**THE EFFECT OF BACKGROUND KNOWLEDGE ON THE STUDENTS'
ACHIEVEMENT IN SPEAKING THROUGH STUDENT
FACILITATOR AND EXPLAINING METHOD**

SKRIPSI

*Submitted In Partial Fulfillment of the Requirements
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ABSTRACT

DEVY ANGGRAINI HARAHAP: 1302050291 "The Effect Of Background Knowledge On The Students' Achievement In Speaking Through Student Facilitator And Explaining Method", Skripsi: English Education Program of Faculty Teacher's Training and Education, University of Muhammadiyah Sumatera Utara. Medan, 2017.

The objective of the research was to find out the effect of background knowledge on the students' achievement in speaking through student facilitator and explaining method. The research was conducted in SMP NEGERI 1 SALAPIAN Jl. Merdeka Tanjung Langkat Kelurahan Tanjung Langkat. The population was the 2016/2017 second years student consisted of 218 students. The researcher used cluster random sampling. The sample was taken from two class of population which consisted of 74 students. The students were dividing into two group, namely two group pre test – post test design. The experimental group was taught by using background knowledge on the students' achievement in speaking through student facilitator and explaining method and the control group was taught by traditional method. The instrument used this research was the oral test. In scoring the students' speaking achievemnt there are five categories evaluation scale namely vocabulary, comprehension, grammar, pronunciation, and fluency. The data was analyzed by using t-test formula. The findings showed that the t_o value was greater than t_t in which t_o was 15.92 and t_t was 1.669 (15.92 > 1.669). It means that the null hypothesis (H_o) was rejected and the alternative hypothesis (H_a) was accepted.

Keyword: Background Knowledge, Student Facilitator and Explaining Method, Speaking.

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This study by the title **"The Effect Of Background Knowledge On The Students' Achievement In Speaking Through Student Facilitator And Explaining Method"** is submited to English Department of the Faculty of Teacher's Training and Education University Of Muhammadiyah Sumatera Utara as partial Fulfillment of the requirements for the degree of Sarjana Pendidikan.

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The Researcher

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CHAPTER I

INTRODUCTION

A. The Background of study

Speaking is the productive skill in the oral mode. It like other skill is more complicated that it seems at first and in values more than just pronouncing words. Speaking skill should be practiced by speaking and expression drills or cstated by thinking and feeling orally where lexical and semantic system is orderly use by intonation. Fulcher (2003:23) says that Speaking was a way to express feeling, though, idea, opinion by using language.

According KTSP curriculum the Standard Minimum Achievement (KKM) score is 75 point for English course, many students get the low score and must do remedial phases to pass the test. They need motivation by applying Student Facilitator And Explaining Method which is able to make them enthusiastic and confident in expressing their mind in the target language when speaking English.

In reality, based on the Observations conducted by researcher At SMP NEGERI 1 SALAPIAN, some problems above appear because of some factors internally and externally. Internally there are some student feel afraid to speak in front of class because don't know what should be speak and the students are lack of vocabulary to speak. Externally, the teacher still used the conventional strategy in teaching speaking, such as in this case, the teachers ask the students to speak and then check are pronountiation. The teacher doing so can't make the speaking class interesting and develop the students' ability in speaking. Teacher have to be more creative in choosing method which can make the speaking class more

interesting activities in the classroom. So, that the students can develop their vocabulary and the student audacious to perform in front of class speaking.

One of teaching strategies that was believed to improve students' achievement in speaking is Student Facilitator And Explaining Method. Student Facilitator And Explaining Method of learning where there was interaction between learners working together group and presented the results of discussions in turn. The learning result was something that is achieved or score students.

Background knowledge on the students were very influential in speaking skills in the foreign language has always been considered the most demanding skill to develop in the learners of the target language compared to such other skills. This was in pact due to the fact that it involves more than it involves more than simply knowing the linguistics components of the language. Of coures, knowledge of the linguistic components such as vocabulary and grammatical structures seems essential but not sefficent. Gebhard (2000) says that points out that Background Knowledge relates to our real world experiences and expectations that we have. This knowledge was very important when we consider the language processing problem of students.

Based on the description above Background Knowledge on Speaking Through Student Facilitator And Explaining Method can be helpful in teaching speaking. Using Background Knowledge on Speaking was very important when we consider the language processing problem of students. Based on the description above, the researcher was interested in doing a research about **The Effect Of Background Knowledge On The Students' Achievement In Speaking Through Student Facilitator And Explaining Method.**

B. The Identification of the Problem

The problems of the research will be identified as follows:

1. The students had little confidence to perform in front of class.

2. The Students are lack knowledge in speaking a foreign language

3. Teachers dominantly apply the traditional method in teaching writing

C. Scope and Limitation

Based on the problem identified previously, the scope was focused on speaking skill and the subject was limited on speaking Describing People

D. The Formulation of the Problem.

The problem of this study were formulated as the following:

1. Is there any significant effect of background knowledge on the students' achievement in speaking through student facilitator and explaining method?

E. The Objective Of Study

The objective of the study were follows:

1. To investigate the Effect of Background Knowledge on The students' Achievement In Speaking Through Student Facilitator And Explaining Method .

F. Significance of the Study

The findings of this research were expected to ofter theoretical and practical of significance.

1. Theoritically, this research was hoped will give some contributions as well as information for the readers. And this study can be references for the readers to hold a further research. It is also given to fulfill the requirement in the teaching English. The study will give valuable information to develop the speaking by using easier and interesting of Student Facilitator And Explaining Method.

2. Practically, the study considered to be practical in its nature that is to provide the educational feedback.

    a. Students

    To help the students more understand the material given by the teacher. This finding also hoped can increasing student's motivation and confidence, creating new habit and new atmosphere which will increase their achievement too.

    b. Teachers

    To help teacher in determining the methods and techniques of teaching as the way to create new atmosphere and new habit which can improve student's motivation and confidence in teaching English especially teaching speaking skill.

    c. For the other researcher

    As additional knowledge for everyone that will be research about speaking that use Student Facilitator And Explaining Method.

CHAPTER II

REVIEW OF RELATED LITERARURE

A. Theoritical Framework

1. Definition of Speaking

According to Harmer (2009:33), speaking activities should have a number of characteristics. They would engage the students by making them want to take a part. They should have some purposes which are not purely linguistics such as solving a problem or reaching a decision. They will be design to maximize the range of the language they would use, so they will not restrict students for example to specific grammar patterns. Speaking ability is the ability to express the idea : therefore, the speaker must know the topic of conversation in order to give or share information to other.

Speaking is the productive skill in the oral mode. It like other skill is more complicated that it seems at first and in values more than just pronouncing words. Speaking skill should be practiced by speaking and expression drills or stated by thinking and feeling orally where lexical and semantic system is orderly use by intonation.

The definition above told us that speaking skill should be habitually practiced in order that students can speak well. " Speaking is the ability of language skill such develops in the childhood beginning with the listening skill". Speaking and vocabulary has relationship, which a child required though reading and listening activities the conclude statement above, to increse students' speaking ability they should be habitually practiced in their daily life.

1.1 Principles for Teaching Speaking

There are some of principles for teaching speaking (Bailey, 2003:54-56)

a. Be aware of the differences between second language and foreign language learning contexts.

   A foreign language context is one where the target language of communication in the society, Learning speaking skills is very challenging for students in foregin language context, because they have very few opportunities to use the target language outside the classroom.

   A secound language context is one where the target language is the language of communication in the society. Second language learners include refugees, international students and immigrants. Some second language learners achieve notable speaking skills. But many others progress to a certain proficiency level and then go no futher. Their speech seems to stop developing at a point where it still contains noticeable, patterned errors. These can be errors in grammars vocabulary, pronuncation, or may combination of problems that affect the learners' ability to communicate by speaking.

b. Give students practice with both fluency and accurary.

   In language lessons, especially at the begining ang intermediate levels learners must be given opportunities to develop both their fluency and their accuary. They can not develop fluency if the teacher is constanly interrupting them to correct their oral errors. Teacher must provide student with fluency building practice and realize that making mistakes is a natural part of learning a new language.

1.2 Characteristics of a Successful Speaking

According to Ur (as qouted by Raptou: 2001) the characteristics of a successful speaking activity are:

a. Learners talk a lot.

