THE EFFECT OF STUDENT FACILITATOR AND EXPLAINING LEARNING MODEL ASSISTED BY AUDIOVISUAL MEDIA ON THE STUDENTS' SPEAKING ACHIEVEMENT

SKRIPSI

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English Education Program

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14/9/19	Testing hypothesis		
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23/9/19	Conclusion		
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ABSTRACT

Oktaviani, Rika: 1502050021 "The Effect of Student Facilitator and Explaining Learning Model Assisted By Audiovisual Media on The Students' speaking Achievement" . Skripsi: English education program. Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara. Medan. 2019.

The objective of this study was to investigate the effect of using student facilitator and explaining learning model on students' speaking achievement. This research was conducted at SMA Dharmawangsa, Jl. KL Yos Sudarso Kecamatan Glugur Kota, Kelurahan Medan Barat, Kota Medan, Sumatera Utara in the academic year 2019/2020. An experimental research design in the descriptive quantitative method is applied in this research. By using purposive sampling technique, two classes, XI IPA 4 and XI IPA 5 was chosen as the sample. The experimental class, XI IPA 5 with 34 students was taught by using student facilitator and explaining learning model, and 34 students in X IPA 4 as the control class was taught by using conventional model. The data obtain were analyzed by using t- test formula. The result of data analysis showed that $t_{observe}$ ($t_{0=}$ 3. 04) was greater than t_{table} was (1.998) at α = 0. 05 and Df = 66. It mean that based on the fact final hypothesis that $H_0$was rejected and $H_a$was accepted. It concluded that there was a significant effect of using student facilitator and explaining learning model on students' speaking achievement.

Keywords: student facilitator and explaining learning model, speaking achievement .

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Medan, September 2019

The Researcher,

Rika Oktaviani
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CHAP TER 1

INTRODUCTION

A. Background of the study

In English, speaking is one of the most important skills. Based on Burns and Joyce, 1997 (in English Education Journal Feri Kurniawan, 2016) has said that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. In other hand, speaking that is used to communicate with other people and sharing each other to get the information. Speaking, according some expert is defined as the ability to pronounce articulation of words for expressing, stating, and conveying thoughts, ideas, and feelings (Tarigan, 1981 in Ngadiso Journal, 2016). In addition, speaking is the ability of human to express their ideas, feeling, and thoughts by using oral speech in which it usually involves speaker and interlocutor. So, speaking is not only used in coversation, we can speak for interaction, persuading people and sharing each other about information. In other words, speaking is an interactive process between a speaker and listener.

In Indonesia, English is used as the first foreign language that started to learn from Elementary school until University level. It is realized that studying English is not an easy course for Indonesian students because in fact, structure of Bahasa and English is completely different in term of spelling, sound, pronounciation, vocabulary and grammar. In learning English, especially in

speaking many students has some problems such as, they are difficult to speak English because they lack of vocabularies, it makes them can not express what they want to say. In another problem, students unmotivated to learn and practice speaking English because they think English as a foreign language lesson that is very difficult for them to understand. In learning process the students also less interested and always afraid of making mistakes in speaking.

The problems faced by students in learning English are very much such as, reading, writing, listening and specially speaking. In English, speaking is one of the most important skills that needs to be mastered by the students. In fact, many students have difficulty in speaking, such as students could not speak well in English, the students lack of confidence to speak up, students unmotivated to practice their speaking and last one students lack of vocabularies, so it will make them difficult to express their idea or opinions by using language. Harmer, 2007 (in English Education Journal Nelly Mursidah, 2018) has said that for students, speaking is one of four aspect skills that have difficulties to master it when the students have to pay attention and think about their ideas, what to talk, language, grammar, vocabulary, and pronunciation. Based on the problem that faced by students, the researcher use material learning about invitation (inviting other people to various formal occasions to develop interactional communication with others), to facilitate students in practicing their speaking because, in this material students will learn all things about invitation and then train student to using

expressions of accepting and declining invitation in dialog form then they will practice in front of the class, so it will train students in speaking.

The researcher is expected to be able to apply a learning model to facilitate students in understanding English lessons, especially in speaking skills. One example of a learning model that can be applied in the learning process, is a learning model Student Facilitator and Explaining .

The Student Facilitator and Explaining learning model is one type of student-centered cooperative learning model. This model provides opportunities for students to explain the material learned to other students also train students to express opinions or ideas and train students to talk active in conveying the information they get to other students. Huda (2013) Student Facilitator and Explaining is the presentation of teaching material that begins with an open explanation, gives students the opportunity to re-explain to their colleagues, and ends with the delivery of all material to all students.

The student facilitator and explaining model will have more maximum results if supported by media that can attract students' interest in practicing their speaking skills, namely *Audiovisual* Media. Audiovisual media is a media that can be seen, touched and listened (Kasihani, 2007 in). The researcher uses audiovisual in class to make students interested because they can see how the speaker speaking. A good learning media is a medium that is able to activate students in providing responses, feedback, and encouraging students to do the right practices.

Based on the description above the researcher want to know about students' speaking achievement through research with the title: **" The effect of Student Facilitator And Explaining Learning Model Assisted Audiovisual Media On Students' Speaking Achievement" .**

B. The identification of the Problem

1. The students unconfidence to speak up.
2. The students unmotivated in speaking.
3. The students lack of vocabularies.

C. The Scope and Limitation

The scope of this study is focus on speaking. The limitation is on inviting other people to various formal occasions to develop interactional communication with others.

D. The Formulation of Problem

The problem of this research is formulated as follow :

Is there any significant effect of using SFAE model assisted audiovisual media on the students' speaking achievement ?

E. The Objective of the Study

Based on formulation of the problem, the objectives of this research is to investigate the effect os SFAE model assisted audiovisual media on the students' speaking achievement.

F. The Significant of Study

The significant of study devided into two, namely :

a. Theoretically

1. Give the knowledge for students that SFAE model assisted audiovisual media have many function for them such as to improve their speaking achievement.
2. Provide preliminary information for those who are interested in the same study.

b. Practically

1. The English teacher, to teach speaking skill efficiently and effectively.
2. As an effect for the students SMA Muhammadiyah 1 Medan to increase their english speaking by using SFAE model assisted audiovisual media.
3. As an effect for the readers to add their knowledge about SFAE model assisted audiovisual media.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

This theoretical framework aims to provide a clear concept of study application. This study will be planned to examine the effect of using Student Facilitator and Explaining model assisted by audiovisual media to improve students' speaking achievement. It is important to collaborate with this research to avoid misunderstandings between writers and readers. There are many points discussed in this study.

