



**THE APPLICATION OF SELF ASSESSMENT
AS AN ALTERNATIVE TO IMPROVE
STUDENTS' SKILL IN SPOKEN DESCRIPTIVE TEXT**

**(An Experimental Study of the Tenth Graders
of SMA Negeri 1 Pemalang in the Academic Year of 2010/2011)**

**a final project
submitted in partial fulfillment of the requirements
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in English**

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Saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi, pemaparan atau ujian. Semua kutipan baik yang langsung maupun sumber lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi atau tugas akhir atau final project ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh karya isi ilmiah ini tetap menjadi tanggung jawab sendiri. Jika kemudian ditemukan pelanggaran terhadap konvensi tata tulis ilmiah yang berlaku, saya bersedia menerima akibatnya.

Demikian, pernyataan ini dibuat dengan sebenarnya.

Semarang,
Yang membuat pernyataan

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ABSTRACT

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Key words: descriptive text, experimental study, self assessment, speaking.

This final project is an experimental study that aims to investigate the effectiveness of teaching English using self assessment to improve students' skill in spoken descriptive text. The subjects of the study were the tenth graders of SMA N 1 Pemalang in the academic year of 2010/2011. There were two classes of students participating in this study. They were students of X3 as the experimental group and X5 as the control group. There were five meetings for each class. One meeting was for pre test, three meetings were for treatments and the last meeting for post test. Before the treatment was conducted, pretest was given to both groups. In the pre-test, the students were asked to perform a descriptive monologue based on the topic given. The post test was given after the treatment was done. The result of this research showed that the average scores of pre-test of the two groups were nearly the same. The mean of the pre-test of the experimental group was 49.60 and that of the control group was 50.40. After the two groups were given different treatments, the score of the two groups increased, in which the mean of the experimental group was 74.32, and that of the control group was 65.40. The improvement of the experimental group was 24.72, and that of the control group was 15.00. The result of applying z-test based on the difference of two means revealed that the obtained value (4.97) was higher than z-table value for $\alpha = 5\%$ and $df = 72$ (1.96). It means that there was a significant difference of the test result between the students who were taught using self assessment and those who were taught without using self assessment. Based on the result above, it can be concluded that self assessment is effective to improve students' ability in spoken descriptive text. It is suggested that teachers apply self assessment in teaching speaking skill.

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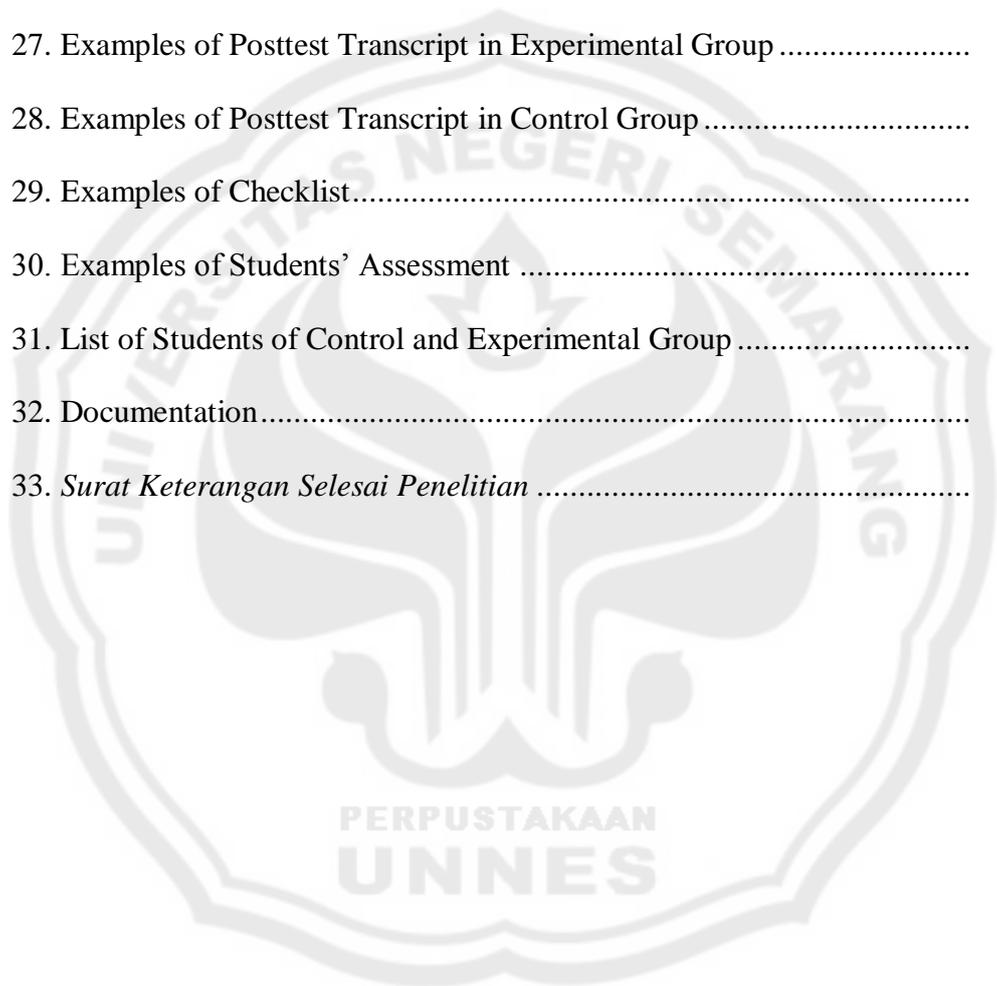
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CHAPTER I

INTRODUCTION

In this chapter I will show the background of the study, reasons for choosing the topic, statement of the problem, objective of the study, significance of the study and outline of the report. In general, this chapter provides the framework or the ground thinking of this study to bridge the following chapters.

1.1 Background of the Study

In Indonesia, English is the first foreign language. It is used as a means of communication at international level. English is not only taught at Junior High Schools, Senior High Schools, and Vocational Schools but also at some Elementary Schools.

In the current curriculum, School-Based Curriculum (Kurikulum Tingkat Satuan Pendidikan), learning English in Senior High School is targeted to achieve the information level of literacy i.e. to be able to get involved in communication using English, spoken as well as written, not only for transactional and interpersonal purposes but also for accessing information in this global information age. In this level, students are expected to create any short functional text, monologue, and essay in the forms of procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof,

explanation, discussion, review, public speaking and cover the supporting competences i.e. socio-cultural competence, strategic competence, and discourse competence. The ability of communication covers the four language skills, i.e.; listening, speaking, reading, and writing in which these skills are integrated to reach the informational literacy, and supporting competence. In addition, these four skills have to be supported by language components such as grammar, vocabulary, sound system and so on.

In fact, most students still have difficulties to express their ideas in English. One of the reasons is that students acquire English only in formal education and rarely use it in daily life. Since students are lack of capability to speak, they only become listeners during the teaching learning process. Students also have little opportunity to speak, so they rarely communicate in English. On the one hand, the ability to speak a language is important since speech is the most basic means of human communication. Nevertheless, speaking in a second or foreign language has often been viewed as the most demanding of the four skills (as quoted from Lazarson, Celce-Murcia, Bailey and Savage 1994:vii).

We know that traditionally, teachers direct the learning process and students take a little role in their learning. With the advent of progressive education in the 19th century, educators have largely replaced traditional curriculum approaches with "hands-on" activities and "group work", in which the students determine on their own what they want to do in class. Key among these changes is the premise that students actively construct their own learning.

Student-centered learning reconstructs the educators' way of thinking about the traditional teacher-centered understanding of the learning process and putting students at the centre of the learning process. In other words, student-centered learning (SCL) is described as learning and teaching that emphasize students' responsibility for such activities as planning learning, interacting with teachers and other students, researching, and assessing learning.

One of the most critical differences between student-centered learning and teacher-centered learning is in assessment. In the student-centered learning, the assessment is also student-centered, in which students are also given shared responsibility to decide and involve in assessment.

Assessment is often described in misunderstood term in some educational practice. Brown (2004 : 4) mentions that assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance. Written work produced by the students that is usually assessed by the teacher ultimately can be assessed by the students too.

Such kind of assessment that can involve students' participation in assessing their own works or tasks represents the importance of students' participation and it reflects in the process of student-centered learning. In student-centered learning, students participate in the evaluation of their learning. This means that students are involved in deciding how to demonstrate their learning.

Developing assessment that supports learning and motivation is essential to the success of student-centered approaches.

Such self assessment encourages students to become independent learners and can increase their motivation. Self-assessment encourages students to reflect on their learning and results so they can improve their learning. Because self-assessment is new for most students, educators can implement strategies to support the development of students' abilities to assess their own work.

Hopefully, by applying self assessment as an alternative assessment, the students' skill especially in spoken form will be developed well.

1.2 Reasons for Choosing the Topic

The reasons for choosing the topic are as follows:

- (1) Based on the observation, the students of SMA Negeri 1 Pemalang have difficulties in speaking English.
- (2) The teaching learning process in SMA Negeri 1 Pemalang is still teacher-centered.
- (3) In assessing speaking, there should be an alternative assessment to activate student-centered learning.
- (4) Self assessment is a new trend in language testing and it has not been applied in SMA 1 Pemalang.

1.3 Statements of the Problem

Specifically, the problems posed in this study are as follows:

- a. How is the teaching-learning process of spoken descriptive text done in the experimental group by using self assessment?
- b. How is the teaching-learning process of spoken descriptive text done in the control group without using self assessment?
- c. Is there any significant difference in the test result between students of SMA Negeri 1 Pemalang who are taught using self-assessment and those who are taught without using self-assessment?

1.4 Objectives of the Study

The objectives of this research are as follows:

- a. To describe the teaching-learning process of spoken descriptive text in the experimental group by using self assessment.
- b. To describe the teaching-learning process of spoken descriptive text in the control group without using self assessment.
- c. To find out whether there is a significant difference in the test result between students of SMA Negeri 1 Pemalang who are taught using self-assessment and those who are taught without using self-assessment.

1.5 Significances of the Study

This study will be useful for both English teachers and students in two ways:

- (1) The study will help students develop their speaking skill as they are expected to be more aware of their own weaknesses in speaking during the self-assessment process, which in turns will trigger them to improve it.
- (2) English teachers have a new method of assessing speaking skill, especially in the form of descriptive text. They might be inspired to develop their own alternative assessment to help their students get better learning achievement.

1.6 Outlines of the Report

This final project consists of five chapters. Chapter one is the introduction. It contains the background of the study, reasons for choosing the topic, statements of the problems, objectives of the study, significance of the study, and outline of the study.

Chapter two gives some reviews of literature which describe the theories used in developing the study and becomes the references in this study. It presents the general idea of assessment, self assessment, advantages and examples of self assessment, general idea of speaking, the importance of speaking, general idea of descriptive text, assessment of spoken language, which form the underlying theories or theoretical background of the final project. The last is the framework of analysis as the resume of the theories.

Chapter three describes the method of investigation which consists of research design, subjects of the study, research variables, method of data collection, instrument of the study, procedure of experiment, scoring system and method of data analysis.

Chapter four presents the findings from the data analysis and discusses the findings by relating them with the supporting theories and previous studies.

Chapter five gives conclusions and some suggestions.



CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, I will review some related previous studies and theories found in the references to support the research. It also presents framework of analysis which summarizes two of previous studies.

2.1 Review of Previous Studies

In conducting this research, I did not find any previous studies on self assessment. However, there have been a number of previous studies almost similar to this field of study.

First is the research conducted by Ulliya and Ropii entitled *The Use of Self and Peer Assessment in Assessing Students' Soft Skill of PSIK UNDIP* year 2009. The result of this research showed that there was no difference between the use of self and peer assessment in assessing students' soft skill especially in PSIK UNDIP. This technique of assessment should be applied to students who are mature enough to think objectively either students of senior high school or college. In conducting this research, the researchers used rubric as the students' guide in assessing process. However, this kind of assessment should be combined with the teachers' assessment as a comparator.

Second, is Ismail's research (2010) project entitled *The Use of Peer Assessment through Film Media to Improve Students' Speaking Skill* year 2010. The result showed that the students of the experimental group achieved better average scores in speaking test than those of the control group. The students taught using peer-assessment method achieved 77.47 and the students taught using conventional method achieved 62.13. The statistical result (t-test) was 4.36. It was higher than the critical t value of 2.002. It showed that the achievement of the students in the experimental group is better than that of the students in the control group. Therefore, it can be concluded that in teaching speaking, teaching using peer-assessment is more effective than that without using peer-assessment.

Next, is a research project by Farida entitled *The Effectiveness of Jigsaw-Activity in Teaching Procedure Texts to Develop the Speaking Skill of Junior High School Students (An Experimental Study of Grade IX of SMP Negeri 4 Pematang In the Academic Year of 2009/2010)*. In the pre-test the average of students' achievement was 48.33. In the post-test the students achieved 71.36, which was higher than the pre-test. There was a significant increase of 23.03 in the students' average post-test score, compared to students' average pre-test score. This research clearly shows that the students developed their speaking ability effectively by doing Jigsaw - Activity.

As mentioned above, there is an area of study which has not been studied, i.e. the use of self assessment in speaking skill, especially in spoken descriptive text. So, in this study I focused my investigation on the use of self assessment to improve students' skill in spoken descriptive text. This research

introduced the use of self assessment to English teachers, particularly the English teacher of tenth graders of SMA Negeri 1 Pematang, in order to make their learning process student-centered. This research belongs to experimental

2.2 Review of the Theoretical Background

In this section I present three areas of studies, i.e. (1) Assessment, (2) Speaking, and (3) Descriptive Text.

2.2.1 Definition of Assessment

In current educational practice, the words test and assessment might be thought as synonymous term. However, test just measures a given domain or particular domain. It is given to the student in a certain time of the curriculum whose skills are being measured and evaluated. Brown (2004:4) explains that assessment is an ongoing process encompasses a much wider domain than that the intention of testing. Whenever student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance.

Similarly, Richard (2002: 17) states that assessment is emphasized on ongoing assessment of students' performance as a course progresses or what has commonly been called formative evaluation. There are some techniques of the formative evaluation such as performance-based assessment, portfolio development, oral production inventories, cooperative student-student techniques, and other authentic assessments.

Distinguishing it from evaluation, according to Chapelle and Brindley as retrieved in [http://tesol.hanyang.ac.kr/0001/com/TMA-G%20Week%207%20\(Ss\).doc](http://tesol.hanyang.ac.kr/0001/com/TMA-G%20Week%207%20(Ss).doc) define assessment as “the act of collecting information and making judgments on a language learner’s knowledge of a language and ability to use it”. Assessment is thus concerned with individual student learning. The term evaluation, on the other hand, is often used in the broader sense of program evaluation, and refers to the process of collecting information and making judgments on the quality of the total language program. This involves a consideration of a range of elements in addition to student learning, such as teacher and students attitudes, teaching methods and materials, as well as administrative systems and resources.

In line with Chapelle and Brindley, Coombee and Hubley (2003:5) state that assessment is an ongoing, cyclic process in which the techniques and instruments used are constantly monitored and reevaluated before being used again. Just as an individual students’ progress in learning English is tracked and documented at many different points, so are the means of assessing students and programs.

From all the definitions of assessment above, it can be concluded that assessment is an ongoing process which does not only focus on the result of the test, but also emphasizes on the process of measuring the students’ skill.

2.2.2 Types of Assessment

According to Brown (2004:5) assessment can be divided into two parts. They are informal assessment and formal assessment. Informal assessment can

take a number of forms, starting with incidental, unplanned comments and responses, along with coaching and other impromptu feedback to the student. Teacher can give compliment to the students who have done the work, for example *Good job! Nice try!* or something else. While formal assessments means exercises or procedures specifically designed to tap into a storehouse of skills and knowledge. They are systematic planned sampling techniques constructed to give teacher and student an appraisal of student's achievement. Formal assessments are the conventional method of testing that we are all very familiar with our school days. Formal assessments are further broken down into separate groups; norm referenced tests, and criterion referenced tests.

2.2.3 Criteria of Good Assessment

The two most important qualities of assessment are reliability and validity. What is meant by reliability is the the extent to which assessments are consistent or we can say it refers to the stability of test scores. We cannot measure the students' ability by testing them unless we measure consistently. A reliable assessment will produce the same results on re-test, and will produce similar results with a similar group of students, so it is consistent in its methods and criteria.

For example, on a reliable test, a student is expected to attain the same score regardless of when the student completes the assessment, when the answers are scored, and who scores the answers. On an unreliable test, a student's score may vary based on factors that are not related to the purpose of the assessment.

