

**THE EFFECT OF USING STUDENTS CREATED CASE STUDIES
METHOD ON THE STUDENTS' SPEAKING ACHIEVEMENT**

SKRIPSI

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ABSTRACT

Susi Irma Yanti. NPM. 0902050347. *The Effect of Using Student Created Case Studies Method on the Students' Speaking Achievement.* Skripsi. English Education Program of Faculty of Teacher Training and Education. Universitas Muhammadiyah Sumatera Utara. Medan. 2015.

The objectives of this study were 1) to find out the effect of using Student Created Case Studies Method in speaking and 2) to describe the percentage effect of using Student Created Case Studies method on the students' speaking achievement. The population of this study was the classes of eleventh grade students at SMA Harapan Mekar Medan, they were 30 students, the sample were 30 students taken from population. The research design is an quantitative experimental research. The result of this study was calculated by the t-test formula, the value of t_{observed} compared to the t_{table} , $t_{\text{observed}} > t_{\text{table}}$ ($8.02 > 1.67$). As the criteria of accepted and rejected hypothesis, so H_0 was rejected and H_a was accepted by founding that $t_{\text{observed}} = 8.02$. It means there is a significant effect of applying the Student Created Case Studies Method to the students' speaking achievement. While, the percentage of the effect was 89%, it means that the influence of the effect was 89% and 11% was influenced by other factors. Thus, the students' achievement in speaking using Student Created Case Studies Method was much suggested.

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In the name of Allah, The Most Gracious and The Most Merciful

All the praise and thanks be to Allah, the Lord of the universe who has blessed the researcher in completing this study. Then blessing and peace be upon forward to the prophet Muhammad SAW.

This study by the title “*The Effect of Using Student Created Case Studies Method on the Students’ Speaking Achievement*” is submitted to English Education of Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara as partial fulfillment of the requirements for the degree of Sarjana Pendidikan.

In completing this study, there are many people who support the researcher. Hence, she would like to take this opportunity to thank, especially for her parents, **Ahmad Nasrun** and **Suryani** who has given moral and material support, loving care and affection since she born till she grew up today. Next, she takes this opportunity to thank to:

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Medan, August 2015

The Researcher

SUSI IRMAYANTI

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CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching English is a language teaching that used as the medium of communication in almost every field of human important activities and also in creating relationship in the social life. It is reasonable since the world communication, information and technology are passed through English. So, it is necessary for us to get as much as possible with what was happening around the world. Language is a systematic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks having understood meanings. It is as set rules in communication to express certain ideas, feelings, attitudes and wishes to gain their goal.

Mostly of the teaching method before the past few decades, found the teacher tend to carry out the teaching process in the classroom by applying traditional and monolingual principle ways of teaching with unsatisfactory. This shows that teachers need enrichments with appropriate ways of teaching atmosphere, that why in teaching English as the second language by applying new and modified fashions in order that the result of the teaching learning process would contribute more input to reach satisfied learning outcome. Whole around the world recently, where the people encourage that English as their target or second language used based on whole interactions and communication holding the dominant role of very aspects of their life. English is most widely used in

teaching learning process of broader Educational occasions either formal or informal environment. It is reasonable that English is programmed as the first foreign or second language in many countries on this earth, furthermore in present global era. That is why experts on language and language teaching range must invent today English teaching and learning environment

In learning English, four skills should be achieved by the students in order to master English well. Speaking is an activity used by someone to communicate with other. It takes place very where and has become part of our daily activities. When someone speaks, he or she interacts and uses the language to express his or her ideas, feeling and thought. He or she also shares information to other through communication

In this case, the students must study hard to master it and the teacher should create a good atmosphere in class. However, it is contrary to the real situation in class. Speaking activities do not work in class because many factors prevent students from speaking English with their friends. They are afraid of making mistakes, of being laughed at by friends and of having lack of confidence in their ability the students are not able yet speaking English. Then, the students have difficulties in speaking English.

Based on the experience of the researcher in the PPL that most of students don't like speaking English because they appear some assumption in their mind that they make many mistakes, especially in grammar and pronunciation. Secondly, the students face difficulty of speaking English because the environment does not support the students to speak English frequently. The

students are not self confidence to improve their speaking. The students do not want to be rejected by the people around them, so they use their native language in daily conversation.

Considering problem, relating to speaking activities in class and helping students to improve their speaking skill is part of the teacher's job. Teacher I expected to have right teaching techniques to provide students with appropriate teaching materials and to create a positive classroom environment. Therefore, the students will have opportunity to use English among themselves. The teaching learning process should not only happen between teacher and students but also between students and students. In this study, it will take one of the methods to solve the students' problem by using Student Created Case Studies Method on the students' speaking achievement. Silberman (1996: 116-117) said that, "Case study is widely heralded as one of the best learning methods. A typical case discussion focuses on the issues involved in a concrete situation or example, the action that should be taken and the lessons that can learn and the ways of handling or avoiding such situations in the future". In this case, the researcher are tend to do a research entitled, **"The effect of using Student Created Case Studies Method on the students' speaking achievement"**.

B. Identification of the Problem

Based on the background previously, the problems of the study were identified as follows:

1. Students are afraid of making mistakes, of being laughed at by friends and of having lack of confidence in their ability.
2. The students are not able yet speaking English. Then, the students have difficulties in speaking English.
3. Most of students don't like speaking english because they appear some assumption in their mind that they make many mistakes, especially in grammar and pronunciation.
4. The students face difficulty of speaking English because the environment does not support the students to speak English frequently.
5. The students are not self confidence to improve their speaking.

C. Scope and Limitation

Based on the problem above, the scope of this study was the use of Created Case Studies Method, and the limitation of this study was a speaking ability.

D. Formulation of the Problem

The problems of this study were formulated as the following:

1. Is there any significances effect of applying Student Created Case Studies method on the students' speaking achievement?
2. How many percentage the effect of using Student Created Case Studies method on the students' speaking achievement?

E. Objectives of the Study

The objectives of this study were:

1. to describe the effect of using Student Created Case Studies method on the students' speaking achievement.
2. to describe the percentage effect of using Student Created Case Studies method on the students' speaking achievement.