As much as possible of the period of time allotted to the activity is in dact occupied by learner talk.

b. Participation is even

Classroom dicussion is not dominated by a minority of talk ative participants: all get a chance to speak, and contributions are fairly evenly distributed.

c. Motivation is high

Learners are eager to speak: because they are interested in the topik and have something new to say about it, or because they want to contribute to achieving a task objective.

d. Language is of an acceptable level.

Learners express themselves in ultrances that are relavant. Easily comprehensible to each other, and of an acceptable level of language accuracy.

1.3 Criteria for Speaking Task

According to Thombury (2005:90-91) in order to maximize speaking opportunities and increase the chances that learners will experience autonomous language use, the following conditions ned to be met:

a. Productivity

A speaking activity needs to be maximally language productive in order to provide the best conditions for autonomous language use.

b. Purposefulness

Often language productivity can be increased by making sure that the speaking activity has a clear outcome, especially one which requires learners to work together to achieve a common pupose. Requiring learners to report to the class on their discussion in also an effective way of ensuring a greater degree of commitment to the task.

c. Interactivity

Activity should require learners too take into account the effect they are having on their audience. If not, they can hardly be said to be good preparation for real-life language use.

d. Challenge

The task should stretch the learners so that they are forced to draw on their available communicative resources to achieve the outcome. The teacher needs to be sensitive to be degree of difficulty a task persent individual learners and to adjust the task accordingly.

e. Safety

While learners should be Challenged, they also need to feet confident, when meeting those challenges and attemping autonomous language use, they cab do so without too much risk . Also, learners need to be secure in the knowledge that the teacher likes a driving instructor.

f. Authenticity

Speaking task should have some relation to real-life language use. If not, they are poor preparation for autonomy. In order to become autonomous, learners will need to experience a quality of communication in the classroom that is essentially the same as communication outside the classroom. This means that they will, at times, need to perform in real operating conditions.

1.4 The Aseesment of Speaking

Scott thombury (2005:124-126) says that testing, both informally and formally, takes place at the begining and at the and of most language courses, as well as at various times during the course itself. An assesment of learners' speaking skill can be done by means of an interview that includes different oral task. A placement test includes no spoken components provides an inadequate basis for assessing speaking and the same can be said for any test of overall language proficiebcy, wheter it aims to test progress during the course, or achievement at the end of it. There are five types of spoken test that commonly used.

1. Interviews

These are relative easy to set up, sepecially if there is a room apart from the classroom where learnes can be interviewed. The rather formal nature of interviews (wheter the interviewer is the learner's teacher or an outside examiner) means that the situation is hardly conductive to testing more informal, conversational speaking styles, if the interviewer is also the

assessor, it may be difficult to maintant the flow of the talk while at the same time making objective judgement about the interviewee's speaking ability. A casual that at the beginning can help put candidates at their case. If the questions are the same for each interview, the interviewer effect is at least the same for all the candidates.

2. Live monologues

The candidates prepare and present a short talk on a pre-selected topic. This eliminates the interviewer effect and provides evidence of the candidates' ability to handle an extended turn, which in not always possible in interview. If other students take the role of the audience, a question and answer stage can be included, which will provide some evidence of the speaker's ability to speak valid test if these are skills that learners are likely to need.

3. Recorded Monologues

Are perhaps less stressful than a more public performance and, for informal testing, they are also more practicable in a way that live monologues are not. Learners can take turn to record themselves talking abuot a favorite sport or pastime.

4. Role plays

Most students will be used to doing at least simple role-plays in class, so the same format can be used for testing. The other 'role' can be played either by the taeter of another student, but again, the influence of the interlocutor is hard to control. They role-play should not require

sophisticated performance skills or a lot of information, They might involve using data that has been provide in advance.

5. Collaburative Task and Discussions

These are similar to role-plays except that the learners are not required to assume a role but simply to be themselves. For example two candidates might be set the task of choosing between selections of job applicants. Or the learners simply brespond with their own opinions to a set of statements relevent to a theme.

1.5 The Component of Speaking

Speaking is making use of words in an ordinary voice, uttering words knowing and being able to use language; expressing oneself in words; making speech. While skill is the ability to do something well. Therefore, we can infer that speaking is the ability to make use of words or a language to express oneself in an ordinary voice. In short, the speaking skill is the ability to perform the linguistics knowledge in actual communication . the ability functions to express our ideas, feeling, thoughts, and need orally (Hornby,2007:4). Speaking is also one of the language arts that is most frequently used by people all over the world. The art of speaking is very complex. It requires the simultaneous use of the number of abilities which often develop at different rates. According Brown (2001:406-407) in scoring students' achievement, there are five indicators to evaluate speaking achievement namely vocabulary, comprehension, pronunciation, fluency, and grammar

a. **Comprehension**

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

b. **Grammar**

It is obvious that in order be able to speak foreign language, it is necessary to know a certain amount of grammar and vocabulary (Bygate 1997:3). Grammar is the sounds and the sounds patterns, the basic units of meaning, such as words and the rules to combine them to form new sentence (Rodman 1998 :14). Therefore, grammar is very important in speaking because if the speaker does not mastering grammar structure, she cannot speak English well.

c. **Vocabulary**

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

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

d. **Pronounciation**

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

From the statement above, the researcher concluded that pronounciation is the knowledge of studying about how the words in a particular language are produced clearly when people speak. In speaking, pronounciation plays a vital role in order to make the process of communication easy to understand.

e. **Fluency**

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

1.6 Teaching Speaking

In generally, teaching is the process of learn how to do something, guiding in the study, giving instructions, causing to know or understand and proving

with the knowledge (Brown,2001).Kayi (2006) there are several meanings of teaching speaking as follows:

1. Use word and sentence stress, intonation patterns and the rhythm of the second language Produce the English speech sounds and sound patterns.

2. Organize their thoughts in a meaningful and logical sequence.

3. Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

4. Produce the English speech sounds and sounds patterns.

5. Use language as a means of expressing values and judgments

6. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.

Based on the points above, it can be understood that teaching speaking should enhance students' communication skills, because only by improving students' speaking ability they can express themselves and learn how to follow the social and cultural rules that are appropriate in each communication circumstance. Therefore, an English teacher has to own sufficient knowledge and understanding toward learning materials that she will teach. Furthermore, he/she should be able to select an appropriate teaching methodology to be used in teaching the materials as well classroom learning activities that can motivate students to learn. Hence, they will enjoy the class and keep on practicing their speaking aspect.

1.7 Types of Classroom Speaking Peformance

Six similar categories apply to the kinds of oral production that students are expected to carry out in the classroom, they are:

1. **Imitative**

   A very portion of classroom speaking time way legitimately be spent generating "human tape recorder" speech, where for example: learners practice an intonation contour or try to pointpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element language from drills offer the student and opportunity to orally speaking. They offer limited practice thought repetition and grammatical forms with their appropriate context. Here are some useful guidelines for successful drills:

   a. Keep them sort (a few minute class hour only)

   b. Keep them simple (preferably just one point at time)

   c. Keep them "snappy"

   d. Make sure students know why there were dong the drills.

   e. Limit them phonology or grammar points.

   f. Make sure they ultimately lead to communicative goals.

   g. Do not overuse them.

2. **Intensive**

   Intensive speaking goes one step beyond imitative too include any speaking performance that was designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even from

part of some pair work activity where learners were "going over" certain of language.

3. **Responsive**

A good details of students speech in the classroom is responsive. Short replies to the teacher or students-initiated question or comments. There replies are usually sufficient and do not extend into dialogues. Such speech can be meaningful and authentic:

A: How are you?

B: Pretty good, thanks, And you?

A: What is the main idea in this essay?

B: The United Nations should have more authority

A: So, what did you write for question number one?

B: Well, I am not sure, so left it blank.

4. **Transactional**

Transactional language, carried out for the purpose of conveying or exchanging specific information is an extended from or responsive language. Conversation, for example, may have more of a negotiation nature them than does responsive speech:

A:What is the main idea of this essay?

B: The United Nations should have more authority

A: More authority than what?

Bob: Well, far be it from me citizen, but I'm pretty miffed about last week.

Amy: What were you talking about?

Bob: I think you know perfectly well what I'm thinking about.