Such kind of motivation of each student may influence the process during doing the test, then the answers may not be as we expect to.

Validity refers to the accuracy of an assessment, whether or not it measures what it is supposed to measure. Even if a test is reliable, it may not provide a valid measure. A valid assessment is one in which we just measure certain ability that we want to measure. In the context of classroom assessment, if we want to find out how well learners have mastered the vocabulary that they covered in class, it would not be appropriate to use a test containing vocabulary they have not been taught. Then we may feel reasonably safe in assuming that our test is valid.

The good way to clarify the term “assessment” is to know the function of an assessment. There are two functions that are commonly identified; formative and summative assessment. Most of our classroom assessment is formative assessment which evaluates students in the process of ‘forming’ their competencies and skills with the goal of helping them to continue the growth process; while summative assessment aims to measure, or summarize, what a student has grasped, and typically occurs at the end of a course or unit of instruction, for example final exams, midterm tests and quizzes.

2.2.4 Alternative Assessment

Actually, alternative assessment has come up as early as the term assessment became popular. Then, as the need of the educational practice to explore the students’ skill in the teaching learning process as we call it student-centered, some techniques of alternative assessment are developed more.

Alternative assessment has been described as an alternative to standardized testing and all of the problems found with such testing. There is no single definition of alternative assessment. Meanwhile, Gracia and Pearson as quoted by Richards and Renandya (2003:339) argue that alternative assessment is different from traditional testing. It gives a bigger portion for the students to explore their potentials. The teacher's way in evaluation process is focus on what the students integrate and produce rather than on what they are able to recall and reproduce. By using self assessment, the teachers will know the appropriate teaching-learning process based on the students' own accord. Thereby, the teacher will clearly know the growth of the students and areas of weaknesses and strengths by collecting the students' self assessment.

Alternative assessment technique is expected to work well in learner-centered classrooms, since the teaching and learning process runs based on the students' ideas so that they can learn through self-evaluation. Alternative assessment encourages the students to reflect on, discuss, and assist the students' journey during the teaching-learning process.

Some procedures of alternative assessment are the use of checklists of students' behaviors or products, journals, reading logs, videos of role-plays, audiotapes of discussions, self valuation questionnaires, work samples, and teacher observations or anecdotal records. The teacher and the students can collaboratively decide which procedures are to be used for assessment in a given class. The students are responsible to select the procedures of their work on which they will be assessed.

Brown (2003:252) gives some characteristics of alternative assessment which are supposed to be applied as shown below:

- (1) Require students to perform, create, produce, or do something;
- (2) Use real-world contexts or simulations;
- (3) Are nonintrusive in that they extend the day-to-day classroom activities.
- (4) Allow students to be assessed on what they normally do in class every day;
- (5) Use tasks that represent meaningful instructional activities
- (6) Focus on the processing as well as producing;
- (7) Tap into higher-level thinking and problem solving skills;
- (8) Provide information about both the strength and weaknesses of students;
- (9) Are multicultural sensitive when properly administered;
- (10) Ensure that people, not machines, do the scoring, using human judgment;
- (11) Encourage open disclosure of standards and rating criteria; and
- (12) Call upon teachers to perform new instructional and assessment roles.

There are some types of alternative assessment as suggested in Brown (2003:256). They are:

(1) Portfolios

According to Ganese and Upshur as quoted in Brown (2004:256), portfolio is a purposeful collection of students' work that demonstrates their efforts, progress, and achievement in given areas.

(2) Journal

It is a log (or account) of one's thoughts, feelings, reactions, assessment, ideas, or progress toward goals, usually written with little attention to structure, form, or correctness.

(3) Conference and Interviews

Conference has to assume that the teacher plays the role of a facilitator and guide, not of an administrator, of a formal assessment. Interview is one of kind of conference that is intended to denote a context in which a teacher interviews a student for a designated assessment purpose.

(4) Observations

It is not simple to do in the classroom. Teacher should be aware of his students in the classroom for every question, response, and some non verbal behavior.

(5) Self and Peer Assessment

Self assessment has the principle that autonomy stands out as one of the primary foundation of successful learning. Peer assessment has a similar principle to cooperative learning. Both of them may

be called as the way to enhance the teaching and learning process as its student-centered method.

From the whole discussion above, I assume that alternative assessment is a general term in assessing or measuring one's ability. It is an alternative of the so-called objective type test. Some examples of alternative assessment are portfolio, journal, observations, and self and peer assessment. Further discussion of self-assessment is given below.

2.2.4.1 Self Assessment

According to Brown (2004:256) self assessment has the principle that demands the learners to be independent in achieving the background of successful learning. It may be called as the way to enhance the teaching learning process as its student-centered method. Furthermore, they are educated to be responsible in gaining knowledge and judging themselves.

In line with this, Oscarsson (1980: xi) explains that self assessment is particularly important for the adult learners, who may well be highly motivated. It is expected to strengthen their motivation by applying such activity through giving them feedback continually as the implication of self assessment used.

In the field of education, self-assessment sets the students to make judgments about their own work. Assessment decisions can be made by students on their own essays, reports, projects, presentations, performances, dissertations, and even exam scripts (<http://en.wikipedia.org/wiki/Self-assessment>).

Self-assessment can be effective to help students in criticizing their own work, by knowing their judgments about its strengths and weaknesses. For

obvious reasons, self-assessment is more usually used as part of a formative assessment process, rather than a summative one, where it requires certification by others. According to Oscarsson as quoted in Combeee and Canning (1989) there are six different reasons why self-assessment can be beneficial to language learning:

- (1) Self assessment is simple to be applied, it trains the learners to evaluate themselves. It helps them to enhance the result of the learning process.
- (2) Both teacher and student can reach the level of awareness on their ability in mastering something.
- (3) It highly motivates both student and teacher in the process of teaching learning.
- (4) By using self-assessment, he/she broadens his/her experience in assessment techniques.
- (5) In the classroom, the students will paticipate actively in their own evaluation. They also share the assessment burden to the teacher.
- (6) Involving the students in their own assessment, will give the long-term effect in the teaching-learning process.

Based on the discussion of self assessment above, I come to a conclusion that self assessment is one of the ways in assessing the students' ability by assessing or judging themselves. Self assessment encourages the students to have higher motivation and it plays an important role in the teaching-learning process. Therefore, it is expected to be a strategic vehicle in the effort to foster the entire

students' potentials. Besides, by knowing their own strengths and weaknesses, hopefully students will improve their performance.

2.2.4.2 Advantages of Self Assessment

Apart from its benefits to learning, self assessment also has some other advantages. Coombe and Hubley (2003:98) describe some reasons why self assessment is important to be developed in education as the following:

- (1) Self assessment provides an opportunity for students to participate in the assessment process and to make them not to think negatively about testing.
- (2) Self assessment offers opportunities for learning. Self assessment has been referred to as a systematic approach to the observation, evaluation and management of one's own behaviors for the purposes of achieving a better understanding.
- (3) Self assessment can help narrow the gap between students' view of their own speaking and interaction and the reality. It can help students to understand their own strategies in interaction. Reviewing video or audio recordings of performance in speaking and discussion allows the students to gain perspective on how they function in interaction otherwise unavailable to them.

The above advantages suggest that self assessment is worth developing, especially for classroom use. Self assessment requires students to be critical in appreciating themselves and be honest in judging their effort or work in the teaching-learning process.

2.2.4.3 Examples of Self Assessment in Assessing Speaking

Self assessment can be made more formal in a number of ways. Students can be given material to guide them in making their own judgments, as in the following example from a course book review unit for intermediate students:

Use this checklist to record how you feel about your progress. Tick if you are satisfied with your progress. Put a cross if you are not satisfied.

Table 1. Example of Self Assessment's Checklist
According to B Sinclair and P Prowse as quoted in Harmer (2003:103)

I can	Yes/No	I know	Yes/No
deal with misunderstandings		how to get my meaning across in a conversation	
use question tags correctly		some American colloquial expressions	
express my opinions		how to listen actively	
take part in meetings		more about effective communication	
agree and disagree politely		how to interrupt politely in meetings	
give compliments		more about using connectors and conjunctions	
use prepositions of time		some different ways of learning vocabulary	
recognize and pronounce weak forms of prepositions		more about my learning preferences	
use the simple present passive		how well I'm doing	

Ektabani (2000:99) gives another example of self assessment in spoken tasks as follow:

Table 2. Example of Spoken Tasks

No	Statement	Score			
1.	Can communicate in simple and routine tasks requiring a simple and direct exchange of information.	0	1	2	3 4
2.	Can ask for and provide everyday goods and services.	0	1	2	3 4
3.	Can give short, basic descriptions of events and activities.	0	1	2	3 4
4.	Can give and receive information about quantities, numbers, prices etc.	0	1	2	3 4
5.	Can ask for and provide personal information	0	1	2	3 4
6.	Can ask for and give directions referring to a map or plan	0	1	2	3 4
7.	Can buy tickets on public transport using utterances such as "Two returns Central, please".	0	1	2	3 4
8.	Can give and receive information about quantities, numbers, prices etc.	0	1	2	3 4
9.	Can ask and answer questions about habits and routines	0	1	2	3 4
10.	Can answer simple questions and respond to simple statements in an interview.	0	1	2	3 4
11.	Can ask written interview questions he or she has prepared and practiced beforehand e.g. about leisure activities, and food	0	1	2	3 4
12.	Can initiate, maintain and close simple, restricted face-to-face conversation.	0	1	2	3 4
13.	Can establish social contact: greetings and farewells; introductions; giving thanks.	0	1	2	3 4
14.	Can use simple everyday polite forms of greeting and address.	0	1	2	3 4
15.	Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his or her own accord.	0	1	2	3 4
16.	Can express how he feels in simple terms.	0	1	2	3 4
17.	Can ask for and give or refuse permission	0	1	2	3 4
18.	Can make and respond to invitations.	0	1	2	3 4
19.	Can express or ask for opinions	0	1	2	3 4
20.	Can agree and disagree with others	0	1	2	3 4
21.	Can use simple descriptive language to make brief statements about and compare objects and possessions:	0	1	2	3 4
22.	Can use simple language to describe people's appearance.	0	1	2	3 4
23.	Can explain what he or she likes or dislikes about something.	0	1	2	3 4
24.	Can describe habits and routines	0	1	2	3 4
25.	Can give short, basic descriptions of events and activities.	0	1	2	3 4

2.2.5 Speaking

As one of the important subjects in English as a Foreign language (EFL) learning, speaking is sometimes considered by students more difficult than other skills. It is due to the many aspects or components to be mastered in order for the students to have perfect speaking. The students have to master grammar, vocabularies and pronunciation. Besides, they also have to practice it in real daily-life communication. Moreover, speaking is an important skill for students to master if they want to be able to communicate across the globe. Below are some definitions of speaking.

2.2.5.1 Definitions of Speaking

Speaking is defined in different ways as follows:

- (1) Speaking is the ability to talk to someone about something to speak, use our voice to produce words in a particular language; to express our ideas or opinions, feelings, thoughts, and beliefs of a person or group of people (Longman Dictionary of Contemporary English, Advanced Learners' Dictionary, 2009).
- (2) Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Bailey, 2005:2).
- (3) Speaking is such fundamental human behaviors that do not stop to analyze it unless there is something noticeable about it (Bailey, 2005:2).
- (4) Speaking is a skill which is derives attention very bit as much as literary skill in the first and second language (Bygate, 1987: vii).

- (5) Speaking is the ability presupposes not only of language features, but also the ability to process information and language “on the spot” (Harmer, 2001:269).
- (6) Speaking is the verbal language used to communicate with others. The purpose of speaking is supposed to be a means of communication in which it is unlimited in daily use. The meaning of speaking lies on the structure of language, whether this is written or spoken (Halliday, 1985; Biber, 1988; Fulcher, 2003 :23).

According to the definitions of speaking above, I have an opinion that speaking is a free activity that is done by individuals to interact with others using speech organs to produce words and sentences in order to express their feelings or thoughts. In addition, speakers should also master the elements of speaking in order to make their speaking perfect, so that the communication will take place well.

2.2.5.2 The Importance of Speaking

Speaking is very important. Renandya and Richards (2002:201) consider that the ability to speak well is a very complex task if we try to understand the nature of what appears to be involved. The importance of speaking deals with the purposes in speaking too. When speaking is used in informal situation, people will start to speak and make a contact to other people, to establish rapport, or engage in harmless chat then they will spend much time with their friends. Then, when people are in the situation of discussion, they will deliver their ideas or thoughts.

Other situations are when speaking is used to describe or instruct something or someone. By speaking, human beings can express their ideas and thoughts.

It can be inferred, therefore, that speaking is the key of communication (Bailey and Savage, 1994: vii). In line with this, Richards (1990) (<http://www.professorjackrichards.com/pdfs/developing-classroom-speaking>) also says that speaking is an essential part of communicating, thinking and learning. It also allows students to express their ideas, to negotiate relationships, to give definition to their thoughts, and learn about language, themselves and the world.

So, speaking is the central skill among the four basic language skills. When attempting to speak, learners must convey their thoughts and encode those ideas in the vocabulary and syntactic structures of the target language.

2.2.5.3 Types of Speaking

To differentiate the classification of speaking, we should know the intention of each type of the speaking. According to Brown (2004:141) speaking falls into five basic types, i.e.:

- (1) Imitative, the ability to parrot back (imitate) a word or phrase or possibly a sentence.
- (2) Intensive, the production of short stretches of oral language designed to demonstrate competence in narrow band of grammatical, phrasal, lexical, of phonological relationship.
- (3) Responsive, the tasks include: the interaction and comprehension test but at somewhat limited level of very short conversations,

standards greetings and small talk, simple request and comments and the like.

- (4) Interactive, the differences between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants.
- (5) Extensive (monologue), oral production tasks which include speeches, oral presentations, and story-telling during which the opportunity for oral interaction from listener is either highly limited or ruled out together.

2.2.6 Types of Text

Anderson et.al (1997:1) states that when words are put together to communicate a meaning, a piece of text is created. When you speak or write to communicate a message, you are constructing a text. It means that the text can be both in spoken and written form.

Based on the Indonesian School-Based Curriculum of English for Senior High School (2006:36), there are some texts taught in senior high school. They are procedure, descriptive, recount, narrative, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, and public speaking. Detailed description of descriptive text is given below.

2.2.6.1 Descriptive Text

There are some references to define what a descriptive text is. The definition, the social function, the generic structure, and the significant lexicogrammatical features will be explained.

According to Hornby (1995:314) descriptive is giving picture in words, and describing something. It has a social function, a generic structure, and lexicogrammatical features. Meanwhile, Gerot and Wignell (1994:208) says that the social function of descriptive text is to describe a particular person, place and thing.

Descriptive details allow sensory recreations of experiences, objects, or imaginings. In other words, description encourages a more concrete or sensory experience of a subject, one which allows the reader to transport himself or herself into a scene (<http://writing.colostate.edu/guides/processes/ddetail/pop2a.cfm>).

In conclusion, a descriptive text is one kind of text used to describe things, person, etc. It may also be used to describe the appearance of people, their character or personality. The writer/speaker should choose the words carefully to describe something in order to make the written/spoken descriptive text vivid, so that it is clear to the readers/listeners how something clearly looks, sounds, smells, tastes, and feels.

2.2.6.2 Generic Structure of a Descriptive Text

According to Gerot and Wignell (1994:208), the generic structure of a descriptive text consists of:

- (1) Identification: identifies the phenomenon to be described.

- (2) Description: describes parts, qualities, characteristics.

Similarly, Hammond (1992:78) states that a descriptive text has two generic structures, namely:

- (1) Identification: the purpose is to identify the person, place or thing to be described.
- (2) Description: the purpose is to describe parts, qualities, and characteristics of an object.

From the above description of the generic structure of a descriptive text, it is clear that in constructing a descriptive text there must be two elements. They are identification, the purpose of which is to identify the phenomenon (the person, place, or thing) to be described; and description, the purpose of which is to describe parts, qualities, and characteristics of an object.

2.2.6.3 Significant Lexicogrammatical Features of a Descriptive Text

According to Hammond (1996:78), a descriptive text has four lexicogrammatical features, i.e.:

- (1) Focus on specific participants.

In a descriptive text, the participant involved in the text is described in details in order of sequence.

- (2) Use of attributive and identifying process

In identification process, the phenomenon of thing and the sequence of time are described completely.

(3) Use of epithets and classifiers in nominal group frequently

Often to describe something in detail, the words used are too long.