F. Significance of the Study

The findings were expected to be useful for:

1. Theoritically,
 - a. As the reference for the education field and expanding knowledge, especially about Student Created Case Studies Method.
 - b. For those who teach English as a foreign language, especially for those who emphasize the importance of speaking ability.
2. Practically, this study are hopefully to be useful for :
 - a. Students, to add their knowledge about speaking and to assist them to construct the information about the importance of speaking.
 - b. Teacher, by using Student Created Case Studies Method, the researcher hopes that the teacher will know how to solve the students' speaking problem.

- c. It is also useful for the headmaster or the principal of school administrative as to improve the quality of their students especially in understanding of explanation text.
- d. It is useful for the readers who want to conduct for their in-depth study on the use

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting a research, theories are needed to clarify some terms, which is using it. The clarification of term will avoid misinterpretation and confusion in understanding problems. The term may function to give a limited concept, which is specifically mean in the particular context. In the case, it provides some terms, which are important to make clear form the start in order to prevent possible misunderstanding between the researcher and the reader about this convey. There are many points in this proposal that will discuss as follows.

1. Approach, Strategy, Method and Technique

Richard and Rogers (1986:2) states that “Four types often confusion among the term, approach, strategy, method and technique”. These four terms may be viewed as points along communication from theoretical (approach), in which basics beliefs about language and learning are consider how is the way to teach (strategy) to design (method) in which practical plan for teaching (or learning) a language is consider to details (technique) where the actual learning activity take place.

Based on Finnochio (1985:11) “Approach is a set of correlative assumptions about the nature of language and language learning, but does not involve procedure or provide any details about how much any assumptions should

translate into classroom setting”. Actually approach in teaching English as a foreign learning has three elements: views about the nature of language, beliefs about language learning, and ideas about how the above should apply practically to language learning and teaching.

Chamot and O’Malley (1994:35) said that “Strategy is that are used to plan, monitor, and evaluate a learning task”. Richard and Rogers (1986:67) states that” Technique is an explicit procedure or strategy used to accomplish a particular learning objective and set of objectives”. Whereas method was an overall plan for learning a second language, based on theoretical approach select. It involves the design of syllabus for the course, which is turn consists of learning objectives and technique for activating those adjectives. And based on Nunan (1999:171) states that “Strategy is the mental communicative procedure learner use is order to learner to learn and use language. Underlying every learning task it at least ne strategy. However, in most classrooms, learners are unaware of strategy underlying the learning tasks in which they are engage.

Some examples of strategies are:

1. Cooperative learning
2. Discovery – based Learning
3. Engaged Learning
4. Problem-based Learning

According to Freeman (1992:223) “Method is a part of knowledge based of teaching with it, teachers join a community of practice”. And based on Brown (1994:23)” Method is an overall plan for learning a second language, based on theoretical approach selected”. A method is a plan for presenting the language

material to be learned and should be based select approach. In order for approach to be translate into a method, in instruction system must design considering objectives of teaching/learning, how he content is selecting and organizing, and types of tasks perform, the roles of students and the rules of teachers. It involves the design of syllabus for the course, which in turn consist learning objectives and technique for achieving those objectives.

Furthermore, a method is implement in the classroom is going affect not only by who the teacher is, but also by who the students are, their and the teacher's expectations of appropriate social roles, the institutional constraints and demands, the factors connect to the wider social cultural context in which this instruction takes place. Method can serve as models of integration of theory (the principles) and practice (the technique).

Brown (2001: 14) says that: "Techniques are the specific activities manifest in the classroom that are consistent with a method and therefore are harmony with an approach as well". More clearly state that technique as a super ordinate term to refer to various activities that either teachers or learners perform in the classroom.

In order to accomplish certain goal of teaching foreign language, a technique would be familiar to the teacher. Technique will help him to improve the students' ability in mastering the language. In other words, techniques are very usefully applying in the classroom, so that the teaching process is facilitate.

It is true that most teachers are confusing the term “technique” with an approach or method. This is due to the overlapping meaning of each term also the other terms may include the basic idea of technique.

In fact, technique is a kind of strategy to make a lesson more understandable by the students. In other words, the teacher devices a kind of activity then simulate the curiosity of the students, when the learning process occurs. It is a particular trick, strategy or contrivance use to accomplish an immediate objective must consistent with a method and therefore in harmony with an approach as well. Further, techniques depend on teacher, his individual art and on the composition of the class particular problems can track equally successful by the use of different techniques.

2. Description of Effect

Effect in the research means as any ability of the improvement after learning something. Slameto (1995:15) states that “Improvement in learning is a certain proof of success or ability of the students in doing their learning activities which based on their level of class”.

The improvement in which achieved by the students are realized in form of score so that it would acknowledge the certain position of students in the class because the score they have reflect their improvement in the learning process. It appropriate to the opinion of Nawawi (1998: 13) which states that “Improvement I learning is the level of students’ success in learning subject materials in the class which achieve form the test result in certain materials.

Hornby (1987: 277) states that “Effect means the change produce by an action or cause result or outcome, and then it comments to the adjectives word “effective” which stresses the ability to produce of the actual action”.

The term effect can generally mean:

1. Anything bring about by a cause or agent
2. The power or ability to bring about result
3. Influence or action in something
4. The impression produce in mind of the observer or hearer

3. Description of Teaching and Learning

In teaching and learning process, a teacher has strategy and method so that student will learn effectively and efficiently. For others, teacher will conscious of their proximately and in assesing their students’ reaction to what is happening the classrom”. It mean that the teacher will make some efforts and teaching te material. Linton (1974: 16) says : teaching is not monologue but it is analogue:. Based on the statement we can say that teaching is more than giving information or lesson to the students but its how to give it. Teacher will have certain method and strategy in teaching. Hornby (1998: 16) says “ defines teach can mean give instruction to some body to know or able to do something. Give to some body skill and give a lesson.

Based on the statement about teaching above, it is need to use sopecial method or strategy in teaching language. It is often say that there are two basic approaches to teaching. They were teacher center and student center. Teacher

center approaches are sometimes refer to as direct instruction, deductive teaching or expository teaching and are typed by the lecture. In thus method teaching the teacher controls what is to be teach and how students are present with the information they are to learn.