1. Speaking

Speaking is one of the main four language skills taught in English lesson. Speaking, according to some experts, is defined as the ability to pronounce articulation of words for expressing, stating, and conveying thoughts, ideas, and feelings (Tarigan, 1981 in Ngadiso Journal, 2016).

In addition, speaking is the ability of human to express their ideas, feeling, and thoughts by using oral speech in which it usually involves speaker and interlocutor. Speaking is not only used in coversation, we can speak for interaction , persuading people and sharing information each other.

Based on some definitions, speaking is interactive process between a speaker and listener. In speaking there is a process deliver message by speaker to

listener. In other words, speaking is an interactive process that involves producing, receiving, and processing speech sound or information as the main instrument in order to give information and ideas or communicate.

2. The problem of speaking achievement

There are some factors which make the reluctant of the students to speak up in class, such as :

1. Lack of confidence. Students do not want try to speak up because they feel unconfidence also worry about mistake in speak English.
2. Lack of vocabulary. If students wants to express their idea or opinions by using language, of course they must have enough vocabulary. so, if students lack vocabulary, it will make them difficult to speak up.
3. Student unmotivated in practicing speak up using English, beacuse they feel it difficult for them and uneasy to express what they want to say.

3. Components of Speaking

According Brown (2001) in scoring students' achievement, there are five indicators to evaluate speaking achievement namely pronounciation, grammar, vocabulary, fluency and comprehension.

1. Pronounciation

Pronounciation is the way for students to produce clearer language when they speak. It is how the person speaks a language into the words. It means that

the students can produce the words clearly when they speak, so the other people can easily understand the language.

2. Grammar

Grammar is very important in speaking because if the speaker does not mastering grammar structure, she cannot speak English well. So, if the students know how to arrange the words to a sentence and master in grammar, it is the only one the way will help students to speak in a good English.

3. Vocabulary

In learning a language the learner will use the vocabulary either spoken or written to express and communicate his or her ideas. So, if they lack of vocabulary they will cannot speak or write their ideas without enough vocabulary to speak or write.

4. Fluency

Fluency can be defined as the ability to speak fluently and accurately. It is the ability for students to speak smoothly and readily.

5. Comprehension

In speaking, comprehension is certainly required when the communication is occur and the listener responds it. So, that comprehension is the ability to understand something. In addition, the communication will be success if the speaker and the listener understand the discussion between them. So, they can avoid misunderstanding.

4. Learning Model

Agus Suprijono (2009: 46) "learning model is a pattern that is used as a guide in planning classroom learning and tutorials". Learning models can be defined as conceptual frameworks that describe systematic procedures in organizing learning experiences to achieve learning goals. In other words, the learning model is a plan or pattern that we can use to design face-to-face learning in the classroom or in the tutorials and shaping the learning materials including books, films, cassette tapes, and computer media programs and curriculum (MKDP Development Team, 2016).

Referring to Joyce's thinking in Suprijono (2009), "Each model guide we design instruction to help students achieve various objectives" means that each model directs us in designing learning to help students achieve learning goals. The learning model serves as a guide for learning designers and teachers in planning teaching and learning activities.

4.1 Cooperative Learning

Agus Suprijono (2009) Cooperative learning defined as a philosophy of personal responsibility and mutual respect for others. They are responsible for their own learning and try to find information to answer questions that are faced for them. The cooperative learning in general can be interpreted as group learning that allows students to work together and the learning process is directed by the teacher.

There are several types of learning models according to Miftahul Huda (2013) there are: *Reciprocal Learning, Think-Talk-Write, CIRC, Talking Stick, Snowball Throwing,* ***Student Facilitator and Explaining****, Course Review Horay, Demonstrasi, Example Non-Example, Picture and Picture, Time Token, and Take and Give.*

5. Student Facilitator and Explaining (SFAE) Learning Model

Miftahul Huda (2013) "Student Facilitator and Explaining is the presentation of teaching material that begins with open explanation, gives students the opportunity to explain back to their colleagues, and ends with the delivery of all material to all students". The SFAE learning model provides opportunities for students to convey ideas and information they got to their friends. Student Facilitator and Explaining is a cooperative learning model that involves the activeness of students in the learning process and through this model is able to train students to convey ideas and opinions and train students to speak.

Learning model type *Student Facilitator and Explaining* was proposed by Adam and Mbirimujo (1990) in English Education Journal Nelly Mursyidah, 2018) SFAE is one of cooperative learning, which a way in increasing students' mastery on several skills, such as speaking skill, listening skill, comprehension skill in reading text, art skills, and increasing students' motivation.

One model of student-centered learning is cooperative learning models such as Student Facilitator and Explaining (SFAE), with this model students can

share information where students have the opportunity to explain the material learned to other students, this strategy is suitable for training students to be directly involved and active in the learning process (In the Education Journal Abdur Rahman Zain and Joko, 2012).

Cooperative learning Student Faciltator And Explaining is very effective for students in training their courage to express opinions, ideas and be more confident in conveying the material results that they have understood to other students in the classroom, because this learning model provides full opportunities for students to share and exchange information with other students .

5.1. Steps of Student Facilitator and Explaining Model

According to Agus suprijono (2009) the steps are :

a. The teacher conveys the competencies to be achieved;
b. The teacher demonstrates / presents material;
c. The teacher gives the opportunity for students / participants to explain to other participants either through concept charts / maps or others;
d. The teacher deduces ideas / opinions from students;
e. The teacher explains all the material presented at that time;
f. Closing

According to Huda (2013) the steps are as follows :

a. The teacher conveys the competencies to be achieved

b. The teacher demonstrates or presents learning material

c. The teacher provide opportunities for students to explain other students

d. The teacher concludes the ideas / opinions of students.

e. The teacher explains all the material presented at that time.

f. Closing

5.2. Strengths and Weaknesses of *SFAE*

Miftahul Huda (2013) the strengths and weaknesses of Student Facilitator and Explaining are :

1. Strengths

a. To delivered materials will be more clear and concrete.

b. Increase student absorption because learning is done by demonstration.

c. Train students to become teachers, because students are given the opportunity to repeat the teacher's explanation that has been heard.

d. Encourage student motivation to be the best in explaining teaching material.

e. Knowing students' ability to deliver their ideas or opinions.