Epithet is used to overcome the words used. Epithet is a term used to characterize someone or something, i.e. rather than say rebellion in a descriptive text it can be replaced with the epithet communist.

(4) Use of simple present tense

The tense used in a descriptive text is simple present tense with the use of third person singular pronoun.

In the same line, it was pointed out (What-is-descriptive: 2009) that some language features of a descriptive text are as the following:

- (1) The use of adjectives and compound adjectives e.g.: (a five hundred seated football stadium; a beautiful ancient Roman opera house).
- (2) The use of Linking Verbs/ relating verbs e.g. : (The temple is so magnificent; The temple consists of five terraces).
- (3) The use of Simple Present Tense e.g. : (The museum houses hundreds of Greek Statues; The hotel provides 450 rooms and a large swimming pool).
- (4) The use of degree of comparison e.g.: (The weather in Jakarta is hotter than Bandung; Bogor has the same weather as Ungaran).

Parallel with this, Hyland (2004:214) also suggests that a simple characteristic of description is that it demands the use of present tense and uses of “be” and “have” in describing something. Briefly, a descriptive text requires some specific characters: it must use “be” and “have”, nominal groups and adjective.

The lexicogrammar of a descriptive text is dominated by the use of simple present tense. This is due to the factual nature of a descriptive text, i.e. it only shows fact.

2.2.7 Assessment of Spoken Language

Assessing spoken language has become extremely important, especially in the case where English is a foreign language. Hughes (2003:113) states that the objective of teaching spoken language is to enable the students to interact successfully which also cover the students' comprehension as well as the ability to produce language. However, it is sometimes claimed that assessing spoken language is a much more difficult undertaking than assessing other language skills, because, by speaking we are considered as a talkative human being through delivering our thoughts.

At the same line, Weir (1993:41) argues that the assessment of spoken language is potentially more problematic than the rating of written scripts, given that no recording of the performance is usually made. In oral test, the assessment has to be done either during the performance or shortly after the test, whereas, in writing, the script can be reconsidered as often as is necessary. Therefore, the assessment might be done at any time.

In measuring the quality of spoken performance, it is important to establish the criteria of assessment. When scoring the students, the scorer or the teacher should be independent. He/she will not be tempted to give the score which is influenced by the other indicators in each criteria. It is called as analytic assessment. The basic problem in testing oral ability is essentially the same as that in testing writing, i.e:

- (1) The tasks that we want to form is the representative sample of the population, in which it is supposed to be as we want the students to be able to perform.
- (2) The tasks should explore the students' real ability.
- (3) The samples of performance can and will be scored validly and reliably.

The explanation above shows why assessment in spoken language is difficult to be applied. This is because the indicators/criteria in assessing speaking are more difficult to define (e.g. pronunciation, grammar, vocabulary, content, fluency, and performance) than those of the other skills. As the foregoing definitions of speaking, a speaker has to master the vocabulary first, then use the grammar to arrange the sentence. Then, the problem comes from the difficulties of pronunciation, because he/she has to speak clearly so that the listener will easily understand what he/she has said. These indicators must be described in details in the scoring. The teacher should also be careful in assessing spoken performance; in a test done by performing a speech, retelling a story or conversation, we do not just measure the three aspects (vocabulary, grammar and pronunciation), but also the fluency of the speaker. Therefore, it will be better if the teacher records the students' speech during the test. Recording will help the teacher to replay their speech, so it will be easier in the scoring process.

2.2.8 Scoring System

The following is an example of the scheme of rating scale used to measure the students' achievement in speaking test. The score of the test is based on some

categories, i.e. pronunciation, grammar, vocabulary, fluency, and content/task.

The rate is 1 to 5 for each item in each category, so the total perfect rate is 25.

Table 3. Rubric of Spoken Assessment
(Rating Scale of Harris, 1969: 84)

Aspects	Score	Explanation
Pronunciation	5	Have few tracks of foreign accent
	4	Always intelligible, though one is conscious of a definite accent
	3	Pronunciation problems necessitate listening and occasionally lead to misunderstanding
	2	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat
	1	Pronunciation problems so severe as to make speech virtually un-intelligible
Grammar	5	Makes few noticeable errors of grammar or word order
	4	Occasionally makes grammatical and word order occur that do not, however, obscure meaning
	3	Makes frequent errors of grammar and word order occasionally obscure meaning
	2	Grammar and word order errors make comprehension difficult. Must often rephrase sentences or restrict him to basic patterns.
	1	Errors in grammar and word order so severe as to make speech virtually un-intelligible
Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker
	4	Sometimes use inappropriate terms or must replace ideas because of lexical inadequacies
	3	Frequently uses the wrong word, conversation somewhat limited because of inadequate vocabulary
	2	Misuse up words and very limited vocabulary make comprehension quite difficult
	1	Vocabulary limitations so extreme as to make conversation virtually impossible
Fluency	5	Speech as fluent and effortless as the native speaker
	4	Speed of speech seem to be slightly affected by language problem
	3	Speed and fluency are rather strongly affected by language problem
	2	Usually hesitant often forced into silence by language limitation
	1	Speech is so halting and fragmentary as to make conversation virtually impossible

	5	Appears to understanding everything without difficulty
	4	Understand nearly everything at normal speed, although occasional repetition may be necessary
	3	Understand most of what is said at slower than normal speed with repetitions
Comprehension	2	Has great difficulty following what is said. Can comprehend only, “social conversation” spoken slowly and with frequent repetition
	1	Cannot be said to understand even simple conversational English

2.3 Framework of the Study

The teaching-learning process in SMA Negeri 1 Pematang, as I have observed, is still teacher-centered. On the other hand, the modern education demands student-centered teaching-learning process, in which students should be critical and actively participate in the teaching-learning process. In conducting this research, I use some theoretical framework as the basic theories of my research as the following:

(1) Self assessment

Brown (2003:256) says that self assessment has the principle that autonomy stands out as one of the primary foundation of successful learning. It may be called as the way to enhance the teaching and learning process as its student-centered method.

Thereby, the use of self assessment will offer a new strategy which gives many advantages to the students. Students can learn to evaluate their ability in the teaching-learning process so it will activate student-centered learning. Therefore, I am trying to develop this kind of assessment and use it as an alternative in assessing students' speaking skill.

(2) *Speaking*

Speaking is the verbal language used to communicate with others. The purpose of speaking is supposed to be as a means of communication in which it is not only limited to daily use. The meaning of speaking lies on the structure of language, whether this is written or spoken (Halliday, 1985; Biber, 1988; Fulcher, 2003 :23).

Speaking skill is important to master, since it is important for communication which intends to deliver our thoughts and ideas. It encourages us to have a good ability to produce words, develop them into good sentences, then use them in our daily life.

(3) *Descriptive Text*

According to Gerot and Wignell (1994:208), the social function of a descriptive text is to describe a particular person, place and thing. The generic structure of a descriptive text consists of identification, which aims to identify the thing that will be described, and description, which aims to describe parts, qualities and characteristics.

(4) *Assessment*

Weir (1993:41) explains that the assessment of spoken language is potentially more problematic than the rating of written scripts, given that no recording of the performance is usually made. Accordingly, I am going to record the students' speech during the test. Recording will help the teacher to replay their speech, so it will be easier in the scoring process.

(5) Research Design

I am going to use two classes as the control and experimental groups. The design of the experiment can be described as the following:

E	01	X	02
C	03		04

Where:

E : Experimental group

C : Control group

X : treatment for the experimental group (the use of self-assessment)

01 : pre-test for experimental group

02 : post-test for experimental group

03 : pre-test for control group

04 : post-test for control group

(Arikunto, 2006:79)

If the data require the parametric statistical analysis, t-test will be used to see whether or not the difference of students' speaking test achievement between those taught using self-assessment method and those taught without self-assessment technique is significant.

The formula used in t-test is as follow:

$$t = \frac{Mx - My}{\sqrt{\left\{ \frac{\sum x^2 + \sum y^2}{Nx + Ny} \right\} \left\{ \frac{1 + 1}{Nx + Ny} \right\}}}$$

Where;

M_x : Mean of experimental group

M_y : Mean of control group

$\sum x^2$: Total number of individual scores deviation of experimental group

$\sum y^2$: Total number of individual scores deviation of control group

N_x : Total number of subject of experimental group

N_y : Total number of subject of control group

(Arikunto, 2006: 306)

On the contrary, if the data require the non parametric statistical analysis, z-test will be used to find out whether or not the difference of students' speaking test achievement between those taught using self-assessment method and those taught without self-assessment technique is significant. The formula is given below:

$$z = \frac{U - \frac{n_1 x n_2}{2}}{\sqrt{\frac{(n_1)(n_2)(n_1 + n_2 + 1)}{12}}}$$

Where;

z : z – test

U : Statistic value

n_1 : Total number of subject of control group

n_2 : Total number of subject of experimental group

(Ghozali, 2006:117)

In the process of collecting the data, I am going to compare the difference of scores between the experimental and control groups. If the score of the experimental group (x) is higher than that of the control group (y) or $x - 0.05 \geq y$, the experiment of the research shows significance of using self assessment to improve students' skill especially in spoken descriptive text.



CHAPTER III

METHOD OF INVESTIGATION

This chapter discusses the method of investigation. It is divided into eight subsections. They are research design, population and sample, research variables, method of data collecting, instrument of the study, procedure of experiment, scoring system and method of data analysis.

3.1 Research Design

This research used a quantitative method, i.e. a numerical method of describing observations of materials or characteristics. In this term of quantitative data, the statistical analysis was used to calculate the numeral data that were gathered and to analyze them by the use of statistical analysis.

This research was an experimental study. According to Arikunto (2002:3) an experiment is the way in which a researcher creates a situation or an event which is then analyzed in order to find out the effect that it makes.

The pretest-posttest control group design was used. Pre-test was administered before the application of the experimental treatments and post-test was at the end of the treatment period. Pre-test was given to measure the condition before treatment period. Both groups, control and experimental, were given the same pre-test and post-test. Then, the treatment was given to the experimental

group, while control group was taught conventionally without using self assessment. I gave a post-test to know how significant the use of self assessment was. It was shown by the significance of the difference between the control and experimental groups.

As this research was an experimental study, I used an experimental design. The design of the experiment could be described as follows:

E	01	X	02
C	03		04

Where:

E : Experimental group

C : Control group

X : treatment for the experimental group (the use of self-assessment)

01 : pre-test for experimental group

02 : post-test for experimental group

03 : pre-test for control group

04 : post-test for control group

(Arikunto, 2002:79)

3.2 Subjects of the Study

In this research, I conducted the classroom pretest and posttest control group design at SMA Negeri 1 Pemalang year 2010/2011.

3.2.1 Population

Margono (2000:118) defines population as a complete set of individuals or subjects having common observable characteristics. The population may be all the individuals of a particular type or more reprise part of the group. The population are investigated, analyzed, concluded and then the conclusion is valid to the whole population.

In this study, I chose the tenth graders of SMA Negeri 1 Pemalang in the academic year 2010/2011 as the subject of the research.

3.2.2 Sample

After choosing the population to be investigated, the sample was selected. A good sample should be the representative from the chosen population. According to Best (1981:8) a sample is a small proportion selected for observation and analysis. Saleh (2001:33) also states that a sample is a group of people, things, or problems where data are selected which represent population. In this study, I selected two groups of students from the population as the sample.

3.3 Research Variables

Variable is something that may vary or differ (Brown, 1988:7). Brown (1998:10) elaborates that there are two types of variable, the independent variable and dependent variable. In line with this, Best (1981:59) points out that variables are

the condition or characteristics that an investigator or researcher manipulates, controls, or observes.

3.3.1 Independent Variable

Best (1981:59) assumes that independent variables are variables selected by the researcher to determine their effect on or relationship with the dependent variable; Tuckman (1978: 58-59) defines that independent variable, a stimulus variable or input is that factor which is measured, manipulated, or selected by the experimenter to determine its relationship to an observed phenomenon. In this study, the application of self assessment in teaching spoken descriptive text was the independent variable.

3.3.2 Dependent Variable

Best (1981:60) defines dependent variables as the conditions or the characteristics that appear, disappear, or change as the experimenter introduces, removes, or changes independent variable. In line with this, Tuckman (1978:58-59) states that dependent variable, a response variable or output, is that factor which is observed and measured to determine the effect of independent variable.

In other words, it is observed to determine what effect, if any, the other types of variables may have on it. Therefore, I determined the students' achievement in the test score as the dependent variable of this research.

3.4 Method of Data Collecting

In this research, there were two tests, namely pre-test and post-test. Pre-test was given to both control and experimental groups in the second meeting. This test was intended to know the students' basic ability in speaking skill. After having treatment in which checklist of self assessment was used, pot-test was given to both groups.

In giving the tests, I used an oral test or spoken test as mentioned in the previous chapter. The results of the post-test were expected to be better than the results of the pre-test, showing a significant difference between the students who were taught using self assessment and those who were not taught using self assessment.

3.5 Instrument of the Study

According to Arikunto (2002:136) research instrument is a device used by the researcher in collecting data in order to make his work easier and to get better, complete, and systematic results so as to make the data easy to process. In conducting this research, I used the test as the instrument to obtain the data of the students' ability in speaking.

In a simple term, Brown (2004:3) describes a test as a method of measuring a persons' ability, knowledge, or performance in a given domain. From the sentence above, we can take a look at the components of this definition. Firstly, test is a method. Test is an instrument which has a set of techniques, procedures, or items and that requires performance on the part of the test takers.

Secondly, a test must measure. Some tests measure general ability while others focus on very specific competencies or objectives. For example, a proficiency test determines a general ability level, but a quiz on recognizing correct use of definite articles measures specific knowledge.

In this study, several procedures were used in order to get the empirical data required. The research was conducted in two ways:

3.5.1 Checklist of Self Assessment

In conducting this research, I made the checklist as the form of self assessment to the students. During the treatment section, I gave the checklist to measure the progress of their ability in spoken descriptive text. The checklist carried out some questions which lead the students to know what mistakes they had done during speaking. In order to make the use of checklist easy, I used *Bahasa* (The Indonesian Language). The treatment was done in three meetings, and I gave the same checklist in these meetings.

In this study, I used a descriptive text as the material to be assessed with self assessment. I taught the tenth graders of SMA Negeri 1 Pematang. Accordingly, in order to make the process of the research easier, I used *Bahasa* in making the checklist for the students. The checklist of my research is given as follows:

Berilah tanda (√) pada pilihan yang sesuai dengan apa yang telah kamu lakukan.

Isilah dengan sejujur-jujurnya!

Table 4. Checklist of Descriptive Task

Pernyataan	Ya	Tidak
1. Saya menggunakan <i>pesent tense</i> ketika membuat teks deskriptif.		
2. Saya memperkenalkan objek pada awal paragraf dalam teks yang saya buat.		
3. Saya memperkenalkan objek secara spesifik dalam teks yang telah saya buat.		
4. Saya menyebutkan ciri-ciri fisik tentang objek tersebut dalam teks yang saya buat.		
5. Saya menggambarkan bagian-bagian dari objek saya.		
6. Saya menggambarkan kualitas dari objek saya.		
7. Saya menggunakan <i>noun phrase</i> dalam teks yang saya buat.		
8. Saya menggunakan kata sifat dalam menyebutkan ciri-ciri objek saya.		
9. Saya menggunakan <i>to be</i> dalam menggambarkan objek dalam teks saya.		
10. Saya menggunakan <i>has/have</i> dalam menggambarkan objek dalam teks saya.		

3.5.2 *Rubric of Spoken Assessment*

In giving treatment to the students of the experimental group, I gave them a rubric as a students' guide in assessing spoken descriptive text. I asked them to practise their ability in spoken descriptive text then they assessed their speech by using the rubric. It was done during the treatment process. Actually, the rubric was also used as the rubric of scoring system by the teacher too.

3.5.3 *Test*

In conducting this research, I carried out five meetings. In the first meeting, before giving a pretest, I gave the explanation to the students about my research, especially in applying self assessment. It was important, since self assessment is a

kind of assessment which needs honesty in assessing themselves. The students had to be able to measure their own ability and filled the checklist that I gave to them. Of course, it must be appropriate to their ability. In the second, third and fourth meetings, the writer gave treatments and in the last meeting the students did the post-test.

In this study, I asked the student to perform a monologue in the form of descriptive text in front of the class. This belongs to the extensive speaking. Extensive speaking is one type of speaking in which the speaker performs their speech.