Student center approaches sometime refer to as aducative learning place a much stronger emphasis on the learners role in the learning process. When we use students centered approach in teaching, we must prepare ourselves with all information bout the lesson. The starting point for all languages teaching should be and understanding of how people learn. But it is to often the case that learning factors are the also consider. Yet, language can only be properly understand as a reflection of human though processes. Language learning is condition of the way in which in Indonesia observes, organizes and stores information. In other words, the key of successful language learning and teaching lies not in the anlysis of the nature of language but understanding the structure and process as of the mind. Unfortunately, people still know too little about how people learn.

Nevertheless, if we want to improve the technique, methods and content og language teaching, we must try and base what we do in the classroom on sound principle of learning. Develop in learning theory have followed a similar pattern to those in language description and each has some effect on the other. But if we see the importance each first language teaching, it is best to consider the theories relating language and learning separately. Until the twentieth century there is no coherent theory of learning available to the language teacher. Certainly there are empirical observations, such as comenius studies made in the sixteenth century

and the precept of the direct method at the end of the nineteenth century. But no coherent theory of learning emerge until psychology has establish as a respectable subject of scientific in the early twentieth century.

4. Description of Conventional Learning

Conventional learning is learning thing that is usually done by teachers. Whereas, conventional learning (traditional) generally have certain characteristics, such more emphasis memorizes and understanding, emphasizing the skills of numeracy, giving priority to the result rather than process, and teachers as Center. The most of traditional way of teaching and has long run in the history of education is a way of teaching by lecture. Since long time ago teachers in an effort to transmit knowledge to students, is verbally or lecture. Teaching method by teachers in more conventional learning is the expository method. So the main activity is teachers explain the material and student as listen or record what the teacher say that, in a regular classroom learning has the following characteristics: classical learning the students do not know what the purpose they learn on that day.

Teachers usually teach by referring to textbooks or worksheets, with emphasis on methods of lecture and question and answer sometimes. Test or summative evaluations in order to know the development is rarely do. Students must follow the way of learning choose the teacher, dutifully studying the sequence of teacher, and less once has the opportunity to express an opinion.

5. Definition of Student Created Case Studies Method

Student Created Case Studies is widely herald as one of the best learning methods. A typical case discussion focuses on the issues involved in a concrete situation or example, the action that shall be take and the lessons that can be learned, and the ways of handling or avoiding such situations in the future. The technique that follows allows students to create their own case studies. In order to achive learning the objective that have been set in the curriculum, teacher need to do series of learning activities from planning, to determine the strategy selection of material and method of teaching to the appraisal.

Learning activities in order to achieve educational goals often call the approach learning. While the sense itself, asstated by Ujang Sukand in Asmani (2011 :62) is a common way of looking at the problem or object study. Like using red glasses, everything will look rosy. In essence, the foundation to use Student Created Case Studies is taking active learning. Active learning is the learnig process, teacher must create an atmosphere in such a way that students actively ask question and put their ideas. According Mayer in Asmani (2011 :67) says that active learning strategies are widespread, almost all theories learning where students are introduced to find themselves. In addition, learning is a process to make student active, not passive process not only receive the knowledge but they can take a role of teaching learning.

6. The Activities of Student Created Case Studies

Student Created Case Studies focuses on the issues involved in a concrete situation or example, the action that shall be take and the lessons that can be learned, and the ways of handling or avoiding such situations in the future. Student Created Case Studies focuses on the specific arrangement of teaching materials and its own implementation alloys it. These are some of the elements include in the Student Created Case Studies strategy are:

- a) **Group working.** The benefits of group working are well documented, and we have found that a team case study approach can add to the learning experience. In our Sports and Materials Science course group work has the added benefit of allowing students to share their personal knowledge and experiences of sport (many students on this course play sport to a high level). Care is needed with group working activities e.g. selecting group membership to ensure smooth group operation/training of students in group working skills. This is particularly important for longer case studies.
- b) **Individual study skills.** Case studies are a good vehicle for encouraging students to carry out independent research outside of the lecture/tutorial environment.
- c) **Information gathering and analysis.** Many case studies require resource investigation and encourage students to utilise a number of different sources, i.e. Internet, library, laboratory results and contacting experts in industry.
- d) **Time management.** Longer case studies require students to really consider how best to carry out the work so that it is completed to the set deadline.

Interim meetings with academic staff ensure progress is made during the case study rather than all the work being left to the last week.

- e) **Presentation skills.** Most of our case studies require students to present their work in a variety of formats, these include oral presentations, articles, posters and reports.
- f) **Practical skills.** Some of our case studies involve practical work on the components that are being studied. Feedback has shown that many students enjoy the hands-on approach.

7. The Steps of Using Student Created Case Studies

The ways to do Student Created case Studies are:

- a. Divide the class into pairs or trio. Invite them to develop a case study that the remainder of the class could analyze and discuss.
- b. Indicate that the purpose of a case study is to learn about a topic by examining a concrete situation or example that reflects that topic.
- c. Provide adequate time for the pairs or trios to develop a short case situation or example that poses an example or issue to be discussed or a problem to be solved that is relevant to the subject matter of the class.
- d. When the case studies are complete, have the groups present them to the class. Allow a member of the group to lead the case discussion.

8. The Advantages of Using Student Created Case Studies

The advantages of using Student Created Case Studies are :

- a. The student can know with a perfect observation of a real picture, which is really going on in their life, so they can be studied with more detailed and attentive problem.
- b. Students can observe, think and act in certain situations, they believe what is observed
- c. Students find many ways for observation and search the way out
- d. Helping students develop the power of thinking in a systematic and logical
- e. Students were able to correctly
- f. Helps students in developing intellectual power and communication skills both orally and in writing
- g. Could demonstrate to students about the many kinds of situations, problems or issues of life lived in this life.

9. Definition of Speaking

Chaney (1998 :22) said “ Speaking is the process building and sharing meaning through the use of noun verbals symbols in a variety context.” Based on the statement above, speaking is something what you feel and waht you think to someone or anyone that you want.

Bruce (1986 :18) says that speaking is interaction between a speaker and listener. Speaking there is communication which convey the message from the speaker to alistener. A speaker has an encode the message containing certain information. Speaking skills involves not only saying that is written but also produce a language without making a listener interpret the meaning. Mc Donald

(1993: 151) elaborates that speaking only the oral production of writing a language but also involves learner in mastering of a wide range skill which added together consistant overall competence in the spoken language. Students' achievement in speaking english is not easy task. As Foreign Service Institue (FIS) evaluate as pronounciation, fluency, grammar, vocabulary and accent.