Amy: Oh, that. How come you get so bent out

    Shave over something like that?

Bob: Well, whose fault is it,huh?

Amy:Oh, wow.,this great. Wonderful. Back to square one. For crying out loud,

Amy: I thought we'd settled before. Well, what more can I say?

    (Clark and Clark, H.E.V. 1997:330).

Learners would need to learn how such features as the relationship between interlocutor, casual style and sarcansm will be coded linguistically in this give extended monologues in the form oral reports, summaries, or perhaps should speeches. Here the register is more formal and deliberative. These monologues can be planned.

2. Student Facilitator And Explaining Method

2.1 Definition of Student Facilitator And Explaining Method

    Student Facilitator And Explaining is a method that requires students of learners to present idea or give opinion other students in the class. Warock, (2008:6) says that Student Facilitator And Explaining Method is a method whereaby students or participants presented their idea or opinions on other students. Thus it is possible occur between students brainstorming with other students.

    Student Facilitator And Explaining Method of learning where there is interaction between learners working together group and presented the results of discussions in turn. The learning result is something that is achieved or obtained scores or students with learning achievement. Student Facilitator And

Explaining Method is one solution that can be used to increase the motivation of students in the learning process. Student Facilitator And Explaining Methid can make learning more enjoyable and moralable, audacity, meaningfulness in learning, plainting concept inherent result of inference and to improve students' motivation in learning

According to Prasetyo (in Irlinawati,2013:31) says that Student Facilitator And Explaining Method can increase enthusiasm, motivation, liveliness and pleasure students. So, it is suitable selected teachers to use because in this method a way of student mastery of some skills including speaking skills, listening skills and comprehension skills to the material.

Wiradnyana (2014:4) says that Student Facilitator And Explaining Method is a series of presentation of teaching materials that begins by explaining through demonstrating, than given an opportunaty to students to explain back to his friends and ended with a concluding idea to know the opinion of all the material to the students. Based on some expert opinion the above, it can be concluded that Student Facilitator And Exlplaining Method provides opportunities for students or learners to present ideas opinion or ideas to fellow participants.

2.2 The Advantages of Student Facilitator And Explaining Method

This learning method has many advantages as follows:

1. This method is effective for the begginners to develop their speaking.

2. The material presented more clearly and concretely.

3. To increase the absorptive capacity of the students, because learning is done by demontration.

4. To train students to act as a teacher.

5. Determine the student's ability to convey an idea or ideas.

2.3 The Disadvantages of Student Facilitator And Explaining Method

1. Students who are shy do not want to demonstrate what the teacher ordered by students.

2. Not all students have the same opportunity to do so or explain back to his friends because of time learning

2.4 The Step of Student Facilitator And Explaining Method

The steps of Student Facilitator And Explaining Method

1. The teacher presents material and competence to be achieved.

2. The teacher demontrates presents outlines of learning material.

3. The teacher assigns students to make a chart or map material concept of learning.

4. Teacher gives students the opportunity to explain to other students, for example via a chart or map.

5. Teacher concludes ideas or opinions of students

6. Teachers explain all the material presented at that time.

7. At the end, the last student direct greeting and asking questions back to the teacher.

3. Background Knowledge on Speaking

Background Knowledge on speaking in the foreign language has always been considered the most demanding skill to develop in the learners of the target language compared to such other skills. This is in pact due to the fact that it involves more than it involves more than simply knowing the linguistics components of the language. Of coures, knowledge of the linguistic components such as vocabulary and grammatical structures seems essential but not sefficent.

3.1 The Elements of Background Knowledge:

a. The Role of Speaking

As is true for other language skills, speaking plays several roles in language learning clasess. Being aware of these roles will enable enstructors to attend to them all and to see speaking as one important element in developing each language skill and conveying culture knowledge.

b. In Language Classes

Language students view the world as growing smaller and smaller, and they are aware that all people have increasing opportunities to communicate with speakers of other languages. They view speaking as an essential skill for functioning in another country, and except when they have special needs, they enroll in language classes with speaking as one of their principle goals.

c. In second-Language Learning

Perhaps the best way, according to Chastain (1988), to begin the discussion of the role speaking plays in language learning is to consider one function that it does not perform – learning language. Students who are speaking cannot be

absorbing new linguistic elements because students who are producing language cannot possibly be taking in language forms at the same time. In a broader definition of the term learning, however, speaking does play an important supporting role. Although productive practice doesnot contribute to learning, it does foster retention, which is an important component of learning. Vocabulary and Grammatical patterns that are used in meaningful contexts tend to be remembered for longer periods of time and to be more readily available when needed in the future. In addition, speaking invites feedback, either overt or covert, which is the basis upon which students make adjustments in their learned language system.

d. In Relation to the Other Language Skills

In the initial stages of language learning, beginning with listening activities and following with speaking activities seems to be the most appropriate sequence. It resembles the order of first language learning in which children first learn to comprehend oral speech and then to speak, and it enables language teachers to introduce the students to the sound system early in the course. Too, such a sequence puts the emphasis on oral communication, which is the primary interest of most language students, and it permits teachers to begin the class at a more exciting and enthusiastic level than would be the case if the stress were entirely on reading and writing.

3.2 Design and Procedure for Data Collection

Hatch and Farhadi define Quasi- Experimental as ".... practical compromises between true experimentation and the nature of human language

behavior which we wish to investigate (p.24). for the purpose of this study, Time-series design was used. In this procedure, two pre-test were used to evaluate the current speaking ability of the subjects. They were required to talk and comment, on the spur of time, about subject matters that they were not familiar with.

Then the treatment was intoduced. In this phase, a topic was introduced to the learners to work on for the following session. The subjects were asked to get the needed information about the topic through searching in the internet, books, magazine, newspaper, and the scripts that the teacher (researcher) provided for them. In this way, they became familiar with the subject matter. When attending the class for the following session, the students were asked to put forward their opinions and findings about the topic as much as they could. At the end of each discussion, the researcher wrapped up the topic and provided them with adequate information, during the discussion, he observed and evaluated the subjects' production. His observation and evaluation of the subject' performance was deemed as a post-test. This procedure was employed for three consecutive class sessions, i.e., they were given topics in advance to work on for the following class sessions while their comments and discussions were regarded as post -tests. In evaluating the subject'production, since the emphasis was over communication, a complete point was regarded for every relevant clause or phrase.

B. Conceptual Framework

In speaking the speaker express their idea, opinion. In this process, one finds something interesting in what speaker said. The process is not easy. In class, the

student must give their full attention to get some information to connect the material.

This research will use Student Facilitator And Explaining Method. Student Facilitator And Explaining can be applied to have better in way teaching speaking. It can motivation the students to speak English well and can express their idea when do communicate.

By applying Student Facilitator And Explaining Method is expected that the students can be easily to speak, express their idea by ask and answer question with their friends. So, the students will be enjoyed this method and the students will be better in learning comprehension.

C. Hypothesis

The Hypothesis of this study can be formulated:

Ha   : There is a significant Effect Of Background Knowledge On The Students' Achievement In Speaking Through Student Facilitator And Explaining Method.

Ho   : There is not significant Effect Of Background Knowledge On The Students' Achievement In Speaking Through Student Facilitator And Explaining Method.

CHAPTER III

RESEARCH METHOD

A. Location

This research will be conducted at SMP Negeri 1 SALAPIAN Jl. Merdeka Tanjung Langkat Kelurahan Tanjung Langkat. The research will be conducted during the academic year 2016/2017. The reason for choosing this school because the researcher found that the students have a problem in speaking, especially in pronunciation, grammar, vocabulary, fluency, and comprehension in speaking describing people, and the researcher intended to help them by using a proper learning strategy that is easy to do.

B. Population and Sample

1. Population

Population of this research was taken from the eight grade students of SMP Negeri1 SALAPIAN, academic year 2016/2017, which consists of six parallel classes. They are VIII-A consist of 37 students, VIII-B consist of 37 students, VIII-C consist of 37 students, VIII-D consist of 35 students, VIII-E consist of 37 students, VIII-F consist of 35 students. So, the totally of the populations of this research are 218 students. The following is the table of the population.

