

**THE EFFECTIVENESS OF APPLYING THE RECITATION METHOD  
ASSISTED BY VIDEO IN IMPROVING OF STUDENTS' ACHIEVEMENT IN  
SPEAKING REPORT TEXT**

**SKRIPSI**

*Submitted In Partial fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd.)  
English Education Program*

**By**

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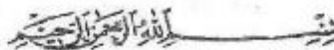
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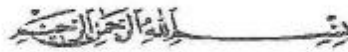
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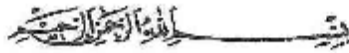
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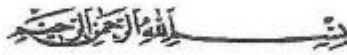
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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
3 Okt 2018	Abstract	/
	- Table of Contents	
	- Chapter I	/
	- Chapter II	
5 Okt 2018	- Chapter III	/
	- Table	
	- Data Analysis	
	References	
9 Okt 2018	- Chapter IV	/
	- Chapter V	
	- Conclusion	

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## ABSTRACT

**Pratama, Ferdiansyah. Npm:1402050374 “The Effectiveness Of Applying The Recitation Method Assisted By Video In Improving Of Students’ Achievement In Speaking Report Text”. Skripsi. English Department, Faculty of Teachers’ Training and Education – University of Muhammadiyah Sumatera Utara, Medan 2018.**

This thesis deals with The Effectiveness of Applying The Recitation Method Assisted By Video In Improving of Students’ Achievement In Speaking Report Text class IX in Junior High School at SMP Muhammadiyah 47 Sunggal in the academic year of 2017/2018. The purpose of study is to find out whether recitation method significantly affects on students’ speaking skill at SMP Muhammadiyah 47 Sunggal in the Academic Year of 2017/2018. In this research, the researcher used method experimental (pre-test and post-test groups) design. The population of this research were 68 students, comprising X-1 and X-2. Sample had been taken by using cluster sampling based the researcher’s consideration they are 34 students of class X-1 as experimental group and 34 students of class X-2 as control group. While in experimental group in pre-test was 58.5 and post-test was 75. The mean of the students’ score for control group in the pre-test 54 and in post-test was 63.2. The result of calculating t-test showed that t-observed was higher than t-table ( $t\text{-observed} = 8.62 > t\text{-table} = 3.218$ ). It means that there was significant the effect of recitation method on students’ speaking skill at class IX in SMP Muhammadiyah 47 Sunggal in academic year of 2017/2018. In conclusion the use of recitation method gave significant effect on students speaking skill.

**Keyword:** *Recitation Method, Speaking Skill, Report Text.*

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The aimed of writing this study was titled “The Effectiveness Of Applying The Recitation Method Assisted By Video In Improving Of Students’ Achievement In Speaking Report Text”. This thesis had been written in a partial fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd) at the English Language Education Program, Faculty of Teacher training and Education, University of Muhammadiyah North Sumatera (UMSU).

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The Researcher

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# TABLE OF CONTENTS

	Pages
<b>ABSTRACT .....</b>	<b>i</b>
<b>ACKNOWLEDGEMENT.....</b>	<b>ii</b>
<b>TABLE OF CONTENTS.....</b>	<b>vi</b>
<b>LIST OF TABLE.....</b>	<b>ix</b>
<b>LIST OF FIGURE.....</b>	<b>x</b>
<b>LIST OF APPENDIXES .....</b>	<b>xi</b>
<b>CHAPTER I INTRODUCTION .....</b>	<b>1</b>
A. The Background of the Problem .....	1
B. The Identification of the Problems .....	5
C. The Scope and Limitation .....	5
D. The Formulation of the Problems .....	5
E. The Objectives of the Study .....	6
F. The Significance of the Study .....	6
<b>CHAPTER II REVIEW OF LITERATURE .....</b>	<b>7</b>
A. Theoretical Framework .....	7
1. Speaking .....	7
2. Functions of Speaking .....	9

3. Types of Speaking Performance .....	10
4. Part of Report Text .....	12
5. Media .....	18
6. Recitation Method .....	20
7. Terms and Objectives of Assignment .....	21
8. Use of Assignment Method .....	22
9. Implementation step of Assignment Method .....	24
10. Advantages and Disadvantages of Recitation Method .....	25
B. Conceptual Framework .....	27
C. Hypothesis .....	28
<b>CHAPTER III THE RESEARCH METHOD .....</b>	<b>29</b>
A. Location and Time .....	29
B. Population and Sample .....	29
C. Research Design .....	30
D. The Instrumen of Research .....	31
E. The Technique for Collecting the Data .....	32
F. Score of the Test .....	32
G. Technique of Analyzing Data .....	33
<b>CHAPTER IV DATA COLLECTION AND DATA ANALYSIS .....</b>	<b>35</b>
A. Data Collection .....	35
1. The Scores of Experimental Group .....	36
2. The Scores of Control Group .....	38

B. Data Analysis.....	41
C. Research Findings.....	42
<b>CHAPTER V CONCLUSIONS AND SUGGESTIONS .....</b>	<b>43</b>
A. Conclusions .....	43
B. Suggestions.....	44
<b>REFERENCES</b>	
<b>APPENDIX</b>	

## **LIST OF TABLE**

Table 3.1 Population.....	29
Table 3.2 Sample .....	30
Table 3.3 Research Design .....	31
Table 3.4 Score of the Test .....	32
Table 4.1 The Scores of Pre-test and Post-test of Experimental Group .....	36
Table 4.2 The Scores of Pre-test and Post-test of Control Group.....	38

## **LIST OF FIGURE**

Figure 2.1 Conceptual Framework.....	27
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## **LIST OF APPENDIXES**