3.6 Procedure of Experiment

To do the experiment, I followed some procedures, i.e. giving a pre-test for both control and experimental groups, teaching spoken descriptive text by using checklist and rubric as the form of self assessment to the experimental group, teaching spoken descriptive text conventionally to the control group, and evaluating by giving a post-test to both the control and the experimental groups.

The procedure of the experiment will be elaborated further below:

3.6.1 Pre-Test

In this research, pre-test had a purpose to measure the students' basic ability in speaking. As I said before, the pre-test was given in oral test. The pre-test was given to both control and experimental group at the first meeting before giving treatment. In conducting the pre-test I asked the students to come forward and answered the questions about the description of pet animal. They described a

particular animal they had chosen \pm 2 minutes. While students presenting their own speech in front of the class in turn, I recorded their speech. It made the assessment of the spoken skill easier because I could replay the speech when it was needed.

3.6.2 Teaching Speaking by Using Self Assessment

Teaching speaking in this process means that there was treatment for experimental group, so they were taught by using self assessment. The step of teaching was as follows:

Table 5. Activities Class in Experimental Group

Activities	Descriptions
Pretest	I, as the teacher, gave the students an oral test, the topic was about "My Pet"
Treatment 1	<ul style="list-style-type: none"> • I explained the general concept of descriptive text. It was all about descriptive text including the purpose, generic structure and also significant lexicogrammatical features of a descriptive text • I gave them the example of descriptive text and practice it orally • I modeled to describe a pet while I was recording my speech • I explained to the students how to do self assessment by using rubric and checklist • I assessed myself based on the rubric and thicked the checklist • I asked the students to make a draft of descriptive text based on the instruction that was given, the topic was about <i>pet</i> • I asked them to practice it in front of his/her deskmate • I asked them to assess themselves by using rubric and checklist • I asked some students to describe his/her pet in front of the class • I recorded their speech and then gave feedback to the class
Treatment 2	<ul style="list-style-type: none"> • I gave a brief review on the last materials • I asked the students to prepare a descriptive text based on the instruction that was given, the topic was about <i>place</i> • I asked them to practice it in front of his/her deskmate • I asked them to assess themselves by using rubric and checklist • I asked some students to describe his/her pet in front of the class • I recorded their speech and then gave feedback to the class
Treatment 3	<ul style="list-style-type: none"> • I asked some questions to the students in order to review the previous materials • I gave feedback to their previous speech which they mostly made by writing them on the whiteboard • I asked the students to prepare a descriptive text based on the instruction that was given, the topic was about <i>my idol</i> • I asked them to practice it in front of his/her deskmate • I asked them to assess themselves by using rubric and checklist • I asked some students to describe his/her pet in front of the class

	<ul style="list-style-type: none"> • I recorded their speech and then gave corrections and feedback to the class
Posttest	I, as the teacher, gave the students an oral test, the topic was about "Wild Animal"

3.6.3 Teaching Speaking without Using Self Assessment

Teaching speaking in this process means that there is no treatment for control group, so they were taught without using self assessment. Actually, the process of teaching and learning was the same, but the difference was the in assessing themselves by using checklist during the teaching and learning process. The process of teaching speaking for control group was conducted in three meetings.

3.6.4 Post-Test

In measuring the development of the students' speaking ability after the treatment, I conducted an oral test as the post-test. In this study, I chose performance as one kind of oral test. In the post-test I did similar activities but, the instruction was different as in the pre-test.

3.7 Scoring System

3.7.1 Guidance of Self Assessment

I made a rubric as the guide for the students since this research emphasized the role of students to assess themselves in spoken descriptive text. The purpose of this rubric was to make the assessment process easier during the stage of treatment. It was also used by the teacher to assess the students' ability in pretest and posttest stage. The rubric showed clear definition of each criteria or aspect completed with level score explanation too.

Haris and Waltrz give five aspects (pronunciation, fluency, vocabulary, grammar and content) to be assessed in spoken test; whereas I modified them to four aspects (pronunciation, fluency, vocabulary/grammar and content) in my research. The aspects of vocabulary and grammar were combined, with the same explanation in each score level. It was done based on my observation of the English teachers of SMA Negeri 1 Pemalang. They said that some mistakes of those aspects were difficult to distinguish; moreover they seldom rarely doing spoken assessment. I also used *Bahasa* to adapt with the language of my subjects, so that the process of self assessment would be easily done and understood. Here, I listed the rubric as the following:

Table 6. Rubric of Spoken Assessment

Aspek	Skor	Penjelasan
Pronunciation (Pengucapan)	5	Pengucapan <i>sangat jelas</i> dan makna ujaran dapat dipahami dengan baik
	4	Ada <i>sedikit</i> kesalahan dalam pengucapan dan tidak merusak makna ujaran
	3	Ada <i>beberapa</i> kesalahan dalam pengucapan dan tidak merusak makna ujaran
	2	<i>Banyak kesalahan</i> pengucapan, dan merusak makna ujaran
	1	Pengucapan <i>sangat buruk</i> dan tidak dapat dipahami sama sekali
Grammar/Vocabulary (Tata bahasa atau Kosakata)	5	<i>Tidak ada</i> kesalahan dalam tata bahasa/kosakata yang digunakan
	4	Ada <i>sedikit</i> kesalahan dalam tata bahasa/kosakata yang digunakan dan tidak mempengaruhi makna cerita.
	3	Ada cukup banyak kesalahan dalam tata bahasa/kosakata namun makna cerita <i>masih bisa</i> ditangkap
	2	Ada banyak kesalahan dalam tata bahasa/kosakata dan makna cerita <i>sulit</i> untuk ditangkap
	1	Banyak sekali kesalahan dalam tata bahasa/kosakata dan makna cerita <i>tidak bisa</i> ditangkap
Fluency (Kelancaran)	5	Bercerita <i>sangat wajar</i> dan makna cerita sangat jelas
	4	Bercerita dengan <i>sedikit terputus-putus</i> dan makna cerita masih bisa ditangkap
	3	Bercerita dengan <i>cukup banyak terputus-putus</i> namun makna cerita masih bisa ditangkap
	2	Bercerita dengan <i>banyak terputus-putus</i> dan makna cerita sulit ditangkap
	1	Bercerita dengan <i>banyak berhenti</i> lama dan cerita tidak bermakna

Content (Isi)	5	Isi cerita mengandung seluruh komponen dari <i>generic structure (identification and description)</i> descriptive dan informasi yang diberikan <i>sangat banyak</i> dan memuaskan
	4	Isi cerita mengandung seluruh komponen dari <i>generic structure (identification and description)</i> descriptive dan informasi yang diberikan <i>banyak</i> dan memuaskan
	3	Isi cerita mengandung salah satu komponen dari <i>generic structure</i> descriptive dan informasi yang diberikan <i>cukup</i> memuaskan
	2	Isi cerita mengandung salah satu komponen dari <i>generic structure</i> descriptive dan informasi yang diberikan <i>kurang</i> memuaskan
	1	Isi cerita tidak mengandung semua komponen dari <i>generic structure</i> descriptive dan informasi yang diberikan <i>tidak</i> memuaskan

The rates of all the components were summed up to get the total of 20 for the maximum score. In getting an individual score, I divided the overall students' rate with the maximum score and multiplied them with 100, as follows;

$$score = \frac{\sum aspect}{20} \times 100$$

Where;

Score : overall students' scores from five aspects

$\sum aspect$: the students' rates from five aspects (pronunciation, fluency, vocabulary/grammar, and content/task)

20 : maximum rates

3.7.2 *Classifying the Scores*

In order to have more meaningful numerical data of the score, the scores must be converted to numerical data, which had been processed to the scale of 0-100.

Then, the processed scores can be used as a basis to make a decision. The

measurement of the students' achievement that is suggested by Haris (1969: 134) could be interpreted with the following table :

Table 7. Classifying Score

Criteria of Mastery	Grade
91-100	Excellent
81-90	Very Good
71-80	Good
61-70	Fair
51-60	Poor
Less than 50	Very poor

For example, student A got 64. Based on the classifying score by Haris, A is included in fair grade.

3.8 Method of Data Analysis

After collecting the data by conducting the pre-test and post-test, I analyzed the normality of the score of the class. It was used to decide the next formula whether it was parametric or non parametric statistics. If the data was normally distributed, they belonged to the parametric statistics and used t-test (Chi square) formula. On the other hand, if the data were not normally distributed, they belonged to the non parametric statistics and used z-test (Mann-U Whitney). Then, I analyzed the same varians or homogeneity of the tests (pretest and posttest).

Then I found that the data were not normally distributed. Therefore, the data were analyzed by using z-test (Mann-U Whitney) since they were belonged to the non parametric statistics. It was used to know the influence of using self assessment in teaching spoken descriptive text in the two groups of the tenth

graders of SMA N 1 Pematang in the academic year 2010/2011. Here is the formula of the z-test computation:

$$z = \frac{U - \frac{n_1 x + n_2}{2}}{\sqrt{\frac{(n_1)(n_2)(n_1 + n_2 + 1)}{12}}}$$

Where;

z : *z - test*

U : Statistic value

n_1 : Total number of subjects of the control group

n_2 : Total numbers of subject of the experimental group

(Ghozali, 2006:117)

3.9 Instrument for Analysis

In an experimental research, there is always an instrument as a medium to get the data. The writer used a speaking test as the instrument in this research. A good test must fulfill some qualities such as validity, reliability, difficulty level, and discriminating power.

(1) *Validity*

To calculate the validity of the test, the writer used the Product Moment formula by Arikunto:

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

(Arikunto, 2002:72)

Which;

r_{xy} = the correlation coefficient of each item

n = the number of the students

$\sum x$ = the sum of total items

$\sum y$ = the sum of total score

Then, the result of r_{xy} was compared with r_{tabel} , in which the critical value of r product moment $\alpha = 5\%$. The test was said to be valid if the $r_{xy} > r_{tabel}$.

(2) *Reliability*

Reliability is a necessary characteristic of any good test; to be valid, a test must be reliable as a measuring instrument. Since the test was in the form of essay, I used K-R (Kuder-Richardson) 20 Product Moment formula:

$$r_{11} = \left(\frac{n}{(n-1)} \right) \left(1 - \frac{\sum \sigma_i^2}{\sigma^2} \right)$$

(Arikunto, 2006:112)

Where;

r_{11} = reliability index

n = number of items

$\sum \sigma_i^2$ = the total variance score of each item

σ^2 = the total variance

In which the formula of item varian was :

$$\sigma_1^2 = \left| \frac{\sum Y^2 - \frac{(\sum Y)^2}{n}}{n} \right|$$

Where;

$\sum Y$ = the total score

$\sum Y^2$ = the quadrate of total score

n = number of items

Hadi (1991:275) assumes that the criteria of reliability are grouped into four, i.e. :

$0.00 \leq r \leq 0.20$ very low

$0.20 \leq r \leq 0.40$ low

$0.40 \leq r \leq 0.60$ medium

$0.60 \leq r \leq 0.80$ high

(3) *Difficulty Level*

According to Arifin (1991: 135) the formula to find the difficulty level for the essay form is:

$$DL = \frac{\text{The total score of each item}}{\text{The maximum score of each item}} \times 100\%$$

The classification of difficulty level :

$0\% \leq DL \leq 27\%$ easy

$28\% \leq DL \leq 72\%$ sustain

$73\% \leq DL \leq 100\%$ difficult

(4) *Discriminating Power*

The discriminating power is the ability of the question to differentiate the upper and lower group of students. According to Arifin (1991: 141), the formula of discriminating power for essay/ performance form is the following:

$$t = \frac{(MH - ML)}{\sqrt{\left(\frac{\sum X_1^2 + \sum X_2^2}{n_i (n_i - 1)}\right)}}$$

Where;

MH : the average of the upper group

ML : the average of the lower group

$\sum X_1^2$: the individual deviation quadrate number of the upper group

$\sum X_2^2$: the individual deviation quadrate number of the lower group

n_i : 27% x N (number of students)

The classification of the discriminating power was as follows:

0.00-0.20 : poor

0.20-0.40 : adequate

0.40-0.70 : good

0.70-1.00 : very good

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, the obtained data will be presented and analyzed. The data presentation is outlined in several parts. First is try-out findings; second is the analysis of the test in which the significant difference between the result of the pretest and posttest is presented. The last is discussion of the research findings, followed by the advantages and disadvantages of using self assessment.

4.1 Try-Out Findings

Before the instrument was used, I did a try out to know its validity, reliability, difficulty level and discriminating power. It was done on Friday, 18 February 2011, in class X 4.

4.1.1 Validity

As mentioned in chapter III, validity was used to know the validity index of the test. To prove whether the test was valid or not, r_{tabel} had to be lower than r_{xy} . Because the number of students who followed try out was 37, the r Product Moment was 0.325. After calculating the data using Product Moment formula, the result of r_{xy} was higher than the r_{tabel} (0.325). The pronunciation aspect was 0.71, the fluency aspect was 0.71, the grammar/vocabulary aspect was 0.66 and the

content aspect was 0.70. All of the results were higher than r_{tabel} , meaning that the instrument was valid. The calculation of validity can be seen in appendix 2.

4.1.2 Reliability

By using K-R (Kuder-Richardson) 20 Product Moment formula to calculate the reliability of the data, I found that the resulted value (r_{11}) of the instrument was 0.64. It was higher than the critical value (0.325), meaning that the instrument was reliable and it belonged to the high criteria of reliability. The calculation of reliability can be seen in appendix 3.

4.1.3 Difficulty Level

The resulted values of the difficulty level analysis of the four aspects in spoken descriptive text were as follows: for pronunciation aspect was 55%, fluency aspect was 55%, grammar/vocabulary aspect was 49%, and the content aspect was 58%. Thus, the difficulty level of the four aspects belonged to the sustain level. The calculation of the difficulty level can be seen in appendix 5.

4.1.4 Discriminating Power

The computed discriminating power of the four items in speaking test were good. The resulted values of the discriminating power were as follows: pronunciation aspect was 0.50, fluency aspect was 0.50, grammar/vocabulary aspect was 0.58, and the content aspect was 0.43. The calculation of the discriminating power can be seen in appendix 4.

4.2 Normality and Homogeneity

After the data were gathered, the normality and the homogeneity were checked to decide the next formula to use in investigating the significance of the difference of the instrument.

4.2.1 Normality

After getting the data of the control and experimental groups, the normality of the data were analyzed. It was found that the obtained X^2 of the pretests of the control and experimental groups were 12.106 and 10.181, while the obtained X^2 of the posttests of the control and experimental groups were 59.862 and 29.187.

Next, the results were consulted with the critical value of $X^2_{table} (\alpha) = 5\%$, $(df) = 3$, in which the result was 7.815. Since the value of obtained X^2 of the control and experimental in pretest and posttest were higher than the X^2_{table} value, the data were not normally distributed.

Therefore, it can be said that the data belonged to the non parametric statistics. As mentioned in the previous chapter, the z-test of Mann-U Whitney was to be used in analyzing the data. The detailed computation of normality can be seen in appendix 9, 10, 16, and 17.

4.2.2 Homogeneity

Homogeneity is important to check whether the data of each group has the same variance or not. The homogeneity of pretest F_1 of the control and experimental groups was 1.49 and the homogeneity of posttest F_2 of the control and experimental groups was 1.40.

These results were consulted with the value of F_{table} value (1.94) with (df=36) and ($\alpha=5\%$). Since the value of F_1 and F_2 were lower than the F_{table} value, it can be said that the data were homogeneous. The detailed computation of homogeneity can be seen in appendix 11 and 18.

4.3 Result of the Test

In conducting the research, I used two kinds of tests, i.e. pretest and posttest. The tests were given to both groups, experimental and control groups. In doing the tests, both students of the experimental and control groups had to describe orally an animal of their choice as the topic in front of the class. The scores of pretest and posttest were obtained from four components of speaking consisting of pronunciation, fluency, grammar/vocabulary and content. The range of each component score was 1-5. The students' score was converted from the total score of these four components multiplied by 5. The students' score of the control and the experimental groups can be seen in appendix 10.