2. Weaknesses

a. The introvert students often find it difficult to demonstrate what the teacher say.

b. Not all students have the same opportunity to do so (explaining back to their friends because of limited learning time).

c. There are similar opinions so that only a part of them are skilled.

d. It is not easy for students to explain the teaching material briefly.

6. Learning Media

Media is a tool used to convey messages and information. Learning media is everything like; tools, objects, that can be used to convey information or messages, especially learning materials. So that by using learning media in the teaching and learning process it can facilitate educators in delivering learning material to students. In addition, using media in the teaching and learning process can also stimulate the attention and interest of students to pay attention and understand the subject matter conveyed by educators so that learning objectives can be achieved.

Heinich, et al (1982) in Azhar Arsyad (2009) states that the term medium as an intermediary delivering information between sources and recipients. So, television, films, photos, radio, radio recordings, projected images, printed materials, and something like that are communication media. If the media carries messages or information aimed at instructional or contains the purpose of teaching, the media is called *learning media*.

So, in general learning media is a tool that is used by teachers in the learning process. The media makes the teacher easily in conveying the message of learning or information to students, so that students easily understand what is conveyed by the teacher related to the material provided and the use of media can improve the quality of teaching.

7. Types of Media

7.1. Visual Media

Visual media is media that can only be seen by using the sense of sight. This type of media is often used by teachers to help convey content or subject matter. For example: pictures, flash cards, motion pictures, maps.

7.2. Audio Media

Audio media is a media that contains messages in the form of auditive (can only be heard) that can stimulate thoughts, feelings, attention, and the willingness of students to learn teaching materials. For example: Radio, Audio Tapes / Cassettes, etc.

8. Audiovisual Media

This media is a combination of audio and visual, or commonly called viewing and listening media. This media that can be seen, touched, and listened to. Using this media, the presentation of teaching materials to students will be

more complete and optimal. Examples of audio-visual media include educational video / television programs, instructional video / television, and sound slide programs.

8.1. The advantages of Audiovisual

The use of audiovisual as learning media can attract the students' attention and motivation in the teaching and learning process. The teacher easily deliver learning material to students and the learning process become interesting, more effective and efficient. So, using audiovisual , the students can listen how to pronounce some words and observe how to express some expressions. So, by using audiovisual a student will learn their lesson beacause it is interesting.

8.2. The disadvantages of Audiovisual

The using of audiovisual as learning media, firstly the teacher should have to prepare the audiovisual based on the material correctly. Secondly, the schools must have projector as one of the audio visual media that can be used by the teachers in teaching learning process. Thirdly, the teachers need more time in preparing the media before teaching. The last one, using audiovisual sometimes makes learning process uncontrol because, some students makes fun with their other friends it will makes class noisy.

B. Previous Related Study

The relevant studies based on the similarities in variables of study even in dependent variable although independent variable. Some of the relevant of the study with the research that will be done as follow:

1. Devy Anggraini Harahap (2017) conducted a study about the effect of background knowledge on the students' achievement in speaking through student facilitator and explaining method. The study that was aimed to answer whether or not using student facilitator and explaining method can improve students' achievement in speaking. The result of this research used group pre test – post test design.

The researcher used cluster random sampling. The sample was taken from two class of population which consisted of 74 students. The instrument used in this research was the oral test then the data was analyzed by using t-test formula. The findings showed that the to value was greater than tt in which to was 15.92 and tt was 1.669 (15.92 > 1.669). It means that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. Based on this study the resercher find out differences betwen her research with this research such as, she using cluster random sampling but researcher using purposive sampling technique, but same in the instrument, that researcher using the oral test and last one, this research applied Student Facilitator and Explaining in this research.

2. Agustina, Haristiani and Sudjianto (2016) in the application of the student facilitator and explaining model the form of Te verbs japanese language.

Based on the author experience, when implementing the program of field experience in SMAN 11 Bandung, in regard to the problem found with the ability of the student in understanding material change japanese verb dictionary from into the shape of Te. Because of that, writer did a research with Cooperative Learning Student Facilitator and Explaining model for studying Japanese verb with purpose to know if there's a huge difference or not before and after using this model.

The author conducted a quasi experimental study with one group pretest posttest design. From the analysis of data, known to the average value of pretest about 45, 28, and posttest 83, 63, then obtained 9,88 with db=24, so it conclude that > with value 9, 88 > 2, 06 to a significant level 5% and 9, 88 >2, 80 for significant level 1%. The above result prove that hk stating there are significant differences between learning Japanese language verbs change outcomes before and after using cooperative learning method model of Student Facilitator and Explaining accepted.

3. Nelly Mursyidah, Asnawi Muslem, and Siti Sarah Fitriani (2018) in the teaching speaking by using student facilitator and explaining strategy. This study was aimed to investigate the effect of Student Facilitator and Explaining Strategy in teaching speaking in terms of fluency and grammar at the second grade students of MAS Al Zahrah Bireuen in academic year 2017/2018. The research is an experimental research. The sample of the research was two classes; experimental (xib) and control classes (xic). Both classes consisted 25 students.

