}} \\ &= \sqrt{\mathbf{8772}} \\ &= \mathbf{93,6} \end{aligned}$$

Table 4.6**The Differences Scores of the Pre-test and Post-test in Control Group**

No	Students' Initial Names	Score				
		Pre-test (T ₁)	T ₁ ²	Post-test (T ₂)	T ₂ ²	Y=(T ₂ -T ₁)
1	AH	64	4096	73	5329	9
2	AFD	62	3844	67	4489	5
3	AA	64	4096	67	4489	3
4	AS	59	3841	65	4225	6
5	AP	64	4096	67	4489	3
6	BP	63	3969	71	5041	8
7	CH	65	4225	75	5625	10
8	DNP	62	3844	65	4225	3
9	DY	64	4096	69	4761	5
10	DLA	63	3969	68	4624	5
11	DC	62	3844	70	4900	8
12	DS	64	4096	70	4900	6
13	FAP	63	3969	70	4900	7
14	HS	64	4096	73	5329	9
15	HP	62	3844	69	4761	7
16	KDS	63	3969	69	4762	6
17	MHS	65	4225	75	5625	10
18	MIL	64	4096	73	5329	9
19	MR	60	3600	65	4225	5
20	MZ	63	3969	68	4624	5
21	MZY	66	4356	74	5476	8
22	NAP	60	3600	68	4624	8
23	NR	62	3844	67	4489	5
24	RS	58	3364	65	4225	7
25	RAP	64	4096	71	5041	7
26	RP	69	4761	73	5329	4
27	RY	62	3844	65	4225	3
28	S	62	3844	65	4225	3
29	SNA	64	4096	70	4900	6
30	TD	62	3844	68	4624	6
Total		ΣT₁= 1889	Σ(T₁)²= 119073	ΣT₂= 2075	Σ(T₂)²= 143809	Σ(T₂-T₁)= 186

Table 4.6 above shown that the total score pre-test in control group was 1889 while the total score of post-test was 2075.

The Calculation in Control Group

a. The Calculation for Pre-test in Control Group

1. Mean

$$\begin{aligned} M(T_2 - T_1) &= \frac{\sum T_1}{N} \\ &= \frac{1889}{30} \\ &= \mathbf{63} \end{aligned}$$

2. Variances

$$\begin{aligned} S^2 &= \sum T_1^2 - \frac{(T_2)^2}{N} \\ &= 143809 - \frac{(1889)^2}{30} \\ &= 143809 - \frac{3568321}{30} \\ &= 143809 - 118944 \\ &= 24865 \\ S &= \sqrt{24865} \\ &= \mathbf{157,6} \end{aligned}$$

3. Standard Deviation

$$\begin{aligned} SD &= \sqrt{\frac{(\sum T_1^2)^2}{N}} \\ &= \sqrt{\frac{(119073)^2}{30}} \end{aligned}$$

$$\begin{aligned}
&= \sqrt{\frac{14178379329}{30}} \\
&= \sqrt{472612644} \\
&= \mathbf{21739,6}
\end{aligned}$$

b. The Calculation for Post-test in Control Group

1. Mean

$$\begin{aligned}
M(T_2 - T_1) &= \frac{\Sigma T_2}{N} \\
&= \frac{2075}{30} \\
&= \mathbf{69,1}
\end{aligned}$$

2. Variances

$$\begin{aligned}
S^2 &= \sum (T_2)^2 - \frac{(T_2)^2}{N} \\
&= 143809 - \frac{(2075)^2}{30} \\
&= 143809 - \frac{4305625}{30} \\
&= 214004 - 143520 \\
&= \mathbf{289}
\end{aligned}$$

3. Standard Deviation

$$\begin{aligned}
 SD &= \sqrt{\frac{(\sum T_2)^2}{N}} \\
 &= \sqrt{\frac{(143809)^2}{30}} \\
 &= \sqrt{\frac{20681028481}{30}} \\
 &= \sqrt{689367616} \\
 &= \mathbf{26,255}
 \end{aligned}$$

c. The Calculation for total Pre-test and Post-test in Control Group

1. Mean

$$\begin{aligned}
 M(T_2-T_1) &= \frac{\sum (T_2-T_1)}{N} \\
 &= \frac{186}{30} \\
 &= \mathbf{6,2}
 \end{aligned}$$

2. Standard Deviation

$$\begin{aligned}
 SD &= \sqrt{\frac{(\sum T_2-T_1)^2}{N}} \\
 &= \sqrt{\frac{(186)^2}{30}}
 \end{aligned}$$

$$= \sqrt{\frac{45797712016}{30}}$$

$$= \sqrt{34596}$$

$$= 33,9$$

Table 4.7
The Calculation of Table

No	X	Y	X²	Y²	XY
1	80	73	6400	5329	5840
2	71	67	5041	4489	4757
3	83	67	6889	4489	5561
4	89	65	7921	4225	5785
5	85	67	7225	4489	5695
6	79	71	6241	5041	5609
7	90	75	8100	5625	6750
8	89	65	7921	4225	5785
9	91	69	8281	4761	6279
10	97	68	9404	4624	6596
11	91	70	8281	4900	6790
12	73	70	5329	4900	5110
13	90	70	8100	4900	6300
14	75	73	5625	5329	5475
15	83	69	6889	4761	5727
16	85	69	7225	4761	5865
17	73	75	5329	5625	5475
18	94	73	8836	5329	6862
19	71	65	5041	4225	4615
20	93	68	6849	4624	6324
21	78	74	6084	5476	5772
22	96	68	9216	4624	6528
23	89	67	7921	4489	5963
24	73	65	5329	4225	4745
25	95	71	9025	5041	6745
26	72	73	5184	5329	5256
27	86	65	7396	4225	5590
28	72	65	5184	4225	4680
29	73	70	5329	4900	5110
30	98	68	9604	4624	6664
Total	ΣX= 2514	ΣY= 2075	ΣX² = 230694	ΣY² = 143809	ΣXY = 174253

