

**THE EFFECT OF APPLYING DISCOVERY LEARNING MODEL ON  
THE STUDENTS' SPEAKING ACHIEVEMENT**

**SKRIPSI**

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

**By**

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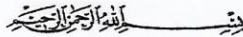
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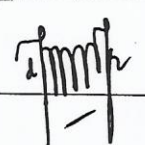
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## ABSTRACT

**Hasibuan, Nur Oktavianti. 1402050134. *The Effect of Applying Discovery Learning Model on The Students' Speaking Achievement*. Skripsi : English Education Program of Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara, Medan 2018.**

This research aimed to describe the Effect of Applying Discovery Learning Model on The Students' Speaking Achievement. The objective of this research was to find out whether Discovery Learning Model significantly effect the students' speaking achievement. The population of the research was the X grade students at SMK PAB 8 Sampali of the academic year 2017/2018, which consist of 177 students and 70 students took as the sample. By using cluster random sampling technique class X BM-2 and X TKJ-3 was choosen as the sample. The design utilized two different classes as the sample of the research. One of the classes was assigned to be experimental group and the other control group. The experimental group given treatment by applying Discovery Learning Model and control group by using Lecturing Method. The instrument of the research was speaking test. The test given to students aimed to collecting the data supporting the students' speaking achievement. The t-observed formula was implemented to find out the t-table value of both groups as the basic instrument to test hyphotesis of this research. After analyzing the data, the findings showed that the value of  $t_{\text{observe}}$  was higher than  $t_{\text{table}}$  ( $5.327 > 1.995$ ) with  $df = n-2$  ( $70-2 = 68$  and  $\alpha = 0.05 \%$ ). It means the alternative hyphotesis ( $H_a$ ) was accepted and ( $H_o$ ) was rejected, there were significance effect of applying Discovery Learning Model on the students' speaking achievement. The influenced of this model was 98,74% and 1,26% by other factors.

Keyword: Discovery Learning Model, Speaking Achievement

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## TABLE OF CONTENTS

<b>ABSTRACT .....</b>	<b>i</b>
<b>ACKNOWLEDGEMENTS.....</b>	<b>ii</b>
<b>TABLE OF CONTENT .....</b>	<b>v</b>
<b>LIST OF TABLES .....</b>	<b>viii</b>
<b>LIST OF APPENDIX .....</b>	<b>ix</b>
<b>CHAPTER I : INTRODUCTION.....</b>	<b>1</b>
A. The Background of The Study .....	1
B. The Identification of The Problem.....	4
C. The Scope and Limitation .....	4
D. The Formulation of The Problem .....	4
E. The Objectives of The Study .....	4
F. The Significant of The Study .....	4
<b>CHAPTER II : REVIEW OF LITERATURE .....</b>	<b>6</b>
A. Theoretical Framework .....	6
1. Definition of Effect .....	6
2. The Students' Speaking Achievement .....	7
3. Speaking.....	7
3.1 Types of Speaking Performance .....	10
3.2 The Aspects of Speaking.....	11
3.3 Teaching Speaking.....	14
4. Speaking in Curriculum 2013 .....	16
5. Discovery Learning Model .....	20

5.1 The Aims of Discovery Learning.....	23
5.2 Characteristic of Discovery Learning .....	24
6. The Advantages of Discovery Learning .....	24
7. The Disadvantages of Discovery Learning.....	26
8. The Steps of Discovery Learning.....	26
B. Previously Relevant Study .....	29
C. Conceptual Framework.....	31
D. Hypothesis.....	32
<b>CHAPTER III : METHOD OF RESEARCH .....</b>	<b>33</b>
A. Location of Research .....	33
B. Population and Sample .....	33
1. Population .....	33
2. Sample.....	33
C. Research Design.....	34
D. Instrument of The Research .....	39
E. Technique of Collecting Data .....	40
F. Technique of Analyzing Data .....	40
G. Statistic Hypothesis.....	44
<b>CHAPTER IV : THE DATA AND DATA ANALYSIS .....</b>	<b>45</b>
A. The Data .....	45
B. Data Analysis .....	55
C. Testing Hypothesis.....	61
a. The Equation of Linear Regression .....	61

b. Coefficient $r^2$ .....	62
c. The Statistical Hypothesis.....	63
d. Determining The Percentage of The Effect of X Variable toward Y Variable.....	64
D. Discussion and Finding.....	64
<b>CHAPTER V : CONCLUSIONS AND SUGGESTIONS .....</b>	<b>66</b>
A. Conclusions.....	66
B. Suggestion.....	67
<b>REFERENCES</b>	
<b>APPENDIXES</b>	

## LIST OF TABLES

3.1 Table of Population and Sample .....	34
3.2 Research Design.....	34
3.3 Procedure of The Research in Experimental Group by DLM .....	35
3.4 Procedure of The Research in Experimental Group by Lecturing Method	38
3.5 The five Components to Evaluate Speaking Ability .....	40
4.1 The Score of Pre-Test of Experimental Group .....	46
4.2 The Score of Post-Test of Experimental Group.....	48
4.3 The Score of Pre-Test and Post-Test of Experimental Group .....	49
4.4 The Score of Pre-Test of Control Group.....	51
4.5 The Score of Post-Test of Control Group.....	52
4.6 The Score of Pre-Test and Post-Test of Control Group.....	54
4.7 The Differences Score of The Pre-Test and Post-Test in Experimental Group .....	55
4.8 The Differences Score of The Pre-Test and Post-Test in Control Group .....	58
4.9 The Calculation Table of Post-Test in The Experimental and Group Control Group .....	60

## LIST OF APPENDIXES

Appendix I	Lesson Plan .....	71
Appendix II	Item Test .....	91
Appendix III	Score.....	96
Appendix IV	Attendance List .....	105
Appendix V	The Students' Answer Sheet .....	159
Appendix VI	Nilai Persentil Untuk Distribusi t.....	160
Appendix VII	Documentation of The Research.....	161
Appendix VIII	From K-1 .....	164
Appendix IX	From K-2 .....	166
Appendix X	From K-3 .....	167
Appendix XI	Lembar Pengesahan Proposal .....	168
Appendix XII	Lembar Pengesahan Hasil Seminar Proposal.....	169
Appendix XIII	Lembar Pengesahan Skripsi .....	170
Appendix XIV	Permohonan Ujian Skripsi .....	171
Appendix XV	Surat Keterangan.....	172
Appendix XVI	Surat Pernyataan .....	173
Appendix XVII	Surat Izin Riset.....	174
Appendix XVIII	Surat Balasan Riset .....	175
Appendix XIX	Permohonan Perubahan Judul Skripsi.....	176
Appendix XX	Berita Acara Bimbingan Proposal.....	177
Appendix XXI	Berita Acara Bimbingan Skripsi .....	178
Appendix XXII	Curriculum Vitae.....	179

# CHAPTER I

## INTRODUCTION

### **A. The Background of The Study**

Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve student's communicative skill because students can express themselves and learn how to use a language. According to Fulcher (2003:23) Speaking is the verbal use of a language to communicate with others. In speaking, there is a process of communication between speaker and listener. People put ideas into words, talking about perceptions or feelings that they want other people to understand them. Then, the listener tries to reconstruct the perceptions that they are meant to be understood. Maxom (2002:183) state that speaking is the most important skill in English language teaching to be mastered in school.

The difficulties of speaking are various, such as pronunciation, grammar, vocabularies, and fluency. Learners often evaluate their success in language learning on the basis how well their improvement on speaking the language. In genuine communication, speaking is purpose driven or it can say that to communicate is to achieve a particular end, expressing a wish or desire to do something; negotiating or solving a particular problem; or maintaining social

relationships and friends, etc. Therefore, it can say that speaking as a skill is playing significant role for the learners who studied especially English language.

In fact, based on Competence Based Curriculum speaking is one of the four basic competences that the students should gain well. It has an important role in communication. Speaking can find in spoken cycle especially in Join Construction of Textstage (Department Pendidikan Nasional, 2004). In carrying out speaking, students face some difficulties one of them is about language its self and most of students get difficulties to speak english even though have a lot of vocabularies and have written them well. The problems are afraid for students to make mistakes.

Especially, the researcher found out the problem at SMK PAB 8 SAMPALI when researcher did PPL. In learning English as a foreign language, most students cannot speak English well because of various reasons. They feel bored or rare and they afraid to practice the speaking ability, it makes them did not concrentrate in learning process. The real English teaching and learning process can not provide the qualified study for the students, most of teacher tend to asked the students to memorize sentences before they ask the students to practice in front of the class. Students are aware of the difficulties in speaking ability. Although the learning activities have followed the 2013 curriculum, but the levels of varieties in teachers' creativities are still low. This condition may cause students to be bored with the learning activities, for example discussion is always held in each session so that the learning activities have not been made in line with the design of the 2013 curriculum.



The student-centred learning system may be attained if teachers may use various flexible teaching strategies (Baxter & Gray, 2001; Chase & Geldenhuys, 2001). Appropriate and good teaching materials in English cannot guarantee the attainment of the objective of the education and one of the important factors is the learning process that gives an emphasis on the students optimally, and one of the learning models that may fulfil the criteria is the *discovery learning model*.

Based on the problem above, the researcher interested to investigating the solution of this problem by applying *discovery learning model* at SMK PAB 8 SAMPALI. The researcher hopes by applying Discovery Learning was attracted student's interest and stimulate them to enjoy and active in speaking English at SMK PAB 8 SAMPALI. Discovery learning model is very relevant to apply, because discovery learning is a learning model that directs students to interact, find answers or a question by collaboration is expected in accordance with the stages of age of students at that level. In *discovery learning model*, teaching learning process was focused on student center not on teacher center, so the students will be more active and use their direct experience from their observation during teaching learning process (Mayer 2004:186). In applying the *discovery learning model* students are required to find out not to be told, and each step in the lesson provides an opportunity for each student to find out for himself the answer to the problem at hand. The researcher conducts this study to know "The Effect of Applying Discovery Learning Model on The Students' Speaking Achievement."

## **B. The Identification of The Problem**

The identification of the Problems were:

1. The students get difficulties to speak from Indonesia to English.
2. The students are always feel bored in learning English.

## **C. The Scope and Limitation**

The scope of the study is focused on the students' speaking achievement in form of transactional text, and the limitation of the study is focused on the congratulating other.

## **D. The Formulation of The Problem**

Based on the background of the study, the problem of this study were formulated as “Is there any significant effect of applying discovery learning model on the students’ speaking achievement?”

## **E. The Objectives of The Study**

Based on the problem above, the objective of the research was to find out the significant effect of applying discovery learning model on the students’ speaking achievement.

## **F. The Significant of The Study**

The finding of the study are expected to be useful theoretically and practically:

1. Theoretically

Theoretically the study is expected to be able widen the skill of teachers in applying discovery learning model on the students' speaking achievement.

2. Practically

- a. For the Headmaster, the result could increase awareness of teacher and the headmaster performance to effectively the model for the teacher, students, and other researcher.
- b. For the teacher, to elaborate their knowledge about Discovery Learning as a suitable Model to teach speaking.
- c. For the students, to encourage them to speak english well.
- d. Other researcher, they can get information and guide to do another research by reading the script.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

This study focuses on the effect of applying discovery learning model on the students' speaking achievement. There are many terms that take from various theories in the area of writing. The terms use in this particular context are aimed at giving a clear concept of what have done to reach goals of research. Some of the terms need to clarify and concept so that the readers and writer may have same perception on them.

##### **1. Definition of Effect**

The word "effect" is mean by result or change of something. As stated by Stevenson (2002) the term can be generally meant by a change that something causes in something else; a result. The term effect can be generally meant effect is defined to change ability that students have by using certain technique of teaching.

It is usually is expect method in which is an idea or hypothesis tested verified by setting up situations in which the relationship between different subject and variables can be determined. The effect of teaching treatment in language is related to change of getting something in or to our cognitive system. The result of effect teaching is improvement of ability. The ability is the result of learning process which involves teachers with students.

## **2. The Students' Speaking Achievement**

The students' speaking achievement when they wish to express themselves but have problems because they lack the knowledge of the elements of language to communicate. The students try to overcome this lack of knowledge by finding ways around the problem. The term, 'Speaking Achievement' here means the ability to apply grammatical and discourse to communicate effectively in particular contexts for particular purpose. The ability to understand English dealing with every subject and spoken at normal speed, to answer questions which requires short and extended answers, to use orally the substance of passage of English after having hear it several times and read it, to conduct a simple conversation on every subjects and to give a short talk and etc.

Based on the explanation, it can be summarize that speaking achievement is to achive the language appropriately in social interactions. Diversity in interactions here involves not only verbal communication but also paralinguistic components of speech such as pronunciation, vocabulary, comprehension, grammar and fluency for Senior High School students. It puts on how students can use their English knowledge in their daily conversation in order to be good in speaking.

## **3. Speaking**

Speaking is one of four important skills in foreign language learning. To express an idea students have to speak. By active speaking, it is very useful to increase their ability as students who learn English as foreign language. There

are some experts giving the definition of speaking. Hdez (in Spratt, M. Pulverness, A. William, M, 2005) defines speaking as (1) productive skill; (2) use of speech; and (3) express meaning.