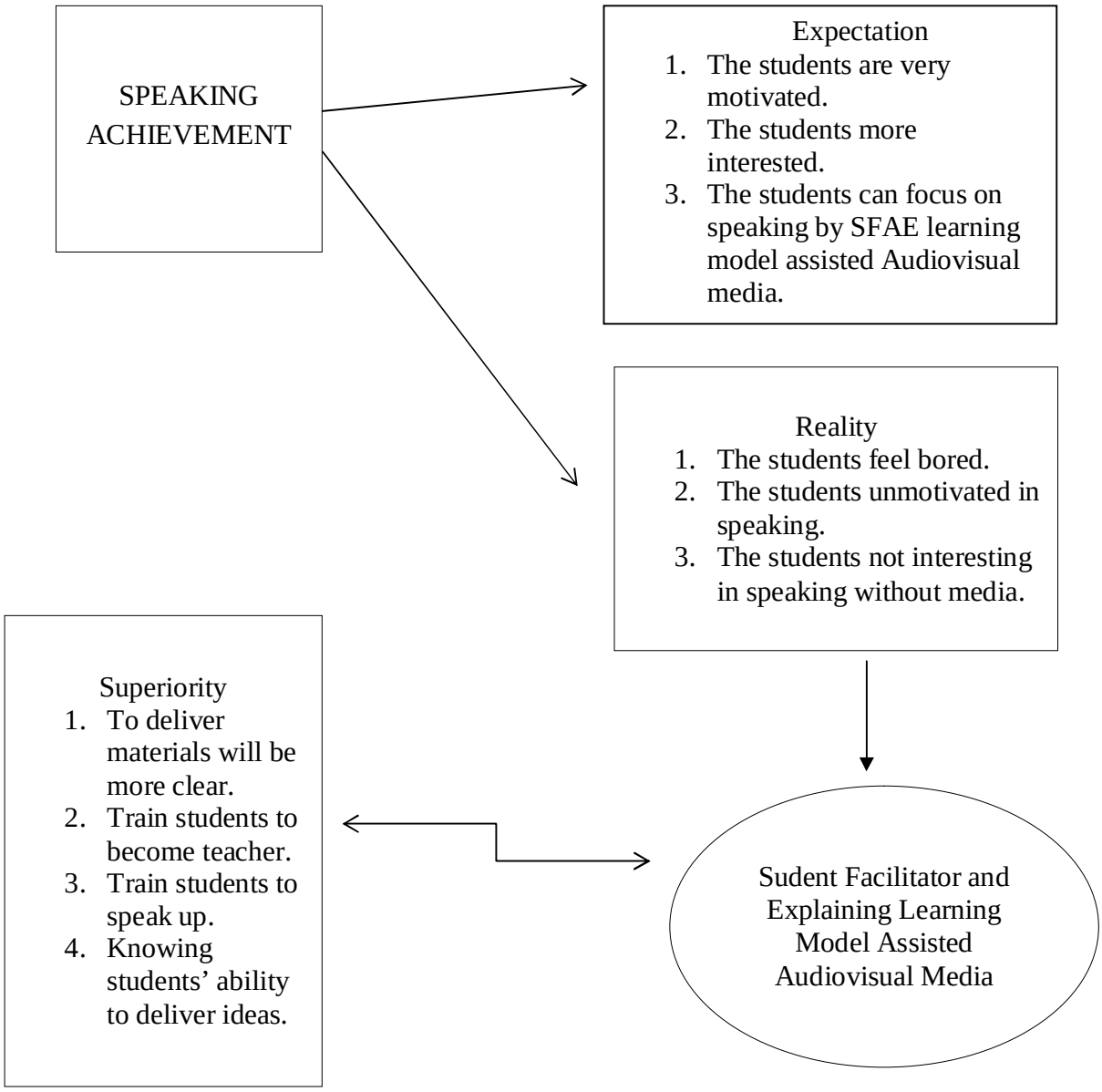
The technique of choosing the samples was random sampling. The data were collected through tests and questionnaire.

The data were analyzed by using SPSS 23 to find t-test score between two classes and the data from questionnaire to find the students' responses toward the use Student Facilitator and Explaining Strategy of experimental class. Based on data analysis, the result of t-test of fluency is 2.48 and grammar is 3.84 are higher than t-table (2.01). The students had a quite positive responses (80%) toward the use of Student Facilitator and Explaining Strategy in terms of fluency and grammar. Therefore, it could be concluded that Student Facilitator and Explaining Strategy effectively improved students' achievement in speaking skill in terms of fluency and grammar.

C. Conceptual Framework

Teaching speaking is something that is very important for all students, because speaking learning is useful for increasing students' ability in speaking. In the process of speaking students are usually very difficult to speak up, because they lack a lot of vocabulary, the lack of confidence to speak up and worry about mistakes when speaking English. So, they unable to keep going to speak spontaneously. As an English teacher, should to know this and must be able to solve problems faced by students in speaking English. It needs strategy, technique, method, and models in learning process.

One a way to improve speaking is Student Facilitator and Explaining model is an alternative model that will motivate students to speak English well. It will more maximum if that Student Facilitator and Explaining model supported by media that can attract students' interest in practicing their speaking skills, namely *Audiovisual* Media. Thus, researchers will make the teaching and learning process in speaking more creative and innovative.


SPEAKING ACHIEVEMENT
Expectation
1. The students are very motivated.
2. The students more interested.
3. The students can focus on speaking by SFAE learning model assisted Audiovisual media.
Reality
1. The students feel bored.
2. The students unmotivated in speaking.
3. The students not interesting in speaking without media.
Superiority
1. To deliver materials will be more clear.
2. Train students to become teacher.
3. Train students to speak up.
4. Knowing students' ability to deliver ideas.
Sudent Facilitator and Explaining Learning Model Assisted Audiovisual Media

D. Hypothesis

Ha : There is a significant effect of Student Facilitator and Explaining learning model assisted Audiovisual media on Students' speaking achievement.

Ho: There is no a significant effect of Student Facilitator and Explaining learning model assisted Audiovisual media on Students' speaking achievement.

CHAPTER III

METHOD OF RESEARCH

A. Location

This research was be conducted in 2019 at SMA Swasta Dharmawangsa Medan at class XI, which was located in Jl. KL Yos Sudarso No.224, Kec. Glugur Kota, Kel. Medan Barat, Kota Medan. The implementation of the research was in the first semester academic year of 2019/2020. This location is choosen because there are some problems found in teaching learning activity especially in speaking.

B. The population and the sample

The population of this research is the eleventh grade students, which consist of 9 classes, XI IPA 1 - XI IPA 9. There are 318 students. This research was used purposive sampling technique, two classes choosen as the sample, that are XI IPA 4 and XI IPA 5 which consisted 68 students. It can be seen in the table below:

Table 3.1

Class	Population	Sample
XI IPA 1	36	-
XI IPA 2	35	-
XI IPA 3	36	-
XI IPA 4	34	Control Group
XI IPA 5	34	Experimental Group
XI IPA 6	36	-
XI IPA 7	36	-

XI IPA 8	36	-
XI IPA 9	35	-
Total	318	68

C. Research Design

The experimental quantitative research was conducted in this research which meant there was a certain experimentation apply to the population. The sample that consists of 68 students. The class was divided into two group, there were the Control group (XI IPA 4) and another group is the Experimental Group (XI IPA 5). The Experimental Group was taugh by using the treatment with Student Facilitator and Explaining model assisted audiovisual in teaching speaking. While the control group taugh by using a conventional way. Each group was given three components there were pre-test, treatment and post-test.