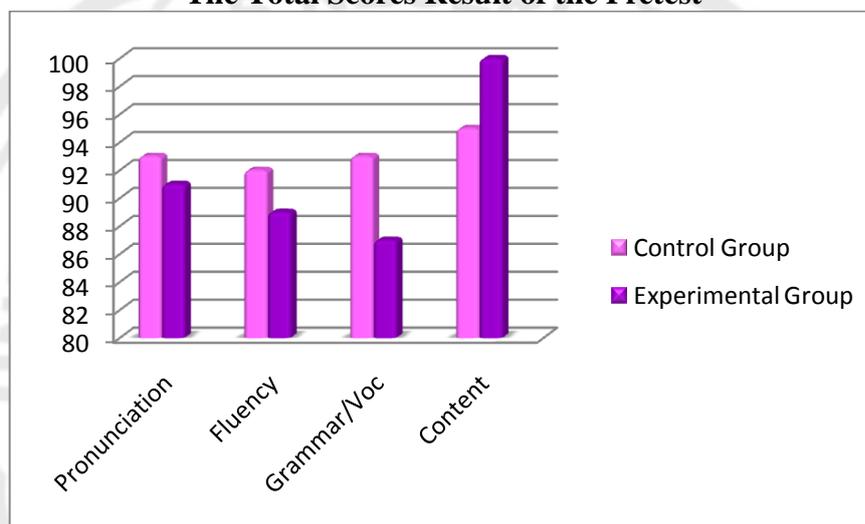
4.3.1 Pretest Findings

Pretest was given to find out the students' basic ability before the stage of treatments. In this case, the purpose of giving the pretest was to investigate the students' ability in speaking descriptive text. The pretest was conducted on Thursday 24 February 2011 for class X 3 as the experimental group, and on Saturday 25 February 2011 for class X 5 as the control group each of these two classes consisted of 37 students.

The result of data analysis showed that the average score of the control group was 50.40 and that of the experimental group was 49.60. It showed that the achievement of the control group was relatively the same as the experimental group. The result of pretests for both control and experimental groups can be seen in appendix 6 and 7.

Below is the chart of the students' total score which covers four components of speaking:

Chart 1
The Total Scores Result of the Pretest



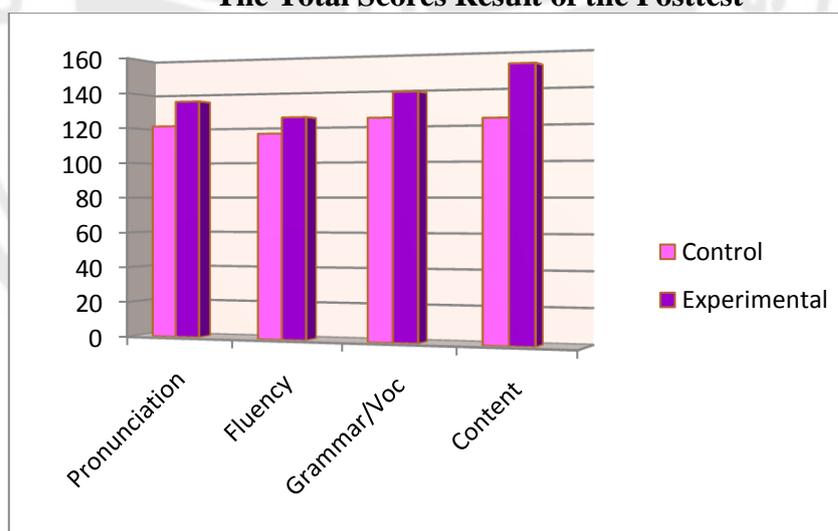
The total number of subjects of the control and experimental group were 74 with the degree of freedom (df) = 72, that was $N_x + N_y - 2$. The z table was 1.96 at the 5 % (0.05) alpha level of significance. The calculated result of z-value was 0.63, so the z-value was lower than z-table. It indicates that there was no significant difference between the two means. The detailed computation can be seen in appendix 12.

4.3.2 Posttest Findings

The posttest was conducted on Friday, 11 March 2011 for the class X3 as the experimental group and on Saturday, 12 March 2011 for the class X5 as the control group. The posttest was intended to know the students' ability after the treatments.

I calculated the obtained data of the post-test to find out the average scores of both classes. The posttest average score of the control group was 65.54 and that of the experimental group was 74.32. It was clear that the achievement of the experimental group was higher than the control group. The result of posttest for both the control and experimental groups can be seen in appendix 13 and 14. Below is the chart of the students' total score which covers four components of speaking:

Chart 2
The Total Scores Result of the Posttest



The total number of subjects of the control and experimental group was 74 with the degree of freedom (df) = 72, which was $N_x + N_y - 2$. The z table was

1.96 at the 5 % (0.05) alpha level of significance. The calculated result of z-value was 6.57, so the z-value was higher than z-table. The result showed that there was a significant difference in achievement of the post-test between the control and experimental groups. The detailed computation can be seen in appendix 19.

4.4 Level of Students' Achievement

To show the significant difference between control and experimental groups, the data obtained from the students' achievement of spoken descriptive text were converted into charts. The charts of the control and experimental groups total scores covering the four components are shown as follow:

Chart 3
Total Score of the Control Group

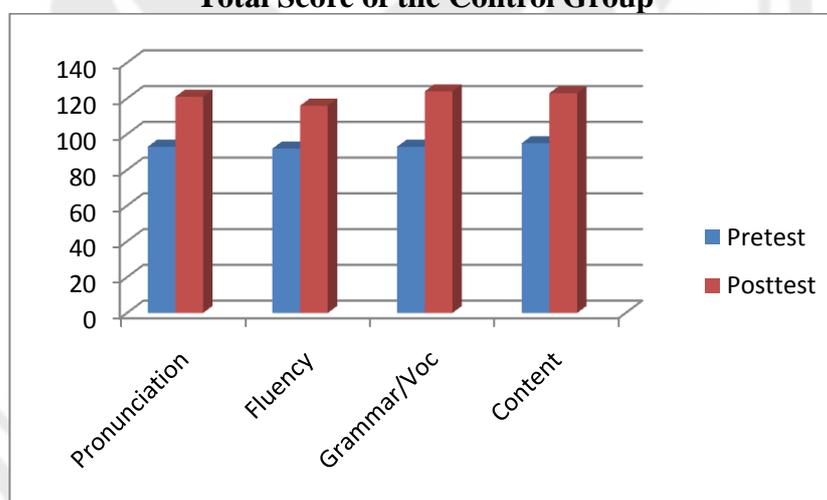
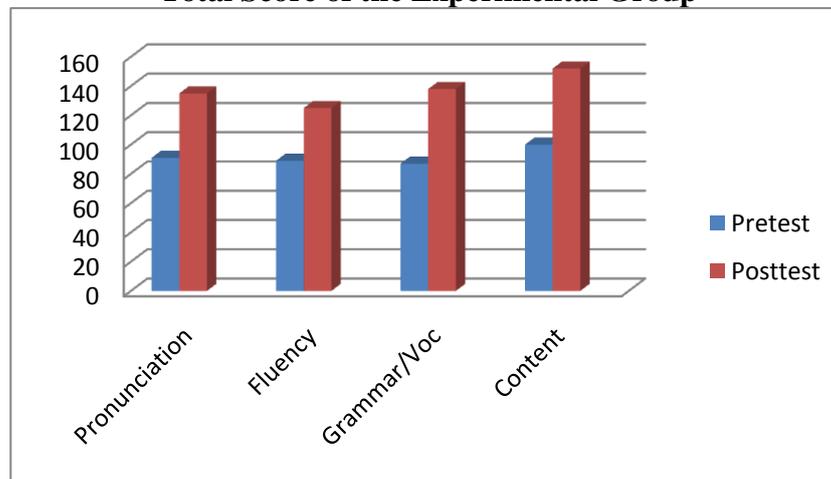
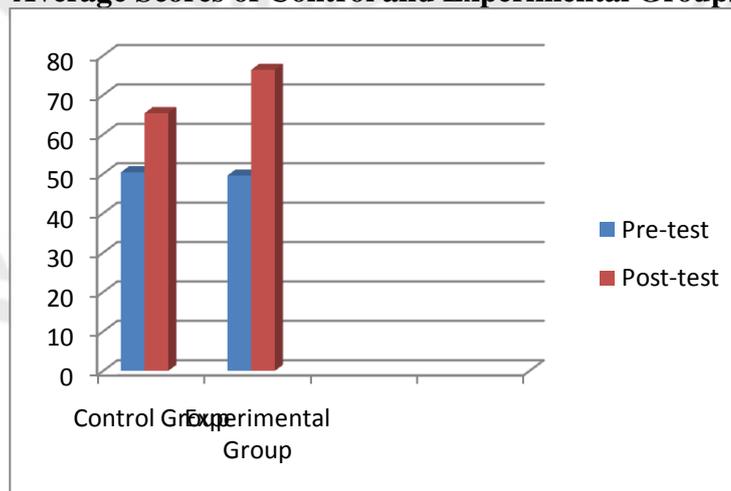


Chart 4
Total Score of the Experimental Group



From the charts above, it was clear that both students of the control and experimental groups improved in their spoken descriptive text on the posttest. However, the improvement of the experimental group was higher than that of the control group. This can be seen from the average scores of the two groups as follows:

Chart 5
Average Scores of Control and Experimental Groups



The chart above shows the different average scores between the control and experimental groups. The average score of pretest of the control group was

50.40 and that of the posttest was 65.40. This means that the difference of score between pretest and posttest was 15.00. Meanwhile, the average score of pretest of the experimental group was 49.60 and that of the posttest was 74.32. This clearly shows the higher gain of the experimental group, i.e. 24.72. It can be said that the achievement of the experimental group was better than that of the control group as proven by z-test value. The result of z-test showed that there was a significant difference between control and experimental groups in their speaking achievement. The detailed discussion of z-test is given below.

4.5 Result of the z-test Mean Difference

As mentioned before, to measure the significance of difference between the pretest and posttest, the formula of z-test was used. Here, I used 5 % (0.05) level of significance. Higher gained value than z-table value would mean that there was a significant difference between the means of the control and experimental groups. On the contrary, lower gained z-value than z-table value would mean that there was no significant difference between the two means.

Before finding the result of z-test, I calculated the data to find z-table. Each research has a different z-table because it depends on the number of the subjects. The total number of the subjects of the control and experimental group was 74 with the degree of freedom (df) = 72, which was $N_x + N_y - 2$. The z-table was 1.96 at the 5 % (0.05) alpha level of significance. The calculated result of z-value was 4.97, so the z-value was higher than z-table. It indicates that there was a significant difference between the two means. In other words, there was

significant difference in achievement between students who were taught spoken descriptive texts using self assessment and those who were taught spoken descriptive text without using self assessment. The calculation of z-test can be seen in appendix 20.

4.6 Discussion of the Research Findings

As mentioned in chapter 3, there were 4 aspects of scoring of speaking, i.e. pronunciation, fluency, grammar/vocabulary, and content. The result of pretest and posttest of both control and experimental groups clearly showed the significant implication of using self assessment. The result of control group analysis also showed an improvement between pretest and posttest, but it was lower than the achievement of the experimental group. Therefore, it can be concluded that the use of self assessment helped the students to gain higher understanding and achievement in spoken descriptive text. By providing the students with self assessment, their speaking skill was better than those without self assessment as can be seen from the average rate of each aspect in the pretest and posttest as follows:

Table 8
Control Group's Average of Each Aspect in Pretest and Posttest

Aspects	Pretest	Posttest
Average of Pronunciation	2.51	3.27
Average of Fluency	2.48	3.13
Average of Grammar/Vocabulary	2.51	3.35
Average of Content	2.56	3.32

Table 9
Experimental Group's Average of Each Aspect in Pretest and Posttest

Aspects	Pretest	Posttest
Average of Pronunciation	2.47	3.64
Average of Fluency	2.40	3.37
Average of Grammar/Vocabulary	2.35	3.72
Average of Content	2.70	4.10

From both tables above, it can be seen that the students' speaking skill in describing a particular animal was increasing both in the group with self assessment and the one without using self assessment. However, the result of posttest of the experimental group was higher than the result of posttest of the control group. The increased skill in speaking covered all aspects, i.e. pronunciation, fluency, grammar/vocabulary and content.

The first aspect was pronunciation. Both groups were not good enough in pronouncing some words. However, after the experimental group was given the treatment, the rate increased from 2.45 in the pretest to 3.64 in the posttest. In the stage of treatment, I called some students to perform their descriptive monologue. While they were presenting the monologue, I recorded their speech. Then, I

replayed the record in front of the class. It gave the students the experience to listen to their own speech. It also taught them to understand what they had said, whether it was understandable enough or not to themselves and to their friends in the class. I also drilled them the pronunciation of some mispronounced words to develop their speaking skill.

As mentioned in chapter 3, I combined the aspect of grammar and vocabulary to make the process of scoring easier. It suited with the condition of students' skill in SMAN 1 Pemalang itself. In general, the grammar of both the control and experimental groups were not good enough in the pretest. Most of the students, in both groups, translated *Bahasa* into English directly without using the correct structure. However, the experimental group showed good improvement after applying self assessment. I always gave them feedback right after the recording process in the stage of treatment. I also gave them checklist. I distributed checklist to the students in every stage of treatment. It had the purpose to remind them about using the correct structure of simple present tense, because sometimes some of them were confused in applying simple present tense. The vocabularies they used were not varied enough. However, it did not affect the score. The most important was that the words produced by the students were clear to the listeners.

As to the content, there was a significant difference between the pretest and posttest for both the control and experimental groups. In the pretest, both students from the control and experimental groups were confused to describe a particular object. They felt that they had no ideas of what they would say in front

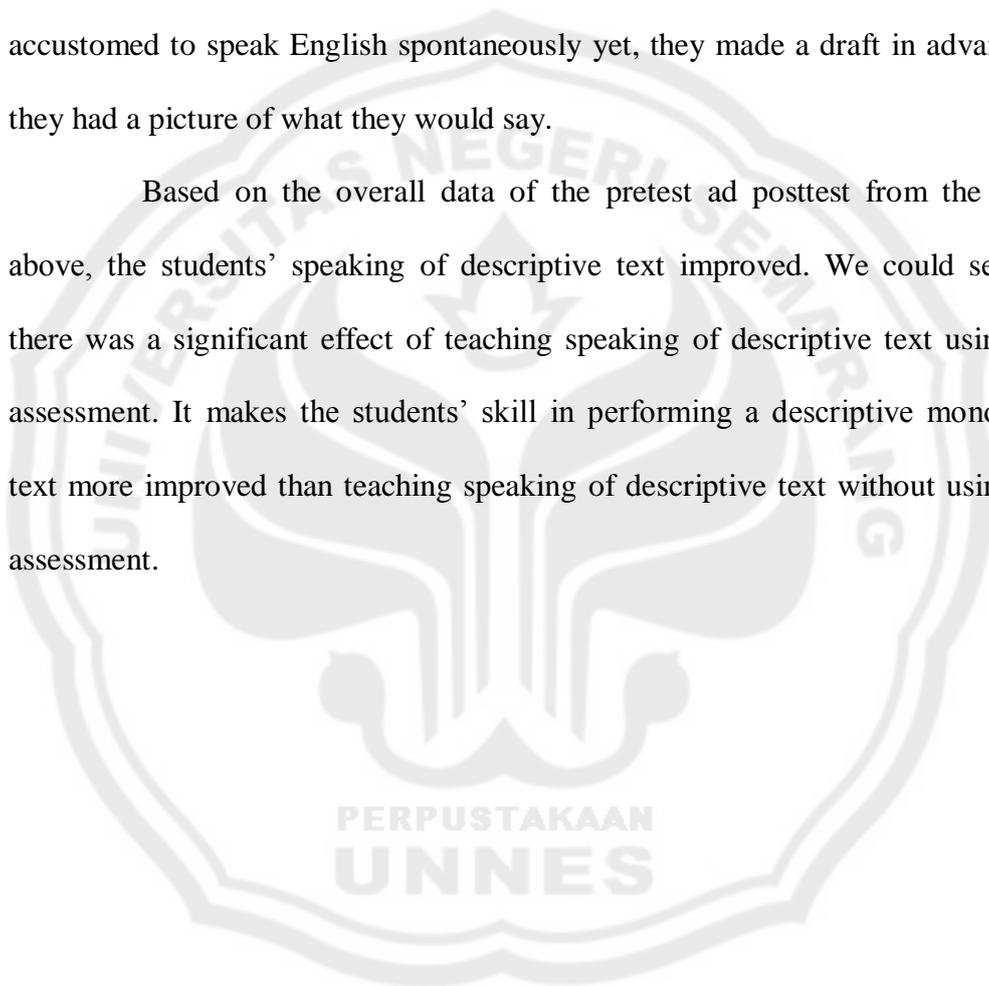
of the class. However, the improvement of experimental group was higher than that of the control group in the posttest. It can be seen that the content aspect increased by 1.40 that is from 2.70 in the pretest to 4.10 in the posttest. It increased after using checklist as the instrument of self assessment. The students were reminded by the checklist to complete their speech content. In the posttest, I found that the students of the experimental group gave the description of a particular object in details. They could give more information about the thing they described. I also gave them feedback in some recorded speech by the students. We had discussions in the classroom in the stage of treatment. I gave them clear explanation to give them better understanding of how to describe a particular thing by giving some examples and correcting their speech.