According to Thonburry (2005), considers speaking or oral communication as an activity which includes two or more people in which hearers and speakers have to react to what they hear and make their contribution at speed of high level. Each participant has a purpose or an intention that she/he wants to achieve in the interaction. While, Chaney (in Kayi, 2006) states that speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts".

Another expert, Cameron(2001:40) states that speaking is the active use of language to express meanings so that other people can make sense of them. She adds that attention to precise details of language is required to speak in foreign language in order to share understandings with other people. A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely, and needs to organise the discourse so that listener will understand.

Speaking is a communication skill that enables a person to verbalize thoughts and ideas. People speak because of some reasons such as, asking and telling information, debating, argumentation, expressing feeling, emotion, and desires. Speaking is also one of the most important skills to master in a language. Its success is measured in term of ability to carry out conversation in an interactive process constructing meaning that involves producing, receiving, and

processing information. Speak means talk about, use your voice to say, be able to use a language, make a speech to an audience, make use of language ordinary, not singing voice (Oxford Dictionary, 2003:414).

Furthermore, Brown (2004: 140), speaking is a productive skill. It means that speaking could be observed directly and empirically. It requires the reliability and validity on oral production test. Therefore students should be brave and active when the teaching and learning process is ongoing because it is very connected with the effectiveness of the ability to speak English. The chance will be much obtained by students who are active in the classroom so that students can express their ideas and will add fluency to speaking English, do they have. After examining the theory about speaking above, it can be concluded that teachers must be able to help their students to become a master of the language in the limited time. Besides that the students should study hard for her/himself in order to be able to understand it well.

Celce-Murcia (2001: 163) states that for most people the ability to speak a language is synonymous with knowing the language since speech is the most basic means of human communication. She also states that speaking in a such as phonemes, morphemes, words, collocations, and phrasal units (Brown, 2004: 142).

It is clear that speaking is verbal use of language that is important for communication. Speaking is people's ability in expressing their ideas to the people to understand each other. It is a demanding skill that should be developed in order to communicate with others.

### 3.1 Types of Speaking Performances

Brown (2004 : 271) describes six categories of speaking skill area. Those six categories as into follow:

a. Imitative

This category 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 things 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 orally repeat some words.

b. Intensive

This is the students' speaking performance that is practicing 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, reading information from chart, etc.

c. Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, started greeting 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 direction. Those replies are usually sufficient and meaningful.



d. Transactional (Dialogue)

It is carried out for the purpose of conveying or exchanging 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 relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, roleplay, discussion, conversation and games.

f. Extensive (Monologue)

Teacher gives students extended monologues in the form 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 an 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.

### **3.2 The Aspects of Speaking**

Syakur in Mora (2010: 3) say that there are at least five components of speaking skills, namely comprehension, fluency, grammar, vocabulary, and pronunciation.

a. Pronunciation

Pronunciation is the way for people to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

When a teacher English, she/he needs to be sure that her/his students can understand when they speak. They need to be able to say when they want to say. It means that their pronunciation should be at least suffice for the purpose. Pronunciation includes the segmental features of vowels, consonants, stress, and intonation patterns. The speaker is required to pronounce English word correctly.

b. Comprehension

Comprehension becomes an important factor in speaking. This measures the understanding of conversation. Comprehension is the study how well students understand a language. Comprehension is an ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences. Comprehension of a second language is more difficult to study since it is not; directly observable and must be inferred from overt verbal and nonverbal responses, by artificial instruments, or by the intuition of the teacher or researcher. Comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks (Cohen et al., 2005:51).

All of those components will produce speech that can be understood in communication, good pronunciation, grammatically knowledge, vocabularies

mastery, comprehension in meaning and fluency are needed in building a speech. However it must be remembered that language and speech are meant for communication. It is not enough for students to learn words, phrases and grammatical only. They have to produce speech in their daily communication.

c. Fluency

Wolfe-Quinter in Koizumi (2005: 46) defines that fluency is how fast and how much a learner speaks without frequent pause because of functionless repetitions, self corrections, and false starts in coping with the real time processing. Fluency is as the quality of being capable to speak without hesitation.

d. Grammar

Grammar and speaking have a close relationship. In addition to the sound system learners must be taught by using a structure system of language. Learners must be given insight into word order, inflection and derivation into the other meaningful features of the English language. It will help students to speak fluently.

e. Vocabulary

Vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structure and function we may have learnt comprehensible communicative. It can be said that one key to the success in communicative, which is the power of words.

Vocabulary means the appropriate diction or the most important thing in a language especially in speaking; furthermore, knowing many vocabularies we

will be easier to express our ideas, feeling and thoughts both in oral or written form. In spoken language, the vocabulary tends to be familiar and everyday (Turk, 2003: 87). It means that in spoken language or speaking, the vocabulary used must be very familiar and it is used in everyday conversation in order to understand the spoken discourse. Vocabulary is a basic building block of language learning.

### **3.3 Teaching Speaking**

The main goal of teaching speaking is different from other teaching. The main goal in teaching speaking is to improve the student's communication and to express their feeling, opinion or question freely by using a foreign language. The teacher also should be a master of speaking English in the classroom too because the teacher is the subject of teaching.

The teacher's role in teaching speaking is to invite and gives motivation so that the students are willing to speak English in bravery and confidence. According to Scott Thornbury (in Harmer, 2007: 123). The successful of teaching speaking depends on a classroom culture of speaking and it become talking classroom. It means that the teaching of speaking will be successful if there is a classroom culture of speaking. It can be between the student and student or the student and teacher. Both of these speaking culture must be in English so that the classroom can to be talking classroom. By the activation above, the students' speaking skill will improve and they are more confident for speaking English than before.

From a communicative purpose, speaking is closely related to listening. The interaction between these two skills is shown in the conversation. Brown (2001: 275-276) states that there are seven principles for designing speaking techniques.

- a. Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based on interaction, meaning, and fluency.
- b. Provide intrinsically motivating techniques.
- c. Encourage the use of authentic language in meaningful contexts.
- d. Provide appropriate feedback and correction.
- e. Capitalize on the natural link between speaking and listening.
- f. Give students opportunities to initiate oral communication.
- g. Encourage the development of speaking strategies.

Then, there are some important points that should be considered in teaching speaking to young learners. The first thing to be considered is who the learner is and why they are. The clear objective is the next. In the end of the lesson, students at least are able to do something using oral English. The third is since the final objective of learning speaking is communication, all materials that are given to the students such as vocabulary, grammatical structures, and other language items, are expected to be applied by students in the daily life. Teacher's role in the speaking learning is creating activities in which the students can practice and apply what they have learnt orally. In other words, this is the turn of the students to practice communication.

#### **4. Speaking In Curriculum 2013**

According to Pemdikbud No 81 A, 2013, the learning process in the curriculum 2013 is educational process that gives an opportunity for students to develop all their potential into the aspects of attitude (affective), knowledge (cognitive), and skill (psychomotor). The purpose of the establishment of the Curriculum 2013 is to prepare students in Indonesia so that they have the ability to live as individuals and citizens who are religious, productive, creative, innovative, and effective. Students are also expected to give contribution to the society, nation, state and world civilization (in PERMENDIKNAS no. 71, 2013). This Curriculum 2013 is implemented both at the level of Elementary, Junior and Senior High School.

Curriculum 2013 applies inductive reasoning. It is an activity to draw conclusions that are taken from specific up to general information. The implementation of this curriculum focused on students (student-centered). Hosnan states that the application of learning in Curriculum 2013 is using scientific approach, which is different from curriculum previously and the final result after applying the Curriculum 2013 is increasing the balance between soft skills and hard skills to the learners (2014:37)

The approach is new one among school parts, so many teachers get confused about how to deal with it. Minister of Education and Culture, Prof. Ir. Mohammad Nuh states that he is trying further to provide training to the headmaster and teachers in all schools until now. There are several models are Project-based learning, Problem-based learning and Discovery learning. These

three models of learning have its own advantages and disadvantages for sure. These three models can be applied to the four skills or integrated skills (speaking, reading, listening and writing) in terms of teaching English. For this research purpose, speaking skill is only the skill is picked.

In curriculum 2013 speaking skill have equal portion compared to three other skills in English. On the students' handbook based on curriculum 2013 composed by the government, the assessment given to students is more to enhance students' speaking skill. Curriculum 2013, the latest trend in curriculum implementation, has its significance and drawback which are not yet explored. Specifically on its interactive process in speaking activities during the English lesson.

In Curriculum 2013, the stages in teaching and learning speaking are elaborated into 5 steps. They are observing, questioning, experimenting, associating, and communicating.

a. Observing

In the step, the activities that can be done is the activities that are maximizing, the use of all the senses, for example seeing, listening, reading, and watching. Students have to observe the materials in form of social function, structure of the text, and language features from the text that have been listened or read. Here, the teacher has to prepare the students activities related to the material. This is done to make students more focused on the activities. It is aimed at defining to the material that will be taught.

b. Questioning

Questioning is a process of constructing knowledge about social function, language features, and structure text by group discussion on class discussion. Teachers have to develop their curiosity and critical thinking about the material. It is very useful for the students because it can help students to get the result of the observation well. At the same time, students are taught to ask using English that is reasonable and meaningful. In this questioning stage, students' mistakes are when they are asking is not important, but teachers can give feedback in the end of the teaching learning process. The problems that are often faced by the students' are like the vocabulary building, the pronunciation and the structure of the sentence. In these steps, students can improve their vocabulary mastery and pronunciation skills.

c. Collecting Information or experimenting

Collecting the information can be done through trying or exploring the knowledge or skill that have found or learned. In this process, students try to use the new things that they have learned and try to implement it in the group. Have to remember, teachers' role here are the facilitator and monitor. In this stage, students are given the chance to try and explore to reveal the meaning of the text being studied. Here, students' creativity is very important and their activeness also needed to interact with their friends and teacher.



The activities that can be done presented

- Collecting the facts that will be presented.
- Experimenting and exploring for obtaining and selecting vocabulary, grammar, and other language features to be able to communicate various facts that wish expressed and understood.
- Paying attention, giving feedback, asking about the various statements made by their friends. This steps is necessary to enrich and deepen comprehension of the text taht learned.

d. Associating

Associating stage is a process developing the ability to categorize and compare a wide range of ideas and events to then put it into a fragment of memory. In this activity, the students are given the chance to link the information about the texts that is being studied with similar text in different form found in other sources for the goals of enriching and deepening the materials.

e. Communicating

Communicating stage is aimed at developing students' ability in presenting all of knowledge and skill that have been mastered or haven't mastered yet, both orally and in speaking. In this step, not only the ability in presenting the problem but also the problem that they faced in the previous stages also can be known here. So, description of three aspect of curriculum 2013 students' attitude, knowledge and skills are describe overall. Communicating stage include among other verbal interaction

during learning process. Oral presentation in front of the class or in groups. The result of this activity can be individual or group works.

## **5. Discovery Learning Model**

Discovery Learning is one of learning models in Curriculum 2013. Discovery learning is commonly known as Jerome Bruner. The learning, requires the learners to become active in doing experiment, collecting the data, and analyzing the data. These activities are suitable to the implementation of students-centered learning that puts teachers as just a facilitators or expositor. It means that, the learners must be able to solve or guess the problems which are given by the teacher. It can make the learning process be more useful and important. The sentence is derived from Budiningsih (2005: 39) states that on discovery problems, the problems are given to students which created deliberately by the teacher so that are students must to be thinking and express their opinion to get a discovery.

Discovery Learning is a method that encourages students to arrive at a conclusion based upon their own activities and observations. Discovery learning model emphasize the important of structure comprehend through involvement of students' activity in teaching learning process. If there is a student can not answer the question, a teacher should give a impulse and motivation to the students until he or she can found the answer or conjecture. According to Robert B.Sund in Malik, the definition of discovery learning itself is the mental process of assimilating concepts and principles in the mind (2001: 219).

Discovery learning is a model for developing an active student learning by finding oneself, self-investigating, the results obtained will be loyal and long lasting in memory, will not be easily forgot students. By learning discovery, the child can also learn to think about the analysis and try to solve the problem itself (Syah 2004: 244).

Sund in Suryosubroto (2009: 179) reveals that discovery is a mental process whereby students assimilate a concept or a principle. The mental processes are: observing, classifying, making conjectures, explaining, measuring, and making conclusions. Suryosubroto (2009: 192) stated that discovery is a learning process where the teacher allows learners to find their own information. In contrast to the traditional approach that is usually obtained from the lectures of teachers in class.

Discovery learning model is a model to improve the way of the active students' learning by discovering and investigating themselves, so the result that will get is permanent and memorable in their mind, it is unforgettable to students. By using discovery learning, students can also think analysis and try to solve their problem by themselves.

The discovery learning model is one that gives opportunities to the students to find any information without help from the teacher (Saab et al.,2005; Hosnan, 2014). This model is known as a guided discovery method, where students are guided to discover a solution of a problem (Klahr& Nigam, 2004). Discovery learning is proven to improve the quality of learning compared to

conventional methods, and learners can improve their knowledge during the learning process (Martins & Oyebanji, 2000; Bajah & Asim, 2002).