1. Pre- Test

The pre-test was conducted to experimental and control class before the treatment. The pre-test used to know the mean scores of the experimental class and control class before receiving treatment.

2. Treatment

The treatment will be given after giving to both experimental class and control. The experimental class given the treatment taugh by using SFAE leaning model assisted Audiovisual, while to the control class treated by using conventional way.

3. Post-test

After conducting the treatment, a post-test was given to the students. The post-test function's was to got mean scores of experimental and control group. The result of both groups was analyzed to find out if the effect of using SFAE learning model assisted audiovisual on student's achievement in speaking whether it was significant or not. The writer recorded their voice.

Table 3.2
The process of Treatment

NO	Group	Pre-Test	Treatment	Post-Test
1.	Experimental Group	**ü**	Teaching with SFAE learning model assisted Audiovisual media in Speaking	**ü**
2.	Control Group	**ü**	Conventional way	**ü**

Table 3.3
The Procedure of Research in Group

Experimental Group		**Control Group**	
1.	Firstly, the teacher explained about SFAE learning model and Audiovisual media	1.	Firstly, the teacher explained the entire topic to the students and ask them attention, so the students will focus what the teacher said.
2.	The teacher organized the student into group. Each group consists of 4-6 students	2.	The teacher explain about Invitation
3.	The teacher conveying the competencies that achieved then explain what the material will be	3.	The teacher give the example about the invitation and ask to the students about all things invitation include

	learn and show some video about invitation because in Experimental group was used audiovisual media (Video), and ask them to discuss after watched the video, then teacher give the opportunity for students to deliver their opinions or what the information and knowledge they get to their friends. So, by using SFAE in Experimental Group will make students re-explain the material to students, it this makes students able to deliver their opinions or ideas and practice their speaking.		expression of invitation.
4	The teacher asked each group to present their discussion in front of the class then made conclusion. The teacher observed how the students' speak and if they make mistake in pronounciation, the teacher try to fix it by asking other student to help	4.	The teacher asked the students to practice using expression of invitation from their seat.
5.	Teacher made a the conclusion and explain the final discussion.	5.	After that the teacher given some assignment individually then after it is done it was collected by the students.

D. The Instrument of Research

The instrument of this research was collected by giving oral test. The instrument was designed in dialog form . The tests was taken from student's book *"Talk Active 2, Yudhistira 2017. The author is Lanny Kurniawan"*. The contain of the test about invitation and then the students make a simple dialog and the last they read the dialog front the class(practicing front of class) , the researcher recorded the students' speaking to know their fluency, pronunce,

grammar, vocabulary and comprehension. Each group given pre test and post test. The indicators to evaluate their speaking, it can be seen on appendix.

1. Prequisite Test

a. Normality Test

This test aims to see whether the sample is normally distributed or not. The test used is known as the Lilliefors test. With the following steps:

1. Arrange student scores from the lowest to the highest score.
2. Observation x_1, x_2,……,x_n used as a standard number z_1, z_2,……,z_n by using formula :

   $$z_i = \frac{x_i - \bar{x}}{S}$$

   Where :

   $\bar{x} = \frac{x_1}{n}$ dan $S = \sqrt{\frac{n\ x_1^2 - (x_1)^2}{n(n-1)}}$

3. For each of these standard numbers using a standardized normal distribution list, then the odds are calculated$F(z_i) = P(z \leq z_i)$.
4. Then the proportion is calculatedz_1, z_2,……,z_n which is smaller or equa; to z_i. If this proportion is stated by S (z_i), then the :

   $S_{(z_i)} = \frac{the\ number\ of\ z_1, z_2, \ldots\ldots, z_n\ that \leq z_i}{n}$ to make it easier to calculate this proportion, the order of the smallest to largest data.
5. Calculate the difference F (Zi) - S(Zi) then determine the absolute price.
6. Take the largest price among the absolute prices of the difference. Mention this biggest price L_0.

7. To accept or reject the null hypothesis, we compare this L_0 with the critical value of L for the real level $\propto = 0.05$. The criterion is to accept H_0 if L_0 is smaller than L table.

   Testing criteria :

   If $L_{hitung} < L_{tabel}$ then the sample is normally distributed.

   If $L_{hitung} > L_{tabel}$ then the sample is not normally distributed.

b. Homogeneyti Test

This test is conducted to determine whether the population variance comes from the same population.

In this case what is being tested is the similarity of the variance of the two sample populations

H_0 : $\sigma^2_1 = \sigma^2_2$ (data from populations that have the same variation)
Ha : $\sigma^2_1 \neq \sigma^2_1$ (data from different population).

The similarity of this variance will be tested by the formula:

$$F = \frac{Greatest\ Variants}{Smallest\ Variants}$$

Test Criteria :

If $F_{count} < F_{table}$ then H_o is accepted, if $F_{count} \geq F_{table}$ then H_a is accepted and H_O is rejected. Thus taking = (n_1-1) with a real level $a = 0.05$.

2. Validity and Reliability

a. Validity

The validity of each test will calculated by using person's product moment formula as follows:

$$Rxy = \frac{N\,\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma x^2 - (\Sigma x)^2\}\{N\Sigma y^2 - (\Sigma y)^2\}}}$$

Where:

Rxy = the correlation of the scores on the two halves of the test,

N = the number of the students in each group,

X = the score of each text,

Y = the sum of all text' score,

XY = the multiplication of the X and Y scores,

ΣX = the sum of total X score in each group,

ΣY = the sum of total score from each students,

ΣXY = the sum of multiple of score from each student with the total score,

ΣX2 = the sum of the square score in each text, and

ΣY2 = the sum of all texts' square.

b. Reliability

The reliability of each test calculated by using person's product moment formula as follows:

$$r = \frac{N\,(\Sigma\,XY) - (\Sigma X)(\Sigma Y)}{\sqrt{[N(\sum x^2) - (\sum x)^2][N(\Sigma y^2) - (\Sigma y)^2\,]}}$$

Where:

r = the reliability of the test

ΣX = sum of the X scores

ΣY = sum of the Y scores

Σx^2 = sum of the squared X scores

ΣY^2 = sum of the squared Y scores

ΣXY = sum of the products of paired X and Y scores

N = number of paired scores

E. Technique of Collecting Data

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

a. Giving pre-test to both of the groups.

b. Giving treatment:

   1. Control group (Class XI IPA 4): Using Conventional Way
   2. Experimental group (Class XI IPA 5): Using Student Facilitator and Explaining Model assisted Audiovisual media.

c. Giving pos-test with the similar test to both of the groups.

d. Collecting the students‘ answer sheet.

e. Listing the scores of pre-test and post-test in the table to the experimental and control group.