10. The Aspect of Speaking

The process of speaking ability used to speak well and right is as what Haryanto (1994: 26) says that "A well speaking must be able to deliver right message and can be understood, familiar, by others or the listeners". Referring to the aspect of ability, Tarigan (1985: 42) states that "speaking activity may viewed from appropriateness of utterance, placement of stress, appropriateness of word choice, appropriateness of speaking target". While, Nurhadi (1987: 23) says that "the aspect of speaking consist of utterance, grammar, vocabulary, fluency, content, and comprehension"

Based on the above opinions, it can be said that aspect of speaking ability is determined by utterance, vocabulary, grammar, content, fluency, comprehension, the appropriate of words choice, familiar, and placement of stress. However, not all of them will described below, but to focus on the problem, the writer limits on the aspects of utterance, vocabulary, grammar and content, and meaning as follow:

a. The Utterance Ability

The utterance ability is one of the important skills in order that the message is acceptable. So, the message must utter clearly. Referring to this statement, Tarigan (1985: 55) says that “the speaking process through discussion, briefing, argumentation, chatting, interview, asking and answering, to utter clearly since the expression of thought which is delivered to audience can be understood. Furthermore, as a good speaker should be able to choose and use words through appropriate sentence, a good intonation and as well as clearly utterance.

b. Vocabulary

Vocabulary cannot separate with the words, it can be a messages or an idea. This idea (message) has to convey it through speaking, whereas speaking is an expression of words orally and clearly. In this case, vocabulary should be mastered a lots in order that the communication is developed. Also, the speaker does not merely interact without having a lot of vocabulary. Furthermore, vocabulary is a group of words to make sentence structure in conveying idea or message to the listener.

c. Grammar

Every language has difference grammar. “Grammar is a group of paradigm of structure generally covers the segment of phonology, morphology, and sentence” (Keraf, 1991: 28).

Keraf (1991: 30) states that, “the smallest unit which occurred from sounds, which distinguishing meaning is called grammar”. The expression

of appropriate sound is almost determined to comprehend the speaking. It mean that speaking must have sentence structure called grammar, while, the grammar includes phonology, morphology, syntax and semantics. The definition of some terms above will not stated because it belongs to linguistic area. Furthermore, well usage grammar will prevent to misunderstanding.

d. Content and Meaning

Content and meaning are important in speaking process. So, the speaker should plan or prepare content before expressing his/her ideas. Dealing with this statement, Tarigan (1985: 45) states that; “the content and meaning in speaking ability can be seen from mistake, competence, clarification, and simplicity what the topic is about”.

The content of speaking must be systematic, logical and attractive. So, it can be said that speaking process where the speaker must be able to speak systematically, logically and attraction in order to the listener understand what the speaker is meant.

11. The Factor of Speaking Ability

Speaking ability constitutes one of language skills which is derived from learning result. In general, there are two factors of the effect in learning process and learning result namely; internal and external factor. Hasanah in Cahyono (1997: 2) expresses two factors in the following.

a. Internal Factor

Internal factor is an element that effect learning process where this element exists on the learner and it is called entering behavior. There are some components of internal factor such as; (1) physical factor, (2) intelligence factor, (3) emotional factor, and (4) talent. (Purwanto, 1985: 35)

1) Physical facto

Physical condition of people may affect in most his/her activities. For example, fat body may need longer movement then thin body. It means that, physical condition has very important role to capture knowledge and information. It is a place where the knowledge and information is processed. If the physical condition is in compliable, it can not receive knowledge and convey it to the others.

2) Intelligence factor

Intelligence constitutes a unique characteristics possessed by people. It is already exists since the infant was born. However, in its development it can not out from environment because it is one of the factors to shape the intelligence itself. For example, even the students have big potency, but if there is not any supports from his/her environment, the student intelligence is not maximum. It is in line with the above statement, it means that the development of person is determined by the characteristic factors to the person itself, so that this factor has importance roles in the development of their speaking ability.

3) Emotional factor

The happiness, safeness and afraid are kinds of emotions. It can give effect to his/her activities in learning process. The students can do everything enthusiastically as long as he/she feels happy and safe. So, the emotion of the learner is very influent.

b. External Factor

External factor constitutes a factor comes from outside of the learner. Referring to this problem, Paiman (1997: 249) states that “the factors comes from outside of learner are non-social factor and social factor”.

1) Non-social factor

Non-social factor consists of weather, times including morning, afternoon or night, condition of building and instruments used for learning. Those factors are very determined in learning and teaching process.

2) Social factor

Social factor is things accepted or acquired from the community particularly in family environment (Purwanto, 1987: 78). In this case, social development is very complex and related to each other. Most of students learn from out of school, he/she can acquires many things of how behaviors is shaped, how relationship is build up and how to know each other among the others.

So, the social factor is the most importance factor which determined the development of the learners in term of behavior, relationship among the others.

In other hand speaking is one of language skills, which are difficult required by the students. There are some problem that influence of the students.

Brown (1983 :1) divides the problem influence speaking ability to:

- a) Students can not their express
- b) This problem come to the student himself, may be he or she reluctant to speak or taciturn. In this situation, the teacher should own the strategy to tackle his problem in order to lunch shyness or taciturn.
- c) The students have nothing to say.

12. Students' Achievement

Traver (1970: 447) said that "Achievement is the result of waht an individual has learned of some educational experiences". Achievement is to do ones best, to be succesfull, to accomplish tasks requiring skills and effort and to be recognized by authority, furthermore. Achievement as the students grasp of somebody of knowledge or proficiecny in certain skills.

Achievement is anticipated performance as the result of activity. Based on New Collegiate Dictionary achievement is act achieving or a thing achieved especially by skill, work and encourage. In order to reach achievement in learning to three aspect of taxconomy Bloom, Affective, Cognitive, Phycometric can connect the purpose learning because the three aspect influence the student, point of view towards the material taught. Where, cognitive consist of knowledge, understanding, applicataion and analysis. Then affectives include feeling and emotional aspect. Where the two aspect influences' student way to do something.

So the researcher concludes the students' achievement is performance the students' as the result of activity achieved by skill, work and encourage.

The definition of achievement as the progress pupils make toward to goals and objectives of the curriculum. They then assert further about the definition that achievement may be the ones ability or extend of his/her knowledge in a specific content area. Based on the opinion above the writer concludes that achievement is the result, the successfulness, the extent or ability, the progress in learning educational experiences that individual indicated relation with his/her educational learning.