- Appendix 1 Lesson Plan Experimental Group
- Appendix 2 Lesson Plan Control Group
- Appendix 3 Attendance List of Experimental Group
- Appendix 4 Attendance List of Control Group
- Appendix 5 The Analysis of the Data Experimental Group
- Appendix 6 The Analysis of the Data Control Group
- Appendix 7 Documentation of Research
- Appendix 8 K-1
- Appendix 9 K-2
- Appendix 10 K-3
- Appendix 11 Lembar Pengesahan Proposal
- Appendix 12 Berita Acara Bimbingan Proposal
- Appendix 13 Surat Keterangan
- Appendix 14 Lembar Pengesahan Hasil Seminar Proposal
- Appendix 15 Surat Pernyataan
- Appendix 16 Surat Izin Riset
- Appendix 17 Surat Balasan Riset
- Appendix 18 Berita Acara Bimbingan Skripsi
- Appendix 19 Curriculum Vitae



# **CHAPTER 1**

## **INTRODUCTION**

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

English is an international language. In Indonesia, English is considered as the first foreign language and is taught formally from elementary school up to the university level. It is realized that studying English is not easy for Indonesian students because the fact that English and Indonesian language are very different in terms of spelling, sound, and pronunciation, vocabulary or lexical meaning and grammar. In learning the English language, it contains four basic language skills: receptive skills, listening (understanding spoken language) and reading (understanding the written language) and the productive skills, speaking and writing. In practice, learning the lessons taught speaking after reading, listening and writing. But this does not state that learning speaking is not important. In fact, speaking is a very important lesson to learn that is why speaking is taught after the third important element is taught and speaking also is the very difficult subject for the students. Based on the interview in preliminary observation found that students are difficult to learn English particularly writing skill. Students often failed in speaking because they faced some difficulties such as poor confidence, lack of vocabulary, literature, and information. They do not give attention and enthusiasm on speaking specially speaking report text. They might have some ideas on their mind, but they do not know how to express themselves in speaking.

They had trouble to presenting their ideas. They thought that it will very difficult to speak report text.

English Teacher states that there are many students can not achieve 75 points as the minimal completeness criteria on (KKM). This problem can be resulted from the teacher's technique and strategy as they still applies traditional method, by which they fail to motivate the students. As a result, in learning process, students have poor cognition, defecient concentration, and limited knowledge in speaking. Learning is affected by the total situation (Aggarwal , 2001:46). It depends on a number of factors, external and internal factors. External factors affecting learning are (1) goals, purpose (2) motivation (3) interest (4) attention (5) drill or practice (6) bore or fatigue (7) aptitude (8) attitude (9) emotional factors (10) speed, accuracy, and retention (11) age (12) learning activities. The relation with learning, motivation has big factors towards students learning process. In concept learning, motivation mean the art of supporting the students to be supported to do learning activities, so the purpose of learning process should design a good concept to encourage students into a good speaking.

Based on the situation, the researcher thinks that it is important to find ways to overcome to the problem. One of the ways to solve the problem is by proposing a teaching model that is suitable, easy, effective, fun, interesting, and helpful to the students. Therefore, Recitation Learning is proposed to be one model, which might be able to solve the speaking problem. Recitation Learning is an integrated model of teaching and learning that creates passionate teachers, engaging classroom and meaningful concent resulting in accelerated student

achievement. Recitation method is about giving a task, giving an assignment to the students in order to develop students' interest and motivate them to speak. It helps teacher to present their content in a way that engages and energizes students. It is an effective strategy for classroom management, focusing attention, and motivating students to increase participation in learning. The situation will motivate the students concentrate and make them easier to learn. The relaxed situation and good motivation will engage the students to think the idea and present it into their speaking. It may stimulate students' imagination and creation in learning especially in speaking report text. By knowing the problem faced by the students in learning speaking especially report text, the researcher thinks that teaching report text by applying Recitation Learning will be more effective to develop their speaking achievement.

Mansyur (1996: 110) suggests that "recitation method is the learning method that applied by the teacher, where the teacher give an assignment specifically in order to the students doing the learning activity, and then they must account for it." Meanwhile, Soekartawi (1995: 19) suggests that recitation method is a way of presenting lesson material by assigning tasks to learners to learn, then accountable in front of the class. In addition, the recitation method is often referred to as the method of assignment, ie the method by which learners are given a special task outside the lesson.

In line with the above two statements, the method of assigning tasks is defined as a learning-learning interaction format characterized by the presence of one or more tasks provided by the educator. In this case, the completion of these

tasks can be done individually or in groups according to his orders (Moedjiono and Dimiyati, 1993). However, Supriatna (2007: 200) suggests that the method of giving tasks is a presentation of learning materials in which educators provide certain tasks for learners to do learning activities and provide reports as a result of the tasks it does. This method refers to the application of learning by doing. From the four opinions above can be concluded that the method of recitation or assignment is one way of teaching methods that can be selected by educators, which in the implementation, educators demand that learners can play an active role in teaching and learning activities so he is able to complete tasks assigned by educators to be out of school hours. Tasks are given in groups, usually combined with group work methods.

Recitation is often equated with "home work", when actually different. Homework has a more specific understanding, namely the tasks assigned by educators, done home learners. While the recitation, the task given by educators is not just implemented at home, but can be done dilaboratorium, library or other places that have to do with the task or lessons given. So, the recitation is wider than home work. Nevertheless, both have in common, that is to have an element of duty, done by learners, and reported the results, and has a pedagogical didactic element. Assignment as a method of teaching is a gift of work by educators to learners to achieve certain teaching objectives. By giving the task the learners learn, do the task.

In carrying out the learning activities, learners are expected to get a result, in the form of certain behavior changes, and the most important goal of applying

this method is for students to hone their speaking and get used to doing it very well.