Through this model, students discover something they learn by themselves. It does not mean that what is found in the learning activities is really new, but they, because of their own efforts, may discover a solution to a problem they face in learning (Krischner, et. al, 2006; Hosnan, 2014). This discovery method is a component of the education implementation as heuristic learning, namely a learning model consisting of methods designed to make process-oriented students being active: leading by them, finding by them, and making their own reflections during their learning activities.

Discovery Learning model is a learning theory that is defined as a learning process that occurs when the learner is not presented with the lesson in its final form, but is expected to organize itself. As Bruner argues, that: "Discovery Learning can be defined as the subject matter in the final form, but rather is required to organize it him self" (Lefancois in Emetembun, 1986: 103 ). The basic idea of Bruner is the opinion of Piaget that states that children must play an active role in learning in the classroom. Bruner uses a model he calls Discovery Learning, in which pupils organize the material learned in a final form (Dalyono 1996: 41). The Discovery Learning model is to understand concepts, meanings, and relationships, through an intuitive process to finally come to a conclusion (Budiningsih, 2005: 43). Discovery occurs when individuals are involved, especially in the use of their mental processes to discover some concepts and principles. Discovery is done through observation, classification, measurement,

prediction, determination and inferi. The process is called cognitive process whereas discovery itself is the mental process of assimilation in concepts and principles in the mind (Robert B. Sund in Malik, 2001: 219).

Bruner suggests that the students learn through active participations using concepts and principles in order to get knowledge. It is necessary for students to make some discovery with the belief that a true learning is through personal discovery. Hosnan (2014) describes the steps in discovery learning as: 1) giving a stimulus; 2) identifying problems; 3) collecting data; 4) processing data; 5) verifying, and 6) making conclusions.

Discovery learning has some benefits that are: it can increase in intellectual potency, the modification of extrinsic to intrinsic rewards, the learning of the heuristics of discovering, and it can be an aid to conserving memory. These benefits can improve problem solver skills and also change the condition of learning from passive become active and creative.

### **5.1 The Aims of Discovery Learning**

Bell (1978) states that there are many specific aims in discovery learning, as follows:

- 1) Students have a chance to involve actively in teaching learning.
- 2) Students learn to discover rule in concrete as well as abstract situation, also students extrapolate information that have given.
- 3) Students learn to formulate answer question strategy that not confused and use answer question to obtain information.

- 4) Students form the way of working together effectively, giving information each other, and listening and using people's ideas.
- 5) Students' concept skills and principles that have been learnt is meaner.
- 6) Students' skill in discovery learning is easier to transfer in new activity and to apply in new learning situation.

## **5.2 Characteristics of Discovery Learning**

The main characteristic of discovery learning is,

- 1) Explore and solve the problem to create, merged, generalize knowledge
- 2) Students-centered
- 3) The activity is merged new knowledge and knowledge that available.

## **6. The Advantages of Discovery Learning**

The advantages of discovery learning are as follows:

- 1) Helps students to improve cognitive skills and processes. Discovery effort is key in this process, a person depends on how to learn.
- 2) The knowledge gained through this model is very personal and powerful because it reinforces understanding, memory and transfer.
- 3) Gives a sense of pleasure to students, because of the growing sense of investigating and succeeding.
- 4) Causing students to direct their own learning activities by involving their own reason and motivation.

- 5) Discovery learning can help students reinforce their self-concept, as they gain trust in working with others.
- 6) Student-centered and teacher-centered actively engages ideas. Even the teacher can act as a student, and as a researcher in a discussion situation.
- 7) Helping students eliminate skepticism because it leads to a final and definite truth.
- 8) Helps and develops memories and transfers to process situations learning a new one.
- 9) The likelihood of students learning by utilizing various types of learning resources.
- 10) Can develop individual talents and abilities.
- 11) Discovery learning creates active involvement that forces you to construct a response and this results in processing of information deeper than mere memorization.
- 12) Discovery learning provides the student with an opportunity to get early feedback on their understanding.
- 13) Discovery learning results in "episodic memory", a deeper type of memory that allows you to connect information to events which creates stimuli for remembering the information.
- 14) Discovery learning can be motivating, it incorporates the individuals pleasure of successfully solving problems and recalling information.

## 7. The Disadvantages of Discovery Learning

Therefore, there are some disadvantages of using Discovery Learning.

There are :

- 1) This model raises the assumption that there is a mind readiness to learn. For students who are less intelligent, will have difficulty abstract or think or reveal the relationship between concepts, written or oral, so that in turn will lead to frustration.
- 2) This model is inefficient to teach a large number of students, because takes a long time to help them find other theories or problem solving.
- 3) with students and teachers already familiar with the old ways of learning.
- 4) Teaching discovery is more suitable for developing understanding, whereas developing aspects of concepts, skills and emotions as a whole less attention
- 5) Discovery learning has the potential to confuse learner's if no initial framework is available.

## 8. The Steps of Discovery Learning

These followings are the specific explanation of the stage in discovery learning:

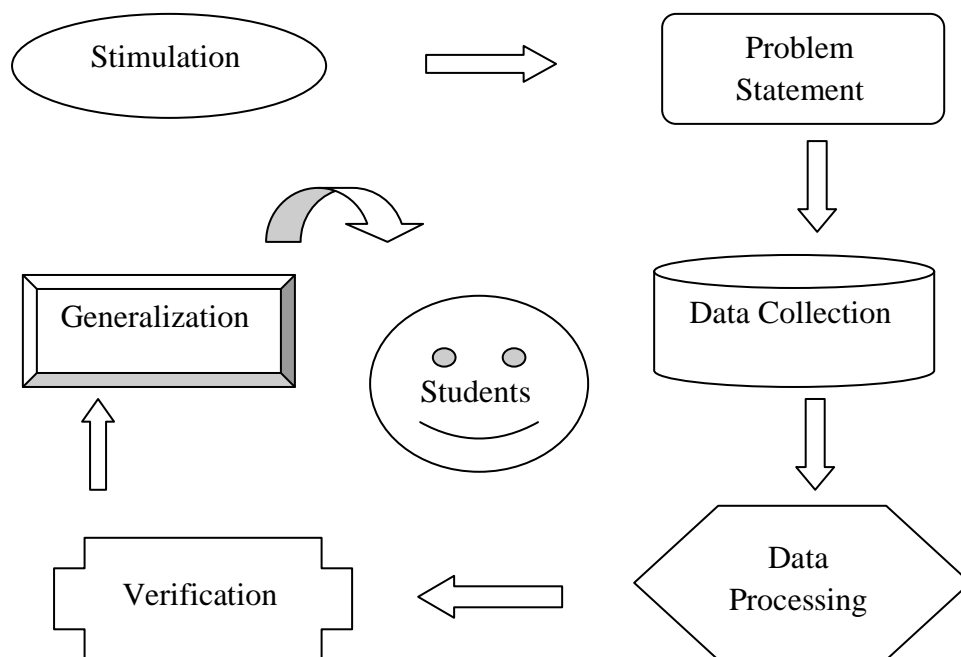
- a) *Stimulation stage*, where teacher can start the teaching and learning activity by asking questions, suggesting to read books, and another learning activities that lead to problem solving preparation. The



stimulation in this stage serves to provide interactive condition in learning which could help students to be more active in exploring the material.

- b) *Problem statement stage*, where the teacher gives chances to the students to identify problems related to the learning material. Then, one of them was chosen and formulated in the form of hypothesis (a temporary answer to the problem question).
- c) *Data collection stage*, during which students conduct experiments or exploration, while teachers provide opportunities for students to gather as much information relevant to prove whether or not the hypothesis is correct. Data can be obtained through reading the literature, observing the objects, interviewing the sources, conduct their own experiments, and so on.
- d) *Data processing stage* which is an activity to process the data and information that has been obtained by the students through interviews, observations, and so on. The data and observation result then being interpreted.
- e) *Verification stage*, where students perform a careful examination to prove whether or not the hypothesis has been proved, linked to the results of data processing.
- f) *Generalization* (drawing conclusion) which is the process of pulling a conclusion that can be used as a general principle and applies to same event or problem by taking into account the results of the verification.

Based on the results of verification then the underlying principle of generalization is formulated. On the discovery learning activities, in addition to knowledge and skill aspects, attitude aspect was also need to be developed. In the attitude aspect, students are expected to reflect religious behavior, have a noble character, knowledgeable, confident, and responsible.



**Picture 8.1 Step of Discovery Learning**

## **B. Previously Relevance study**

As far as the researcher concerned, there are some related studies although they are not exactly the same as this research. In this research, the study considers some previous research to support this skripsi:

1. The first research which has carried out by Hanafi, Vol 2017 No.2 on his journal entitle: The Effect of Discovery Learning Method Application on Increasing Students' Listening Outcomes and Social Attitude. The result of his journal is Curriculum of 2013 has been started in schools appointed as the implementer. This curriculum, for English subject demands the students to improve their skills. To reach this one of the suggested method is discovery learning since this method is considered appropriate to implement for increasing the students' ability especially to fulfill minimum criteria of success at school. This study is experimental study with one group pretest-posttest design. Its purpose is to know whether or not discovery learning model implementation could increase students' listening score and social attitude in accordance with curriculum implementation. The subjects of this study are 37 students of class X IPA 5 Public High School 2 Jember in their 2nd semester of 2015/2016 academic year. The method used to collect data in the study is test. The research design is one group pretest-posttest design where there is only one group receiving the treatment which result is assessed by pre-test and post-test. The finding shows that there are improvement of both students' listening and attitude scores. Based on data analysis it is concluded that the implementation of discovery learning model could

increase students' listening score and social attitude, with significance value of 0,005 ( $z = -2,823$ ,  $p < 0,001$ ), with medium effect size for listening score and significance value of 0,000 ( $-4,875$ ,  $p < 0,001$ ), with large effect size for social attitude.

2. The second research which has carried out by Tota Martaida Dkk, Vol 7, Issue 6 Ver.1 (Nov-Dec. 2017) on her journal entitle: The Effect of Discovery Learning Model on Students' Critical Thinking and Cognitive Ability in Junior High School. The result of his journal is The aimed of this research is to know the effect of learning discovery model on the critical thinking and cognitive ability of SMP Negeri 5 Kisaran students. This research is a quasi experimental research with two group pretest posttest design. The population of this research is all students of class VII of SMP Negeri 5 Kisaran, first semester of academic year 2017/2018. The sample selection is done by cluster random sampling that is class VII-1 as experiment class applied discovery learning model and class VII-3 as control class applied conventional learning. The instrument used in this research is the critical thinking and cognitive thinking skills in the form of essays each of 5 questions that have been declared valid by the expert team. The results concluded that the first hypothesis test obtained  $t_{counted} = 2.10$  with  $\alpha = 0.05$  obtained  $t_{table} = 2.00$ . By comparing  $t_{hitung}$  with  $t_{table}$  turns  $t_{counted} > t_{table}$ , this means the critical thinking ability of students applying discovery learning model is better than students' critical thinking ability with conventional learning. the second hypothesis test obtained  $t_{count} = 2.21$  with

$\alpha = 0.05$  obtained  $t_{table} = 2.00$ . By comparing this with  $t_{counted} > t_{table}$ , this means the cognitive ability of students applying discovery learning model is better than cognitive ability of students with conventional learning.

3. The third research which has carried out by Laelatul Mukharomah (2015) on her a skripsi entitle: The Use of Discovery Learning Model to Improve Students' Descriptive Text Wwriting (A Classroom Action Research At VII A Class Of Mts NU 08 Gemuh Kendal In The Academic Year Of 2014/2015). The result of her a skripsi: The result of the research shows that the students improvetheir descriptive text writing effectively by using discovery learning model.

### **C. Conceptual Framework**

In this research, the researcher wanted to focus on the effect of applying *discovery learning model* on the students speaking achievement. In which the researcher, students tenth grade of SMK PAB 8 SAMPALI as a sample in collecting data. In this research, the researcher must test the students to know the students difficulties in speaking with discovery learning model. Speaking is the most important taht the other language skill. Speaking is a productive skill to construct meaning that involves producing, receiving and processing information which use popular expression their verbal or non-verbal symbols.

Discovery learning is very suitable and needed for improving students' speaking achievement, because in discovery learning students learn the process of finding something, here discovery learning is important to form students'

confident in their speaking, because *discovery learning model* is one of the learning model that emphasize in contextual teaching, so that students can learn subject deeply and actively. it is an active thinking process which greatly depends not only on comprehension, but determine whether the applying of discovery learning model can improve students in speaking. Discovery learning as expected to help stimulate students willingness to be active in the learning process.

This research had been conducted the effect of applying discovery learning model on the students' speaking achievement and to minimize their difficulties and also to have a better speaking.

#### **D. Hypothesis**

Based on the conceptual framework, the hypothesis is formulated as the following:

H<sub>a</sub>: There is a significant effect of applying discovery learning model on the students' speaking achievement.

## **CHAPTER III**

### **METHOD OF RESEARCH**

#### **A. Location of Research**

This research was conducted in SMK PAB 8 SAMPALI at JLn. Pasar Hitam No. 69 Desa Sampali, Kecamatan Percut Sei-tuan. The reason for choosing this school because the researcher found some problems in speaking.