B. Conceptual Framework

Conceptual framework is a logical way which related between the factors. It can be as connecting variable which consist of the statement the related with one factor to another factor. The purpose of teaching speaking is to enable to get the message of teacher's explanation in order to attain the objectives of teaching speaking. Many expert assume that it is important for the teacher to know the strategy to reach the students in achieving the speaking well.

However, speaking ability will useful, if the utterance, words, expressions can understand by listener. Because speaking ability is a process full of appreciation to give something meaning. Meanwhile, competition will train to share their ideas, argument, and opinions that they make experience and learn from mistake that they ever done in public speaking. And finally, practice make perfect.

Letter they will be getting. Standard substantive speech from the worst to the excellent one. Then, get an achievement in speaking ability.

C. Hypothesis

Based on the explanation of bath theoretical and conceptual framework, the hypothesis of this study was formulated as follows:

Ha : There is a significance effect of using student created case studies on the students' speaking achievement

The formula of determining the hypothesis:

If $t_{\text{observe}} > t_{\text{table}}$: the hypothesis is accepted

If $t_{\text{observe}} < t_{\text{table}}$: the hypothesis is rejected

CHAPTER III
METHOD OF RESEARCH

A. Location and Time

This research was conducted at SMA Harapan Mekar, Jln Marelan Raya No.77 Pasar 4 Marelan at second grade at 2014/2015. The school had chosen because this kind of research never be done, and the sample is appropriate to be taken from this school.

Table 3.1
Research Schedule

No	Activities	Months/ Week																			
		April				May				June				July				August			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Observation																				
2	Doing Research																				
3	Doing Experimental																				
4	Consulting Thesis																				
5	Collecting Data																				
6	Analyzing Data																				
7	Consulting																				
8	Revising																				
9	Editing																				
10	Submitting to Green Table																				
11	Prediction to Green Table																				

B. Population of Sample

Arikunto (2013: 173) says that “population is all the subject of the research”. Because the sample less than 100, so the researcher took all the population as the sample.

Population was all the subject of the research and sample was representative of the population study it. The population of this research was the 2015/2016 students of IPA at SMA Harapan Mekar Medan Marelan consisting of 30 students. In class XI-IPA there are 30 students, the researcher takes all the population as the sample, the technique in this research is total sampling. The number of the population was show in the table following:

Table 3.2
Population and Sample

No	Class	Population	Sample
1	XI- IPA	30	30
Total		30	30

C. The Research Design

This study applied experimental design type of one group pretest-postest design, it was intended to test and prove a hypothesis by giving a treatment to the sample. It showed whether Student Created Case Studies as one of the types of method which is a better learning for the students’ speaking achievement. It was applied to answer the problem of the study in background of study. This method dealt with one groups of sample, using pre-test and post-test. The groups of pre-test consisted of 30 students which taught by using Student Created Case Studies, while the group for post-test also consisted 30 students.

Table 3.3
Table of Research Design

No	Group	Pre-Test	Treatment	Post-Test
1	Experimental Group	√	SCCS Strategy	√

D. Instrument of the Research

In order to collecting the data the researcher used the instrument. The instrument of the research is essay test that consist 2 items. Funochiaro and Sako (1984: 223-228) states that “there are four compenents to eveluate the test”, they are:

1. Vocabulary

19-25	Very good, Rarely has trouble
13-18	Good, sometimes use in appropriate language
7-12	Fair, Frequent use wrong word speech limited to simple vocabulary
1-6	Unsatisfactory; Very limited vocabulary and make the comprehension quite difficult

2. Accuracy

19-25	Very good, Few noticable errors.
13-18	Good, Occasional grammatical errors do not obscure meaning
7-12	Fair; Errors of the basic structure, meaning ocassionally obscure by grammatical errors
1-6	Unsatisfactory: Usage definitely unsatisfactory, frequently needs to rephrase construction or restrict himself to basic structure

3. Pronunciation

19-25	Very Good; Understandable
13-18	Good, few noticeable errors
7-12	Fair; error of basic pronunciation
1-6	Unsatisfactory; Hard to understand because of sound, accent, pitch, difficulties and incomprehensible

4. Fluency

19-25	Very Good, Understandable
13-18	Good; Speech in generally natural
7-12	Fair; Some define stumbling but manage to rephrase and continue
1-6	Unsatisfactory; Speed of speech and length of utterances are far below normal, long pattern, utterances left unfinished

E. Technique for Collecting Data

This study was applied by using descriptive quantitative research. So, after planning the research and deciding the place and time for doing the research, the researcher should collect everything for the need of the research. In collecting the data, some steps were applied as follows.

1. Giving pre-test

First step of collecting the data is giving pre-test to the samples. Pre-test is a set of test which is administered to the sample of research before give the treatment. In this case, the researcher gave the pre-test to the experimental group, by giving speaking test.

2. Teaching the experimental group by applying Student Created Case Studies.

This step of collecting the data will be done by applying the treatment in the experimental group of research. In this case, the treatment is applying Student Created Case Studies method.

3. Giving post-test to both group.

The last step of collecting the data is giving post-test to the samples. Post-test is a set of test which is administered to the sample of research after give the treatment. In this case, the researcher will give the post-test to the experimental group by giving speaking test

F. Technique of Analyzing the Data

After collecting the data from the test, the data calculates by using test.

The following procedure was implemented to analyze the data:

1. Scoring the students' answer sheet test.
2. Tabulating the students' score in pre-test and post-test
3. Proving the hypothesis of the research, the data was analyzed by applying formula as the following (Sudjana, 2002: 237):

$$t_{counted} = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \quad value, \quad S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{(n_1 + n_2) - 2}$$

Where : t = the effect

\bar{X}_1 = the means of the Experimental group

\bar{X}_2 = the mean of the Control group

S_1 = the standard deviation of the Experimental group

S_2 = the standard deviation of Control group

n_1 =the total sample of Experimental group

n_2 = the total of sample of Control Group

4. Determining the statistical hypothesis:

$H_a : P \neq 0$ there was a significant effect of using Student Created Case Studies Strategy on the Students' Speaking Achievement

$H_0 : P = 0$ there was not a significant effect of using Student Created Case Studies Strategy on the Students' Speaking Achievement .