C. Testing The Hypothesis

a. The Equation of Linear Regression

$y = a + b$ where a and b got by :

$$\begin{aligned}
 a &= \frac{(\Sigma Y)(X^2) - (\Sigma X)(\Sigma XY)}{N(\Sigma X^2) - (\Sigma X)^2} \\
 &= \frac{(2075)(230694) - (2514)(174253)}{(30)(2306) - (2514)^2} \\
 &= \frac{478690050 - 438072042}{6920820 - 6320196} \\
 &= \frac{40618008}{600624} \\
 &= \mathbf{67,62}
 \end{aligned}$$

$$\begin{aligned}
 b &= \frac{N(\Sigma XY) - (\Sigma X)(\Sigma Y)}{N(\Sigma X^2) - (\Sigma X)^2} \\
 &= \frac{60(174253) - (2514)(2075)}{60(230694) - (2514)^2} \\
 &= \frac{10455180 - 5216550}{13841640 - 6320196} \\
 &= \frac{5238630}{7521444} \\
 &= \mathbf{0,69}
 \end{aligned}$$

$$Y = a + b$$

$$= 67,62 + 0,69$$

b. Coefficient r

$$\begin{aligned}
 r^2 &= \frac{b \{N(\Sigma XY - (\Sigma X)(\Sigma Y))\}}{N\Sigma Y^2 - (\Sigma Y)^2} \\
 &= \frac{0,69(60)(174253) - (2514)(2075)}{60(143809) - (2075)^2} \\
 &= \frac{7214074 - 5216550}{8628540 - 4305625} \\
 &= \frac{1997524}{4322915} \\
 r^2 &= 0,462 \\
 r^2 &= \sqrt{0,462} \\
 &= \mathbf{0,679}
 \end{aligned}$$

c. Examination the Statistic Hypothesis

$H_a : P \neq 0$ There is significant effect of applying Ground Rules on the students' achievement in Speaking

$H_0 = P = 0$ There is no significant effect of applying Ground Rules on the students' achievement in speaking

The statistical hypothesis could be determined by using :

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

With a criteria examination H_0 is accepted if $t_{\text{observed}} > T_{\text{table}}$ or H_0 is rejected if

$t_{\text{observe}} < T_{\text{table}}$ with degree of freedom or $df = N-2 = 58$, $\alpha = 5\% = 0,05$

$$t_{\text{observed}} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$\begin{aligned}
&= \frac{0,679\sqrt{60-2}}{\sqrt{1-0,679^2}} \\
&= \frac{0,679\sqrt{58}}{\sqrt{1-0,461}} \\
&= \frac{0,679(7,6)}{0,539} \\
&= 9,57^{df}
\end{aligned}$$

$$\begin{aligned}
T_{\text{table}} &= t \left(\left(1 - \frac{1}{2}\right) 0,05 \right)^{df} \\
&= t \left(1 - \frac{1}{2} 0,05 \right)^{58} \\
&= t \left(1 - \frac{1}{2} 0,05 \right)^{58} \\
&= t (1 - 0,025)^{58} \\
&= 2,00
\end{aligned}$$

Based on the calculation above, where $t_{\text{observed}} > T_{\text{table}}$ ($9,57 > 2,22$) it could be concluded that H_0 was rejected. It means that H_0 was accepted or “there is significant effect of applying Ground Rules Technique on the students’ achievement speaking skill”.

The percentage of the effect of peer assisted Learning Technique on the Students’ Speaking Achievement.

In determining of the percentage the effect of applying Ground Rules Technique on the students’ achievement in speaking skill, formula was use :

$$\begin{aligned}
D &= R^2 \times 100\% \\
&= 0,462 \times 100\%
\end{aligned}$$

$$= 46,2\%$$

$$X = 100\% - 46,2\%$$

$$= 53,8\%$$

Its means that the effect of applying Ground Rules Technique on the students' achievement in speaking was 46,2% and 53,8% was influence by the other factor.

D. Research Finding

After the Pre-test and Post-test were conducted, then the findings could be report us follow:

1. There is the significant effect of applying Ground Rules Technique on the Students' achievement in Speaking Skill, which was proven from the result of the test $t_{observed} > T_{table}$ or $9,57 > 2,22$
2. The percentage of the effect of applying Ground Rules on the students' achievement in speaking was 46,2% and 53,8% was influenced by another factor.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on findings and analyzing the data, so the researcher could make the conclusion as follows:

1. There was significant effect of applying Ground Rules Technique on the Students' speaking achievement in learning describing people.

Which is proved from the result test $t_{\text{observed}} > T_{\text{table}}$ or $9,57 > 2,22$. It means, null hypothesis was rejected and the alternative hypothesis was accepted.

2. The percentage of the effect of applying Ground Rules Technique on the students' speaking achievement was 46,2% and 53,8% was influenced by another factor.

B. Suggestions

Based on the result of this study, suggestion put forward as follows:

1. For the students' achievement in speaking especially describing people, so the English teachers can apply Ground Rules because this can help teacher.
2. The English teachers can teach the students how to express their ideas or thoughts in speak systematically. Because applying Ground Rules has point of views can help students speak systematically.

3. For the students', the students should be able to speak in English. At least a simple text, especially describing people.

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