#### **B. Population and Sample**

##### **1. Population**

Population refers to any selection entities of whatever land and that becomes the objectives the investigation. In this study, the population of this research is the ten grade students of SMK PAB 8 SAMPALI academic year of 2017/2018. They are five classes, X BM-1 consist of 33 students, X BM-2 consist of 35 Students, X TK-1 consist of 36 students, X TK-2 consist of 38 students and X TK-3 consist of 35 students. So total of the population is 177 students.

##### **2. Sample**

Sample in this research were X BM-2 and X TK-3 with the number as bellows:

**Table 3.1**  
**Population and Sample in SMK PAB 8 SAMPALI**

Class	Population	Sample
X BM-1	33	-
X BM-2	35	35
X TK-1	36	-
X TK-2	38	-
X TK-3	35	35
Total	177	70

The Sample was taken by using a cluster random sampling

### C. Research Design

The experimental quantitative research was applied in this research. The experimental quantitative was study with two different groups, experimental group that consisted of 35 students and control group with 35 students too. The experimental group was the group which would be taught by applying Discovery Learning Model, while the control group was by applying lecturing method. this design can be seen in the following table :

**Table 3.2**  
**Research Design**

Class	Group	Pre-test	Treatment	Post-test
X TK-3	Experimental	✓	<i>Discovery Learning Model</i>	✓
X BM-2	Control	✓	<i>Lecturing</i>	✓



			<i>Method</i>	
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a. Pre-Test

Both group, the experimental and control group was given pre-test before the treatment. The function of pre-test is to know the mean scores of experimental and control group.

b. Treatment

Experimental and control group was taught by the same materials but in the different way in teaching. Treatment was give to both experimental and control group. The experimental group was taught by applying Discovery Learning Model, while the control group was taught by applying Lecturing Method.

**Table 3.3**  
**Procedure of the Research in Experimental Group by Discovery Learning Model**

Experimental Group		
Step	Researcher Activity	Students Activity
1. Stimulation	Teacher Gives stimulus to students, Teacher ask question, suggesting to read books or watching video, observing a situation, and other learning activities that lead to problem solving preparation. The stimulation to helps students to be more active in exploring the material transactional text about congratulating other	The students give respond to the teacher interactions about materials transactional text about congratulating other

2. Problem Statement	Teacher gives chances to the students to identify problems related to the learning material. Then, one of them was chosen and formulated in the form of hypothesis (a temporary answer to the problem question).	The students identify problems related to the learning material. Then, one of them was chosen and formulated in the form of hypothesis (a temporary answer to the problem question).
3. Data Collection	Teacher provide opportunities for students to gather as much information relevant about transactinal text about congratulating other	The students conduct experiments or exploration, They were happy and felt the activity was effective
4. Data Processing	<p>- Teacher gave the limited time to process the data and information that has been obtained by the students through interviews, observations, and so on. The data and observation result then being interpreted.</p> <p>- Teacher ask students to present their discussion results in front of the class</p>	The students in their group discussed to process information (Discuss the results of information gathering from their observations) in front of the class

5. Verification	The teacher gave corrections, score, and comment for their task result	<p>Students prove whether or not the hypothesis has been formulated:</p> <ul style="list-style-type: none"> <li>- Examine the hypothesis formula carefully;</li> <li>- Present the results of the discussion in the form of conclusions based on the results of oral, written, or other media analysis to develop honest,meticulous, tolerant, systematic thinking, polarized opinions.</li> </ul>
6. Generalization or Making Conclusion	Teacher asked the learners to make a summary / conclusion lesson about the important points that in learning activities about congratulating others.	<ul style="list-style-type: none"> <li>- The students improve and complete the work of the group.</li> <li>- The students summaries / conclusions lessons, about the important points that in learning activities about congratulating others.</li> </ul>

**Table 3.4**  
**Procedure of the Research in Control Group by Lecturing Method**  
 Control Group

Step	Researcher Activity	Students Activity
1. Stimulation	Teacher give stimulus to the students related to the material that is transactional text about congratulating other	The students give respond to the teacher interactions about materials transactional text about congratulating other
2. Problem Statement	Teacher ask questions related to the material that is transactional text congratulating other	The students give respond to the teacher interactions
3. Data Collection	Teacher explains introduction about self and give example	Students listen to the teacher's explanations and give some question
4. Data Processing	<ul style="list-style-type: none"> <li>- Teacher give students the opportunity to observe a video congratulating other</li> <li>- Teacher ask students to present their discussion results in front of the class</li> </ul>	Students listen and watch the video The students in their group discussed the information process (Discuss the results of information gathering from their observations) in front of the class

5. Verification	Teacher gave corrections, score, and comment for their task result	They were enthusiast to know about the result for evaluating themselves, so they could adjust the shortage before
6. Generalization or Conclusions	Teacher informs the learning activities for the next meeting and asks the students to conclude the results of their discussion	the student representatives from each group give the conclusions from the material in that time

c. Post Test

The post-test was given to both groups, experimental and control group after the treatment. It was used the differences of their mean scores.

**D. Instrument of the Research**

The instrument for collecting data in this research is speaking test. The students was asked to complate the conversation transactional text about congratulating other and perform it in front of the class. The test and the source of material was taken from LKS and Text Book.

### E. Technique of Collecting Data

In collecting the data, some steps were applied as follows,

1. Giving pre-test to both of classes.
2. Teaching is experimental group by applying Discovery Learning Model
3. Teaching is control group by applying Lecturing Method.
4. Giving post-test to both of classes.
5. Scoring the students' test.

### F. Technique of Analyzing Data

After collecting the data from the test, some steps were applied in analyzing the data, they were:

1. Scoring the students answer

According to Brown (2007-406-407) in scoring the students' speaking ability, there are five components to evaluate speaking achievement namely vocabulary, comprehension, pronunciation, fluency and grammar.

**Table 3.5**  
**The five Components to Evaluate Speaking Ability**

#### A. Vocabulary (20)

LEVEL	EXPLANATION
16-20	Very good : rarely has trouble
11-15	Good : sometimes used inappopriate terms about language
6-10	Fair : frequent uses wrong words speech limited to simple vocabulary
1-5	Unsatisfactory : very limited vocabulary and make the

	comprehension quite difficult.
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**B. Comprehension (20)**

LEVEL	EXPLANATION
16-20	<b>Very good</b> : few noticeable errors
11-15	<b>Good</b> : occasionally grammatical errors which do not obscure meaning
6-10	<b>Fair</b> : error of the basic structure meaning occasionally obscure by grammatical errors.
1-5	<b>Unsatisfactory</b> : usage definitely ,unsatisfactory ,frequently needs to rephrase construction or restrict himself to basic structure

**C. Pronunciation (20)**

LEVEL	EXPLANATION
16-20	<b>Very good</b> : understandable
11-15	<b>Good</b> : few noticeable
6-10	<b>Fair</b> : error of basic pronunciation
1-5	<b>Unsatisfactory</b> :hard to understand because sound,accent,pitch,difficulties,and incomprehensible.

42

**D. Fluency (20)**

LEVEL	EXPLANATION
16-20	<b>Very good</b> :understandable

<b>11-15</b>	<b>Good</b> :speech is generally natural
<b>6-10</b>	<b>Fair</b> : some definite stumbling but manage to rephrase and continue.
<b>1-5</b>	<b>Unsatisfactory</b> : speed of speech and length of utterances are far below normal long pauses utterances, left unfinished.

**E. Grammar (20)**

<b>LEVEL</b>	<b>EXPLANATION</b>
<b>16-20</b>	<b>Very good</b> : errors in grammar are vquite rare
<b>11-15</b>	<b>Good</b> :control of grammar is good
<b>6-10</b>	<b>Fair</b> : construction quite accurately but does not have through or confident control of grammar.
<b>1-5</b>	<b>Unsatisfactory</b> :error in grammar frequent to speak language.

2. Listing their scores into two tables, first for experimental group scores and second for control group scores.
3. Calculating the total scores post-test in experimental group and control group.

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

**a. Standard deviation of sample 1 (experimental group)**



$$S1 = \sqrt{\frac{n(\sum x_1^2) - (\sum x)^2}{(n)(n-1)}}$$

**b. Standard deviation of sample 2 (control group)**

$$S2 = \sqrt{\frac{n(\sum x_2^2) - (\sum x)^2}{n(n-1)}}$$

**c. Testing the Hypothesis.**

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

**d. Determining the percentage of the effect of x variable toward y variable**

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

$$X = 100 \% - D$$

(Sugiyono 2013)

Notes :

T = t-test

T<sub>t</sub> = t-table

T<sub>o</sub> = t-observed

S1 = standrad deviation of sample 1 (experimental group)

S2 = standrad deviation of sample 2 (experimental group)

M<sub>x</sub> = The mean of experimental group

M<sub>y</sub> = The mean of Control group

N<sub>x</sub> = the total number samples of experimental group

N<sub>y</sub> = the total number samples of control group

1 = number constant

R = correlation of product moment between X1 and X2

### **G. Statistic Hypothesis**

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

Ha : There is a significant effect of applying Discovery Learning Model on the students' speaking achievement.

## **CHAPTER IV**

### **THE DATA AND DATA ANALYSIS**

This chapter explain the data and the analysis such as the name of the students, the score of the students in pre-test and post-test of groups (the experimental group and control group).

#### **A. The Data**

The following are the result of the pre-test and the post-test of the group. After the pre-test was done, the experimental was conducted. It was conducting in eight included the post-test.

In the first meeting, the researcher was administering the regulations after that would done. The researcher directly did the pre-test to experimental group and control group. In the next meeting, the treatment had given to the experimental group and control group to be ready in the next meetings to learn the material. The experimental group taught by Discovery Learning Model and the control group taught by Lecturing Method, the effect of the model of applying Discovery Learning still standard, but in the last meeting the effect of the Model is significantly happened. The students feel comfortable and want to speak in English, although their pronunciation was still wrong.

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

V : Vocabulary

C : Comprehension

P : Pronunciation

F : Fluency

G : Grammar

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

**Table 4.1**  
**The Score of Pre-test of Experimental Group**

No.	Student's Initial	Indicators					Score
		V	C	P	F	G	
1.	ABT	13	12	11	13	11	60
2.	AP	14	14	14	13	15	70
3.	BW	14	14	13	14	15	70
4.	BS	13	13	13	13	13	65
5.	BS	12	12	12	12	12	60
6.	BW	12	13	12	12	11	60
7.	BA	13	13	13	13	13	65
8.	CA	14	15	13	14	14	70
9.	DW	16	15	16	17	16	80
10.	DY	12	13	12	12	11	60
11.	DS	12	12	12	12	12	60
12.	F	14	14	14	13	15	70
13.	JH	15	16	15	14	15	75
14.	MHS	11	12	13	12	12	60
15.	MRP	12	12	11	12	13	60
16.	MRS	13	13	13	13	13	65
17.	MSR	14	14	13	14	15	70

18.	MT	12	13	12	12	11	60
19.	MIL	13	13	12	14	13	65
20.	MRA	13	13	12	14	13	65
21.	MR	14	15	13	14	14	70
22.	MSL	14	15	13	14	14	70
23.	MA	14	14	13	14	15	70
24.	MKM	17	15	16	16	16	80
25.	MRS	16	15	17	16	16	80
26.	MP	15	16	15	14	15	75
27.	NR	13	13	13	13	13	65
28.	NAM	13	13	12	14	13	65
29.	RML	12	13	12	12	11	60
30.	RPN	13	13	12	14	13	65
31.	RM	15	14	16	15	15	75
32.	SK	14	13	15	14	14	70
33.	SH	12	12	13	11	12	60
34.	TR	13	13	14	12	13	65
35.	ZD	13	12	13	13	14	65
<b>Total</b>		<b>470</b>	<b>472</b>	<b>463</b>	<b>468</b>	<b>471</b>	<b>2345</b>

From table 4.1, it shown that the total scores of pre-test was 2345. The higher score of indicator of test above was comprehension (472), the second was grammar (471), the third was vocabulary (470), the forth was fluency (468), and the last the lowest score was pronunciation (463).

**Table 4.2**  
**The Score of Post-test of Experimental Group**

No.	Student's Initial	Indicators					Score
		V	C	P	F	G	
1.	ABT	16	17	15	16	16	80
2.	AP	17	16	19	17	16	85
3.	BW	18	17	19	18	18	90
4.	BS	16	16	16	16	16	80
5.	BS	16	16	15	17	16	80
6.	BW	17	16	18	18	16	85
7.	BA	17	16	18	18	16	85
8.	CA	16	17	15	16	16	80
9.	DW	19	19	19	19	19	95
10.	DY	15	16	15	14	15	75
11.	DS	14	13	15	14	14	70
12.	F	16	17	15	16	16	80
13.	JH	17	16	15	16	16	80
14.	MHS	14	13	14	14	15	70
15.	MRP	17	16	18	18	16	85
16.	MRS	17	16	15	16	16	80
17.	MSR	16	16	15	17	16	80
18.	MT	13	13	13	13	13	65
19.	MIL	15	16	15	14	15	75
20.	MRA	14	13	14	14	15	70
21.	MR	17	16	15	16	16	80
22.	MSL	15	15	16	14	15	75
23.	MA	17	16	15	16	16	80
24.	MKM	18	17	19	18	18	90
25.	MRS	19	19	19	19	19	95
26.	MP	17	16	18	18	16	85

27.	NR	16	16	15	17	16	80
28.	NAM	15	16	15	14	15	75
29.	RML	15	16	15	14	15	75
30.	RPN	16	16	17	15	16	80
31.	RM	17	17	19	18	19	90
32.	SK	17	17	17	18	16	85
33.	SH	13	13	13	13	13	65
34.	TR	15	16	17	15	17	80
35.	ZD	13	14	15	15	13	70
<b>Total</b>		<b>560</b>	<b>555</b>	<b>563</b>	<b>561</b>	<b>556</b>	<b>2795</b>

From table 4.2, it shown that the total scores of post-test was 2795. The higher score of indicator of test above was pronunciation (563), the second was fluency (561), the third was vocabulary (560), the forth was grammar (556), and the last the lowest score was comprehension (555).