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

The problems of this study were:

1. There were many students in SMP Muhammadiyah 17 Sunggal who had limitation vocabulary so that they were difficult to speak especially Report text.
2. The difficulty of students on build the self confident to speak in public especially in front of class.
3. The teachers teach speaking course by using conventional method.

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

The scope of the research is focused on speaking skill. The researcher limited the discussion on speaking report text by applying Recitation Method.

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

Based on the background above, the problems of the research will be formulated the following:

- Is there any significant effect of using Recitation Method in teaching speaking report text ?

### **E. The Objective of The Study**

The objectives of the study were:

1. To find out the effect of using Recitation Method in speaking report text.

### **F. The Significance of The Study**

The findings of this study were expected to provide the information which might have theoretical as well as practical values or significance. Theoretically The research expected useful in teaching English especially in speaking report text and giving the other way in teaching speaking by Recitation Method. Practically, the usefulness of the findings is described as the following:

- a. The students to improve their speaking, especially in speaking report text.
- b. The teachers in applying a better way in teaching especially teaching speaking report text and
- c. The readers' knowledge on Recitation Method and Speaking Report Text.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

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

In conducting research, theories are needed to explain and clarify some concepts or terms used in the study concerned. The terms used in this study are needed to be theoretically explained. This framework is absolutely useful in order to give clearer understanding about all of the things related to the study. The theoretical elaboration on the concepts and terms will be presented in the following.

#### **1. Speaking**

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

The learners should be able to produce basic structure correctly. Fulcher (2003:23) suggests that “Speaking is the verbal use of language to communicate with others”. Since the listening and speaking are products of skill, there are many relationships between them. The ability of the listening and speaking have some

information which is gained from listening. In the other word, the topic to be discussed in speaking is relevant to what the speaker has heard from another person. That is the reason why in listening is always related to speaking.

The communicative interaction can be identified through the existence of participants negotiating a meaning, in a general term their existence is the control interaction by noticing who is saying, to whom the speakers are saying, what is discussed and when the interaction occurs. It means that in speaking, there are a process between speaker and listener. That is a interaction between them. There are using of language as the medium of speaking in students skill. It is necessary to use accept able forms of correct language. The forms involve grammar, vocabulary, and pronunciation.

To Improve the students' speaking skill, the teacher need to help the students as produce forms in the foreign language. It is a part of teacher's job to help the students in producing form in foreign language. It means that one communicate naturally while thinking about forms of the message rather than the message itself. Brown (2001:27) suggests, that "When someone can speak a language it means that he can carry on a conversation reasonably competently". In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

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



body language, and expressions are needed in conveying messages directly without any accompanying speech”. From some definitions above it can be concluded that speaking skill is always related to communication. Speaking skill itself can be stated as the skill to use language accurately to express meanings in order to transfer or to get knowledge and information from other people in the whole life situation.

## **2. Functions of Speaking**

There are many functions of speaking proposed by many practitioners. Brown and Yule in Richards (2008:21-28) classified propose three functions of speaking. They are talk as interaction, talk as transaction, and talk as performance. Talk as interaction refers to what people normally do in communication that is “conversation” and describes the interaction that serves a primarily social function. People interact with each other when they meet though exchange greeting because they wish to be friendly and to establish and maintain social relations. Talk as transaction refers to situations where the focus is on what is said or done. The focus of talk as transaction is on the message rather than how they interact socially with each other. According to Burns (1998) distinguishes two types of talk as interaction. The first type focuses on giving and receiving information and the second type focuses on obtaining goods or services. Talk as performance refers to public talk such as classroom presentations, public announcements, and speeches. The talk tends to be monologue rather than

dialogue and mostly a written language since the speaker follows what is written in the text.

Besides, Thornburry (2005:14) classified proposes four language features in speaking. They are interactive, non interactive, planned and unplanned. Multy-party speeches like casual conversation between friends or between children and their parents is interactive speaking or dialogue. Monologues such as news reporting on a television, and voice-mail message are no interactive speaking. Public speeches and business presentations are typical planned. On the other hand, chatting with friends at the classroom and conversation at the shop are kinds of unplanned speaking.

From the explanation above, it can be concluded that there are many functions of speaking such as to maintain social relation, to get thing done, to give speech, etc. The ways of how the speakers perform speaking are different depend on their purpose.

### **3. Types of Speaking Performances**

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

#### **a. Imitative**

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important things here is focusing on pronunciation. The teacher uses drilling in the teaching

learning process. The reason is by using drilling students get opportunity to listen and orally repeat some words.

b. Intensive

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

c. Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, started greeting and small talk, simple request and comments. This is a kind of short replies to teacher or students initiated questions or comments, giving instruction and direction. Those replies are usually sufficient and meaningful.

d. Transactional (Dialogue)

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

e. Interpersonal (Dialogue)

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

forms of interpersonal speaking performance are interview, role play, discussion, conversation and games.

f. Extensive (Monologue)

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

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

#### **4. Part of Report Text**

a. Defenition of Report Text

The definition of this report text is also almost similar to what is often mentioned in some English books at high school level, “Reports a text which is the result of systematic observation and analyzes.”

A report text is a type of text that announce the result of an investigation or Announce something. The information given in a report text is very general information.

Beside this definition, there are some experts who explain definition of report text. Barker (2000: 23) state report text is a piece of writing which

aims to describe something in general way. This theory implies that report text refers to kind of text that describes the information by explaining the general information which is used to report the information. Report text is to describe the way things are related to history, science, geography, natural resources, man-made and environment phenomenon. It is explained that report text must include important information that is considered to write as a report form. It can be concluded, in term of language, the report text is a text that function to provide information about an event or situation, after the holding of the investigation and through various considerations.