The last aspect was fluency. Based on the average rate of posttest of the control and experimental groups, their skill in fluency increased lower than other aspects. The fluency aspect of the control group increased by 0.65 from 2.48 in the pretest to 3.13 in the posttest, while in the experimental group, the fluency aspect increased by 0.97 from 2.40 in the pretest to 3.37 in the posttest. It showed that the experimental group achieved better than the control group. I motivated the students of the experimental group during the teaching-learning process. It developed their self confident in presenting their speech. Indeed, they prepared what they would describe before they performed in front of the class but it could be missing while performing the speech. In other words, although they had prepared the speech, it could not guarantee if they would be fluent in presenting

their speech. It depends on the understanding of the object and the knowledge of the vocabularies and information.

Although the result of this experiment showed a significant difference of the experimental group who was taught by using self assessment, there was still a weakness which came up in the steps of experiment. It was because the sample of this research was the tenth graders of senior high school. Since they were not accustomed to speak English spontaneously yet, they made a draft in advance so they had a picture of what they would say.

Based on the overall data of the pretest and posttest from the tables above, the students' speaking of descriptive text improved. We could see that there was a significant effect of teaching speaking of descriptive text using self assessment. It makes the students' skill in performing a descriptive monologue text more improved than teaching speaking of descriptive text without using self assessment.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

To end the report, I would like to draw some conclusions of what have been written in the previous chapters. Furthermore, some suggestions are also provided with the hope that they will be useful for the readers.

5.1 Conclusions

From the data analysis and discussion, some conclusions can be drawn as follows:

- (1) There is a significant difference in the improvement of students' skill in spoken descriptive text between students taught using self assesment and those taught without using self assessment or using conventional method. At the first time of pretest, the two groups were at the same level. At the end, the experimental group gained better in the average score of the posttest than the students of the control group. In the posttest, the students of the experimental group who used self assessment technique achieved 74.32 and those from the control group achieved 65.40.
- (2) The application of self assessment is effective for the experimental group. It is proved from the statistical result of z- test (4.97) and z-table (1.96) with the degree of freedom 72 at the alpha of significant level 5% (0.05). It shows that the experimental group's achievement is better than the control

group's achievement. Therefore, it can be concluded that the application of self assessment is effective in teaching speaking, particularly in speaking of descriptive text.

5.2 Suggestions

Some suggestions are offered to teachers, students and other researchers as follows:

(1) For English teachers

Teachers should vary their teaching techniques, especially for speaking. Varied techniques and media will stimulate the students to learn English joyfully. It is good for the students if the teacher makes them active in the classroom, so they will be responsible in deciding what they will gain during the teaching-learning process under the guidance of the teacher. In this way the students are not bored. Motivating the students in learning English is needed to encourage the students to improve more in speaking ability especially in describing something. Teaching preparation should be in details, to make the materials more comprehensible to the students.

(2) For students

It is better for the students to apply self assessment as the reflection of student-centered method. It makes the students are able to measure their own ability in speaking, that leads them to improve their mastery in speaking English not only in descriptive monologue but also in other texts.

(3) *For other researchers*

Self assessment is an alternative technique to improve students' speaking skill. However, in improving that skill not only descriptive text but also there are still many texts such as: recount, narrative, procedure, spoof, report, etc can be used. The other researchers might apply these other texts by using self assessment to improve the student' ability in speaking skill.



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Appendix 1

ITEM ANALYSIS OF TRY-OUT

NO	CODE	ASPECTS OF SPEAKING				Y	Y ²
		P	F	G/V	C		
1	T-1	4	4	4	4	16	256
2	T-2	3	3	3	3	12	144
3	T-3	2	2	3	2	9	81
4	T-4	4	2	2	3	11	121
5	T-5	3	4	3	3	13	169
6	T-6	2	3	3	2	10	100
7	T-7	4	3	2	2	11	121
8	T-8	3	4	2	3	12	144
9	T-9	3	3	2	3	11	121
10	T-10	2	2	2	2	8	64
11	T-11	3	4	3	4	14	196
12	T-12	3	3	3	3	12	144
13	T-13	3	3	4	3	13	169
14	T-14	2	3	3	2	10	100
15	T-15	4	3	3	4	14	196
16	T-16	3	2	3	2	10	100
17	T-17	3	3	3	4	13	169
18	T-18	3	3	2	2	10	100
19	T-19	2	3	2	2	9	81
20	T-20	2	3	2	3	10	100
21	T-21	2	2	2	2	8	64
22	T-22	3	2	2	3	10	100
23	T-23	3	3	3	4	13	169
24	T-24	3	2	2	3	10	100
25	T-25	3	2	2	3	10	100
26	T-26	3	3	2	3	11	121
27	T-27	2	2	2	3	9	81
28	T-28	2	3	2	3	10	100
29	T-29	3	3	2	2	10	100
30	T-30	3	3	2	3	11	121
31	T-31	2	2	2	3	9	81
32	T-32	2	2	2	3	9	81
33	T-33	3	3	3	3	12	144
34	T-34	2	2	3	3	10	100
35	T-35	3	3	2	3	11	121
36	T-36	2	3	2	3	10	100
37	T-37	3	2	2	4	11	121

Item Validity	$\sum X$	102	102	91	107	402	4480
	$\sum X^2$	296	296	237	325		
	$\sum XY$	1137	1137	1014	1192		
	r_{xy}	0.706	0.706	0.657	0.704		
	r_{tabel}	0.325	$r_{xy} > r_{tabel} = \text{Valid}$				
Reliability	Criteria	Valid	Valid	Valid	Valid		
	σ	0.40	0.40	0.36	0.42		
	$\sum d^2$	1.98					
	σ_c	3.04					
	r_{tabel}	0.325					
	r_{11}	0.64	$r_{11} > r_{tabel} = \text{Reliabel}$				
Difficulty Level	P	55%	55%	49%	58%		
		sustain	sustain	sustain	sustain		
Discriminating Power	MH	3.2	3.2	2.94	3.3		
	ML	2.3	2.3	2	2.47		
	$\sum P_{MH}$	190	190	161	204		
	$\sum P_{ML}$	106	106	76	121		
	P_i	10	10	10	10		
	$r_{discrim}$	0.50	0.50	0.58	0.43		
	Criteria	Good	Good	Good	Good		



Appendix 2

Statistical Analysis of Item Validity on Content Aspect

Formula

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

Criterion

valid if $r_{xy} \geq r_{tabel}$

For $N = 37$, $\alpha = 0.05$, $r_{tabel} = 0.325$

Calculation

The following is the example of item validity on content aspect

NO	CODE	X	Y	X ²	Y ²	XY
1	T-1	4	16	16	256	64
2	T-2	3	12	9	144	36
3	T-3	2	9	4	81	18
4	T-4	3	11	9	121	33
5	T-5	3	13	9	169	39
6	T-6	2	10	4	100	20
7	T-7	2	11	4	121	22
8	T-8	3	12	9	144	36
9	T-9	3	11	9	121	33
10	T-10	2	8	4	64	16
11	T-11	4	14	16	196	56
12	T-12	3	12	9	144	36
13	T-13	3	13	9	169	39
14	T-14	2	10	4	100	20
15	T-15	4	14	16	196	56
16	T-16	2	10	4	100	20
17	T-17	4	13	16	169	52
18	T-18	2	10	4	100	20
19	T-19	2	9	4	81	18
20	T-20	3	10	9	100	30
21	T-21	2	8	4	64	16
22	T-22	3	10	9	100	30
23	T-23	4	13	16	169	52
24	T-24	3	10	9	100	30
25	T-25	3	10	9	100	30
26	T-26	3	11	9	121	33
27	T-27	3	9	9	81	27
28	T-28	3	10	9	100	30
29	T-29	2	10	4	100	20
30	T-30	3	11	9	121	33

31	T-31	3	9	9	81	27
32	T-32	3	9	9	81	27
33	T-33	3	12	9	144	36
34	T-34	3	10	9	100	30
35	T-35	3	11	9	121	33
36	T-36	3	10	9	100	30
37	T-37	4	11	16	121	44
SUM		107	402	325	4480	1192

$$r_{xy} = \frac{37(1192) - (107)(402)}{\sqrt{[37(325) - (107)^2][37(4480) - (402)^2]}} = 0.70449$$

Since $r_{xy} > r_{table}$ so the aspect item was valid.



Appendix 3

Statistical Analysis of Reliability

Formula

$$r_{11} = \frac{k}{k-1} \left(1 - \frac{\sum \sigma^2_b}{\sigma^2_t} \right)$$

Criterion

If $r_{11} > r_{table}$, the instrument is reliable

Calculation

1. Total Variance

$$\begin{aligned} \sigma^2_t &= \frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N} \\ &= \frac{4480 - \frac{(4002)^2}{37}}{37} \\ &= 3.04 \end{aligned}$$

2. The Items Variance

$$\begin{aligned} \sigma^2_b &= \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N} \\ \sigma^2_{b1} &= \frac{296 - \frac{(102)^2}{37}}{37} = 0.40 \\ \sigma^2_{b2} &= \frac{296 - \frac{(102)^2}{37}}{37} = 0.40 \\ \sigma^2_{b3} &= \frac{237 - \frac{(84)^2}{37}}{37} = 0.36 \\ \sigma^2_{b4} &= \frac{325 - \frac{(107)^2}{37}}{37} = 0.42 \end{aligned}$$

$$\sum \sigma^2 = 0.40 + 0.40 + 0.36 + 0.42 = 1.58$$

3. Coefficient Reliability

$$r_{11} = \left(\frac{4}{(4-1)} \right) \left(1 - \frac{1.58}{3.04} \right) = 0.64$$

Appendix 4

Statistical Analysis of Discriminating Power on Content Aspect

Formula

$$DP = \frac{M_H - M_L}{\sqrt{\frac{\sum x_1^2 + \sum x_2^2}{n_1(n_1 - 1)}}} \quad n_1 = 27\% \times 37 = 9.99 \approx 10$$

Criterion

If $t > t_{\text{table}}$, the instrument has significant discriminating power.

Calculation

NO	Code	Upper Group		No	Code	Lower Group	
		Xi	(Xi-MH) ²			Xi	(Xi-ML) ²
1	T-1	4	0.468144	1	T-28	3	0.308642
2	T-11	4	0.468144	2	T-30	3	0.308642
3	T-15	4	0.468144	3	T-31	3	0.308642
4	T-17	4	0.468144	4	T-32	3	0.308642
5	T-23	4	0.468144	5	T-33	3	0.308642
6	T-37	4	0.468144	6	T-34	3	0.308642
7	T-2	3	0.099723	7	T-35	3	0.308642
8	T-4	3	0.099723	8	T-36	3	0.308642
9	T-5	3	0.099723	9	T-3	2	0.1975309
10	T-8	3	0.099723	10	T-6	2	0.1975309
11	T-9	3	0.099723	11	T-7	2	0.1975309
12	T-12	3	0.099723	12	T-10	2	0.1975309
13	T-13	3	0.099723	13	T-14	2	0.1975309
14	T-20	3	0.099723	14	T-16	2	0.1975309
15	T-22	3	0.099723	15	T-18	2	0.1975309
16	T-24	3	0.099723	16	T-19	2	0.1975309
17	T-25	3	0.099723	17	T-21	2	0.1975309
18	T-26	3	0.099723	18	T-29	2	0.1975309
19	T-27	3	0.099723				
Sum		63		Sum		44	
MH		3.3158		ML		2.4444	

$$DP = \frac{3.32 - 2.44}{\sqrt{\frac{63 + 44}{10(10 - 1)}}} = 0.81$$

Appendix 5

Statistical Analysis of Difficulty Index on Content Aspect

Formula

$$DL = \frac{\text{sum of score}}{\text{maximum score}} \times 100\%$$

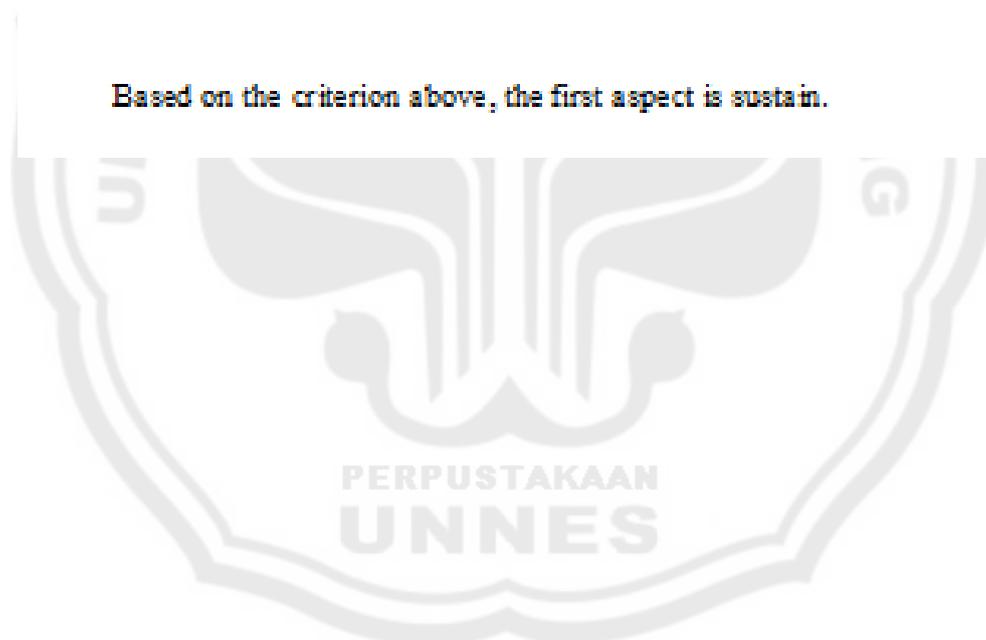
Criterion

DL	Criterion
$0\% \leq DL \leq 27\%$	Difficult
$27\% < DL \leq 72\%$	Sustain
$72\% < DL \leq 100\%$	Easy

Calculation

$$DL = \frac{107}{185} \times 100\% = 58.00\%$$

Based on the criterion above, the first aspect is sustain.