**Table 4.3**  
**The Score of Pre-test and Post-test of Experimental Group**

No.	Student's Initial	Score	
		Pre-test	Post-test
1.	ABT	60	80
2.	AP	70	85
3.	BW	70	90
4.	BS	65	80
5.	BS	60	80
6.	BW	60	85
7.	BA	65	85
8.	CA	70	80

9.	DW	80	95
10.	DY	60	75
11.	DS	60	70
12.	F	70	80
13.	JH	75	80
14.	MHS	60	70
15.	MRP	60	85
16.	MRS	65	80
17.	MSR	70	80
18.	MT	60	65
19.	MIL	65	75
20.	MRA	65	70
21.	MR	70	80
22.	MSL	70	75
23.	MA	70	80
24.	MKM	80	90
25.	MRS	80	95
26.	MP	75	85
27.	NR	65	80
28.	NAM	65	75
29.	RML	60	75
30.	RPN	65	80
31.	RM	75	90
32.	SK	70	85
33.	SH	60	65
34.	TR	65	80
35.	ZD	65	70
<b>Total Score</b>		<b>2345</b>	<b>2795</b>
<b>Mean</b>		<b>67</b>	<b>79,85</b>



Based on the data in table 4.3 showed that the mean of Pre-test was 67 and the mean of Post-test was 79,85.

**Table 4.4**  
**The Score of Pre-test of Control Group**

No .	Student's Initial	Indicators					Score
		V	C	P	F	G	
1.	AA	12	13	12	12	11	60
2.	AP	10	10	10	9	11	50
3.	AR	9	9	8	9	10	45
4.	ANA	10	10	9	11	10	50
5.	AIP	13	13	13	13	13	65
6.	AWN	14	12	13	13	13	65
7.	BR	12	12	12	12	12	60
8.	BU	10	10	9	10	11	50
9.	DN	8	9	7	8	8	40
10.	DN	11	11	11	11	11	55
11.	DA	10	11	9	9	11	50
12.	EAS	9	8	8	7	8	40
13.	HKS	8	9	7	8	8	40
14.	LHH	10	11	9	9	11	50
15.	LR	10	10	12	9	9	50
16.	M	9	9	8	9	10	45
17.	MY	14	13	14	14	15	70
18.	MJ	10	11	10	9	10	50
19.	N	10	10	9	11	10	50
20.	NN	10	10	9	11	10	50
21.	NP	12	12	12	12	12	60

22.	NWR	14	12	13	13	13	65
23.	NFR	14	12	13	13	13	65
24.	PI	9	11	10	10	10	50
25.	PP	11	11	11	11	11	55
26.	RBG	15	13	14	14	14	70
27.	SA	11	10	9	10	10	50
28.	SRR	10	10	10	9	11	50
29.	SH	8	9	10	9	9	45
30.	SW	9	9	10	9	8	45
31.	SAL	12	12	12	11	13	60
32.	S	13	13	12	10	12	60
33.	TF	9	11	9	9	7	45
34.	YSN	12	12	13	13	10	60
35.	WS	10	11	12	11	11	55
<b>Total</b>		<b>378</b>	<b>379</b>	<b>369</b>	<b>368</b>	<b>376</b>	<b>1870</b>

From table 4.4, it shown that the total scores of pre-test was 1870. The higher score of indicator of test above was comprehension (379), the second was vocabulary (378), the third was grammar (376), the forth was pronunciation (369), and the last the lowest score was fluency (368).

**Table 4.5**  
**The Score of Post-test of Control Group**

No.	Student's Initial	Indicators					Score
		V	C	P	F	G	
1.	AA	15	13	14	14	14	70
2.	AP	12	12	13	13	10	60
3.	AR	12	12	13	13	10	60
4.	ANA	14	12	13	13	13	65

5.	AIP	13	15	14	14	14	70
6.	AWN	14	13	15	14	14	70
7.	BR	14	13	14	15	14	70
8.	BU	12	12	12	12	12	60
9.	DN	12	12	12	12	12	60
10.	DN	14	13	14	14	15	70
11.	DA	13	12	13	13	14	65
12.	EAS	12	12	12	12	12	60
13.	HKS	15	16	15	14	15	75
14.	LHH	12	12	12	12	12	60
15.	LR	13	11	13	11	12	60
16.	M	12	12	12	12	12	60
17.	MY	16	17	16	15	16	80
18.	MJ	10	12	11	11	11	55
19.	N	14	12	11	10	13	60
20.	NN	12	12	11	12	13	60
21.	NP	14	13	15	14	14	70
22.	NWR	14	13	14	14	15	70
23.	NFR	15	16	15	14	15	75
24.	PI	14	13	14	15	14	70
25.	PP	13	13	12	13	14	65
26.	RBG	16	16	17	15	16	80
27.	SA	12	12	12	12	12	60
28.	SRR	15	13	14	14	14	70
29.	SH	13	13	12	13	14	65
30.	SW	13	13	12	13	14	65
31.	SAL	14	14	15	13	14	70
32.	S	13	13	12	13	14	65
33.	TF	12	10	11	11	11	55
34.	YSN	15	13	14	14	14	70

<b>35.</b>	WS	12	12	13	12	11	60
<b>Total</b>		<b>466</b>	<b>452</b>	<b>462</b>	<b>456</b>	<b>464</b>	<b>2300</b>

From table 4.5, it shown that the total scores of pre-test was 2300. The higher score of indicator of test above was vocabulary (466), the second was grammar (464), the third was pronunciation (462), the forth was fluency (456), and the last the lowest score was comprehension (452).

**Table 4.6**  
**The Score of Pre-test and Post-test of Control Group**

No.	Student's Initial	Score	
		Pre-test (T <sub>1</sub> )	Post-test (T <sub>2</sub> )
1.	AA	60	70
2.	AP	50	60
3.	AR	45	60
4.	ANA	50	65
5.	AIP	65	70
6.	AWN	65	70
7.	BR	60	70
8.	BU	50	60
9.	DN	40	60
10.	DN	55	70
11.	DA	50	65
12.	EAS	40	60
13.	HKS	40	75
14.	LHH	50	60
15.	LR	50	60
16.	M	45	60
17.	MY	70	80
18.	MJ	50	55

19.	N	50	60
20.	NN	50	60
21.	NP	60	70
22.	NWR	65	70
23.	NFR	65	75
24.	PI	50	70
25.	PP	55	65
26.	RBG	70	80
27.	SA	50	60
28.	SRR	50	70
29.	SH	45	65
30.	SW	45	65
31.	SAL	60	70
32.	S	60	65
33.	TF	45	55
34.	YSN	60	70
35.	WS	55	60
<b>Total Score</b>		<b>1870</b>	<b>2300</b>
<b>Mean</b>		<b>53,42</b>	<b>65,71</b>

Based on the data in table 4.6 showed that the mean of Pre-test was 53,42 and the mean of Post-test was 65,71.

## B. Data Analysis

Based on the data from the test, the scores were analyzed in order to know the differences of the students' result in pre test and post test.

**Table 4.7**

**The Differences Score of the Pre-Test and Post-Test in Experimental Group**

No.	Initial Name	Score of Experimental group				
		Pre test	$T_1^2$	Post test	$T_2^2$	$M = T_2 -$

		(T <sub>1</sub> )		(T <sub>2</sub> )		T <sub>1</sub>
1.	ABT	60	3600	80	6400	20
2.	AP	70	4900	85	7225	15
3.	BW	70	4900	90	8100	20
4.	BS	65	4225	80	6400	15
5.	BS	60	3600	80	6400	20
6.	BW	60	3600	85	7225	25
7.	BA	65	4225	85	7225	20
8.	CA	70	4900	80	6400	10
9.	DW	80	6400	95	9025	15
10.	DY	60	3600	75	5625	15
11.	DS	60	3600	70	4900	10
12.	F	70	4900	80	6400	10
13.	JH	75	5625	80	6400	5
14.	MHS	60	3600	70	4900	10
15.	MRP	60	3600	85	7225	25
16.	MRS	65	4225	80	6400	15
17.	MSR	70	4900	80	6400	10
18.	MT	60	3600	65	4225	5
19.	MIL	65	4225	75	5625	10
20.	MRA	65	4225	70	4900	5
21.	MR	70	4900	80	6400	10
22.	MSL	70	4900	75	5625	5
23.	MA	70	4900	80	6400	10
24.	MKM	80	6400	90	8100	10
25.	MRS	80	6400	95	9025	15
26.	MP	75	5625	85	7225	10
27.	NR	65	4225	80	6400	15
28.	NAM	65	4225	75	5625	10
29.	RML	60	3600	75	5625	15

<b>30.</b>	RPN	65	4225	80	6400	15
<b>31.</b>	RM	75	5625	90	8100	15
<b>32.</b>	SK	70	4900	85	7225	15
<b>33.</b>	SH	60	3600	65	4225	5
<b>34.</b>	TR	65	4225	80	6400	15
<b>35.</b>	ZD	65	4225	70	4900	5
<b>Total</b>		<b>2345</b>	<b>158425</b>	<b>2795</b>	<b>225075</b>	<b>450</b>

Table 4.7 above showed that the total score of pre-test in experimental group was 2345 while the total score of post-test was 2795.

The calculation of pre-test and post-test in Experimental group

1. Mean

$$\begin{aligned} Mx (T_2 - T_1) &= \frac{\Sigma (T_2 - T_1)}{N} \\ &= \frac{450}{35} \\ &= 12,85 \end{aligned}$$

2. Standard Deviation

$$\begin{aligned} SD &= \frac{\sqrt{\Sigma (T_2 - T_1)}}{N} \\ &= \frac{\sqrt{(450)^2}}{35} \\ &= \frac{\sqrt{(202500)}}{35} \\ &= 76,06 \end{aligned}$$

**Table 4.8**  
**The Differences Score of the Pre-Test and Post-Test in Control Group**

No.	Initial Name	Score of Control group				
		Pre test ( $T_1$ )	$T_1^2$	Post test ( $T_2$ )	$T_2^2$	$M = T_2 - T_1$
1.	AA	60	3600	70	4900	10
2.	AP	50	2500	60	3600	10
3.	AR	45	2025	60	3600	15
4.	ANA	50	2500	65	4225	15
5.	AIP	65	4225	70	4900	5
6.	AWN	65	4225	70	4900	5
7.	BR	60	3600	70	4900	10
8.	BU	50	2500	60	3600	10
9.	DN	40	1600	60	3600	20
10.	DN	55	3025	70	4900	15
11.	DA	50	2500	65	4225	15
12.	EAS	40	1600	60	3600	20
13.	HKS	40	1600	75	5625	35
14.	LHH	50	2500	60	3600	10
15.	LR	50	2500	60	3600	10
16.	M	45	2025	60	3600	15
17.	MY	70	4900	80	6400	10
18.	MJ	50	2500	55	3025	5
19.	N	50	2500	60	3600	10
20.	NN	50	2500	60	3600	10
21.	NP	60	3600	70	4900	10
22.	NWR	65	4225	70	4900	5
23.	NFR	65	4225	75	5625	10
24.	PI	50	2500	70	4900	20
25.	PP	55	3025	65	4225	10



26.	RBG	70	4900	80	6400	10
27.	SA	50	2500	60	3600	10
28.	SRR	50	2500	70	4900	20
29.	SH	45	2025	65	4225	20
30.	SW	45	2025	65	4225	20
31.	SAL	60	3600	70	4900	10
32.	S	60	3600	65	4225	5
33.	TF	45	2025	55	3025	10
34.	YSN	60	3600	70	4900	10
35.	WS	55	3025	60	3600	5
<b>Total</b>		<b>1870</b>	<b>102300</b>	<b>2300</b>	<b>152550</b>	<b>430</b>

Table 4.8 above showed that the total score of pre-test in control group was 1870 while the total score of post-test was 2300.