Thus, actually Report Text and Descriptive Text have a fairly clear distinction, although it appears that the both text are said to be “twin siblings”. In conclusion, in the report text it usually contains facts that can be proven scientifically.

b. Purpose

Social function of report text is to present information about something generally to the reader. Every text must have the purpose why it was written. So do this. Some experts mention that the purpose of the report text is:

Everyone knows that each article certainly have a purpose why the article was written. As well as a report text Steven & Christino (2014: 5) Its social purpose is presenting information about something. They generally describe an entire class of things, whether natural or made: mammals, the planets,

rocks, plants, countries of region, culture, transportation, and so on. It can be concluded, the purpose of report text is to convey information of observation through systematic analysis. The information described in the report text is usually general, whether natural or artificial like mammals, planets, rocks, plants, states, culture, transportation, and so forth.

c. Generic Structure

Report text also has only two generic structures:

General Classification

contains general statements about the subject being discussed or discussed.

Stating classification of general aspect of thing; animal, public place, plant, etc which will be discussed in general.

Description

Is a section that provides a detailed description of the subject discussed in the general classification. Tells what the phenomenon under discussion ; in terms of parts, qualities, habits or behaviors.

d. Language Feature of Report Text:

Language feature is something that related to the text. In report text there are some of language feature, beginning from use general noun to describe object, use relating verb to describe features, action verbs to describe

behavior, use technical terms, and use paragraph topic sentences to organize the information.

According to Steven & Christino(2014: 6) state report text has language characteristic state below;

a. Use of general nouns, that is, an object (be it alive or dead) of a general nature.

b. Use of relating verbs to describe features, the grammar is also called linking verb. As to be (is, am, are: present), seem, look, taste, etc.

c. Some use of action verbs when describing behavior.

d. Some use timeless present tense to indicate usualness, is one time in the simple present markers such as “often, usually, always” and others.

e. Use of technical terms.

f. Use of paragraphs with topic sentences to organize bundles of information; repeated naming of the topic as the beginning focus on the clause.

e. Example

1.

### **Cats**

Do you ever touch a cat?

Do you have a cat at home?

A cat is one of mammal animal which is liked a Lion. It is called small Lion. Although they have a similarity but they are different much. A cat is

categorized as a tame animal, is a carnivore which consumes meat, flesh or fish. We can see it everywhere such as at home, at road, at the cat conversation and other.

This mammal, has four legs for making it easy to run so don't be shocked if you see the fast cat takes your meal in the dining table. It can run as fast as a dog. It has paws to protect itself from the enemy, climbing the tree and danger. It has sharp teeth which is useful to cut the meal, eat something and bring something. The beautiful and smooth feather is for protecting form the unpredicted situation and keeps the important body part. Every cat has different feather color, such as cream, black, white, or black-white and other.

It is tame pet so everybody to take care of it at home, to protect from the mouse too. But we have to be careful when we are with it. There are many disease from the cat, guys.. for example influenza, cough, respirstory error who can be caused by the cat feather. If you have a cat at home and you love it so much please wash your hand before touching your meal and face, sweep the floor after it sleeps and also takes a bath it once a day.

2.

## **Venice**

### **General Classification;**

Venice is a city in northem Italy. It is the capital of region Veneto. Together with Padua, the city is included in the Padua-Venice



Metropolitan Area. Venice has been known as the “Queen of the Adriatic”, “City of Water”, “City of Bridges”, and “The City of Light”. The city stretches across 117 small islands in the marshy Venetian Lagoon along the Adriatic Sea in northeast Italy.

**Description;**

Venice is world-famous for its canals. It is built on an archipelago of 117 islands formed by about 150 canals in a shallow lagoon. The islands on which the city is built are connected by about 400 bridges. In the old center, the canals serve the function of roads, and every form of transport is on water or on foot.

You can ride gondola there. It is classical Venetian boat which nowadays is mostly used for tourist, or for weddings, funerals, or other ceremonies. Now, most Venetians travel by motorized waterbuses (“vaporetti”) which ply regular routes along the major canals and between the city’s islands. The city also has many private boats. The only gondolas still in common use by Venetians are the traghetto, foot passenger ferries crossing the Grand Canal at certain points without bridges.

You can see the amusing city’s landmarks such as Piazza San Marco, Palazzo Contarini del Bovolo, Saint Mark’s Cathedral or villas of the Veneto. The villas of the Veneto, rural residences for nobles during the Republic, are one of the most interesting aspects of Venetian countryside. They are surrounded by elegant gardens, suitable for fashionable parties of

high society. The city is also well known for its beautiful and romantic view especially at night.

## **5. Media**

Media as tools for teaching in learning process. Azhar (1997:15) suggests that media means usually audiovisuals or electronic for transmitting or delivering message. In other word, media is communications that refer to instructional technology to transmit information between a source and receiver.

Flemming (1993) classified there are nine kinds of media/visual aids in teaching, they are:

1. Blackboard

Blackboard is the common visual aid which teacher used in teaching process. It can help students can understand the lesson easier.

2. Bulletin Board

Bulletin Board is a teaching tool of wide usage. It has been used effectively to inform students and to influence their behaviours and to motivate them.

3. Relia

Relia is the same as a real object. The teacher will show things like an apple, an orange, or a book to the students.

4. Picture

Picture is the most interesting media. Using pictures in teaching

process will help the teacher to explain the subject learnt. Picture is useful for getting students to predict what is coming next in a lesson.

5. Chart

The use of chart in the classroom has the same way as the use of picture to stimulate the teaching process.

6. Flash card

Flash card is a set of image that shows a figure or some figures performing different activities into a logical sequence.

7. Maps

The teacher can have student to examine and comment on global map of their own country.