Appendix 6

PRE-TEST SCORES OF THE CONTROL GROUP

No.	Code	ASPECTS OF SPEAKING SCORING				TOTAL/ SCORE	CRITERIA
		P	F	GV	C		
1	C-1	3	2	2	3	50	Very Poor
2	C-2	3	3	2	2	50	Very Poor
3	C-3	3	3	3	3	60	Poor
4	C-4	3	2	3	3	55	Very Poor
5	C-5	2	2	2	2	40	Very Poor
6	C-6	2	2	3	2	45	Very Poor
7	C-7	2	2	3	3	50	Very Poor
8	C-8	3	3	3	3	60	Poor
9	C-9	2	2	2	2	40	Very Poor
10	C-10	2	2	3	2	45	Very Poor
11	C-11	3	2	3	3	55	Poor
12	C-12	2	3	2	2	45	Very Poor
13	C-13	2	3	2	3	50	Very Poor
14	C-14	3	2	3	3	55	Poor
15	C-15	2	2	3	3	50	Poor
16	C-16	2	2	2	2	40	Poor
17	C-17	3	2	3	3	55	Poor
18	C-18	3	3	2	3	55	Poor
19	C-19	3	3	3	3	60	Poor
20	C-20	2	3	2	2	45	Very Poor
21	C-21	3	2	2	3	50	Very Poor
22	C-22	3	2	3	2	50	Very Poor
23	C-23	2	2	2	3	45	Very Poor
24	C-24	3	3	2	2	50	Very Poor
25	C-25	2	3	2	2	45	Very Poor
26	C-26	2	3	2	3	50	Very Poor
27	C-27	2	2	3	2	45	Very Poor
28	C-28	3	2	3	3	55	Poor
29	C-29	2	3	3	3	55	Poor
30	C-30	3	2	3	2	50	Very Poor
31	C-31	3	3	3	3	60	Poor
32	C-32	2	3	2	3	50	Very Poor
33	C-33	3	3	3	3	60	Very Poor
34	C-34	2	3	2	2	45	Very Poor
35	C-35	3	3	2	2	50	Very Poor
36	C-36	3	3	2	3	55	Poor
37	C-37	2	2	3	2	45	Very Poor
SUM		93	92	93	93	1865	
MEAN		2.51	2.49	2.51	2.57	50.41	
PERCENTAGE		50.27%	49.73%	50.27%	51.35%	50.41%	

P: Pronunciation, F: Fluency, G/V: Grammar/Vocabulary, C: Content

Appendix 7

PRE-TEST SCORES OF THE EXPERIMENTAL GROUP

No.	Code	ASPECTS OF SPEAKING SCORING				TOTAL/ SCORE	CRITERIA
		P	F	G/V	C		
1	E-1	3	2	3	3	55	Poor
2	E-2	2	3	2	3	50	Ver Poor
3	E-3	2	2	3	3	50	Ver Poor
4	E-4	3	2	2	3	50	Ver Poor
5	E-5	2	3	2	3	50	Ver Poor
6	E-6	3	2	2	3	50	Ver Poor
7	E-7	2	2	3	3	50	Ver Poor
8	E-8	2	3	3	3	55	Poor
9	E-9	2	2	2	2	40	Very Poor
10	E-10	3	2	3	3	55	Poor
11	E-11	3	3	3	3	60	Poor
12	E-12	2	3	3	3	55	Poor
13	E-13	2	2	3	2	45	Very Poor
14	E-14	3	2	2	2	45	Very Poor
15	E-15	3	2	3	3	55	Poor
16	E-16	2	2	2	3	45	Very Poor
17	E-17	2	3	2	2	45	Very Poor
18	E-18	3	3	2	3	55	Poor
19	E-19	2	2	3	2	45	Very Poor
20	E-20	3	2	2	2	45	Very Poor
21	E-21	2	2	2	3	45	Very Poor
22	E-22	3	2	2	3	50	Very Poor
23	E-23	2	3	2	3	50	Very Poor
24	E-24	2	2	2	3	45	Very Poor
25	E-25	3	3	3	3	60	Poor
26	E-26	2	3	2	2	45	Very Poor
27	E-27	3	3	2	3	55	Poor
28	E-28	3	2	2	3	50	Very Poor
29	E-29	2	3	2	3	50	Very Poor
30	E-30	2	2	2	3	45	Very Poor
31	E-31	2	3	2	2	45	Very Poor
32	E-32	3	2	2	2	45	Very Poor
33	E-33	3	3	2	2	50	Very Poor
34	E-34	2	2	2	3	45	Very Poor
35	E-35	3	2	2	3	50	Very Poor
36	E-36	2	3	3	3	55	Poor
37	E-37	3	2	3	2	50	Very Poor
SUM		91	89	87	100	1833	
MEAN		2.46	2.41	2.35	2.70	49.59	
PERCENTAGE		49.19%	48.11%	47.03%	54.03%	49.59%	

P: Pronunciation, F: Fluency, G/V: Grammar/Vocabulary, C: Content

Appendix 8

PRETEST SCORE BETWEEN EXPERIMENTAL GROUP AND CONTROL GROUP

Experimental			Control		
No	Code	Score	No	Code	Score
1	E-01	55.00	1	C-01	50.00
2	E-02	50.00	2	C-02	50.00
3	E-03	50.00	3	C-03	60.00
4	E-04	50.00	4	C-04	55.00
5	E-05	50.00	5	C-05	40.00
6	E-06	50.00	6	C-06	45.00
7	E-07	50.00	7	C-07	50.00
8	E-08	55.00	8	C-08	60.00
9	E-09	40.00	9	C-09	40.00
10	E-10	55.00	10	C-10	45.00
11	E-11	60.00	11	C-11	55.00
12	E-12	55.00	12	C-12	45.00
13	E-13	45.00	13	C-13	50.00
14	E-14	45.00	14	C-14	55.00
15	E-15	55.00	15	C-15	50.00
16	E-16	45.00	16	C-16	40.00
17	E-17	45.00	17	C-17	55.00
18	E-18	55.00	18	C-18	55.00
19	E-19	45.00	19	C-19	60.00
20	E-20	45.00	20	C-20	45.00
21	E-21	45.00	21	C-21	50.00
22	E-22	50.00	22	C-22	50.00
23	E-23	50.00	23	C-23	45.00
24	E-24	45.00	24	C-24	50.00
25	E-25	60.00	25	C-25	45.00
26	E-26	45.00	26	C-26	50.00
27	E-27	55.00	27	C-27	45.00
28	E-28	50.00	28	C-28	55.00
29	E-29	50.00	29	C-29	55.00
30	E-30	45.00	30	C-30	50.00
31	E-31	45.00	31	C-31	60.00
32	E-32	45.00	32	C-32	50.00
33	E-33	50.00	33	C-33	60.00
34	E-34	45.00	34	C-34	45.00
35	E-35	50.00	35	C-35	50.00
36	E-36	55.00	36	C-36	55.00
37	E-37	50.00	35	C-37	45.00
Σ	=	1835.00	Σ	=	1865.00
n_1	=	37	n_2	=	37
\bar{x}_1	=	49.59	\bar{x}_2	=	50.41
s_1^2	=	22.7477	s_2^2	=	33.8589
s_1	=	4.769	s_2	=	5.819

Appendix 9

NORMALITY TEST OF PRE TEST FOR CONTROL GROUP

Hypothesis

Ho : The data distributed normally

Ha : The data not distributed normally

The Calculation

Formula :

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Ho is accepted if $\chi^2 < \chi^2_{\text{tabel}}$ 

Maximum score	=	60.00	Length of class	=	3.3
Minimum Score	=	40.00	Mean (\bar{X})	=	50.4
Range	=	20.00	S	=	5.8
Class with	=	6.0	N	=	37

Class Interval	x	pz	p	z	EI	OI	(O-E) ²	
							EI	
40.00 - 43.00	39.50	-1.87	0.4685	0.0872	3.227	9	0.016	
44.00 - 47.00	43.50	-1.19	0.3823	0.1911	7.071	9	0.526	
48.00 - 51.00	47.50	-0.50	0.1912	0.2658	9.836	12	0.476	
52.00 - 55.00	51.50	0.19	0.0746	0.2348	8.686	8	0.054	
56.00 - 59.00	55.50	0.88	0.3094	0.1316	4.870	0	4.870	
60.00 - 63.00	59.50	1.56	0.4410	0.0468	1.732	5	6.164	
	63.50	2.25	0.4878			37		
χ^2							=	12.106

for $\alpha = 5\%$, $dk = 6 - 3 = 3$, $\chi^2_{\text{tabel}} 7.815$ Because $\chi^2 > 7.81$ then the post test is said to be not normally distributed.

Appendix 10

NORMALITY TEST OF PRE TEST FOR EXPERIMENTAL GROUP

Hypothesis

H₀ : The data distributed normally

H_a : The data not distributed normally

The Calculation

Formula :

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

H₀ is accepted if $\chi^2 < \chi^2_{table}$



Maximum score	=	60.00	Length of class	=	3.3
Minimum Score	=	40.00	Mean (\bar{X})	=	49.6
Range	=	20.00	S	=	4.8
Class with	=	6.0	N	=	37

Class Interval	x	pz	p	z	E	O1	(O-E) ²		
							E		
40.00 - 43.00	39.50	-2.12	0.4828	0.0835	3.090	1	1.413		
44.00 - 47.00	43.50	-1.28	0.3993	0.2296	8.496	13	2.388		
48.00 - 51.00	47.50	-0.44	0.1697	0.3250	12.024	13	0.079		
52.00 - 55.00	51.50	0.40	0.1552	0.2369	8.767	8	0.067		
56.00 - 59.00	55.50	1.24	0.3922	0.0889	3.290	0	3.290		
60.00 - 63.00	59.50	2.08	0.4811	0.0171	0.634	2	2.944		
	63.50	2.92	0.4982			37			
							χ^2	=	10.181

for $\alpha = 5\%$, $dk = 6 - 3 = 3$, χ^2 table 7.815



Because $\chi^2 > 7.81$ then the post test is said to be not normally distributed.

Appendix 11

LEVENE'S TEST FOR EQUALITY OF VARIANS PRE-TEST DATA BETWEEN EXPERIMENTAL GROUP AND CONTROL GROUP

Hypothesis

$$H_0: \sigma_1^2 = \sigma_2^2$$

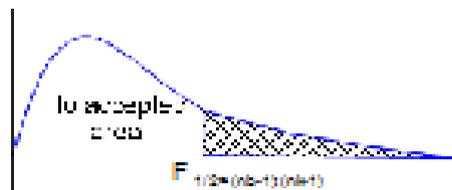
$$H_a: \sigma_1^2 \neq \sigma_2^2$$

The Calculation

Formula :

$$F = \frac{Vb}{Vc}$$

H_0 is accepted if $F \leq F_{(1-\alpha)(n_1-1)(n_2-1)}$



	Experimental	Control
Sum	1835	1865
n	37	37
\bar{x}	49.59	50.41
Variance (s^2)	22.7477	33.8589
Standart deviation (s)	4.77	5.82

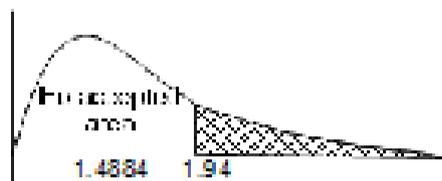
$$F = \frac{33.86}{22.75} = 1.4884$$

For $\alpha = 5\%$ with:

$$df_1 = n_1 - 1 = 37 - 1 = 36$$

$$df_2 = n_2 - 1 = 37 - 1 = 36$$

$$F_{(0.05)(36)(36)} = 1.94$$



Since F value < F table, the experimental and control group have the sama variance

Appendix 12

UJI MANN-U WHITNEY DATA
DATA PRETEST BETWEEN CONTROL GROUP AND EXPERIMENTAL GROUP

No	Code	Score	Rank	Rank Number	Rank Number
1	C-01	50.00	39.0	1446	37
2	C-02	50.00	39.0		
3	C-03	60.00	71.0		
4	C-04	55.00	59.5		
5	C-05	40.00	2.5		
6	C-06	45.00	15.5		
7	C-07	50.00	39.0		
8	C-08	60.00	71.0		
9	C-09	40.00	2.5		
10	C-10	45.00	15.5		
11	C-11	55.00	59.5		
12	C-12	45.00	15.5		
13	C-13	50.00	39.0		
14	C-14	55.00	59.5		
15	C-15	50.00	39.0		
16	C-16	40.00	2.5		
17	C-17	55.00	59.5		
18	C-18	55.00	59.5		
19	C-19	60.00	71.0		
20	C-20	45.00	15.5		
21	C-21	50.00	39.0		
22	C-22	50.00	39.0		
23	C-23	45.00	15.5		
24	C-24	50.00	39.0		
25	C-25	45.00	15.5		
26	C-26	50.00	39.0		
27	C-27	45.00	15.5		
28	C-28	55.00	59.5		
29	C-29	55.00	59.5		
30	C-30	50.00	39.0		
31	C-31	60.00	71.0		
32	C-32	50.00	39.0		
33	C-33	60.00	71.0		
34	C-34	45.00	15.5		
35	C-35	50.00	39.0		
36	C-36	55.00	59.5		
37	C-37	45.00	15.5		
38	E-01	55.00	59.5	1329	37
39	E-02	50.00	39.0		
40	E-03	50.00	39.0		
41	E-04	50.00	39.0		
42	E-05	50.00	39.0		
43	E-06	50.00	39.0		
44	E-07	50.00	39.0		
45	E-08	55.00	59.5		
46	E-09	40.00	2.5		
47	E-10	55.00	59.5		
48	E-11	60.00	71.0		
49	E-12	55.00	59.5		
50	E-13	45.00	15.5		
51	E-14	45.00	15.5		
52	E-15	55.00	59.5		
53	E-16	45.00	15.5		
54	E-17	45.00	15.5		
55	E-18	55.00	59.5		

No	Code	Score	Rank	Rank Number	Rank Number
66	E-19	4500	15.5		
67	E-20	4500	15.5		
68	E-21	4500	15.5		
69	E-22	5000	39.0		
80	E-23	5000	39.0		
91	E-24	4500	15.5		
82	E-25	6000	71.0		
83	E-26	4500	15.5		
84	E-27	5500	59.5		
85	E-28	5000	39.0		
86	E-29	5000	39.0		
87	E-30	4500	15.5		
88	E-31	4500	15.5		
89	E-32	4500	15.5		
70	E-33	5000	39.0		
71	E-34	4500	15.5		
72	E-35	5000	39.0		
73	E-36	5500	59.5		
74	E-37	5000	39.0		

- Hypothesis H_0 = There is no difference between control group and experimental group
 H_a = There is a difference between control group and experimental group

Formula: $U = n_1 \cdot n_2 + \frac{n_1 (n_2 + 1)}{2} - R_1$

or

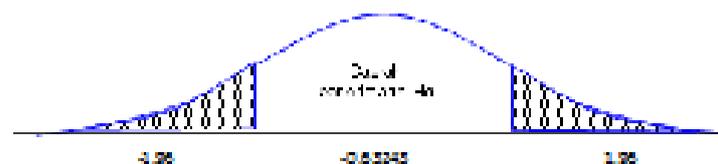
$$U = n_1 \cdot n_2 + \frac{n_2 (n_1 + 1)}{2} - R_2$$

$$U = 37 \cdot 37 + \frac{37 (37 + 1)}{2} - 1446 = 2072 - 1446 = 626$$

$$U = 37 \cdot 37 + \frac{37 (37 + 1)}{2} - 1329 = 2072 - 1329 = 743$$

$$Z_{\text{hitung}} = \frac{U - \frac{n_1 \times n_2}{2}}{\sqrt{\frac{(n_1 - 1)(n_2 - 1)(n_1 + n_2 + 1)}{12}}} = \frac{626 - \frac{37 \times 37}{2}}{\sqrt{\frac{102575}{12}}} = \frac{-55.5}{92.5} = -0.602$$

In $\alpha = 5\%$ the value of Z tabel = ± 1.96



Because t is under the area of H_0 , so it is concluded that the experimental group is not better than control group

Appendix 13

No.	Code	ASPECTS OF SPEAKING SCORING				TOTAL / SCORE	CRITERIA
		P	F	G/V	C		
1	C-1	3	3	3	4	65	Fair
2	C-2	3	3	4	4	70	Fair
3	C-3	3	3	3	3	60	Poor
4	C-4	3	3	4	3	63	Fair
5	C-5	3	3	3	3	60	Poor
6	C-6	3	3	4	3	63	Fair
7	C-7	4	3	3	3	63	Fair
8	C-8	3	3	4	3	63	Fair
9	C-9	3	3	3	3	60	Poor
10	C-10	3	3	3	4	63	Fair
11	C-11	4	3	4	3	70	Fair
12	C-12	3	3	3	4	63	Fair
13	C-13	4	3	4	3	70	Fair
14	C-14	4	3	3	4	70	Fair
15	C-15	4	4	3	3	70	Fair
16	C-16	3	3	3	3	60	Poor
17	C-17	3	3	4	3	63	Fair
18	C-18	3	4	3	4	70	Fair
19	C-19	3	4	3	3	63	Fair
20	C-20	4	3	3	4	70	Fair
21	C-21	3	3	3	3	60	Fair
22	C-22	3	3	3	3	60	Fair
23	C-23	3	3	4	3	63	Fair
24	C-24	3	4	3	3	63	Fair
25	C-25	4	3	3	3	63	Fair
26	C-26	3	3	3	3	60	Poor
27	C-27	3	3	4	3	63	Fair
28	C-28	3	3	3	4	63	Fair
29	C-29	3	3	3	4	63	Fair
30	C-30	4	3	4	3	70	Fair
31	C-31	3	3	3	3	60	Poor
32	C-32	4	3	3	4	70	Fair
33	C-33	3	3	4	3	63	Fair
34	C-34	4	3	3	4	70	Fair
35	C-35	3	3	4	4	70	Fair
36	C-36	3	3	4	3	63	Fair
37	C-37	3	4	3	3	63	Fair
SUM		121	116	124	123	2420	
MEAN		3.27	3.14	3.33	3.32	63.41	
PERCENTAGE		63.41%	62.70%	67.03%	66.49%	63.41%	