F. Technique of Analyzing Data

From the data, a calculation was made to find out whether applying SFAE learning model could be helpful in speaking. The data were calculated by using t-test from Sudijono (2018).

1. Finding the Mean by using the formula:
   a. Mean of Experimental Group

$$M_x = \frac{\sum X}{N}$$ (Sudijono, 2018: 81)

   b. Mean of Control Group

$$M_y = \frac{\sum y}{N}$$

2. Finding the Standard Deviation by using the formula:
   a. Standard Deviation (SD) of Experimental Group

$$SD_x = \sqrt{\frac{\sum x^2}{N}}$$ (Sudijono, 2018: 157)

   b. Standard Deviation (SD) of Control Group

$$SD_y = \sqrt{\frac{\sum y^2}{N}}$$

3. Finding the Standard Error by using the formula:
   a. Standard Error of Experimental Group

$$SE_{M1} = \frac{SD_1}{\sqrt{N_1 - 1}}$$ (Sudijono, 2018: 282)

   b. Standard Error of Control Group

$$SE_{M2} = \frac{SD_2}{\sqrt{N_2 - 1}}$$

4. Finding the Standard Error differential between Mx and My by using the formula:

$$SE_{M1-M2} = \sqrt{SE_{M1}{}^2 + SE_{M2}{}^2}$$ (Sudijono, 2018: 283)

5. Finding t_0 by using the formula:

$$t_o = \frac{M_1 - M_2}{SE_{M1-M2}}$$ (Sudijono, 2018: 284)

Where:

M_x = Mean score of experimental group

M_y = Mean score of control group

N_1 = Number of students in experimental l group

N_2 = Number of students in control group

SD_x = Standard deviation of experimental group

SD_y = Standard deviation of control group

SE_{M1} = Standard Error of Mean of experimental group

SE_{M2} = Standard Error of Mean of control group

SE_{M1-M2} = Standard Error differential between Mx and My

t_0 = Test Observation

G. Statistical Hypothesis

In this research statistical hypothesis is used to device whether the hypothesis accepted or rejected. The statistical statistic formula:

If t - test > t – table = H_a is accepted and H_0 is rejected

If t - test < t – table = H_a is rejected and H_0 is accepted

Where:

H_a : There is a significant effect of using SFAE learning model on the students' speaking achievement. (The hypothesis is accepted).

H_0 : There is no significant effect of using SFAE slearning model on the students' speaking achievement. (The hypothesis is rejected).

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A. Data Collection

The data was collected by giving the oral test in dialog form. In this research, the sample was divided into two groups, the experimental and control group. Each group was given a pre-test and post-test. The student's score in pre-test and post-test of each group was presented on the table 4.1. Below:

Table 4.1

The Score in Pre-test and Post-test of Each Group

Criteria	Experimental Group		Control Group	
	Pre- test	**Post-test**	**Pre-test**	**Post-test**
Maximum	70	95	70	85
Minimum	30	70	25	60
Mean	49. 82	84. 08	50. 14	75. 29
Standard Deviation	14. 45		9.27	
Total	1694	2859	1705	2560

The data showed that the highest score of the pre- test in experimental group was 70 and the lowest was 30. While the highest score of the post- test was 95 and the lowest 70, while the data showed that the highest score of the pre- test of the control group was 70 and the lowest was 25. While the highest score of the post test was 85 and the lowest were 60.

B. Data Analysis

In order to investigate the effect of using student facilitator and explaining learning model, the next procedure is analyzing the data obtain by following these steps. Each steps was described as followed:

Scores of Data the Effect of Using Student Facilitator and Explaining on Students' Speaking Achievement.

Table 4.2
The Score of Post Test on Students' speaking achievement of Experimental Group (X1) and Control Group (X2)

No respondent	X1	No respondent	X2
1	70	1	60
2	90	2	70
3	90	3	65
4	85	4	85
5	85	5	55
6	90	6	85
7	85	7	85
8	80	8	70
9	95	9	85
10	83	10	75
11	78	11	60
12	85	12	80
13	90	13	75
14	85	14	80
15	85	15	63
16	85	16	75
17	90	17	80
18	80	18	70
19	83	19	80
20	85	20	80
21	95	21	85
22	80	22	75
23	80	23	85
24	87	24	85
25	83	25	72

26	85	26	75
27	83	27	70
28	85	28	75
29	83	29	70
30	78	30	85
31	70	31	75
32	78	32	75
33	95	33	80
34	78	34	75
Total	**2859**	**Total**	**2560**
Mean	**84.08**	**Mean**	**75. 29**
SD	**14. 45**	**SD**	**9.27**
Standard Error	**2. 53**	**Standard Error**	**1. 62**
Total Squared	**8, 173, 881**	**Total Squared**	**6, 553, 600**

Table 4.3
Different Score Post- Test in Both Experiment and Control Group

NO	X_1	X_2
1	**N = 34**	**N = 34**
2	**$\sum X$= 2859**	**$\sum X$ = 2560**
3	**SD = 14.45**	**SD = 9.27**
4	**Standard E= 2. 53**	**Standard E= 1. 62**
5	**Mean = 33. 97**	**Mean = 25.29**

Notes:

X_1 = Results of students' speaking achievement taught with SFAE.

X_2 = Results of students' speaking achievement taught in conventional ways.

So from the results of research students who are taught with Student Facilitator and Explaining learning model have an average value of students that was 84. 08

with maximum value of 95, while the students taught by conventional way have an average value of students that was 75. 29 with maximum value of 85.