8. Clock

Clock is used to help the students know how to tell the time shown.

9. Cartoons

The facial expressions of cartoon figures may inspire students to interpret the thought behind the expression and the story implicit in cartoon provided.

As the start below, there are many kinds of media. One of the most commonly used media is snakes and ladder board game. It is cheaper than another media and also it can makes English become fun in school.

## **6. Recitation Method**

Recitation method Mansyur (1996: 110) suggests that "recitation method is the learning method that applied by the teacher, where the teacher give an assignment specifically in order to the students doing the learning activity, and then they must account for it." Meanwhile, Soekartawi (1995: 19) suggests that recitation method is a way of presenting lesson material by assigning tasks to learners to learn, then accountable in front of the class. In addition, the recitation method is often referred to as the method of assignment, ie the method by which learners are given a special task outside the lesson.

In line with the above two statements, the method of assigning tasks is defined as a learning-learning interaction format characterized by the presence of one or more tasks provided by the educator. In this case, the completion of these tasks can be done individually or in groups according to his orders (Moedjiono and Dimiyati, 1993). However, Supriatna (2007: 200) suggests the method of giving tasks is a presentation of learning materials in which educators provide certain tasks for learners to do learning activities and provide reports as a result of the tasks it does. This method refers to the application of learning by doing. From the four opinions above can be concluded that the method of recitation or assignment is one way of teaching methods that can be selected by educators, which in the implementation, educators demand that learners can play an active role in teaching and learning activities so he is able to complete tasks assigned by educators to be out of school hours. Tasks are given in groups, usually combined with group work methods.

If described, the four expert opinions above implies that the method of assignment is a teaching method that contains three elements, namely assignment, learning, and recitation. Task, is a work to be done. Assignment of duties as a teaching method is a gift of work by educators to learners to achieve certain learning goals. By giving the task, learners learn and do the task. In carrying out learning activities, learners are expected to obtain a result, namely changes in certain behaviors in accordance with the goals set. The last stage and this assignment is a recitation which means reporting or rewriting the tasks that have been done and studied. Thus, the method of giving a learning task is a teaching method in which the educator gives a task, then the learners must account for the results of the task.

## **7. Terms and Objectives of Assignment**

According to the traditional view, the assignment is done by the educator because the lesson can not be given in class. To complete the teaching plan that has been set, learners are given the task, by doing a matter at home. Sometimes it also means that children do not play much.

The terms of assignment, including as follows:

- a. Clarity and firmness of duty
- b. Explanation of difficulties that may be faced.
- c. Discussion of duties between educators and learners.
- d. Meaningfulness of task for learners.

Provision of learning and recitation tasks is fair if it aims to:

- a. Deepen the learner understanding of the lessons that have been received.
- b. Train students to independent learning.
- c. Learners can divide their time regularly.
- d. So that learners can take advantage of spare time to complete the task.
- e. Train learners to find out for themselves the right ways to accomplish the task.
- f. Enriching out-of-class experiences.

### **8. Use of Assignment Method**

This method of assignment is inseparable from its shortcomings and weaknesses. Therefore, educators need to pay attention to the implementation suggestions as follows.

- a. Educators should be able to plan for a proper recitation.
- b. Assigned tasks should be based on the interests and abilities of learners.
- c. The assignment is related to the subject matter that has been given.
- d. The type of task given to the learner should be well understood by the learner, so that the task can be performed well.
- e. If the assignment is a group task, then the task assignment (task material) should be directed, including the deadline for completion.

- f. Educators can assist in providing the tools and tools needed for the assignment.
- g. Each student's work ahsil must be accurately corrected, rated, and the paper returned, to provide stimulation or encouragement.
- h. The development of the achievement score of learners should be noted in the value book of educators in order to know their learning graphs.
- i. Assigned tasks should be able to stimulate students' attention and be realistic.
- j. The task of deepening the understanding of learners of the lessons that have been received.
- k. The task of training students toward self-learning.
- l. Learners can divide their time regularly.
- m. So that learners can take advantage of free time to complete the task
- n. The task of training learners to find out for themselves the right ways to accomplish the task.
- o. The task of enriching the experiences in the school through activities outside the classroom.
- p. This metide is used when:
  - 1) Educators expect that the knowledge received by the child is more complete

- 2) The educator wants to activate the children in learning something by reading the problem yourself or trying it yourself.
- 3) Learners have a habit of learning and filling free time outside the lesson

### **9. Implementation step of Assignment Method**

In using this method of assignment there are three steps that educators must pass through to learners:

#### **a. Assignment phase (preparation)**

- 1) Formulate problems (scope and sequenes) clearly,
- 2) Express the purpose of execution of the task,
- 3) Determine the type of task (group or individual),
- 4) Provide an explanation or direction of the task,
- 5) Provide guidance / resources that can help the work of the learner, and
- 6) Make the time limit for determining the implementation.

#### **b. Phase of task implementation**

- 1) Holding guidance or supervision in the implementation of tasks,
- 2) Provide motivation or encouragement so that the child will work,
- 3) Providing service needs
- 4) Cultivated or done by the students themselves, not sending others, and



5) Suggestion for students to record the results he obtained well and systematically.

c. Task responsibility phase

1) Reporting verbally or in writing, action or demonstration,

2) Implement the assessment of the results of execution of tasks,

3) Implement the assessment of the process and implementation results,  
and

4) Discuss difficulties that can not be solved by the learner during the execution of the task.