With the criteria examination H_0 is accepted if $-t\left(1-\frac{1}{2}\alpha\right) < t < t\left(1-\frac{1}{2}\alpha\right)$ where

$-t\left(1-\frac{1}{2}\alpha\right)$ was getting by t distribution $dk = - 2$. In other way, H_0 is rejected.

CHAPTER IV
DATA AND DATA ANALYSIS

A. Description of Data

The research took place at SMA Harapan Mekar Medan of the academic year 2015/2016. The samples were given pre-test, and post-test after applied by Created Case Study Method, and control class which applied with the Recitation Technique of learning. The presentation of the data was shown in the table below.

1. The Score of Pre-test

The score of the experimental class was calculated by scoring the test of writing, in two kinds, they were pre-test and post-test. The following table show the score of students in pre-test.

Table 4.1
The Students' Pre-Test

No.	Students' Initial	Speaking Evaluation				Total
		Vocabulary	Accuracy	Pronunciation	Fluency	
1.	AF	17	15	18	14	64
2.	AAK	19	15	16	15	65
3.	ABB	20	18	16	16	70
4.	CCA	19	17	18	12	66
5.	CAF	21	20	21	18	80
6.	CZNS	20	18	12	12	62
7.	DM	15	15	15	13	58
8.	DAP	18	12	12	12	54
9.	DMAP	21	20	20	14	75
10.	DRH	18	18	15	14	65
11.	FW	20	18	18	12	68
12.	GW	15	14	12	12	53
13.	IN	19	17	18	12	66
14.	JD	21	20	21	18	80

15.	MM	20	18	12	12	62
16.	MRF	15	15	15	13	58
17.	MUK	17	15	18	14	64
18.	MPB	19	15	16	15	65
19.	NA	20	18	16	16	70
20.	NSR	19	17	18	12	66
21.	NF	18	12	12	10	52
22.	NSP	20	18	12	12	62
23.	PDM	15	15	15	13	58
24.	SG	18	12	12	12	54
25.	SSW	21	20	20	14	75
26.	SLS	18	18	15	14	65
27.	TP	20	18	18	12	68
28.	WY	15	15	15	13	58
29.	WA	17	15	18	14	64
30.	YP	19	15	16	15	65

Table 4.1 showed that the students' score of pre-test was still in the average condition where the highest score was 80 and the lowest score was 52, and most of students were got the average score such as 62 or 68. After giving the pre-test to the students, then the created case study method was applied to the class.

2. The Score of Post-Test

The post-test was given to the students after applying created case study method to the students. After applying the method, the students' score of speaking were shown by the table below.

Table 4.2
The Students' Post-Test

No.	Students' Initial	Speaking Evaluation				Total
		Vocabulary	Accuracy	Pronunciation	Fluency	
1.	AF	22	21	21	20	84
2.	AAK	22	19	28	18	87
3.	ABB	22	20	20	18	80
4.	CCA	21	19	20	16	76
5.	CAF	22	21	21	20	84
6.	CZNS	20	18	19	28	85
7.	DM	18	18	16	15	67
8.	DAP	22	18	20	18	78
9.	DMAP	22	20	20	17	79
10.	DRH	22	21	18	16	77
11.	FW	22	20	20	18	80
12.	GW	23	20	20	20	83
13.	IN	20	18	18	14	70
14.	JD	21	21	20	18	80
15.	MM	20	18	17	16	71
16.	MRF	18	17	14	14	63
17.	MUK	20	20	19	20	79
18.	MPB	21	21	18	17	77
19.	NA	21	21	20	20	82
20.	NSR	20	18	16	18	72
21.	NF	23	21	21	20	85
22.	NSP	23	23	20	20	86
23.	PDM	22	21	18	16	77
24.	SG	22	20	20	18	80
25.	SSW	23	20	20	20	83
26.	SLS	22	20	20	18	80
27.	TP	20	18	18	14	70
28.	WY	20	21	20	18	79
29.	WA	18	18	16	17	69
30.	YP	21	21	20	19	81

Table 4.2 showed that the students' score of post-test was better than in the pre-test where the highest score was 87 and the lowest score was 62, and most of

students were got the average score such as 72 or 79. After giving the post-test to the students, then the hypothesis was tested in order to know the effect of using Student Created Case Studies Method on the students' speaking achievement.

B. Data Analysis

After distribution of the data was obtained the data then were analyzed. The analysis was conducted to find out the different score after and before the treatment of applying Student Created Case Studies Method.

a) The Calculation of Mean and Standard Deviation in the Pre-Test

Table 4.3
The Work Table of Mean and Standard Deviation in the Pre-Test

No.	Students' Initial	X_2	X_2^2
1.	AF	84	7056
2.	AAK	87	7569
3.	ABB	80	6400
4.	CCA	76	5776
5.	CAF	84	7056
6.	CZNS	85	7225
7.	DM	67	4489
8.	DAP	78	6084
9.	DMAP	79	6241
10.	DRH	77	5929
11.	FW	80	6400
12.	GW	83	6889
13.	IN	70	4900
14.	JD	80	6400
15.	MM	71	5041
16.	MRF	63	3969
17.	MUK	79	6241
18.	MPB	77	5929
19.	NA	82	6724

20.	NSR	72	5184
21.	NF	85	7225
22.	NSP	86	7396
23.	PDM	77	5929
24.	SG	80	6400
25.	SSW	83	6889
26.	SLS	80	6400
27.	TP	70	4900
28.	WY	79	6241
29.	WA	69	4761
30.	YP	81	6561
Total		1932	2344

Mean

$$\begin{aligned}\bar{X}_2 &= \frac{\sum X_1}{n} \\ &= \frac{1932}{30} = 64,4\end{aligned}$$

Standard Deviation

$$\begin{aligned}SD_1 &= \sqrt{\frac{n \sum X^2 - (\sum X)^2}{n(n-1)}} \\ &= \sqrt{\frac{30(125912) - (1932)^2}{30(30-1)}} \\ &= \sqrt{\frac{3777360 - 3732624}{870}} \\ &= \sqrt{\frac{44736}{870}} \\ &= \sqrt{51,42} \\ SD_1 &= 7.17\end{aligned}$$

The calculation above showed that the students' mean of the score was 64,4 and the standard deviation of the students' score of pre-test was 7.17. After calculating mean and standard deviation, then the table of the pre-test summary were as the following.