1. **Normality Test**

a. Experimental Class

Pre- Test

No	X_1	F	F Kumulatif		Zi	F(Zi)	S(Zi)	[F(Zi)-S(Zi)]
1	30	8	8	-19.82	-1.716	0.04308	0.23529	-0.1922
2	42	6	14	-7.82	-0.6771	0.24919	0.41176	-0.1626
3	54	15	29	4.18	0.3619	0.64129	0.85294	-0.2117
4	66	5	34	16.18	1.40087	0.91937	1	-0.0806
							L_{hitung}	-0.0806
							L_{tabel}	0.167
							Keterangan	Normal

From the above table, Lhitung = 0.080 is obtained. In the Liliefors test list with a real level $\alpha = 0.05$ with n = 34, the Ltable = 0.167 is obtained. Means Lhitung <Ltable (0.080 <0.167) so it can be concluded that the population is normally distributed.

No	X_1	F	F Kumulatif	XI-Rata2	Zi	F(Zi)	S(Zi)	[F(Zi)-S(Zi)]
1	30	2	2	-54.08	9.10	4.33814E-20	0.05882	-0.05882353
2	42	23	25	-42.08	7.08	6.99375E-13	0.73529	-0.73529412
3	54	9	34	-30.08	5.06	2.05304E-07	1	-0.99999979
							L_{hitung}	-0.05882353
							L_{tabel}	0.167

From the above table, Lhitung = 0.058 is obtained. In the Liliefors test list with a real level α = 0.05 with n = 34, the Ltable = 0.167 is obtained. Means Lhitung <Ltable (0.058 <0.167) so it can be concluded that the population is normally distributed.

b. Control Class

Pre- Test

No	X_1	F	F Kumulatif		Zi	F(Zi)	S(Zi)	[F(Zi)-S(Zi)]
1	25	3	3	-25.14	1.97	0.02432	0.08824	-0.0639
2	35	8	11	-15.14	1.19	0.11752	0.32353	-0.206
3	45	6	17	-5.14	0.40	0.34342	0.5	-0.1566
4	55	10	27	4.86	0.38	0.64846	0.79412	-0.1457
5	65	7	34	14.86	1.17	0.87809	1	-0.1219
							L_{hitung}	-0.0639
							L_{tabel}	0.167

From the above table, Lhitung = 0.063 is obtained. In the Liliefors test list with a real level α = 0.05 with n = 34, the Ltable = 0.063 is obtained. Means

Lhitung <Ltable (0.063 <0.167) so it can be concluded that the population is normally distributed.

Post - Test

No	X_1	F	F Kumulatif		Zi	F(Zi)	S(Zi)	[F(Zi)-S(Zi)]
1	50	1	1	-25.29	-3.1184	0.000909264	0.02941	-0.0285025
2	60	4	5	-15.29	-1.8853	0.029692868	0.14706	-0.11736596
3	70	15	20	-5.29	-0.6523	0.257109914	0.58824	-0.33112538
4	80	14	34	4.71	0.58076	0.719300404	1	-0.2806996
							L_{hitung}	-0.0285025
							L_{tabel}	0.167
							Keterangan	normal

From the above table, Lhitung = 0.028 is obtained. In the Liliefors test list with a real level α = 0.05 with n = 34, the Ltable = 0.28 is obtained. Means Lhitung <Ltable (0.028 <0.167) so it can be concluded that the population is normally distributed.

2. Homogeneity Test

Data homogeneity testing is done using the F test on the post-test data with the following formula:

$$F = \frac{Varians\ Terbesar}{Varians\ Terkecil}$$

From previous data obtained:

N = 34

Experimental class variance = 204. 0768

Control class variance = 263. 0768

$$F_{hitung} = \frac{Varians\ Terbesar}{Varians\ Terkecil} = \frac{263.0768}{204.3513} = 1.2873$$

The price of F table is obtained from the interpolation of the F distribution list with the real level α = 0.05 and $dk_{pembilang}$ = 33 and $dk_{penyebut}$ = 33

where:

F_0.05 (33.30) = 1.805

F_0.05 (33.40) = 1.715

$$F_{0.05(37.37)} = 1.805 + \frac{33-30}{40-30}(1.715 - 1.805) = 1{,}805 + (-0.063) = 1.742$$

Obtained F_tabel = 1.742. Thus it can be seen that F_count <F_tabel i.e. 1.2873 <1.742 then H0 is accepted. This means that both classes are homogeneous.

C. Testing Hypothesis

The result above when was applied to test the hypothesis. The t-test value was be seen in the following calculation:

$$t_o = \frac{M_1 - M_2}{SE_{M1-M2}}$$

$$= \frac{34.26 - 25.14}{3.0}$$

$$= \frac{9.12}{3.0}$$

$$= 3.04$$

The testing hypothesis was aimed to know whether the hypothesis was accepted or rejected.

Ha: The value of the t_o was higher than the value of the t_{table} ($t_{observe} > t_{table}$), to Where t_{table} value for the degree of freedom was calculated as follows:

$Df = (N_1 + N_2 - 2)$

$= (34 + 34 - 2)$

$= 66$

t_{table} $Df = 34 + 34 - 2 = 66,\ \alpha = 0.05$

t (0.05.60)= 2.000

t (0.05.120) = 1,980

t table = 2.000+ $\frac{66-60}{120-60}$ (1.980- 2.000)

= 2.000 + (-0. 002)

=1.998

Based on the calculation above, it found that t_o = 3. 04 and t_{table} = 1. 998. It meant that the value of $t_{observe}$ was higher than t_{table} (3.04 > 1.998). Therefore, alternative hypothesis (H_a) was accepted.