## **10. Advantages and Disadvantages of Recitation Method**

a. Advantages

Some of the advantages of learning that is implemented by using the assignment method are as follows:

1. Provide opportunities for learners to learn more.
2. Cultivate a sense of responsibility
3. Strengthen motivation to learn
4. Establish relationships between school and family
5. Develop courage initiative
6. Learning outcomes are more durable and imprints in the learner's memory

7. Can practice the results of theory or concept in real life or society
8. Stimulate the enthusiasm of learners to seek and process their own information and communication

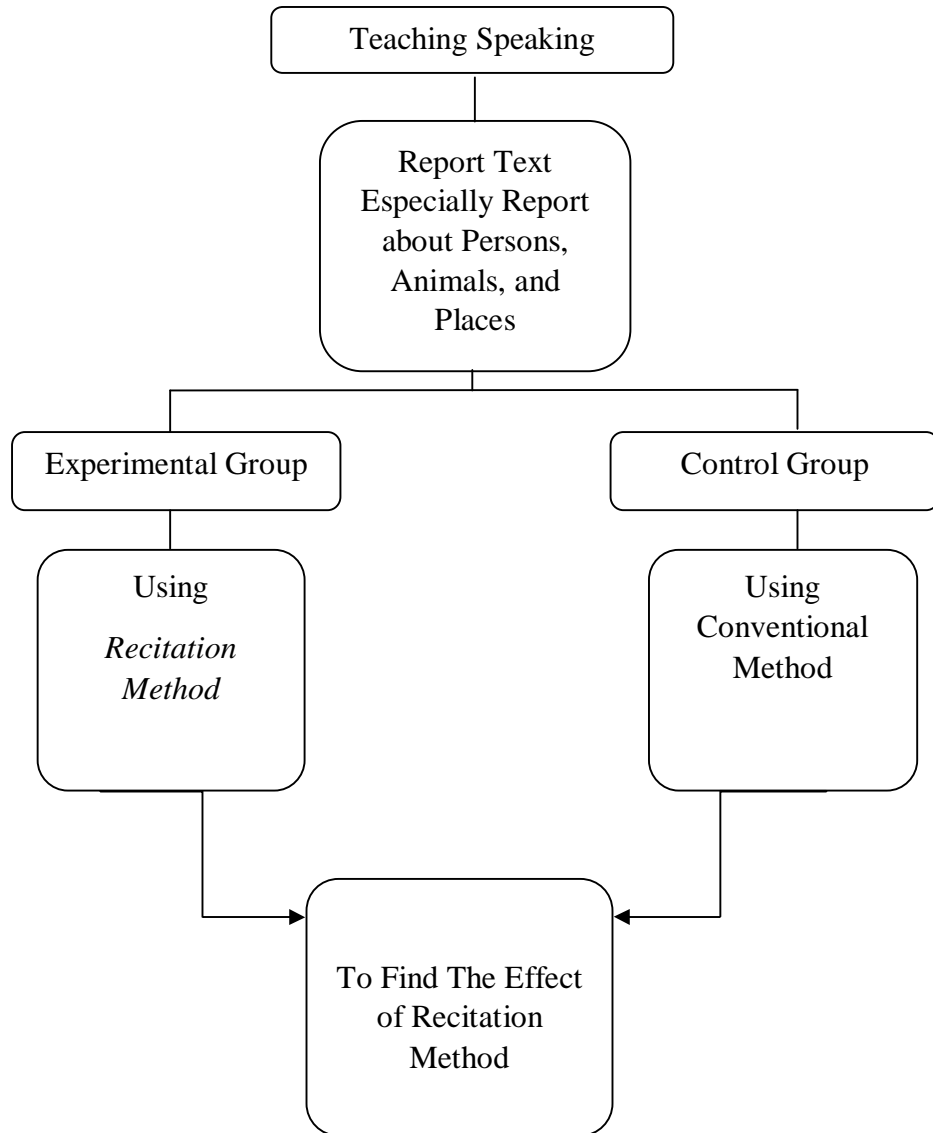
b. Weakness

In addition to the advantages possessed by this recitation method, the method of assignment also has some disadvantages in its use. As for some of the disadvantages of this method, among others as follows:

- a. Requires strict supervision, both by educators and parents
- b. It is difficult to determine whether the task is done alone or the help of others.
- c. It can be frustrating if it fails to complete the task
- d. If the task is given too much, learners may experience boredom or difficulty in this case may result in the inner peace of learners feel disturbed
- e. It is difficult to assign tasks that can meet the individual and interest characteristics of each learner.

## B. Conceptual Framework

The Effectiveness of Applying The Recitation Method Assisted by Video in Improving of Students' Achievement in Speaking Report Text.



### **C. Hypothesis**

The two hypothesis will be formulated as follows:

Ha : There is a significant effect of applying Recitation Method on the students' achievement in speaking.

H0 : There is no significant effect of applying Recitation Method on the students' achievement in speaking.

### CHAPTER III

#### THE RESEARCH METHOD

##### A. Location and Time

This research will be at SMP Muhammadiyah 47 Sunggal on Jl. Sei Mencirim No. 60 Kec. Sunggal, Kab. Deli Serdang. The reason for choosing this school because it will be practical for collecting the data and a similar research had never been conducted in this school. In this school, most of the student have problems to express their idea orally, so they confuse to speak, they have limit vocabulary in English, and lack in grammar and left difficult in speaking with the appropriate rules.

##### B. Population and Sample

This population of this research will take from the nine grade of SMP Muhammadiyah 47, which consist of four classes, and the total number is 130 students. Since it is an experimental design, two classes will take as sample.