Table 4.4
The Summary of Pre-Test

Mean	64.4
SD	7.17
Max	80
Min	52

b) The Calculation of Mean and Standard Deviation in the Post-Test

Table 4.5
The Work Table of Mean and Standard Deviation in the Post-Test

No.	Students' Initial	X_2	X_2^2
1.	AF	84	7056
2.	AAK	87	7569
3.	ABB	80	6400
4.	CCA	76	5776
5.	CAF	84	7056
6.	CZNS	85	7225
7.	DM	67	4489
8.	DAP	78	6084
9.	DMAP	79	6241
10.	DRH	77	5929
11.	FW	80	6400
12.	GW	83	6889
13.	IN	70	4900
14.	JD	80	6400
15.	MM	71	5041
16.	MRF	63	3969
17.	MUK	79	6241
18.	MPB	77	5929
19.	NA	82	6724

20.	NSR	72	5184
21.	NF	85	7225
22.	NSP	86	7396
23.	PDM	77	5929
24.	SG	80	6400
25.	SSW	83	6889
26.	SLS	80	6400
27.	TP	70	4900
28.	WY	79	6241
29.	WA	69	4761
30.	YP	81	6561
Total		2344	184204

Mean

$$\begin{aligned}\bar{X}_2 &= \frac{\sum X_2}{n} \\ &= \frac{2344}{30} = 78.13\end{aligned}$$

Standard Deviation

$$\begin{aligned}SD_2 &= \sqrt{\frac{n \sum X^2 - (\sum X)^2}{n(n-1)}} \\ &= \sqrt{\frac{(30)(184204) - (2344)^2}{30(30-1)}} \\ &= \sqrt{\frac{5526120 - 5494336}{870}} \\ &= \sqrt{\frac{31784}{870}} \\ &= \sqrt{36.53}\end{aligned}$$

$$SD_2 = 6.04$$

The calculation above showed that the students' mean of the post-test score was 78.13 and the standard deviation of the students' score of post-test was

6.04. After calculating mean and standard deviation, then the table of the pre-test summary were as the following.

Table 4.6
The Summary of Post-Test

Mean	78.13
SD	6.04
Max	87
Min	63

C. Testing Hypothesis

1. The effect of using student created case studies on the students' speaking achievement

The hypothesis was examined by using the below criteria:

$H_a : P \neq 0$ There is a significant effect of applying Students Created Case Method to the students' speaking achievement.

$H_0 : P = 0$ There is no significant effect of applying Students Created Case Method to the students' speaking achievement.

In proving the effect of applying Students Created Case Method to the students' speaking achievement, the researcher used the following formula by using the data of Pre-test and post-test to the sample.

$$t_{counted} = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \text{ value,} \quad S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{(n_1 + n_2) - 2}$$

With the examination criteria α , H_0 is accepted if $-t_{(1-\frac{1}{2}\alpha)} < t < t_{(1-\frac{1}{2}\alpha)}$

where $t_{(1-\frac{1}{2}\alpha)}$ is getting by t distribution $dk = (n_1 + n_2) - 2$, $dk = (30 + 30) -$

$2 = 58$. $\alpha = 5\% = 0.05$. in the other way, H_0 is rejected.

So,

$$\begin{aligned} S^2 &= \frac{(n_1 - 1)SD_1^2 + (n_2 - 1)SD_2^2}{(n_1 + n_2) - 2} \\ &= \frac{(30 - 1)(51.42) + (30 - 1)(36.53)}{(30 + 30) - 2} \\ &= \frac{(30)(51.42) + (30)(36.53)}{60 - 2} \\ &= \frac{1491.2 + 1059.47}{58} \\ &= \frac{2550.67}{58} \\ &= 43.98 \end{aligned}$$

$$S = \sqrt{43.98}$$

$$S = 6.63$$

Because of the data of the students' score was homogeny, so to test the hypothesis, it uses the formula as follows.

$$\begin{aligned} t_{\text{observed}} &= \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \\ &= \frac{78.13 - 64.4}{6.63 \sqrt{\frac{1}{30} + \frac{1}{30}}} \\ &= \frac{13.73}{(6.6)\sqrt{0.067}} \end{aligned}$$

$$= \frac{13.73}{(6.63)(0,26)}$$

$$= \frac{13.73}{1.71}$$

$$t_{\text{counted}} = 8.02$$

The value of t_{table} by $dk = (n_1+n_2) - 2 = (30+30) - 2 = 58$, with the significance rate $\alpha=0.05$ ($t_{\text{table}} = t_{(1-\alpha;dk)} = t_{(0.95;60)}$) is 1,67.

So, the value of t_{observed} compared to the t_{table} , $t_{\text{observed}} > t_{\text{table}}$ ($8.02 > 1.67$).

As the criteria of accepted and rejected hypothesis, so H_0 was rejected and H_a was accepted. So, it could be concluded that there was a difference of students' ability in writing narrative, it meant that that there is a *significant effect of Students Created Case Method to the students' speaking achievement*.

2. The percentage effect using student created case studies on the students' speaking achievement

In determining the influence of the effect, the researcher used the following formula, by using the value of pre-test and post-test, which taught by students created case studies method.

Table 4.8.
Work Table of Claculating Percentage

No.	X	Y	X ²	Y ²	XY
1.	84	64	7056	4096	5376
2.	87	65	7569	4225	5655
3.	80	70	6400	4900	5600
4.	76	66	5776	4356	5016
5.	84	80	7056	6400	6720
6.	85	62	7225	3844	5270

7.	67	58	4489	3364	3886
8.	78	54	6084	2916	4212
9.	79	75	6241	5625	5925
10.	77	65	5929	4225	5005
11.	80	68	6400	4624	5440
12.	83	53	6889	2809	4399
13.	70	66	4900	4356	4620
14.	80	80	6400	6400	6400
15.	71	62	5041	3844	4402
16.	63	58	3969	3364	3654
17.	79	64	6241	4096	5056
18.	77	65	5929	4225	5005
19.	82	70	6724	4900	5740
20.	72	66	5184	4356	4752
21.	85	52	7225	2704	4420
22.	86	62	7396	3844	5332
23.	77	58	5929	3364	4466
24.	80	54	6400	2916	4320
25.	83	75	6889	5625	6225
26.	80	65	6400	4225	5200
27.	70	68	4900	4624	4760
28.	79	58	6241	3364	4582
29.	69	64	4761	4096	4416
30.	81	65	6561	4225	5265
	2344	1932	184204	125912	151119