The calculation of pre-test and post-test in Control group

1. Mean

$$\begin{aligned}
 Mx (T_2 - T_1) &= \frac{\Sigma (T_2 - T_1)}{N} \\
 &= \frac{430}{35} \\
 &= 12,28
 \end{aligned}$$

2. Standard Darivation

$$\begin{aligned}
 SD &= \frac{\sqrt{\Sigma (T_2 - T_1)}}{N} \\
 &= \frac{\sqrt{(430)^2}}{35} \\
 &= \frac{\sqrt{(184900)}}{35} \\
 &= 72,68
 \end{aligned}$$

The data in table 4.7 and table 4.8 showed that the differences score of the post-test in the experimental group was  $X = 2795$  and the control group  $Y = 2300$ . After calculating of the table the data of the experimental group score of post-test was  $X^2 = 225075$  and the control group was  $Y^2 = 152550$ . So, the total score of the calculation of the table was  $XY = 184125$

**Table 4.9**

**The Calculation Table of Post-test in the Experimental and Control Group**

No.	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1.	80	70	6400	4900	5600
2.	85	60	7225	3600	5100
3.	90	60	8100	3600	5400
4.	80	65	6400	4225	5200
5.	80	70	6400	4900	5600
6.	85	70	7225	4900	5950
7.	85	70	7225	4900	5950
8.	80	60	6400	3600	4800
9.	95	60	9025	3600	5700
10.	75	70	5625	4900	5250
11.	70	65	4900	4225	4550
12.	80	60	6400	3600	4800
13.	80	75	6400	5625	6000
14.	70	60	4900	3600	4200
15.	85	60	7225	3600	5100
16.	80	60	6400	3600	4800
17.	80	80	6400	6400	6400

18.	65	55	4225	3025	3575
19.	75	60	5625	3600	4500
20.	70	60	4900	3600	4200
21.	80	70	6400	4900	5600
22.	75	70	5625	4900	5250
23.	80	75	6400	5625	6000
24.	90	70	8100	4900	6300
25.	95	65	9025	4225	6175
26.	85	80	7225	6400	6800
27.	80	60	6400	3600	4800
28.	75	70	5625	4900	5250
29.	75	65	5625	4225	4875
30.	80	65	6400	4225	5200
31.	90	70	8100	4900	6300
32.	85	65	7225	4225	5525
33.	65	55	4225	3025	3575
34.	80	70	6400	4900	5600
35.	70	60	4900	3600	4200
<b>Total</b>	<b>2795</b>	<b>2300</b>	<b>225075</b>	<b>152550</b>	<b>184125</b>

### C. Testing Hypothesis

#### a. The Equation of Linear Regression

$$\begin{aligned}
 r_{xy} &= \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\} - \{n \sum y^2 - (\sum y)^2\}}} \\
 &= \frac{35 (184125) - (\sum 2795)(\sum 2300)}{\sqrt{\{35(225075) - (2795)^2\} - \{35 (152550) - (2300)^2\}}} \\
 &= \frac{6444375 - 6428500}{\sqrt{\{7877625 - 7812025\} - \{5339250 - 5290000\}}}
 \end{aligned}$$

$$\begin{aligned}
 &= \frac{15875}{\sqrt{\{65600\} - \{49250\}}} \\
 &= \frac{15875}{\sqrt{3230800000}} \\
 &= \frac{15875}{56840,12} \\
 &= 0,279
 \end{aligned}$$

**b. Coefficient  $r^2$**

$$\begin{aligned}
 r^2 &= \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\} - \{n \sum y^2 - (\sum y)^2\}}} \\
 r^2 &= \frac{70 (184125) - (2795)(2300)}{\sqrt{\{70(225075) - (2795)^2\} - \{70(152550) - (2300)^2\}}} \\
 r^2 &= \frac{12888750 - 6428500}{\sqrt{\{15755250 - 7812025\} - \{10678500 - 5290000\}}} \\
 r^2 &= \frac{6460250}{\sqrt{7943225 - \{5388500\}}} \\
 r^2 &= \frac{6460250}{\sqrt{42802067912500}} \\
 r^2 &= \frac{6460250}{6542328,93} \\
 r^2 &= 0,9874 \\
 r &= \sqrt{0,9874} \\
 r &= 0,993
 \end{aligned}$$

### c. The Statistical Hypothesis

The statistic hypothesis could be determined by using:

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

With the criteria examination,  $H_a$  is accepted if  $t_o > t_{table}$  or  $H_0$  is rejected if  $t_o > t_{table}$  with the degree of freedom or  $db = N-2$ .  $db = 70-2 = 68$ .  $\alpha = 5\% = 0,05$ .

$$\begin{aligned} t_o &= \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} \\ &= \frac{0,68\sqrt{35-2}}{\sqrt{1-(0,68)^2}} \\ &= \frac{0,68\sqrt{33}}{\sqrt{1-(0,68)^2}} \\ &= \frac{0,68(5,744)}{\sqrt{1-0,4624}} \\ &= \frac{3,9059}{\sqrt{0,5376}} \\ &= \frac{3,9059}{0,7332} \\ &= 5.327 \end{aligned}$$

From the T-test above,  $t_{observe} = 5.327$ , with  $df = n-2$ . Therefore,  $70-2 = 68$  and  $t_{table} = 1.995$ , if  $t_{observe} > t_{table}$ . The alternative hypothesis ( $H_a$ ) is accepted and  $5.327 > 1.995$ . There was a significant effect of applying Discovery Learning Model on the students' speaking achievement.

**d. Determining the percentage of the effect of x variable toward y variable**

In determining of the percentage of the effect of applying Discovery Learning Model on the students' speaking achievement, the formula used was:

$$D = r^2 \quad \times 100 \%$$

$$D = 0,9874 \times 100\%$$

$$D = 98,74 \%$$

$$X = 100 \% - 98,74\%$$

$$= 1,26 \%$$

It means that the percentage of the effect of x toward y or the effect applying Discovery Learning Model on the students' speaking achievement was 98,74% and 1,26% was influence by other factors.

**D. Discussion and Finding**

By consulting of the data, it is clearly stated that there was an effect of applying discovery learning model on the students' speaking achievement.

Based on the testing of hypothesis, the value of  $t_{\text{observe}} = 5.327 > t_{\text{table}} = 1.995$ , it means that there is a significant effect of applying Discovery Learning Model on the Students' Speaking Achievement. It was proved from the data showed that the score of experimental group (group who was taught

by applying Discovery Learning Model) was higher than control group (group who was taught by using Lecturing Method). It was proved from the post-test of both groups. The value of the effect of using Discovery Learning is about 98,74% and 1,26% was influence by other factors.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

Having analyzed the data, conclusions can be drawn as the following:

Discovery learning model is one of the learning model that allow the students work in pairs. It is a learning model when the students work pairs and orally exchange the main idea from the material learning. Discovery learning allows the students exchanging information they got from material learning orally. This discovery learning is really suitable for speaking class because speaking is about sharing or exchanging idea, information or thought orally.

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

1. There was significant effect of applying discovery learning model on the students speaking achievement. It was because the average of the student's score increased from pre-test after doing the treatment. Based on the testing of hypothesis, the value of  $t\text{-observed} = 5.327 > t\text{-table} = 1.995$  at db 68 and  $\alpha = 0.05$  %).
2. The value of the effect of using Discovery Learning is about 98,74% and 1,26% was influence by other factors.



## **B. Suggestion**

In relation to the significant of the study, there are a few suggestions :

1. For the headmaster, the result could increase awareness of teacher and the headmaster performance to effectively the model for the teacher, students, and other researcher.
2. The suggestions for the teachers are, they are expected to apply discovery learning model as one of the way to improve their professionalism on teaching the students' need as the guidance, and they are expected to enrich their knowledge related to English teaching model so that they can find the appropriate learning model for the students.
3. The suggestion for the students are they have to participate more in speaking class. They are suggested to enhance their pronunciation, fluency, grammar, vocabulary, and comprehension on speaking English by practicing to speak frequently not only in the class but also outside the class. Outside the class means that they are also expected to practice speaking English on their daily life. This way they can speak more fluently and finally meet the standard based on the curriculum.
4. The suggestion for the other researcher, they can get information and guide to do another research by reading the script.

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## **APPENDIX I**

### **LESSON PLAN (EXPERIMENTAL GROUP)**

School	: SMK PAB 8 SAMPALI
Lesson	: English
Class	: X TKJ-3
Material	: Transactional Text (Congratulating Other)
Time Allocation	: 2 x 45 minutes

#### **A. Main Competence**

1. Appreciate and live the religious teachings that he embraces
2. Respect and live honest, discipline, responsibility, caring (tolerance, mutual help), behaviour, courteous, confidence, in effectively interacting with the social and natural environment within the reach of the association and its existence.
3. Understanding the knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related phenomena and visible eye events.
4. Trying, processing, and serving in a concrete realm (using, parsing, composing, modifying, and making) and abstract realm (writing, reading, computing, drawing and composing) as learned in school and other sources in the same view point / theory.

#### **B. Basic Competence**

- 3.2 Implement social functions, text structures, and linguistic elements of interpersonal oral text and written interactions involving congratulating and complimenting extending and responding to them, in the context of their use.
- 4.2 Prepare simple, written and oral interpersonal interaction text involving congratulating and complimenting extending, and responding by taking

into account the social function, text structure, and linguistic elements correctly and contextually.

### **C. Indicator Competence Achievement**

1. Conversation with the phrase in everyday life
2. Show motivation to develop their skills in English.
3. Understanding the various expressions of congratulations and responses.
4. So that students can identify the expression to bring congratulations to others by using the English language.
5. Create written and verbal text of the video using expressions to congratulate and respond.

### **D. The Learning Objectives**

After going through the stages of learning through a discovery learning model :

1. Through the expression of congratulating others learners can use it in everyday life.
2. Show the seriousness of learning English in communicating with teachers and friends to give congratulations.
3. Explain the phrases used in congratulating others and their responses.
4. Students can identify the social function, text structure, and linguistic elements in the expression of greeting and response.

5. Create text of spoken and spoken conversations of the video playing using expressions to congratulate and respond with respect to social functions, text structure

#### **E. Material of Learning**

- **Social Function**

Maintain interpersonal relationships with teachers, friends and others.

- **Text Structure**

The raw expression of authentic sources.

#### **Expression**

- a. Congratulations ....
- b. Good job ....
- c. Well done ...
- d. Have a good ...
- e. I convey my congratulations to you ..
- f. Thank you very much ...
- g. Oh, it is nothing ..

- **Linguistic Elements**

- The phrase congratulates, and responds to it
- Singular and plural nouns with or without a, the, this, those, my, their, etc.

- Speech, word pressure, intonation, spelling, punctuation, and handwriting.

- **Topic**

The interaction between teachers and learners inside and outside the classroom that involves congratulations that can foster the behavior contained in the KI.

- ❖ **MATERIALS**

### CONGRATULATING OTHERS

Congratulating others: when someone expresses their feelings or can reach achievement etc, congratulating is when something good happen to some one, we congratulate him or her to express our pleasure.

This expression will be possible if we use when celebrate important day such as I'ed Mubarak day, independent day, new year, and birthday.

Congratulating others usually used in cards, commercial breaks etc.

#### **Expression Congratulation**

#### **Responses**

- Congratulations ...

- Thank you very much

- Well done ...

- I am glad you think so

- I must congratulate you on your success ..

- Thank you for saying so

- I convey my congratulations to you ..

- Oh, Thanks

- That was great ..

- That's Wonderful ..



### **Example**

Gamal : You passed your test to enter the best school in town?

Congratulations! I'm happy for you.

Siti : Thanks. What about you?

Evi : Congratulations! You won the first prize in the story telling competition. We are proud of you!

Johan : Thank you

### **Example of Congratulation Expression**

*“Cinta, congratulations for being the first winner of the school story telling competition! Excellent. You really did it well. “Thanks, Ditto.”*

*“Excellent! You really did it well, Tina.” “That’s nice, Anisa. I really like it.” “It was great. I like it, thank you,”*

### **F. Approach/ Model/Technique/Learning**

Approach : Scientific Approach

Model : Discovery Learning Model

Technique : Discussions and Assignments

### **G. The Learning Steps**

#### **1. The Introduction**

- a. Greeting and pray together.
- b. The teacher fills the class agenda and accepts students.

- c. Teachers prepare students psychically and physically to follow the learning process.
- d. Inform the learning objectives to the students.
- e. Material coverage and explanation of activities to be undertaken by students to complete the exercises and tasks in the lesson.

## **2. The Core**

### **a. Stimulation**

#### **Observing**

1. The learners are motivated or stimulated to focus on the topic  
Congratulating Other.
2. The learners pay attention to some messages containing congratulations from pictures and dialogue manuscripts.
3. The learners read examples of the message text containing the congratulations with speech, intonation, pressure word, correctly and smoothly.
4. With teacher guidance and direction, learners identify the characteristics of messages that contain congratulations (social functions, text structure, and linguistic elements).

### **b. Problem Statement**

#### **Asking**

Teachers provide opportunities for learners to identify as many questions as they relate to the images presented and will be answered through learning activities, for example:

- The learners questioned, among others; the differences between various messages containing congratulations in English, the differences in phrases that exist in the Indonesian language are likely to use another phrase

### **c. Data Collection**

#### **Gathering information**

Learners gather relevant information to answer questions that have been identified through activities:

1. Learners are directed to reading sources other than textbooks.
2. Learners collect data / information through group discussions or other activities to find solutions to problems related to the expression to congratulate.
3. Learners compare many congratulations associated with the purpose of the text structure, and the language element, in terms of accuracy, efficiency, effectiveness.
4. Learners perform the tasks assigned by the teacher.