Table 3.1  
The Populations of SMP Muhammadiyah 47

No.	CLASS	POPULATION
1.	IX-1	34
2.	IX-2	34
3.	IX-3	30
4.	IX-4	32
TOTAL		130

Arikunto (2010:134) states that sample is a part of population or the representation of population being assessed. In determining the size of sample, Arikunto (2010:134) says that population more than 100, the researcher may take 10%-15% or 20%-25% or more as the sample, if the population less than 100, the researcher may take all as the sample. It was frequently to test a large number of the students because the limited time involved, so only 68 students (50% of the population) were taken as the sample. Then the student was divided into two groups of the 34 and 34 students. One group is the control group and the other group is the experimental group. The sample were assigned randomly to represent the population.

Table 3.2  
The Sample of SMP Muhammadiyah 47

No.	CLASS	SAMPLE
1.	IX – 1	34
2.	IX – 2	34
TOTAL		68

### C. Research Design

This study will be conducted by using an experimental quantitative research. There will be two groups of students in this study, namely control group and experimental group. These two will be taught by using different treatments. This research utilizes randomized groups, pre-test and post-test design. In this design, the subject is assigned to the experimental group and control group by random method and both of them will be given a pre-test. Pre-test will be given in order

to know the student ability in speaking report text. After conducting the treatment, the researcher give the post-test for both of group. The post-test will give to identify the students' ability in speaking report text after the treatment. The difference average between the pre-test and posttest will found for each group and then these difference average score were compare in order to as certain whether the experimental treatment produced a greater change than the control group situation.

Table 3.3  
Research Design

Groups	Pre-Test	Treatment	Post-Test
Experimental	X1	Recitation Method	X2
Control	Y1	Conventional Method	Y2

#### **D. The Instrument of Research**

In this study, essay writing test will use to collect the data as instrument. The same test in pre-test will be give to both of group. After that, student in experimental group will given the treatment and with the same content test in post-test was given again to both of group. The researcher conduct the test in order to know the effect of recitation method in experimental group.

### E. The Technique for Collecting the Data

The data collection is important parts in conducting study. In order to get the data and to know influence of this technique to the students. The researcher were applied in steps in collecting data, such as (a) giving pre-test to both of class (b) giving treatment to the experimental group by using Recitation Method and Free speaking Style to control classes (c) giving post test to both of the classes and (d) collecting the student worksheet.

### F. Score of the Test

The score of the test in ranging from 0-100 in order to know students' skill in Report Text. The criteria were described specifically by Brown (2000) as follows:

Table 3.4  
Score of the Test

Categories	Indicator	Score
Pronunciation	Have few traces of foreign accent.	20
Grammar	Makes few (if any) noticeable errors of grammar or word order.	20
Vocabulary	Use vocabulary and idioms is virtually that of a native speaker.	20
Fluency	Speech as fluent and effortless as that of native speaker.	20
Comprehension	Understand everything without difficulty.	20
<b>Total Score</b>		<b>100</b>



### G. Technique of Analyzing Data

After gave the pre-test and post-test result, the researcher was corrected the result by using 5 components of evaluating. The pre-test score from experimental and control were compared with the post-test scores from experimental group and control group. After compared the pre-test and post test scores from both of the groups, the researcher was used the formula of t-test to test the hypothesis. Before calculated the t-test, the first step was calculated mean formula according Arikunto (2017) as follow:

$$\bar{x} = \frac{\sum x}{N}$$

Where:

$\bar{x}$  = the mean of the students

$\sum x$  = the total score

N = the number of students

T-test formula as follows:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{dx^2 + dy^2}{(Nx + Ny) - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Where:

Mx = the mean of experimental group

My = the mean of control group

$dx^2$  = the standard deviation of experimental group

$dy^2$  = the standard deviation of control group

$N_x$  = total sample of experimental

$N_y$  = total sample of control group

## CHAPTER IV

### DATA COLLECTION DATA ANALYSIS

#### A. Data Collection

The data required in this study were obtained from the result of the test that had given to the students. The first group was experimental group and the second group was control group. The data were collected by given the students a test, the test given in oral test consisting of interview. In scoring the students' speaking achievement, there were five categories of evaluation scale applied namely: pronunciation, grammar, vocabulary, fluency, and comprehension. Each category was ranged from 0-100. The sample was divided into two groups; they were experimental group and the control group. They consisted of 34 students for each class, in experimental (X-1) and control group (X-2). The data of the study were taken from the result of the test; pre-test, treatment and pos-ttest in form speaking. After applied pre-test and post-test to the experimental and control group, the students' scores were obtained. The scores of the pre-test and posttest of experimental group and control group were as follows:

### 1. The Scores of Experimental Group

**Table 4.1**  
**The Scores of Pre-Test and Post-Test of Experimental Group**

<b>NO</b>	<b>Student's Initial Name</b>	<b>Pre-Test (X-1)</b>	<b>Post-Test (X-2)</b>
1	AHW	60	70
2	AR	55	75
3	AZ	60	75
4	AS	55	70
5	DP	60	75
6	DA	60	75
7	DR	65	80
8	DA	55	70
9	ERA	60	80
10	ER	55	75
11	FK	55	70
12	FS	55	75
13	FAR	60	75
14	IN	60	75
15	MA	55	70
16	MIF	55	70
17	MRK	60	75
18	MI	55	70

19	MP	65	85
20	NP	50	75
21	NE	60	75
22	PS	65	85
23	QA	65	85
24	RAN	65	90
25	RA	60	70
26	RK	50	70
27	S	60	75
28	SKS	65	75
29	SN	55	70
30	SK	60	75
31	SH	60	85
32	TAP	60	70
33	YA	55	70
34	ZP	55	70
<b>Total (<math>\Sigma</math>)</b>		<b>1990</b>	<b>2550</b>
<b>Mean</b>		<b>58.5</b>	<b>75</b>

Table 4.1, it showed that the total score of pre-test was 1990 with the lowest 50 and the highest one was 65. Meanwhile, the total score of post-test 2550 with the lowest 70 and the highest score was 90.