Table 3.1
Population in SMP Negeri 1 Salapian

NO	CLASS	POPULATION
1	VIII-A	37
2	VIII-B	37
3	VIII-C	37
4	VIII-D	35
5	VIII-E	37

6	VIII-F	35
TOTAL		218

2. Sample

The researcher used *Cluster Random Sampling* of taking the data. Cluster random sampling will be the method of responden determining to be sample based on the certain classes which will be choosen by random class.

Table 3.2
Sample in SMP Negeri 1 Salapian

No	Class	Population	SAMPLE
1	VIII-C	37	37
2	VIII-E	37	37
TOTAL		74	74

C. Research Design

In This research used descriptive quantitative method. The design of two groups named experimental group and control group. Experimental group which consist of 37 students, the experimental group was taught by using background knowledge and Student Facilitator And Explaining (SFAE) Method. Control group which consist of 37 students, control group was taught without using Traditional Method. The design of this research can be seen as follow:

Table 3.3
Experimental and Control Group

Class	Group	Pre-Test	Treatment	Post-Test
VIII-1	Experimental	✓	Applying Background Knowledge and Student Facilitator And Explaining (SFAE) Method	✓
VIII-2	Control	✓	Traditional Method	✓

Table 3.3 presented the research design. Both of the groups will be given pre test before doing treatment. In experimental group, the treatment will be given by applying Background Knowledge and Student Facilitator And Explaining (SFAE) Method. While in the Control Group, the treatment will be given by applying Traditional Method. After the treatments, both groups are given post test.

a. Pre-Test

Pre- Test is the test which will be given before treatment process began. The test is aim to find out the students' speaking ability of both groups and know the mean scores of experimental and control group.

b. Treatment

A treatment will be given to the students. The experimental group will be taught by using Student Facilitator And Explaining Method, while the control group will be taught by using traditional method.

c. Post-Test

The post-test is given after the treatment. The post-test will be conducted to measure the competence of the students. Then find out the difference in mean score of both experimental group and control group. It also used to find out the students' ability in speaking after the treatment.

D. The Instrument of Research

The instrument of this research was collected by giving oral test where record by researcher to know their fluency,pronunce, comprehension,

vocabulary, and structure. The contain of the test about describing people including physical apprearance and performance that describing of the people. Each group was given three component, they were pre test, treatment, and post test. While, the source of this test was from English in Focus Grade VIII Junior High School. According Brown (2001:406-407) in scoring students' achievement, there are five indicators to evaluate speaking achievement namely vocabulary, comprehension, pronunciation, fluency, and grammar. It can be seen in the following table:

Table 3.4
The Indicators to Evaluate Speaking Skill

1. **Vocabulary (20)**

Level	Explanation
16-20	Very Good: rarely has trouble.
11-15	Good: sometimes user inappropriate term about language.
6-10	Fair: frequent user wrong words speech limited to simply vocabulary.
1-5	Unsatisfactory: very limited vocabulary and make the comprehension quite difficult.

2. **Comprehension (20)**

Level	Explanation
16-20	Very Good: few noticeable errors
11-15	Good: occasionally grammatical errors which do not observe meaning.
6-10	Fair: errors of the basic structure, meaning occasionally obscure by grammatical errors.
1-5	Unsatisfactory: usage definitely unsatisfactory frequently needs to rephrase contruction or district himself to basic structure.

3. **Pronunciation (20)**

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

4. **Fluency (20)**

Level	Explanation
16-20	Very Good: understand able
11-15	Good: speech is generally natural
6-10	Fair: some definite stumbling but manager to rephrase and continue
1-5	Unsatisfactory: speed of speech and length of utterances are for below normal, long, pause, utterances left

5. **Grammar (20)**

Level	Explanation
16-20	Very Good: errors in grammar are quite rare
11-15	Good: control of grammar is good
6-10	Fair: construction quite accurately but does not have throught or confident control of the grammar
1-5	Unsatisfactory: errors in grammar frequent to speak language

E. Technique for Collecting Data

In collecting the data, the researcher used some steps:

1. Giving pre-test to both of the groups

2. Giving treatment

   a. Experimental Group: Background Knowledge and Student Facilitator And Explaining (SFAE) Method

   b. Control Group: using Traditional Method.

3. Giving post-test with the similar test to both of the groups.

4. Scoring the students' answer.

F. Technique of The Data Analysis

After collecting the data from the test, the data were analyzed by following procedure:

1. Correcting the students' answer.

2. Indentifying of the students' answer.

3. Scoring the students' answer.

4. Listing their score into scores table: first for experimental group scores as X Variable and control groups scores as Y Variable.

5. Tabulating or calculating

a. Koefisient   (Sugiyono,2010:183)

$$R_{xy}=\frac{n\sum X_i Y_i-(\sum X_i)(\sum Y_i)}{\{n\sum X_1^2-(X_i)^2\}\{n\sum Y_2^{\frac{1}{}}-(Y)^2\}}$$

b. Test of Linear

Y= a + bX

$$a=\frac{\sum Y_i \quad \sum X_1^2 - (\sum X_i)(\sum X_i Y_i)}{n\sum X_1^2- (\sum X_1)^2}$$ (sugiyono, 2012: 261-262)

$$b=\frac{n\sum X_i Y_i- (\sum X_i)(\sum Y_i)}{n\sum X_1^2- (\sum X_i)^2}$$

c. Test of the effect

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

d. Test of sample related   (Sugiyono,2010:121)

$$t = \frac{X_1 Y_2}{S\frac{2}{1}+S\frac{2}{1}+2R \quad \frac{S_1}{N_1} \quad \frac{S_2}{N_2}}$$

Notes:

t $\qquad$: t-test

$\overline{X_1}$ $\qquad$: Avarage of variable 1 (Experimental Group)

$\overline{X_2}$ $\qquad$: Avarage of variable 2 (Control Group)

S_1^2 $\qquad$: Standard deviation squiref (variants) of sample 1 (Experimental Group and sample 2 (Control Group

n $\qquad$: Total of Sample

n_1 $\qquad$: Number of cases for variable 1 (Experimental Group)

n_2 $\qquad$: Number of cases for variable 2 (Control Group)

s1 $\qquad$: Number consonant

r $\qquad$: Correlation of product moment between X_1 and X_2

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A. The Data Collection

The data were collected by giving oral test where record by researcher. The research was conducted at SMP NEGERI 1 SALAPIAN Jl. Merdeka Tanjung Langkat Kelurahan Tanjung Langkat. This research used total sample 74 students were taken as the samples. The samples were divided into two groups, namely experimental group and control group. Experimental group consisted of 37 students and control group consisted of 37 students. The data collection used five indicators in assessing speaking, that were:

V : Vocabulary

C : Comprehension

P : Pronunciation

F : Fluency

G : Grammar

The following table 4.1 and 4.2 shows the score of experimental group in pre-test and post-test, and then table 4.3 and 4.4 shows the score of control group in pre-test and post-test.

Table 4.1
The Score of Pre-Test in Experimental Group

No.	Students' Initial	Indicators					Pre-test
		Vocab	Compre	Pronun	Fluency	Gram	
1.	ARP	10	15	20	10	10	65
2.	ARK	12	18	10	12	8	60
3.	ATBS	20	10	20	10	10	70
4.	AA	12	20	14	8	8	62
5.	CBS	8	8	10	10	9	45
6.	DMT	8	10	8	9	10	45
7.	DA	10	20	15	10	10	65
8.	DK	10	10	10	10	10	50
9.	IP	10	15	20	10	15	70
10.	IH	10	15	15	10	15	65
11.	KAS	15	20	18	12	10	75
12.	NG	10	10	15	10	10	55
13.	NOB	10	10	15	10	15	60
14.	NR	10	10	15	10	15	60
15.	RPWS	10	10	15	10	10	55
16.	SAS	10	15	20	10	10	65
17.	VA	18	15	20	12	8	73
18.	WDL	10	20	20	10	10	70
19.	WA	20	10	20	10	10	70
20.	AN	20	10	15	10	10	65
21.	AF	10	10	20	10	10	60
22.	AHBT	10	10	10	10	10	50
23.	EBS	10	10	15	10	20	65
24.	HAF	18	12	10	14	8	62
25.	NA	10	15	15	10	10	60
26.	RM	10	15	10	10	15	60
27.	SA	10	10	10	10	10	50
28.	VA	10	15	20	10	10	65
29.	YGABS	10	10	10	8	15	53
30.	MBS	10	15	20	10	10	65
31.	MS	15	15	10	15	15	70
32.	PH	10	10	15	15	15	65
33.	RBB	10	10	10	10	10	50
34.	DH	10	10	20	10	10	60
35.	K	10	10	15	8	10	53
36.	DP	10	10	20	10	10	60
37.	DRA	14	16	15	12	10	67
Total							**2260**

The data in table 4.1 showed the result of the pre-test in the experimental group. Based on the table previously, the highest scored was 75, the medium scored was 60 and the lowest scored was 45. If saw from five indicators in speaking, students who got 75 and 60 low in grammar, where the students who got 75 got 10 in grammar, where the student who got 75 got 10 in grammar and student who got 60 got 8 in grammar. The lowest score was 45 from all indicators the lowest score was 8in vocabulary and comprehension. The students were not able to applied good grammar,vocabulary, pronunciation, and comprehension, it was because the basic knowledge of their English is not good and also the students feel difficult and confused because never practicing on speak English.