### **d. Data Processing**

#### **Explore**

1. Learners in a private group or discuss tasks assigned by the teacher.
2. Learners exchange information about:
  - simple oral and written text, to describe, question, and respond to the expression of congratulations

3. The learners are creative to make the texts of congratulations and present it to the teachers and friends to get feedback.

**e. Verification**

1. Learners present the results of the discussion in the form of conclusions based on the results of oral, written, or other media analysis to develop honest, meticulous, tolerant, systematic thinking, polarized opinions.
2. Learners read out congratulations with appropriate linguistic elements.
3. learners present the results of classic group discussions about: Congratulating others.
4. Learners read and respond to the messages delivered by friends and teachers.
5. Learners get feedback from teachers and friends about the results of the analysis presented in the group work.

**f. Generalization**

**Associate**

1. The learners improve and complete the work of the group
2. The learners summaries/conclusions lessons, about the important points that arise in learning activities about congratulating others.

**3. Closing**

1. Learners to reflect on activities that have been implemented.

2. The teacher assigns the students the task of making their own text of dialogue about congratulating them by observing the linguistic structure of good and true.
3. The teacher provides information about the material to be learned at the next meeting of "Expression Intention"
4. The teacher gives a closing greeting.

## **H. Media, Tools, and Learning Resources**

### 1. Media

- Power point presentation
- Video
- Picture and text congratulating

### 2. Tools

- Laptop
- Loud speaker
- Whiteboard

### 3. Learning Resources

- Book of English Class Vocational Class X Package
- Book of LKS

## **I. Assessment**

The scoring of the students' answer by using five speaking indicators in evaluating oral test :

<b>Indicators</b>	<b>Score</b>
Vocabulary	20
Comprehension	20
Pronunciation	20
Fluency	20
Grammar	20
Total Score	100

SAMPALI,

2018

English Teacher

Researcher

(IIN NURBAITI, SS)

(NUR OKTAVIANTI HASIBUAN)

Known by,  
A.n Headmaster of SMK PAB 8 SAMPALI,  
Vice Headmaster

(BOIMAN, S.Pd)

## **LESSON PLAN (CONTROL GROUP)**

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Total Score	100

English Teacher

Researcher

(IIN NURBAITI, SS)

(NUR OKTAVIANI HASIBUAN)

Known by,  
A.n Headmaster of SMK PAB 8 SAMPALI,  
Vice Headmaster

(BOIMAN, S.Pd)

## APPENDIX II

### ITEM TEST

#### Speaking Test

Name :

Class :

Instructions : Complete the dialogue below :

1. Tuti : How is your business, Ria?

Ria : \_\_\_\_\_ . I've sold 100 items these two days.

Tuti : Congratulations! That's a \_\_\_\_\_ right now

Ria : \_\_\_\_\_ .



2. Rizki : Hi Dora. \_\_\_\_\_ ?  
Dora : Oh, I'm going to take the driving test tomorrow.  
Rizki : That's great, Dora. \_\_\_\_\_ !
3. Dina : Hi, Yuni. What's your daughter doing these days?  
Yuni : Oh, she's in college. In fact, she plans to graduate this June.  
Dina : That's \_\_\_\_\_ ! You must be very proud of her.
4. Rudi : You look gorgeous in this wedding dress! \_\_\_\_\_  
Ian : Thank you very much, \_\_\_\_\_ So.
5. Ihsan : You look so cute in the \_\_\_\_\_  
Ali : Oh, thanks for \_\_\_\_\_ that. By the way,  
congratulations for the 1st prize. Great job, Man!  
Ihsan : Thanks.
6. Tiara : \_\_\_\_\_. You are promoted to be a manager.  
Sir.Lis : \_\_\_\_\_ Sir.
7. Ridho : Hi, Devi.  
Devi : Hi, Ridho.  
Ridho : Got a scholarship to Australia.  
Devi : \_\_\_\_\_ congratulations on your success.  
Ridho : Thank you very much.
8. Tina : Hello, Robert.  
Robert : Hi, Tina.  
Tina : Congratulation Robert, \_\_\_\_\_ as a project manager.  
Robert : Thank you Tina. I worked very hard for this promotion.

Tina : You deserve it, my best wishes. \_\_\_\_\_  
with your new position.

Robert : It's \_\_\_\_\_ of you Tina. Thank you once again.

9. Mona : Hello Jhon. Congratulation on your son's \_\_\_\_\_

Jhon : Thank you Tina.

Mona : \_\_\_\_\_, lots of people have come.

Jhon : I just invited my close friends.

Mona : I'm in hurry see you letter, bye.

Jhon : Bye see you.

10. Ross : Hello Jane.

Don't you know. I got the 1st prize for the \_\_\_\_\_

Jane : Hello Ross.

Is it right? Congratulation, I'm \_\_\_\_\_ friend.

Ross : Thanks. It's very kind of you to say that.

11. Dayu : Who won the football match yesterday?

Udin : Our team did. We won two to one.

Dayu : Well done. \_\_\_\_\_

Udin : Thank you.

12. Tiara : Congratulations, Femi! I heard that you are getting  
\_\_\_\_\_ and will be placed in New York. Is  
that true?

Femi : Yes, it is true. I am very happy and can't wait to move to New  
York.

Tiara : You are a very \_\_\_\_\_. I am sure you will be  
successful there.

Femi : Thanks, Tiara.

13. Gina : Congratulations, Bobby.  
Bobby : What for?  
Gina : For your \_\_\_\_\_.  
Bobby : I met your parents at the market, and they told me about it. Its' so happy for you. I hope you will become \_\_\_\_\_  
Gina : Thank you very much, Gina.
14. Ican : Hello, Jacky ! \_\_\_\_\_  
Jacky : What is it going on, friend?  
Ican : It is about Rose. She accepted me as her boyfriend.  
Jacky : well, \_\_\_\_\_ ! congratulation, man.  
Ican : Thanks!
15. Dika : I won the competition yesterday.  
Hendri : Really? That's very great. Please accept my warmest congratulations.  
Dika : \_\_\_\_\_  
Hemdri : You are welcome.
16. Gary : Congratulations on your 17th birthday. \_\_\_\_\_  
in that white gown.  
Linda : \_\_\_\_\_. You look sweet in that red vest.  
Gary : Thanks.  
Linda : Anyway, let's start the party.
17. Bagus : I heard you got 10 for mathematics.  
Deni : Yes, that's right.  
Bagus : You're \_\_\_\_\_. Congratulations.  
Deni : Thank you.

18. Rizky : Happy birthday, Mr. Tegar. Here is a little present from all of us.

Mr. Tegar : Thank you very much, it's so kind of you.

Rizky : \_\_\_\_\_ for the future, Mr. Tegar. We  
hope you like our present

Mr. Tegar : Don't worry about that.

19. Jack : christine, congratulations. I'm proud of you. I heard you passed  
\_\_\_\_\_. This is for you.

Christine : Thank you, Jack. But will you come to the party tonight?

Jack : I'm really sorry, I have to accompany my mom to a doctor.

Christine : That's alright. Anyway thanks for the \_\_\_\_\_.

Jack : That's fine. Have a good time.

Cristine : Thanks.

20. Mira : Chris, would you like to try these cookies?

Chris : Sure, thanks. What is the occasion?

Mira : I just graduated at last grade on my \_\_\_\_\_.

Chris : Well done! Congratulations!

Mira : Thanks. Let's go \_\_\_\_\_.

Chris : Good idea.

### APPENDIX III

**Table 4.1**  
**The Score of Pre-test of Experimental Group**

No.	Student's Initial	Indicators					Score
		V	C	P	F	G	
1.	ABT	13	12	11	13	11	60
2.	AP	14	14	14	13	15	70
3.	BW	14	14	13	14	15	70
4.	BS	13	13	13	13	13	65
5.	BS	12	12	12	12	12	60
6.	BW	12	13	12	12	11	60
7.	BA	13	13	13	13	13	65
8.	CA	14	15	13	14	14	70
9.	DW	16	15	16	17	16	80
10.	DY	12	13	12	12	11	60
11.	DS	12	12	12	12	12	60
12.	F	14	14	14	13	15	70
13.	JH	15	16	15	14	15	75
14.	MHS	11	12	13	12	12	60
15.	MRP	12	12	11	12	13	60
16.	MRS	13	13	13	13	13	65
17.	MSR	14	14	13	14	15	70
18.	MT	12	13	12	12	11	60
19.	MIL	13	13	12	14	13	65
20.	MRA	13	13	12	14	13	65
21.	MR	14	15	13	14	14	70
22.	MSL	14	15	13	14	14	70
23.	MA	14	14	13	14	15	70
24.	MKM	17	15	16	16	16	80
25.	MRS	16	15	17	16	16	80
26.	MP	15	16	15	14	15	75
27.	NR	13	13	13	13	13	65
28.	NAM	13	13	12	14	13	65
29.	RML	12	13	12	12	11	60
30.	RPN	13	13	12	14	13	65
31.	RM	15	14	16	15	15	75
32.	SK	14	13	15	14	14	70
33.	SH	12	12	13	11	12	60
34.	TR	13	13	14	12	13	65
35.	ZD	13	12	13	13	14	65
<b>Total</b>		<b>470</b>	<b>472</b>	<b>463</b>	<b>468</b>	<b>471</b>	<b>2345</b>

**Table 4.2**

**The Score of Post-test of Experimental Group**

No.	Student's Initial	Indicators					Score
		V	C	P	F	G	
1.	ABT	16	17	15	16	16	80
2.	AP	17	16	19	17	16	85
3.	BW	18	17	19	18	18	90
4.	BS	16	16	16	16	16	80
5.	BS	16	16	15	17	16	80
6.	BW	17	16	18	18	16	85
7.	BA	17	16	18	18	16	85
8.	CA	16	17	15	16	16	80
9.	DW	19	19	19	19	19	95
10.	DY	15	16	15	14	15	75
11.	DS	14	13	15	14	14	70
12.	F	16	17	15	16	16	80
13.	JH	17	16	15	16	16	80
14.	MHS	14	13	14	14	15	70
15.	MRP	17	16	18	18	16	85
16.	MRS	17	16	15	16	16	80
17.	MSR	16	16	15	17	16	80
18.	MT	13	13	13	13	13	65
19.	MIL	15	16	15	14	15	75
20.	MRA	14	13	14	14	15	70
21.	MR	17	16	15	16	16	80
22.	MSL	15	15	16	14	15	75
23.	MA	17	16	15	16	16	80
24.	MKM	18	17	19	18	18	90
25.	MRS	19	19	19	19	19	95
26.	MP	17	16	18	18	16	85
27.	NR	16	16	15	17	16	80
28.	NAM	15	16	15	14	15	75
29.	RML	15	16	15	14	15	75
30.	RPN	16	16	17	15	16	80
31.	RM	17	17	19	18	19	90
32.	SK	17	17	17	18	16	85
33.	SH	13	13	13	13	13	65
34.	TR	15	16	17	15	17	80
35.	ZD	13	14	15	15	13	70
<b>Total</b>		<b>560</b>	<b>555</b>	<b>563</b>	<b>561</b>	<b>556</b>	<b>2795</b>

**Table 4.3**  
**The Score of Pre-test and Post-test of Experimental Group**

No.	Student's Initial	Score	
		Pre-test (T <sub>1</sub> )	Post-test (T <sub>2</sub> )
1.	ABT	60	80
2.	AP	70	85
3.	BW	70	90
4.	BS	65	80
5.	BS	60	80
6.	BW	60	85
7.	BA	65	85
8.	CA	70	80
9.	DW	80	95
10.	DY	60	75
11.	DS	60	70
12.	F	70	80
13.	JH	75	80
14.	MHS	60	70
15.	MRP	60	85
16.	MRS	65	80
17.	MSR	70	80
18.	MT	60	65
19.	MIL	65	75
20.	MRA	65	70
21.	MR	70	80
22.	MSL	70	75
23.	MA	70	80
24.	MKM	80	90
25.	MRS	80	95
26.	MP	75	85
27.	NR	65	80
28.	NAM	65	75
29.	RML	60	75
30.	RPN	65	80
31.	RM	75	90
32.	SK	70	85
33.	SH	60	65
34.	TR	65	80
35.	ZD	65	70
<b>Total Score</b>		<b>2345</b>	<b>2795</b>
		<b>67</b>	<b>79,85</b>

**Table 4.4**  
**The Score of Pre-test of Control Group**

No.	Student's Initial	Indicators					Score
		V	C	P	F	G	
1.	AA	12	13	12	12	11	60
2.	AP	10	10	10	9	11	50
3.	AR	9	9	8	9	10	45
4.	ANA	10	10	9	11	10	50
5.	AIP	13	13	13	13	13	65
6.	AWN	14	12	13	13	13	65
7.	BR	12	12	12	12	12	60
8.	BU	10	10	9	10	11	50
9.	DN	8	9	7	8	8	40
10.	DN	11	11	11	11	11	55
11.	DA	10	11	9	9	11	50
12.	EAS	9	8	8	7	8	40
13.	HKS	8	9	7	8	8	40
14.	LHH	10	11	9	9	11	50
15.	LR	10	10	12	9	9	50
16.	M	9	9	8	9	10	45
17.	MY	14	13	14	14	15	70
18.	MJ	10	11	10	9	10	50
19.	N	10	10	9	11	10	50
20.	NN	10	10	9	11	10	50
21.	NP	12	12	12	12	12	60
22.	NWR	14	12	13	13	13	65
23.	NFR	14	12	13	13	13	65
24.	PI	9	11	10	10	10	50
25.	PP	11	11	11	11	11	55
26.	RBG	15	13	14	14	14	70
27.	SA	11	10	9	10	10	50
28.	SRR	10	10	10	9	11	50
29.	SH	8	9	10	9	9	45
30.	SW	9	9	10	9	8	45
31.	SAL	12	12	12	11	13	60
32.	S	13	13	12	10	12	60
33.	TF	9	11	9	9	7	45
34.	YSN	12	12	13	13	10	60
35.	WS	10	11	12	11	11	55
<b>Total</b>		<b>378</b>	<b>379</b>	<b>369</b>	<b>368</b>	<b>376</b>	<b>1870</b>