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

By the formula of r^2 as the following:

$$n = 30 ; \sum XY = 151119; (\sum X = 2344) ; (\sum Y = 1932)$$

$\sum Y^2 = 125912 ; (\sum Y)^2 = 3732624$ dengan penghitungan r sebagai berikut:

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

$$= \frac{(30)(151119) - (2344)(1932)}{(30)(125912) - (1932)^2}$$

$$\begin{aligned}
 &= \frac{4533570 - 4528608}{3777360 - 3732624} \\
 &= \frac{4962}{44736} \\
 &= 0.11
 \end{aligned}$$

$$\begin{aligned}
 D &= r^2 \times 100\% \\
 &= 0,11 \times 100\% \\
 &= 11\%
 \end{aligned}$$

$$\begin{aligned}
 \% \text{ effect of using SCCS Method} &= 100\% - D \\
 &= 100\% - 11\% \\
 &= 89\%
 \end{aligned}$$

It means that the effect of applying the student created case studies method on the students' speaking achievement was 89% and 11% was influenced by other factors.

D. Research Findings

By consulting to the data and the analyzing of the data, it was clearly explained that there was an effect of using student created case studies on the students' speaking achievement. It showed from the differences of Mean score of the pre-test and post-test. They were 64.4 in pre-test, after using students case studies method the score of post-test increased into 78,13.

The finding of the research was concluded based on the testing of hypothesis, by using t-test formula which resulted that the value of $T_{\text{observed}} > T_{\text{table}}$ it means that the T_{observed} was more than the T_{table} it clearly means that there was a

significant effect of using student created case studies method on the students' speaking achievement by the value $8.02 > 1.67$. By the percentage of effect which was calculated by the students' achievement in pre-test and post-test was 89%, and 11% was influenced by other factor.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The conclusion after analyzing the data can be drawn as follows.

1. After doing the research it was found that t_o was 8.2 and t_t was 1.67, by comparing t_o and t_t it is concluded that $t_{\text{observed}} > t_{\text{table}}$ ($8.02 > 1.67$). it means that there was a significant effect of using Student Created Case Studies to the students' speaking achievement.
2. The percentage of the effect was 89% and 11% was influenced by other factors. From the percentage of the effect, it could be concluded that the application of Student Created Case Studies in teaching was suggested.

B. Suggestions

The suggestions after analyzing the data can be drawn as follow:

1. The English teachers should vary their method in teaching English, especially to the students of Senior High School.
2. The students may used a Student Created Case Studies method in minimizing students speaking problem.
3. The application of Student Created Case Studies may become one alternative to increase the readers' knowledge about speaking ability.

4. Hopefully the finding of this research is beneficial for the other researcher in giving a valuable information and reference.

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APPENDIX 1

LESSON PLANNING

School's Name	: SMA Harapan Mekar
Subject	: English
Class/Semester	: XI
Standard Competence	: To communicate orally and in written by using appropriate language style fluently and accurately in the interactional discourse especially in conversation or the discourse of narrative, explanation, discussion and review with stressing or complex interpersonal meaning and variety textual meaning.
Basic Competence	: Comprehending the interactional discourse in conversation with variety interpersonal meaning and/or the discourse of narrative, descriptive, recount and anecdote.
Indicator	: 1. To identify the main idea of paragraph 2. To write the paragraph using Six thinking hats strategy.
Aspect	: Speaking
Time Allocation	: 4 x 40 Minutes

1. The aim of the Study

- The students are able to identify the main idea of paragraph
- The students are able to speaking based on topic by using students created case studies method.

2. Method of Learning

- students created case studies
- Demonstration

3. Learning Strategy

No.	Learning activities	Time allocation
1.	<p>First Meeting</p> <p>Opening Greeting, check the students' absence.</p>	5 minutes
2.	<p>Main activity</p> <p>a. Giving the pre-test</p> <p>b. Collecting the students' work to evaluate them.</p>	35 minutes
3.	<p>Second meeting</p> <p>Opening Greeting and checking the students' absence</p>	5 minutes
4.	<p>Main Activity</p> <p>a. Explaining about the material</p> <p>b. Explain how to comprehend a text using students created case studies</p> <p>c. Explain the task for each student, to make a summary of the story for each part they got.</p>	15 minutes 25 minutes 25 minutes
5.	<p>Closing Concluding the learning material, ask the student to practice their English at home.</p>	20 minutes

4. Source of the study

- Relevant text book
- English Dictionary

5. Evaluation

- a. Evaluation Technique: oral test and recitation
- b. The evaluation: speaking test

APPENDIX I

TEST ITEM

Complete this text by using words in the box!

Choose one words as your answer!

Visited	Went	Parangtritis	Shone
Scenery	Beautiful	Felt	Blew
Saw	Beach	Many birds	Sky
Sellers	Souvenirs	Gembira Loka Zoo	Looked
Hungry	Restaurant	Enjoyed	Jogja

A Beautiful Day at Jogja

Last week, my friends and I (1)..... to Jogja. We (2)..... many places.

First, we visited (3)..... beach. The sun (4)..... brightly and the (5)..... was very beautiful there. We (6)..... the wind (7)..... across to us. We also (8)..... a lot of people in that (9)..... There were (10)..... flew in the (11)..... Also, there were many (12)..... who sold many kinds of (13).....

Second, we visited (14)..... We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We (15).....

around in that Zoo, and also took pictures of those animals. Then, we felt (16)....., so we went to a (17)..... As soon as we finished our lunch, we decided to go home.

For me, that was a (18)..... day. we really (19)..... it, and I hope I could visit (20)..... again.

APPENDIX II

KEY ANSWER

- | | |
|-----------------|----------------------|
| 1. Went | 11. Sky |
| 2. Visited | 12. Seller |
| 3. Parangtritis | 13. Souvenirs |
| 4. Shone | 14. Gembira Loka Zoo |
| 5. Scenery | 15. Looked |
| 6. Felt | 16. Hungry |
| 7. Blew | 17. Restaurant |
| 8. Saw | 18. Beautiful |
| 9. Beach | 19. Enjoyed |
| 10. Many birds | 20. Jogja |