Table 4.2
The Score of Post-Test in Experimental Group

No.	Students' Initial	Indicators					Pre-test
		Vocab	Compre	Pronun	Fluency	Gram	
1.	ARP	15	20	20	15	15	85
2.	ARK	15	20	18	15	12	80
3.	ATBS	20	17	20	20	15	92
4.	AA	15	20	20	15	15	85
5.	CBS	15	15	18	15	15	78
6.	DMT	10	12	10	11	12	55
7.	DA	15	20	20	15	15	85
8.	DK	15	20	18	15	15	83
9.	IP	15	20	20	17	20	92
10.	IH	15	20	20	15	18	88
11.	KAS	18	20	20	20	17	95
12.	NG	15	15	20	15	15	80
13.	NOB	15	20	18	15	17	85
14.	NR	15	18	20	15	15	83
15.	RPWS	15	15	20	15	15	80
16.	SAS	15	18	20	15	17	85
17.	VA	20	20	20	18	17	95
18.	WDL	19	20	18	17	18	92
19.	WA	20	15	20	17	17	89
20.	AN	20	15	20	15	15	85
21.	AF	15	15	20	15	17	82

22.	AHBT	15	15	10	15	15	70
23.	EBS	15	15	20	15	20	85
24.	HAF	20	15	15	15	15	80
25.	NA	15	18	17	15	15	80
26.	RM	15	17	18	15	15	80
27.	SA	15	15	15	15	20	80
28.	VA	15	18	20	17	15	85
29.	YGABS	10	12	13	13	12	60
30.	MBS	15	15	20	15	20	85
31.	MS	17	20	20	15	20	92
32.	PH	15	18	20	15	17	85
33.	RBB	15	15	19	15	15	79
34.	DH	15	17	20	15	15	82
35.	K	13	12	15	10	15	65
36.	DP	15	15	20	15	20	85
37.	DRA	20	20	20	10	15	85
Total							**3052**

The data in table 4.2 showed the result of the post-test in experimental group. Based on the previously, the highest score was 95, the medium score was 80 and the lowest score was 55. Student who got 95 was student that got 75 in pre-test experimental, where the score of grammar was 17. Students who got 80 was the student got 60 in pre-test experimental group, where the score ingrammar was 12, and student who got 55 was student who got 45 in pre-test experimental, where score in vocabulary was 10 and in comprehension was 12. It could be seen that there was differences between pre-test and post-test score in experimental group. It meant that there was incresed after the researcher applied the background knowledge and student facilitator and explaining method (SFAE) method in learning speaking.

Table 4.3
The Score of Pre-Test In Control Group

No.	Students' Initial	Indicators					Pre-test
		Vocab	Compre	Pronun	Fluency	Gram	
1.	ASRS	10	10	10	10	10	50
2.	AP	10	10	10	10	10	50
3.	JEM	10	10	15	10	10	55
4.	KS	10	15	10	10	10	55
5.	NRB	10	15	15	10	10	60
6.	RKG	9	10	10	8	8	45
7.	APSS	15	15	15	15	10	70
8.	ABS	10	10	10	10	10	50
9.	ASPBS	8	12	10	10	10	50
10.	AK	8	10	14	12	10	54
11.	AMSS	10	15	20	10	10	65
12.	DL	10	10	10	10	10	50
13.	EWS	10	8	8	10	9	45
14.	FNG	10	10	10	8	15	53
15.	GS	15	15	8	8	10	56
16.	HPBG	10	10	15	10	10	55
17.	IZ	15	10	10	10	15	60
18.	JLBS	10	10	8	8	15	51
19.	JVBS	10	10	10	10	10	50
20.	KI	10	10	10	10	10	50
21.	LSBPB	15	20	10	10	15	70
22.	MABS	12	18	10	14	8	62
23.	MABS	10	10	10	10	10	50
24.	MBB	15	10	10	10	10	55
25.	NT	8	9	10	10	8	45
26.	PAG	15	15	15	10	10	65
27.	RRS	10	15	10	10	10	55
28.	RWS	10	10	10	10	15	55
29.	RPWS	10	10	10	10	20	60
30.	RKG	15	16	15	12	10	68
31.	RAN	10	10	10	10	10	50
32.	SAS	10	10	15	10	10	55
33.	YC	10	10	20	10	15	65
34.	Y	15	10	10	10	15	60
35.	ZF	10	10	10	10	10	50
36.	RS	8	10	15	10	10	53
37.	MT	10	10	20	10	10	60
Total							**2052**

The data in table 4.3 showed the result of the pre-test in the control group. Based on the table previously, the highest scored was 70, the medium scored was 62 and the lowest scored was 45. If saw from five indicators in speaking, students who got 70 and 62 low in grammar, where the student who got 70 got 10 in grammar and student who got 62 got 8 in grammar. The lowest score was 45 from all indicators the lowest score was 8 in comprehension and pronunciation. The students were not able to applied good grammar, vocabulary, pronunciation and comprehension, it was because the basic knowledge of their English is not good and also because the students feel difficult and confused because never practicing on speak English.

Table 4.4
The Score of Post-Test In Control Group

No.	Students' Initial	Indicators					Pre-test
		Vocab	Compre	Pronun	Fluency	Gram	
1.	ASRS	12	15	13	15	15	70
2.	AP	10	10	15	15	10	60
3.	JEM	15	15	15	15	15	75
4.	KS	15	15	15	15	15	75
5.	NRB	15	20	18	15	10	78
6.	RKG	12	15	15	13	15	70
7.	APSS	15	18	20	15	12	80
8.	ABS	15	15	15	12	13	70
9.	ASPBS	14	15	15	15	15	74
10.	AK	15	15	17	15	13	75
11.	AMSS	12	20	20	15	10	77
12.	DL	15	15	15	15	15	75
13.	EWS	10	10	10	10	10	50
14.	FNG	10	15	20	15	15	75
15.	GS	15	18	15	12	15	75
16.	HPBG	15	12	18	15	15	75
17.	IZ	15	15	15	15	15	75
18.	JLBS	15	18	15	12	15	75
19.	JVBS	12	15	15	16	12	70
20.	KI	10	15	15	15	10	65
21.	LSBPB	15	20	15	15	15	80

22.	MABS	15	20	18	15	10	78
23.	MABS	15	15	15	15	15	75
24.	MBB	18	12	15	15	15	75
25.	NT	15	10	10	13	10	58
26.	PAG	15	18	17	15	13	78
27.	RRS	12	20	15	18	10	75
28.	RWS	15	15	17	10	18	75
29.	RPWS	13	15	15	12	20	75
30.	RKG	15	18	19	13	15	80
31.	RAN	15	15	15	15	15	75
32.	SAS	10	15	20	18	15	78
33.	YC	10	14	20	15	18	77
34.	Y	15	15	20	10	17	77
35.	ZF	10	20	15	15	10	70
36.	RS	15	15	15	15	15	75
37.	MT	10	16	20	10	20	76
Total							**2716**

The data in table 4.4 showed the result of the post-test in the control group. Based on the table previously, the highest score was 80, the medium score was 78 and the lowest score was 50. Student who got 80 was student that got 70 in pre-test control, where the score of grammar was 12. Students who got 78 was the student got 62 in pre-test control, where the score in grammar was 10, and studnet who got 50 was student who got 45 in pre-test control, where score in pronunciation and comprehension was 12.