**Table 4.5**  
**The Score of Post-test of Control Group**

No.	Student's Initial	Indicators					Score
		V	C	P	F	G	
1.	AA	15	13	14	14	14	70
2.	AP	12	12	13	13	10	60
3.	AR	12	12	13	13	10	60
4.	ANA	14	12	13	13	13	65
5.	AIP	13	15	14	14	14	70
6.	AWN	14	13	15	14	14	70
7.	BR	14	13	14	15	14	70
8.	BU	12	12	12	12	12	60
9.	DN	12	12	12	12	12	60
10.	DN	14	13	14	14	15	70
11.	DA	13	12	13	13	14	65
12.	EAS	12	12	12	12	12	60
13.	HKS	15	16	15	14	15	75
14.	LHH	12	12	12	12	12	60
15.	LR	13	11	13	11	12	60
16.	M	12	12	12	12	12	60
17.	MY	16	17	16	15	16	80
18.	MJ	10	12	11	11	11	55
19.	N	14	12	11	10	13	60
20.	NN	12	12	11	12	13	60
21.	NP	14	13	15	14	14	70
22.	NWR	14	13	14	14	15	70
23.	NFR	15	16	15	14	15	75
24.	PI	14	13	14	15	14	70
25.	PP	13	13	12	13	14	65
26.	RBG	16	16	17	15	16	80
27.	SA	12	12	12	12	12	60
28.	SRR	15	13	14	14	14	70
29.	SH	13	13	12	13	14	65
30.	SW	13	13	12	13	14	65
31.	SAL	14	14	15	13	14	70
32.	S	13	13	12	13	14	65
33.	TF	12	10	11	11	11	55
34.	YSN	15	13	14	14	14	70
35.	WS	12	12	13	12	11	60
<b>Total</b>		<b>466</b>	<b>452</b>	<b>462</b>	<b>456</b>	<b>464</b>	<b>2300</b>

**Table 4.6**  
**The Score of Pre-test and Post-test of Control Group**

No.	Student's Initial	Score	
		Pre-test (T <sub>1</sub> )	Post-test (T <sub>2</sub> )
1.	AA	60	70
2.	AP	50	60
3.	AR	45	60
4.	ANA	50	65
5.	AIP	65	70
6.	AWN	65	70
7.	BR	60	70
8.	BU	50	60
9.	DN	40	60
10.	DN	55	70
11.	DA	50	65
12.	EAS	40	60
13.	HKS	40	75
14.	LHH	50	60
15.	LR	50	60
16.	M	45	60
17.	MY	70	80
18.	MJ	50	55
19.	N	50	60
20.	NN	50	60
21.	NP	60	70
22.	NWR	65	70
23.	NFR	65	75
24.	PI	50	70
25.	PP	55	65
26.	RBG	70	80
27.	SA	50	60
28.	SRR	50	70
29.	SH	45	65
30.	SW	45	65
31.	SAL	60	70
32.	S	60	65
33.	TF	45	55
34.	YSN	60	70
35.	WS	55	60
<b>Total Score</b>		<b>1870</b>	<b>2300</b>
		<b>53,42</b>	<b>65,71</b>

**Table 4.7****The Differences Score of the Pre-Test and Post-Test in Experimental Group**

No.	Initial Name	Score of Experimental group				
		Pre test (T <sub>1</sub> )	T <sub>1</sub> <sup>2</sup>	Post test (T <sub>2</sub> )	T <sub>2</sub> <sup>2</sup>	M = T <sub>2</sub> - T <sub>1</sub>
1.	ABT	60	3600	80	6400	20
2.	AP	70	4900	85	7225	15
3.	BW	70	4900	90	8100	20
4.	BS	65	4225	80	6400	15
5.	BS	60	3600	80	6400	20
6.	BW	60	3600	85	7225	25
7.	BA	65	4225	85	7225	20
8.	CA	70	4900	80	6400	10
9.	DW	80	6400	95	9025	15
10.	DY	60	3600	75	5625	15
11.	DS	60	3600	70	4900	10
12.	F	70	4900	80	6400	10
13.	JH	75	5625	80	6400	5
14.	MHS	60	3600	70	4900	10
15.	MRP	60	3600	85	7225	25
16.	MRS	65	4225	80	6400	15
17.	MSR	70	4900	80	6400	10
18.	MT	60	3600	65	4225	5
19.	MIL	65	4225	75	5625	10
20.	MRA	65	4225	70	4900	5
21.	MR	70	4900	80	6400	10
22.	MSL	70	4900	75	5625	5
23.	MA	70	4900	80	6400	10
24.	MKM	80	6400	90	8100	10
25.	MRS	80	6400	95	9025	15
26.	MP	75	5625	85	7225	10
27.	NR	65	4225	80	6400	15
28.	NAM	65	4225	75	5625	10
29.	RML	60	3600	75	5625	15
30.	RPN	65	4225	80	6400	15
31.	RM	75	5625	90	8100	15
32.	SK	70	4900	85	7225	15
33.	SH	60	3600	65	4225	5
34.	TR	65	4225	80	6400	15
35.	ZD	65	4225	70	4900	5
	<b>Total</b>	<b>2345</b>	<b>158425</b>	<b>2795</b>	<b>225075</b>	<b>450</b>

**Table 4.8**  
**The Differences Score of the Pre-Test and Post-Test in Control Group**

No.	Initial Name	control group				
		Pre test (T <sub>1</sub> )	T <sub>1</sub> <sup>2</sup>	Post test (T <sub>2</sub> )	T <sub>2</sub> <sup>2</sup>	M = T <sub>2</sub> - T <sub>1</sub>
1.	AA	60	3600	70	4900	10
2.	AP	50	2500	60	3600	10
3.	AR	45	2025	60	3600	15
4.	ANA	50	2500	65	4225	15
5.	AIP	65	4225	70	4900	5
6.	AWN	65	4225	70	4900	5
7.	BR	60	3600	70	4900	10
8.	BU	50	2500	60	3600	10
9.	DN	40	1600	60	3600	20
10.	DN	55	3025	70	4900	15
11.	DA	50	2500	65	4225	15
12.	EAS	40	1600	60	3600	20
13.	HKS	40	1600	75	5625	35
14.	LHH	50	2500	60	3600	10
15.	LR	50	2500	60	3600	10
16.	M	45	2025	60	3600	15
17.	MY	70	4900	80	6400	10
18.	MJ	50	2500	55	3025	5
19.	N	50	2500	60	3600	10
20.	NN	50	2500	60	3600	10
21.	NP	60	3600	70	4900	10
22.	NWR	65	4225	70	4900	5
23.	NFR	65	4225	75	5625	10
24.	PI	50	2500	70	4900	20
25.	PP	55	3025	65	4225	10
26.	RBG	70	4900	80	6400	10
27.	SA	50	2500	60	3600	10
28.	SRR	50	2500	70	4900	20
29.	SH	45	2025	65	4225	20
30.	SW	45	2025	65	4225	20
31.	SAL	60	3600	70	4900	10
32.	S	60	3600	65	4225	5
33.	TF	45	2025	55	3025	10
34.	YSN	60	3600	70	4900	10
35.	WS	55	3025	60	3600	5
	<b>Total</b>	<b>1870</b>	<b>102300</b>	<b>2300</b>	<b>152550</b>	<b>430</b>

**Table 4.9****The Calculation Table of Post-test in the Experimental and Control Group**

<b>No.</b>	<b>X</b>	<b>Y</b>	<b>X<sup>2</sup></b>	<b>Y<sup>2</sup></b>	<b>XY</b>
1.	80	70	6400	4900	5600
2.	85	60	7225	3600	5100
3.	90	60	8100	3600	5400
4.	80	65	6400	4225	5200
5.	80	70	6400	4900	5600
6.	85	70	7225	4900	5950
7.	85	70	7225	4900	5950
8.	80	60	6400	3600	4800
9.	95	60	9025	3600	5700
10.	75	70	5625	4900	5250
11.	70	65	4900	4225	4550
12.	80	60	6400	3600	4800
13.	80	75	6400	5625	6000
14.	70	60	4900	3600	4200
15.	85	60	7225	3600	5100
16.	80	60	6400	3600	4800
17.	80	80	6400	6400	6400
18.	65	55	4225	3025	3575
19.	75	60	5625	3600	4500
20.	70	60	4900	3600	4200
21.	80	70	6400	4900	5600
22.	75	70	5625	4900	5250
23.	80	75	6400	5625	6000
24.	90	70	8100	4900	6300
25.	95	65	9025	4225	6175
26.	85	80	7225	6400	6800
27.	80	60	6400	3600	4800
28.	75	70	5625	4900	5250
29.	75	65	5625	4225	4875
30.	80	65	6400	4225	5200
31.	90	70	8100	4900	6300
32.	85	65	7225	4225	5525
33.	65	55	4225	3025	3575
34.	80	70	6400	4900	5600
35.	70	60	4900	3600	4200
<b>Total</b>	<b>2795</b>	<b>2300</b>	<b>225075</b>	<b>152550</b>	<b>184125</b>

**APPENDIX IV****The Attendance List of the Students in Experimental Group (Class X TKJ-3)**

No.	Student's Name	Signature			
		Meeting 1	Meeting 2	Meeting 3	Meeting 4
1.	Abdul Barata T				
2.	Andre Pranata				
3.	Bagus Wijaya				
4.	Bambang Setiawan				
5.	Bayu Salsabila				
6.	Bayu Wirandika				
7.	Boby Ariwibowo				
8.	Chairul Anwar				
9.	Deni Wahyudi				
10.	Devi Yolanda				
11.	Dio Setiawan				
12.	Ferdiansyah				
13.	Junaidi Harahap				
14.	M. Hamdani Syahputra				
15.	M. Ridho Pratama				
16.	M. Rinaldi Syahputra				
17.	M. Sauri Ramadhan				
18.	M. Tegar				
19.	M. Ikhsan Lubis				
20.	M. Rivay Alka				
21.	Mhd. Riski				
22.	Mhd. Syahputra Lubis				
23.	Mhd. Aziz				
24.	Mhd. Khairul M.				
25.	Mhd. Renaldi Saputra				
26.	Moza Pradana				
27.	Nazar Ramadhan				
28.	Nur Aina Mardiah				
29.	Romi Maulana Lumi				
30.	Rizky Perdana N				
31.	R. Mulyadi				
32.	Selly Kinanti				
33.	Sukma Hadi				
34.	Teguh Ridwansyah				

35.	Zulkifli Defitra				
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Sampali,

2018

The English Teacher

Researcher

Iin Nurbaiti, SS  
Hasibuan

Nur Oktavianti

NPM. 1402050134

Known by,  
A.n Headmaster of SMK PAB 8 SAMPALI,  
Vice of Headmaster

(BOIMAN, S.Pd)

**The Attendance List of the Students in Control Group (Class X BM-2)**

No.	Student's Name	Signature			
		Meeting 1	Meeting 2	Meeting 3	Meeting 4
1.	Adelia Anisa				
2.	Adelia Paramitha				
3.	Ajeng Ramadhani				
4.	Anis Nurul Azhari				
5.	Anita Indah Pratiwi				
6.	Anita Wahyu Ningsih				
7.	Bagus Rinaldi				
8.	Bias Utami				
9.	Della Nadia				
10.	Dinda Nurhayati				
11.	Dini Alvianty				
12.	Esi Aulia Saputri				
13.	Hadijah Kurnia Sari				
14.	Laili Hasmiyah Harahap				
15.	Lidia Ramadhani				
16.	Maharani				
17.	Masita Yulnanti				
18.	Mutia Juliana				
19.	Nurhartati				
20.	Nadila Nurjanah				
21.	Nabila Putri				
22.	Nur Widia Ramadhani				
23.	Nurul Fathia Rahma				
24.	Putri Indriana				
25.	Putri Pujianti				
26.	Rohana Br. Girsang				
27.	Silvia Andini				
28.	Siti Rizki Ramdhani				
29.	Sri Handayani				
30.	Sri Wahyuni				
31.	Suci Ayu Lestari				
32.	Sutrisnawati				
33.	Tiara Florenza				
34.	Yuli Syarifah Ningrum				



35.	Widya Sari				
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Sampali, 2018

The English Teacher

Researcher

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Known by,  
A.n Headmaster of SMK PAB 8 SAMPALI,  
Vice of Headmaster

(BOIMAN, S.Pd)