1. Testing Validity

Testing the Validity of Problem Items Test validity is a measure that shows the validity of the test you want to use. The test is said to be valid if $r_{count} > r_{table}$. The formula used stated by Arikunto: 2010, namely:

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

From the validity of pre-test and post-test shown in the calculation bellow, as follow:

Pre-test

Question 1:

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

$$r_{xy} = \frac{\mathbf{30\ (21460) - (403)(1521)}}{\sqrt{\{\mathbf{30\ (6197)} - \mathbf{(162409)}\}\ \{\mathbf{30\ (85227)} - \mathbf{(2313441)}\}}}$$

$$r_{xy} = \frac{30.837}{575626.81}$$

r_{xy} = 0. 41

Then, for the next validity test of question 2 until 5 could see in appendices. The calculation above r_{table} was got = 0. 361 at the real level α = 0.05. If $r_{count} > r_{table}$, so the question item was valid. The table 4.7 below make it easy to see the comparison of $r_{count} > r_{table}$ as follow:

Table 4.6
The Validity of Pre-test Items Test

Questions' Items	r_{count}	r_{table}	Explanation
1	0. 41	0.361	Valid
2	0.82	0.361	Valid
3	0.66	0.361	Valid
4	0.87	0.361	Valid
5	0.81	0.361	Valid

Post-test

Question 1:

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

$$r_{xy} = \frac{\mathbf{30\ (29209) - (475)(1835)}}{\sqrt{\{\mathbf{30\ (7659)} - \mathbf{(225625)}\}\ \{\mathbf{30\ (120009)} - \mathbf{(367.225)}\}}}$$

$$r_{xy} = \frac{4645}{132603.22}$$

r_{xy}= 0. 85

The calculation above r_{count} was got = 0. 85 and r_{table} was got = 0. 361 at the real level α = 0. 05. So $r_{count} > r_{table}$, it was valid. Then, for the next validity test of question 2 until 5 could see in appendices.

The table 4.7 below make it easy to see the comparison of $r_{count} > r_{table}$ as follow:

Table 4.7

The Validity of Post-test Item Test

Questions' Items	r_{count}	r_{table}	Explanation
1	0. 85	0. 361	Valid
2	0. 84	0. 361	Valid
3	0. 76	0. 361	Valid

4	0. 86	0. 361	Valid
5	0. 65	0. 361	Valid

2. Testing Reliability

Item Reliability Test Question

The ability of students to reading comprehension in narrative text.

To test the reliability of the test in the form of description, an alpha formula is used stated by Arikunto, namely:

$$r_{11} = \left(\frac{K}{K-1}\right)\left(1 - \frac{\sum \sigma_b^2}{\sum \sigma_t^2}\right)$$

$$\sigma_1^2 = \frac{\sum X_1^2 - \frac{(\sum X_1)^2}{N}}{N}$$

Pre-test

Question 1:

N= 30 $\sum X_1$= 403 $\sum X_1^2$= 6197 K= 5

$\sigma_1^2 = \frac{\sum X_1^2 - \frac{(\sum X_1)^2}{N}}{N} = \frac{6197 - \frac{(403)^2}{30}}{30} =$ 26. 11

With used the same way like above, so it got the value of each variants in table 4. 12 as follow:

Table 4. 8

The Reliability Pre-test Item Test

Questions' Item	Variants
1	26. 11
2	45. 15
3	38. 44

4	20. 22
5	7.77
Total	137. 69

The value of each variants ($\sum \sigma_b^2$) = 137. 70

While, total number of variants namely:

$\sigma_t^2 = \frac{\sum Y_1^2 - \frac{(\sum Y_1)^2}{N}}{N} = \frac{85227 - \frac{(1521)^2}{30}}{30} =$ 270. 41

So, it was obtained:

$r_{11} = (\frac{K}{K-1})\,(1 - \frac{\sum \sigma_b^2}{\sigma_t^2})$

$r_{11} = (\frac{5}{5-1})\,(1 - \frac{137.70}{270.41})$

r_{11} = (1. 25) (1-0. 50926)

$\boldsymbol{r_{11}}$ **= 0.60**

Post-test

Question 1:

N= 30 $\sum X_1$= 338 $\sum X_1^2$= 4776 K= 5

$\sigma_1^2 = \frac{\sum X_1^2 - \frac{(\sum X_1)^2}{N}}{N} = \frac{4776 - \frac{(338)^2}{30}}{30}$ = 32. 26

With used the same way like above, so it got the value of each variants in table 4. 13 as follow:

Table 4. 9

The Reliability Post-test Item Test

Questions' Item	Variants
1	32. 26
2	41. 15
3	54. 33
4	41.55
5	64. 88
Total	234. 17

So, the value of each variants ($\sum \sigma_b^2$) = 234. 17

While, total number of variants namely:

$\sigma_t^2 = \frac{\sum Y_1^2 - \frac{(\sum Y_1)^2}{N}}{N} = \frac{4776 - \frac{120009)^2}{30}}{30}$ = 470. 6722= 470. 22

So, it was obtained:

$r_{11} = (\frac{K}{K-1})\,(1 - \frac{\sum \sigma_b^2}{\sigma_t^2})$

$r_{11} = (\frac{5}{5-1})\,(1 - \frac{234.17}{470.67})$

r_{11} = (1. 25) (0. 49752)

r_{11} = **0. 62**

Table 4. 10

Interpretation of the Correlation Coefficient

Coefficient Interval	Level of Relationship
0. 00- 0.199	Very low
0. 20- 0. 399	Low
0. 40- 0. 599	Normal
0. 60- 0. 799	Strong
0. 80- 1. 000	Very strong

For reliability item test of pre-test was r_{hitung} = 0. 60 to r_{table} = 0. 361, with N = 30, α = 0. 05. It was reliable because $r_{hitung} > r_{table}$, and for post-test was r_{hitung} = 0. 60 > to r_{table} = 0. 361, with N = 30, α = 0. 05. So, the questions item was reliable and had coefficient interval 0.60- 0.799, it had strong level of relationship between Pre-test and Post-test.

D. Research Findings

Based on the data analysis above, the findings of this research were described that the students who were taught Student Facilitator and Explaining learning model got higher score than those who were taught by using conventional way. It is also proved from the result of $t_{observe}$ which was 3.04 and t_{table} which was 1, 998 ($t_{observe} > t_{table}$, 3. 04> 1. 998). It meant that H_0 was rejected and H_a was accepted.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analyzing the data it was found that there was a significant effect of using Student Facilitator and Explaining learning model on students' speaking achievement. It was prove from calculated of $t_{observe}$ which was higher than t_{table}, 3. 04>1.998, at $\alpha = 0.05$, and $df = 66$ it meant that the alternative hypothesis or H_a was accepted.

B. Suggestion

Related to the conclusion above, some suggestions were put as the following:

1. The English teachers, use to various in teaching English especially in speaking by using SFAE learning model toward students' speaking achievement.
2. The students should able in improving their speaking through SFAE learning model.
3. The other researchers, who are interested in conducting the same study of this research.

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