It could be seen that there was differences between pre-test and post-test score in control group.

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

No.	Students' Initial	Score	
		Pre-test (X_1)	Post-test (X_2)
1.	ARP	65	85
2.	ARK	60	80
3.	ATBS	70	92
4.	AA	62	85
5.	CBS	45	78
6.	DMT	45	55
7.	DA	65	85
8.	DK	50	83
9.	IP	70	92
10.	IH	65	88
11.	KAS	75	95
12.	NG	55	80
13.	NOB	60	85
14.	NR	60	83
15.	RPWS	55	80
16.	SAS	65	85
17.	VA	73	95
18.	WDL	70	92
19.	WA	70	89
20.	AN	65	85
21.	AF	60	82
22.	AHBT	50	70
23.	EBS	65	85
24.	HAF	62	80
25.	NA	60	80
26.	RM	60	80
27.	SA	50	80
28.	VA	65	85
29.	YGABS	53	60
30.	MBS	65	85
31.	MS	70	92
32.	PH	65	85
33.	RBB	50	79
34.	DH	60	82
35.	K	53	65
36.	DP	60	85
37.	DRA	67	85
	Total	$\sum X_1 = 2260$	$\sum X_2 = 3052$
	Mean	**61.08**	**82.48**

The data in table 4.5 showed the resultof the pre-test and post-test in experimental group. Based on the data previously, it can be showed that was the differences between pre-test and post-test score in experimental group. The data in experimental group in pre-test was 75 as the highest score and the lowest score of post-test was 95 after giving treatment by background knowledge and student facilitator and explaining (SFAE) method in speaking learning, and the lowest score was 55. After calculate the data for the experimental group previously the total score for pre-test was 2260 and the mean was 61.08 and the total score for post-test was 3052 and the mean was 82.48.

Diagram of Pre-Test and Post-Test In Experimental Group
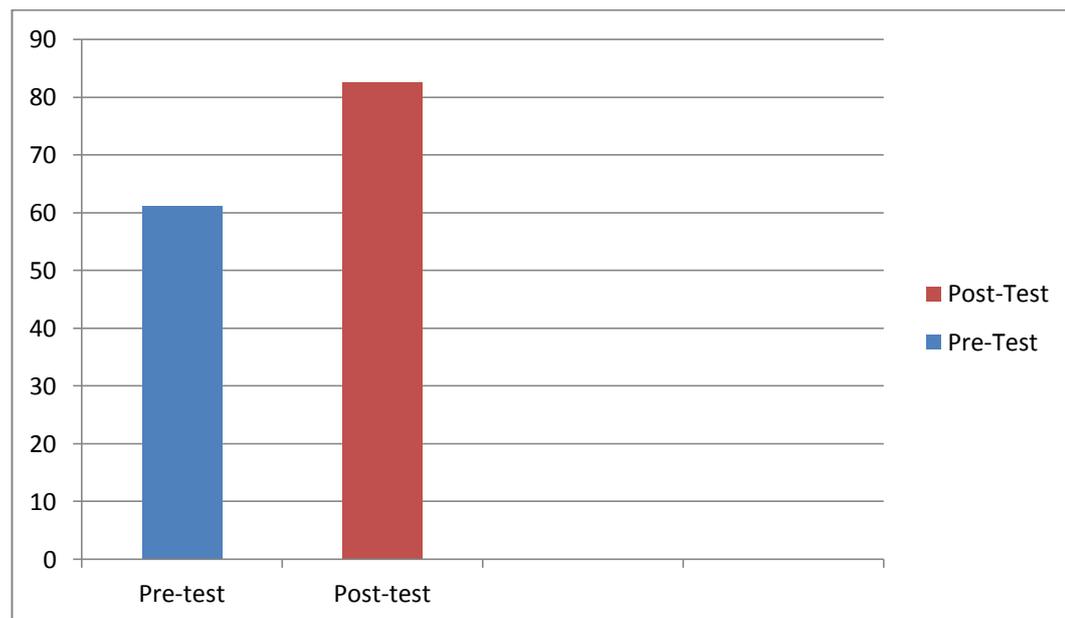
Table 4.6
**The Result of Pre-Test and Post-Test In Control Group**

No.	Students' Initial	Score	
		Pre-test (Y_1)	Post-test (Y_2)
1.	ASRS	50	70
2.	AP	50	60
3.	JEM	55	75

4.	KS	55	75
5.	NRB	60	78
6.	RKG	45	70
7.	APSS	70	80
8.	ABS	50	70
9.	ASPBS	50	74
10.	AK	54	75
11.	AMSS	65	77
12.	DL	50	75
13.	EWS	45	50
14.	FNG	53	75
15.	GS	56	75
16.	HPBG	55	75
17.	IZ	60	75
18.	JLBS	51	75
19.	JVBS	50	70
20.	KI	50	65
21.	LSBPB	70	80
22.	MABS	62	78
23.	MABS	50	75
24.	MBB	55	75
25.	NT	45	58
26.	PAG	65	78
27.	RRS	55	75
28.	RWS	55	75
29.	RPWS	60	75
30.	RKG	68	80
31.	RAN	50	75
32.	SAS	55	78
33.	YC	65	77
34.	Y	60	77
35.	ZF	50	70
36.	RS	53	75
37.	MT	60	76
	Total	**$\sum Y_1 = 2052$**	**$\sum Y_2 = 2716$**
	Mean	**55.45**	**73.40**

The data in table 4.6 showed the result of the pre-test and post testin control group. Based on the data previously, it can be showed that was the differences between pre-test and post-test score in control group. The data in control group of pre-test was 70 as the highest score and the lowest score was 45,

while the highest score of post-test was 80, and the lowest score was 50. After calculate the data for the control group previously the tota score for pre-test is 2052 and the mean was 55.45 and the total score post-test is 2716 and the mean 73.40.

Diagram of Pre-Test and Post-Test In Control Group
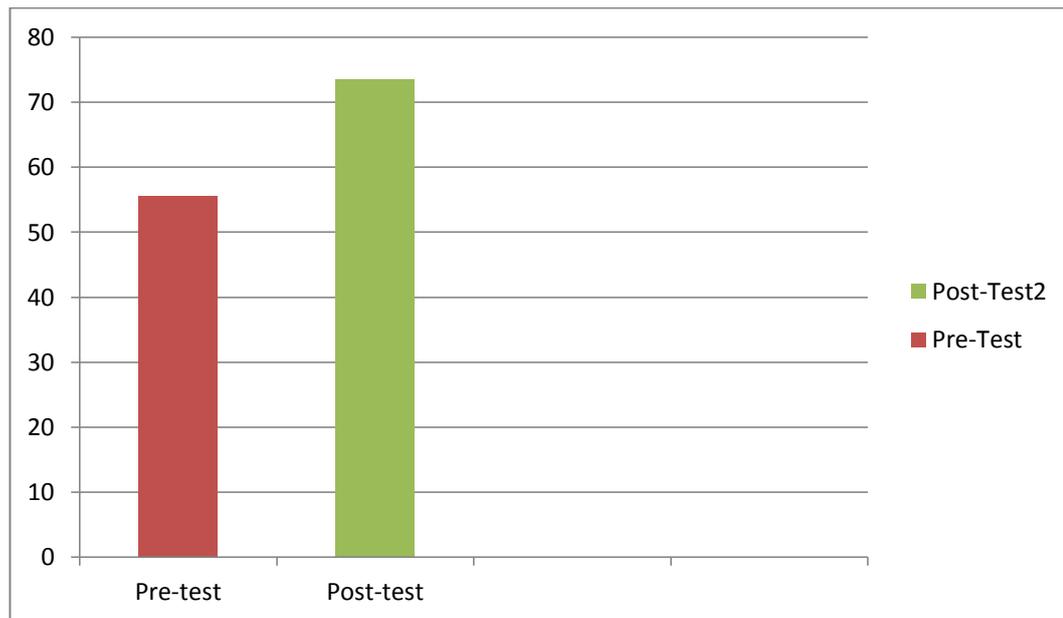
B. The Analysis Data