## Experimental Group

### Pre-test

$$M_{X_1} = \frac{\Sigma x_1}{N}$$

$$M_{X_1} = \frac{1990}{34}$$

$$M_{X_1} = \mathbf{58.5}$$

### Post-test

$$M_{X_2} = \frac{\Sigma x_2}{N}$$

$$M_{X_2} = \frac{2550}{34}$$

$$M_{X_2} = \mathbf{75}$$

## 2. The Scores of Group Control

**Table 4.2**  
**The Scores of Pre-Test and Post-Test of Control Group**

NO	Student's Initial Name	Pre-Test (Y1)	Post-Test (Y2)
1	AC	55	64
2	AP	50	62
3	ALRA	50	60
4	APA	58	65
5	ADR	48	60
6	ADM	50	60
7	AR	55	60

8	ATL	68	75
9	AN	60	70
10	AS	55	62
11	AS	50	60
12	AN	59	65
13	BH	50	65
14	BS	52	60
15	BM	48	60
16	BK	58	65
17	DS	45	60
18	DA	50	63
19	DA	65	70
20	DT	56	62
21	DAP	45	60
22	DA	50	60
23	DO	53	63
24	DPG	57	65
25	EF	55	60
26	ER	55	64
27	ED	59	65
28	EA	60	70
29	FAZ	52	60

30	FYP	58	64
31	FPS	50	65
32	RH	48	60
33	SDP	59	65
34	SPA	55	60
<b>Total (<math>\Sigma</math>)</b>		<b>1838</b>	<b>2149</b>
<b>Mean</b>		<b>54</b>	<b>63.2</b>

Table 4.2, it showed that the total score of pre-test was 1838 with the lowest 45 and the highest one was 68. Meanwhile, the total score of post test 2149 with the lowest 60 and the highest score was 75.

#### Control Group

##### Pre-test

$$My_1 = \frac{\Sigma y_1}{N}$$

$$My_1 = \frac{1838}{34}$$

$$My_1 = \mathbf{54}$$

##### Post-test

$$My_2 = \frac{\Sigma y_2}{N}$$

$$My_2 = \frac{2149}{34}$$

$$My_2 = \mathbf{63.2}$$



## B. Data Analysis

After administrated pre-test and post-test to both experimental and control group, the scores of the test were analyzed by the researcher. The scores were calculated to prove the hypothesis. The formula used to test the hypothesis is:

$$\frac{Mx - My}{\sqrt{\left(\frac{dx^2 + dy^2}{(Nx + Ny) - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

After the data have been collected (see on appendix), it is obtained that:

$$Mx = 16.3$$

$$My = 9.4$$

$$dx^2 = 527.5$$

$$dy^2 = 336.8$$

$$Nx = 34$$

$$Ny = 34$$

From the calculation based on the formula, the t-observe was  $t = 8.62$  (see on appendix). The result of computation used  $t$ -test was called  $t$ -observed. The testing hypothesis has two criterions namely  $H_a$  was accepted if  $t$ -test  $>$   $t$ -table and  $H_o$  was rejected if  $t$ -test  $<$   $t$ -table. From the calculated above, it can be seen that  $t$ -test was 8.62. The degree of freedom (df) in this research was  $Nx + Ny - 2 = 66$ . So, the value of  $t$ -table with the significant 0.01 was 3.218. With  $t$ -test = 8.62 and  $t$ -table = 3.218 it can be calculated that  $t$ -test  $>$   $t$ -table = 8.62  $>$  3.218. From all the data, we know  $t$ -test was higher than  $t$ -table. We can concluded that used Recitation Method on students' speaking skill.

### **C. Research Findings**

After done the research, collected the data and calculated the data, the researcher got some research finding that was: Students' at class IX in SMP Muhammadiyah 47 Sunggal especially in experimental group mostly were motivated and be interested and achieve when the researcher was given the treatment used Recitation Method. After was given treatment the researcher got the mean of post-test score was higher than pre-test score in experimental group. The mean of post-test score was 75 and the mean of pre-test score was 58.5. It means that the students were though used Recitation Method cause a positive effect on students' in speaking skill.

The result of calculated t-test showed that t-observed was higher than t-table ( $t\text{-observed} = 8.62 > t\text{-table} = 3.218$ ). It means that used of Recitation Method cause a positive effect on the students' speaking skill and the result of computation used t-test showed that t-observed was higher than t-table ( $8.62 > 3.218$ ). It was mean that alternative hypothesis was accepted, and the null hypothesis was rejected.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

Based on discussion from chapter I to chapter IV, the researcher made conclusion, the conclusions after analyzing the data. The researcher finds out that speaking skill used Recitation Method more significant than lecture method. Because used this strategy made the students more activity, creative, relax, and fun because they can improved their ideas and share with their friends. The researcher found that the students of experimental group (Recitation Method) had higher score than score of control group (lecture method). It can be seen from average of experimental group 75 and in control group was 63.2. The result of t-test = 8.62, while t-table = 3.218 at  $df = 66$  ( $N_x + N_y - 2$ ) and at the level of significant  $p = 0.01$ , it was proved that the alternative hypothesis ( $H_a$ ) was accepted, while the null hypothesis ( $H_o$ ) was rejected. The result of this research concludes that, there was a significant effective on the students' in speaking report text after being taught by applying Recitation Method.

## **B. Suggestions**

In relation to the conclusions, suggestions were staged as follows:

1. The suggestion the students to increase their ability in speaking by studying hard and always repeated the lessons which already had given at home.
2. English teacher should creative in choose the teaching method until the teacher success in teaching a subject especially for speaking.

For English teaching, especially in speaking, Recitation Method was the good way to develop student's achievement in their speaking.

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