From the result of the test in the table 4.5 and 4.6 the data was collected to find out whether the effect of background knowledge on the students' achievement in speaking through student facilitator and explaining method. The collected the data were analysis by using t-test independent sample formula. From the result of the test in experimental group the highest score of the post-test was 95, and the test in control group the highest score of the post test was 80, by firstly

finding out the standard deviation of the post-test between experimental and control group by using the formula:

For experimental group:

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

For control group:

$$S_2^2 = \frac{\overline{n \sum Y_1^2 \ (\sum Y_1)^2}}{n_2(n_2 - 1)}$$

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

Table 4.7
The Calculation Table of Standard Deviation

No.	X	Y	X_i (x − x)	Y_i (y − y)	X_i^2	Y_i^2	X_iY_i
1.	85	50	-27.48	-23.4	755.150	547.56	643.032
2.	80	58	-22.48	-15.4	505.350	237.16	346.192
3.	92	60	-17.48	-13.4	305.550	179.56	234.232
4.	85	65	-12.48	-8.4	155.750	70.56	104.832
5.	78	70	-7.48	-3.4	55.9504	11.56	25.432
6.	55	70	-7.48	-3.4	55.9504	11.56	25.432
7.	85	70	-3.48	-3.4	12.1104	11.56	11.832
8.	83	70	-2.48	-3.4	6.1504	11.56	8.432
9.	92	70	-2.48	-3.4	6.1504	11.56	8.432
10.	88	74	-2.48	0.6	6.1504	0.36	-1.488
11.	95	75	-2.48	1.6	6.1504	2.56	-3.968
12.	80	75	-2.48	1.6	6.1504	2.56	-3.968
13.	85	75	-2.48	1.6	6.1504	2.56	-3.968
14.	83	75	-0.48	1.6	0.2304	2.56	-0.768
15.	80	75	-0.48	1.6	0.2304	2.56	-0.768
16.	85	75	0.52	1.6	0.2704	2.56	0.832
17.	95	75	0.52	1.6	0.2704	2.56	0.832
18.	92	75	2.52	1.6	6.3504	2.56	4.032
19.	89	75	2.52	1.6	6.3504	2.56	4.032

20.	85	75	2.52	1.6	6.3504	2.56	4.032
21.	82	75	2.52	1.6	6.3504	2.56	4.032
22.	70	75	2.52	1.6	6.3504	2.56	4.032
23.	85	75	2.52	1.6	6.3504	2.56	4.032
24.	80	75	2.52	1.6	6.3504	2.56	4.032
25.	80	75	2.52	1.6	6.3504	2.56	4.032
26.	80	75	2.52	1.6	6.3504	2.56	4.032
27.	80	76	2.52	2.6	6.3504	6.76	6.552
28.	85	77	2.52	3.6	6.3504	12.96	9.072
29.	60	77	5.52	3.6	30.4704	12.96	19.872
30.	85	77	7.52	3.6	56.5504	12.96	27.072
31.	92	78	9.52	4.6	90.6304	21.16	43.792
32.	85	78	9.52	4.6	90.6304	21.16	43.792
33.	79	78	9.52	4.6	90.6304	21.16	43.792
34.	82	78	9.52	4.6	90.6304	21.16	43.792
35.	65	80	9.52	6.6	90.6304	43.56	62.832
36.	85	80	12.52	6.6	156.750	43.56	82.632
37.	85	80	12.52	6.6	156.750	43.56	82.632
Total	**$\sum X=$ 3052**	**$\sum Y=$ 2716**	**$\sum X_1=0.24$**	**$\sum Y_1=0.2$**	**$\sum X_1^2=$ 2807.242**	**$\sum Y_1^2=$ 1394.92**	**$\sum X_1Y_1=$ 1896,704**

Based on the calculation of the scores of experimental and control group, it showed that the Sum of calculation table in experimental group was $\sum X= 3052$, $\sum X_1= 0.24$, $\sum X_1^2= 2807.242$, and sum of calculation table in control group was $\sum Y= 2716$, $\sum Y_1= 0.2$, $\sum Y_1^2= 1394.92$ and the result of $\sum X_1Y_1= 1896.704$. The table 4.7 previously, calculating table that explained formula for post-test in experimental and post-test in control group was implemented to find t-critical value both groups as the basic to the hypothesis of the research.

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

Experimental group:

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

$$S_1^2 = \overline{\frac{37(2807.242 \ (0.24)^2}{37(37 - 1)}}$$

$$S_1^2 = \overline{\frac{103867.954 - 0,0576}{37(36)}}$$

$$S_1^2 = \overline{\frac{103867.9539}{1332}}$$

$$S_1^2 = \overline{77.97}$$

$$S_1^2 = 8.83$$

Control group:

$$S_2^2 = \overline{\frac{n \sum Y_1^2 \ (\sum Y_1)^2}{n_2(n_2 - 1)}}$$

$$S_2^2 = \overline{\frac{37(1394.92)(0.2)^2}{37(37 - 1)}}$$

$$S_2^2 = \overline{\frac{51612.04 - \ 0.04}{37(36)}}$$

$$S_2^2 = \overline{\frac{51612}{1332}}$$

$$S_2^2 = \overline{38.74}$$

$$S_2^2 = 6.22$$

C. Testing Hypothesis

Based on the data calculated previously, it was $S_1{}^2$ was 8.83 and $S_2{}^2$ was 6.22 and then it was calculated as follow:

a) Koeficient

$$r_{xy} = \frac{n\sum X_i Y_i - (\sum X_i)(\sum Y_i)}{\{n\sum X_1^2 - (X_i)^2\}\{n\sum Y_2^{\frac{1}{2}} - (Y)^2\}}$$

$$r_{xy} = \frac{37 \ 1896.704 \ -(0,24)(0,2)}{\{37 \ (2807.242) - (0,24)^2\}\{37(1394.92) - (0.2)^2\}}$$

$$r_{xy} = \frac{70178.048 \ -0,048}{\{(103867.951)\}\{(0,0567)(51612.04) - 0.01\}}$$

$$r_{xy} = \frac{70178}{(103867.8964)(51612)}$$

$$r_{xy} = \frac{70178}{(5360829869)}$$

$$r_{xy} = \frac{70178}{73217.68822}$$

$$r_{xy} = 0,95$$

b) Test of Linier:

Y = a + bX

$$a = \frac{\sum Y_i \ \sum X_1^2 - \sum X_i \ \sum X_i Y_i}{n\sum X_1^2 - (\sum X_1)^2}$$

$$= \frac{0,2 \ 2807.242 - 0,24 \ 1896.704}{37 \ 2807.242 - (0.24)^2}$$

$$= \frac{561.4404 - 455.20096}{103867 - 0.0576}$$

$$= \frac{106.23}{103.86}$$

-1.02

$$b = \frac{n \sum X_i Y_i - \sum X_i \sum Y_i}{n \sum X_1^2 - (\sum X_i)^2}$$

$$= \frac{37 \ 1896.704 \ - \ 0.24 \ 0.2}{37 \ 2807.242 \ - (0,24)^2}$$

$$= \frac{70178.048 - 0,048}{103867 - 0,0576}$$

$$= 0,67$$

$$Y = 1.02 + 0.67X$$

c) Determining the precentage of the effect of X_1 and Y_2.

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

$= (0.95)^2$ x 100%

$= 0.9025$ x 100%

$= 90.25\%$

It means that the effect of X_1 towards X_2 or the effect of background knowledge on the students' achievement in speaking through student facilitator and explaining method was 90.25%.

d) Test of Sample related between X_1 and X_2.

$$t = \frac{X_1 Y_2}{\overline{S \frac{2}{1}} + S \frac{2}{1} + 2R \ \frac{S_1}{N_1} \ \frac{S_2}{N_2}}$$

$$t = \frac{82.48 - 73.40}{\overline{\frac{77.97}{37} + \frac{33.74}{37} + 2(0.95)} \quad \overline{\frac{8.83}{37}} \quad \overline{\frac{6.22}{37}}}$$

$$t = \frac{9.08}{\overline{2.10 + 1.04 - 1.9 \quad \overline{\frac{8.83}{6.08}} \quad \overline{\frac{6.22}{6.08}}}}$$

$$t = \frac{9.08}{\overline{2.10 + 1.04 - 1.9 \ 1.15 \ 1.02}}$$

$$t = \frac{9.08}{\overline{3.14 - 1.9 \ 1.479}}$$

$$t = \frac{9.08}{\overline{3.14 - 2.81}}$$

$$t = \frac{9.08}{\overline{0.33}}$$

$$t = \frac{9.08}{0.57}$$

$$t = 15.92$$

Based on the calculation of t-test, it was found that t-test was 15.92 and based on the level of significant of 0.05 with the degree of freedom (df) 72 ($n_x + n_y - 2$), t-table was 1.669. The conclusion, was because t_{hitung} > t_{table} or 15.92 > 1.669. So, H_o is rejected. It means that H_a is accepted or there is a significant effect of background knowledge on the students' achievement in speaking through student facilitator and explaining method.

D. Findings

The findings of the research were described as following:

1. The t_o value was greater than t_t in which t_o was 15.92 and t_t was 1.669 (15.92 > 1.669).

2. The null hypothesis (H_o) was rejected and the alternative hypothesis (H_a) was accepted. It means that there was significant effect of background knowledge on the students' achievement in speaking through student facilitator and explaining method.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis, there are conclusion that can be described as:

From this research, the t_o value was greater than t_t in which t_o was 15.92 and t_t was 1.669 (15.92 > 1.669). It means that the null hypothesis (H_o) was rejected and the alternative hypothesis (H_a) was accepted. So, there was significant effect of background knowledge on the students' achievement in speaking through student facilitator and explaining method.

B. Suggestion

In relation to the conclusion previously stated, suggestion are staged as following:

1. To the English Teachers:

a. To teach their students by background knowledge speaking and student facilitator and explaining (SFAE) method.

b. They should try to make some variations in teaching speaking until the students comprehend and master vocabulary, so they can practice with others.

c. The teacher must speaking English in the class to give them the habit of speaking English.

2. To the students:

They should study harder to improve their ability in speaking. Practice to speak with someone is very important. Students should practice their English in daily conversation or in describe about someone, not only at school but also their environtment, so that will make them more competent in English.

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LESSON PLAN

(EXPERIMENTAL GROUP)

Location   : SMP NEGERI 1 SALAPIAN

Subject   : English

Class   : VIII

Topic   : Describing People

Aspect/Skill   : Speaking

Time and Allocation : 2 x 40 Minutes

A. Competency Standard:

- Expressing meaning in oral texts short functional very simple to interact with the immediate environtment.

B. Basic Competence:

- Expressing meaning in conversation traction (to get thing done) and interpersonal (socialize) official and continued to use the variety or oral language accurately, fluently and knowledge in the context of their daily lives and involves speech acts: expression describing people.

C. Indicators:

1. Respond to expressions of sentences describing people
2. Students are able to express the phrase in describing people
3. Students are able to use the phrase greeting everyday people.

D. The aim of the study :

Students are able to:

- Students are able to respond to expressions of sentences describig people

- Students are able to express the phrase in describing people

- Students are able to use the phrase describing people in everyday life.

E. Material:

- Expression of Describing People

    1. Her eyes is brown!

    2. His nose is sharp!

    3. She is slim!

    4. He is fat!

    5. Is he long hair?

    6. He is bald!

    7. He hair is short

    8. Her face is oval

    9. Her eyebrowns are brown

F. Learning Method:

- SFAE (Student Facilitator And Explaining) Method

G. Source/Media:

- Picture print out

- Source : English in Focus for Grade VIII Junior High School, 2008, the

    Ministry of National Education Center Perbukuan

H. Teaching Learning Process:

Opening Activity (Apperception):

- Greeting

- Starting the lessson with a prayer

- Checking attendance list

- Apperception (Question answer about students conditions)

- Give motivation reinforcement

Main Activity

✓ **Eksploration**

- Teacher distributed the material expressing describing people

- Teacher gives the example about expressing describing people

- Teacher ask the students, whether the students are already understand or not

- Teacher devided the students into students pair, consist of 2 students

- Teacher gives task for students into students pair to describe based on pictures

- Teacher asked the students pair to discuss the task

- After the students pair ready do the task, teacher ask the students pair to practice in front of class

- Teacher give SFAE Method, and explain about SFAE Method and gives the example.

✓ **Elaboration**

- Teacher give the task for students to do the task with individual

- Teacher asks the students to describe people with oral based on the picture

- Teacher asks the students to practice in front of the class

✓ **Confirmation**

- Students are assinted by teachers resolve problems encountered in sentence describing people

- Students who have difficulty given solution

Closing Activity:

In closing activity the researcher can:

- The researcher gives conclusion using slide share.

- The researcher gives the time to the students to ask.

- The researcher gives Homework (PR).

- The researcher closes the meeting and praying.

I. **Assessment:**

- Technique Assessment : Responding the questions orally and in writing.

- Instrument forms: oral and written question.

J. **Motivation**

Explain the important of the material that will be learn and competence that the students to get.

Tanjung Langkat,　　February 2017

English Teacher　　　　　　　　　　The Researcher

(Siti Faradillah, S.Pd)　　　　　　　(Devy Anggraini Harahap)

Headmaster of SMP NEGERI 1 SALAPIAN

(Drs. Tian Kaban)

NIP: 196808211997021001

LESSON PLAN

(CONTROL GROUP)

Location   : SMP NEGERI 1 SALAPIAN

Class   : VIII

Topic   : Describing People

Aspect/Skill   : Speaking

Time/Allocation   : 2 x 40 Minutes

A. Competency Standard:
- Expressing meaning in oral texts short functional very simple to interact with the immediate environtment

B. Basic Competence:
- Expressing meaning in conversation traction (to get thing done) and interpersonal (socialize) official and continued to use the variety or oral language accurately, fluently and knowledge in the context of their daily lives and involves speech acts: expression describing people.

C. Indicators:
- Respond to expressions of sentences describing people
- Students are able to express the phrase in describing people
- Students are able to use the phrase greeting everyday people.

D. The aim of the study :

Students are able to:

- Students are able to respond to expressions of sentences describig people

- Students are able to express the phrase in describing people

- Students are able to use the phrase describing people in everyday life.

E. Material:
- Expression of Describing People

    10. Her eyes is brown!

    11. His nose is sharp!

    12. She is slim!

    13. He is fat!

    14. Is he long hair?

    15. He is bald!

    16. He hair is short

    17. Her face is oval

    18. Her eyebrowns are brown

F. Learning Method:

- Traditional Method

G. Source/Media:

- Picture print out

- Source : English in Focus for Grade VIII Junior High School, 2008, the

    Ministry of National Education Center Perbukuan

H. Teaching Lerning Process:
   Opening Activity(Apperception)

- Greeting

- Startting the lessson with a prayer

- Checking attendance list

- Apperception (Question answer about students conditions)

- Give motivation reinforcement

Main Activity

✓ **Eksploration**

- Teacher distributed the material expressing describing people

- Teacher gives the example about expressing describing people

- Teacher ask the students, whether the students are already understand or not

- Teacher devided the students into students pair, consist of 2 students

- Teacher gives task for students into students pair to describe based on pictures

- Teacher asked the students pair to discuss the task

- After the students pair ready do the task, teacher ask the students pair to practice in front of class

✓ **Elaboration**

- Teacher give the task for students to do the task with individual

- Teacher asks the students to describe people with oral based on tł

- Teacher asks the students to practice in front of the class

✓ **Confirmation**

- Students are assinted by teachers resolve problems encountered in sentence describing people

- Students who have difficulty given solution

Closing Activity:

In closing activity the researcher can:

- The researcher gives conclusion using slide share.

- The researcher gives the time to the students to ask.

- The researcher gives Homework (PR).

- The researcher closes the meeting and praying.

I. Assessment:

- Technique Assessment : Responding expression / questions orally and in writing.
- Instrument forms: oral and written question.

J. Motivation

Explain the important of the material that will be learn and competence that the students to get.

Tanjung Langkat,   February 2017

English Teacher   The Researcher

(Siti Faradillah, S.Pd)   (Devy Anggraini Harahap)

Headmaster of SMP NEGERI 1 SALAPIAN

(Drs. Tian Kaban)

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Test Item

Look at the pictures, choose one of them and describe in term of physical appearance and performance. Practice it in front of the class!

A. OKY SETIANA DEWI

B. ALIANDO