P: Pronunciation, F: Fluency, G/V: Grammar/Vocabulary, C: Content

Appendix 14

POST-TEST SCORES OF THE EXPERIMENTAL GROUP

No.	Code	ASPECTS OF SPEAKING SCORING				TOTAL/SCORE	CRITERIA
		P	F	G/V	C		
1	E-1	4	3	4	4	75	Good
2	E-2	4	3	4	4	75	Good
3	E-3	4	3	4	4	75	Good
4	E-4	3	3	3	5	70	Fair
5	E-5	3	4	3	4	70	Fair
6	E-6	3	4	4	4	75	Good
7	E-7	4	3	4	5	80	Good
8	E-8	4	3	3	4	70	Fair
9	E-9	4	4	4	4	80	Good
10	E-10	4	3	3	4	70	Fair
11	E-11	4	3	4	4	75	Good
12	E-12	4	3	3	4	70	Fair
13	E-13	3	3	4	4	70	Fair
14	E-14	4	4	3	5	80	Good
15	E-15	4	3	4	4	75	Good
16	E-16	3	4	4	4	75	Good
17	E-17	3	4	4	5	80	Good
18	E-18	3	3	4	4	70	Fair
19	E-19	4	3	3	4	70	Fair
20	E-20	3	3	4	4	70	Fair
21	E-21	4	4	4	5	85	Very Good
22	E-22	3	3	4	4	70	Fair
23	E-23	3	3	4	4	70	Fair
24	E-24	4	4	4	3	75	Good
25	E-25	4	4	4	4	80	Good
26	E-26	3	3	4	4	70	Fair
27	E-27	4	4	4	3	75	Good
28	E-28	4	3	3	4	70	Good
29	E-29	4	3	4	4	75	Good
30	E-30	3	4	4	4	75	Good
31	E-31	4	4	4	5	85	Very Good
32	E-32	4	3	4	4	75	Good
33	E-33	4	3	4	4	75	Good
34	E-34	4	4	3	4	75	Good
35	E-35	4	3	4	4	75	Good
36	E-36	4	4	3	4	75	Good
37	E-37	3	3	4	4	70	Fair
SUM		135	125	138	152	2750	
MEAN		3.63	3.38	3.73	4.11	74.32	
PERCENTAGE		72.97%	67.57%	74.59%	82.16%	74.32%	

P: Pronunciation, F: Fluency, G/V: Grammar/Vocabulary, C: Content

Appendix 15

**POSTTEST SCORES BETWEEN EXPERIMENTAL GROUP AND
CONTROL GROUP**

Experimental			Control		
No	Code	Score	No	Code	Score
1	E-01	75.00	1	C-01	65.00
2	E-02	75.00	2	C-02	70.00
3	E-03	75.00	3	C-03	60.00
4	E-04	70.00	4	C-04	65.00
5	E-05	70.00	5	C-05	60.00
6	E-06	75.00	6	C-06	65.00
7	E-07	80.00	7	C-07	65.00
8	E-08	70.00	8	C-08	65.00
9	E-09	80.00	9	C-09	60.00
10	E-10	70.00	10	C-10	65.00
11	E-11	75.00	11	C-11	70.00
12	E-12	70.00	12	C-12	65.00
13	E-13	70.00	13	C-13	70.00
14	E-14	80.00	14	C-14	70.00
15	E-15	75.00	15	C-15	70.00
16	E-16	75.00	16	C-16	60.00
17	E-17	80.00	17	C-17	65.00
18	E-18	70.00	18	C-18	70.00
19	E-19	70.00	19	C-19	65.00
20	E-20	70.00	20	C-20	70.00
21	E-21	85.00	21	C-21	60.00
22	E-22	70.00	22	C-22	60.00
23	E-23	70.00	23	C-23	65.00
24	E-24	75.00	24	C-24	65.00
25	E-25	80.00	25	C-25	65.00
26	E-26	70.00	26	C-26	60.00
27	E-27	75.00	27	C-27	65.00
28	E-28	70.00	28	C-28	65.00
29	E-29	75.00	29	C-29	65.00
30	E-30	75.00	30	C-30	70.00
31	E-31	85.00	31	C-31	60.00
32	E-32	75.00	32	C-32	70.00
33	E-33	75.00	33	C-33	65.00
34	E-34	75.00	34	C-34	70.00
35	E-35	75.00	35	C-35	70.00
36	E-36	75.00	36	C-36	65.00
37	E-37	70.00	35	C-35	65.00
Σ	-	2750.00	Σ	-	2420.00
n_1	-	37	n_2	-	37
\bar{x}_1	-	74.32	\bar{x}_2	-	65.41
s_1^2	-	18.2808	s_2^2	-	13.0255
s_1	-	4.276	s_2	-	3.609

Appendix 16

NORMALITY TEST OF POST TEST FOR CONTROL GROUP

Hypothesis

H₀ : The data distributed normally

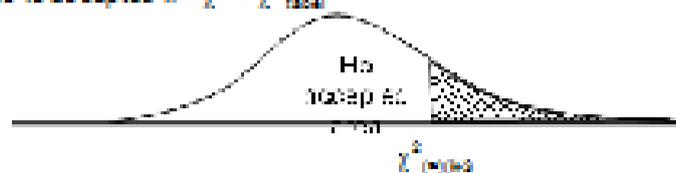
H_a : The data not distributed normally

The Calculation

Formula :

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

H₀ is accepted if $\chi^2 < \chi^2_{\text{tabel}}$



Maximum score	=	70.00	Length of class	=	1.7
Minimum Score	=	60.00	Mean (\bar{X})	=	65.4
Range	=	10.00	S	=	3.6
Class width	=	6.0	N	=	37

Class Interval	x	pz	p	z	Ei	Oi	(O _i -E _i) ²		
								Ei	
60.00 - 61.00	59.50	-1.64	0.4491	0.0887	3.282	8		6.781	
62.00 - 63.00	61.50	-1.08	0.3604	0.1592	5.889	0		5.889	
64.00 - 65.00	63.50	-0.53	0.2012	0.2117	7.832	18		13.199	
66.00 - 67.00	65.50	0.03	0.0105	0.2087	7.722	0		7.722	
68.00 - 69.00	67.50	0.58	0.2192	0.1525	5.644	0		5.644	
70.00 - 71.00	69.50	1.13	0.3717	0.0826	3.058	11		20.627	
	71.50	1.69	0.4544			37			
χ^2							=		59.862

for $\alpha = 5\%$, $dk = 6 - 3 = 3$, χ^2 table 7.815



Because $\chi^2 > 7.81$ then the post test is said to be not normally distributed.

Appendix 17

NORMALITY OF POST TEST FOR EXPERIMENTAL GROUP

Hypothesis

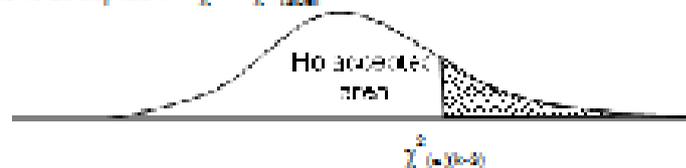
Ho : The data distributed normally

Ha : The data not distributed normally

The Calculation

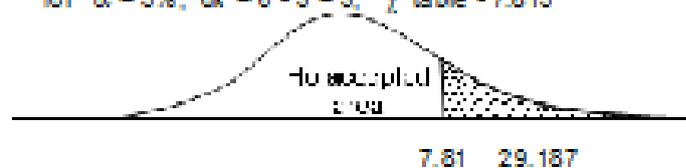
Formula :

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Ho is accepted if $\chi^2 < \chi^2_{table}$ 

Maximum score	=	85.00	Length of class	=	2.5
Minimum Score	=	70.00	Mean (\bar{X})	=	74.3
Range	=	15.00	S	=	4.3
Class width	=	6.0	N	=	37

Class Interval	x	pz	p	z	EI	OI	(OI-EI) ²		
							EI		
70.00 - 72.00	69.50	-1.13	0.3704	0.2052	7.593	14	5.406		
73.00 - 75.00	72.50	-0.43	0.1652	0.2735	10.120	16	3.416		
76.00 - 78.00	75.50	0.27	0.1083	0.2273	8.410	0	8.410		
79.00 - 81.00	78.50	0.98	0.3356	0.1177	4.356	5	0.095		
82.00 - 84.00	81.50	1.68	0.4534	0.0380	1.406	0	1.406		
85.00 - 87.00	84.50	2.38	0.4913	0.0076	0.282	2	10.454		
	87.50	3.08	0.4990			37			
χ^2							=	29.187	

for $\alpha = 5\%$, $dk = 6 - 3 = 3$, $\chi^2_{table} = 7.815$ Because $\chi^2 > 7.81$ then the post test is said to be not normally distributed.

Appendix 18

LEVENE'S TEST FOR EQUALITY OF VARIANS POST-TEST DATA BETWEEN EXPERIMENTAL GROUP AND CONTROL GROUP

Hypothesis

$$H_0: \sigma_1^2 = \sigma_2^2$$

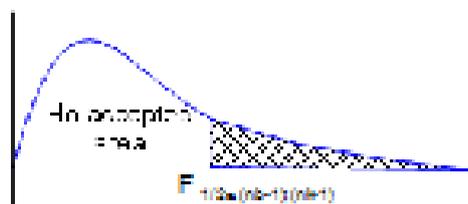
$$H_a: \sigma_1^2 \neq \sigma_2^2$$

The Calculation

Formula :

$$F = \frac{Vb}{VK}$$

H_0 is accepted if $F \leq F_{\alpha/2, (n_1-1), (n_2-1)}$



	Experimental	Control
Sum	2750	2420
n	37	37
\bar{x}	74.32	65.41
Variance (s^2)	18.2808	13.0255
Standart deviation (s)	4.28	3.61

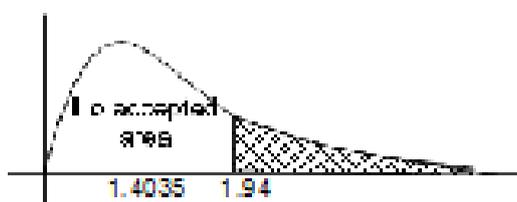
$$F = \frac{18.28}{13.03} = 1.4035$$

For $\alpha = 5\%$ with:

$$df_1 = n_1 - 1 = 37 - 1 = 36$$

$$df_2 = n_2 - 1 = 37 - 1 = 36$$

$$F_{(0.025)(36)(36)} = 1.94$$



Since F value $<$ F table, the experimental and control group have the sama variance

Appendix 19

MANN-U WHITNEY DATA TEST
DATA POST TEST BETWEEN CONTROL AND EXPERIMENTAL GROUP

No	Code	Score	Rank	Rank Number	Rank Number
1	C-01	65.00	17.5	780	37
2	C-02	70.00	39.0		
3	C-03	60.00	4.5		
4	C-04	65.00	17.5		
5	C-05	60.00	4.5		
6	C-06	65.00	17.5		
7	C-07	65.00	17.5		
8	C-08	65.00	17.5		
9	C-09	60.00	4.5		
10	C-10	65.00	17.5		
11	C-11	70.00	39.0		
12	C-12	65.00	17.5		
13	C-13	70.00	39.0		
14	C-14	70.00	39.0		
15	C-15	70.00	39.0		
16	C-16	60.00	4.5		
17	C-17	65.00	17.5		
18	C-18	70.00	39.0		
19	C-19	65.00	17.5		
20	C-20	70.00	39.0		
21	C-21	60.00	4.5		
22	C-22	60.00	4.5		
23	C-23	65.00	17.5		
24	C-24	65.00	17.5		
25	C-25	65.00	17.5		
26	C-26	60.00	4.5		
27	C-27	65.00	17.5		
28	C-28	65.00	17.5		
29	C-29	65.00	17.5		
30	C-30	70.00	39.0		
31	C-31	60.00	4.5		
32	C-32	70.00	39.0		
33	C-33	65.00	17.5		
34	C-34	70.00	39.0		
35	C-35	70.00	39.0		
36	C-36	65.00	17.5		
37	C-37	65.00	17.5		
38	E-01	75.00	59.5	1995	37
39	E-02	75.00	59.5		
40	E-03	75.00	59.5		
41	E-04	70.00	39.0		
42	E-05	70.00	39.0		
43	E-06	75.00	59.5		
44	E-07	80.00	71.0		
45	E-08	70.00	39.0		
46	E-09	80.00	71.0		
47	E-10	70.00	39.0		
48	E-11	75.00	59.5		
49	E-12	70.00	39.0		
50	E-13	70.00	39.0		
51	E-14	80.00	71.0		

No	Code	Score	Rank	Rank Number	Rank Number
52	E-15	75.00	59.5		
53	E-16	75.00	59.5		
54	E-17	80.00	71.0		
55	E-18	70.00	39.0		
56	E-19	70.00	39.0		
57	E-20	70.00	39.0		
58	E-21	85.00	71.0		
59	E-22	70.00	39.0		
60	E-23	70.00	39.0		
61	E-24	75.00	59.5		
62	E-25	80.00	71.0		
63	E-26	70.00	39.0		
64	E-27	75.00	59.5		
65	E-28	70.00	39.0		
66	E-29	75.00	59.5		
67	E-30	75.00	59.5		
68	E-31	85.00	71.0		
69	E-32	75.00	59.5		
70	E-33	75.00	59.5		
71	E-34	75.00	59.5		
72	E-35	75.00	59.5		
73	E-36	75.00	59.5		
74	E-37	70.00	39.0		

Hypothesis H_0 = There is no difference between control group and experimental group

H_a = There is a difference between control group and experimental group

$$\text{Form } U = n_1 \cdot n_2 + \frac{n_1 (n_2 + 1)}{2} \cdot R_1$$

or

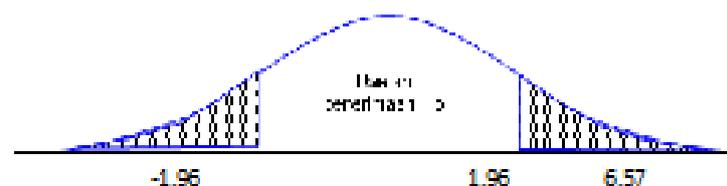
$$U = n_1 \cdot n_2 + \frac{n_2 (n_1 + 1)}{2} \cdot R_2$$

$$U = 37 \cdot 37 + \frac{37 (37 + 1)}{2} \cdot 730 = 2072 + 780 = 1292$$

$$U = 37 \cdot 37 + \frac{37 (37 + 1)}{2} \cdot 1995 = 2072 + 1995 = 77$$

$$Z_{hitung} = \frac{U - \frac{n_1 \cdot n_2}{2}}{\sqrt{\frac{(n_1) \cdot (n_1 + n_2 + 1)}{12}}} = \frac{77 - \frac{37 \cdot 37}{2}}{\sqrt{\frac{102875}{12}}} = \frac{-407.5}{92.5} = -4.405$$

In $\alpha = 5\%$ the value of Z tabel = ± 1.96



Because t is under the rejected area of H_0 , so it is said that experimental group is better than the control group

Appendix 20

MANN-U WHITNEY DATA TEST
MEAN DIFFERENCE OF CONTROL GROUP AND EXPERIMENTAL GROUP

No	Code	Skor	Rank	Rank Number	Rank
1	C-01	15.00	19.0	928	37
2	C-02	20.00	38.0		
3	C-03	0.00	1.5		
4	C-04	10.00	9.5		
5	C-05	20.00	38.0		
6	C-06	20.00	38.0		
7	C-07	15.00	19.0		
8	C-08	5.00	4.0		
9	C-09	20.00	38.0		
10	C-10	20.00	38.0		
11	C-11	15.00	19.0		
12	C-12	20.00	38.0		
13	C-13	20.00	38.0		
14	C-14	15.00	19.0		
15	C-15	20.00	38.0		
16	C-16	20.00	38.0		
17	C-17	10.00	9.5		
18	C-18	15.00	19.0		
19	C-19	5.00	4.0		
20	C-20	25.00	57.5		
21	C-21	10.00	9.5		
22	C-22	10.00	9.5		
23	C-23	20.00	38.0		
24	C-24	15.00	19.0		
25	C-25	20.00	38.0		
26	C-26	10.00	9.5		
27	C-27	20.00	38.0		
28	C-28	10.00	9.5		
29	C-29	10.00	9.5		
30	C-30	20.00	38.0		
31	C-31	0.00	1.5		
32	C-32	20.00	38.0		
33	C-33	5.00	4.0		
34	C-34	25.00	57.5		
35	C-35	20.00	38.0		
36	C-36	10.00	9.5		
37	C-37	20.00	38.0		
38	E-01	20.00	38.0	1847	37
39	E-02	25.00	57.5		
40	E-03	25.00	57.5		
41	E-04	20.00	38.0		
42	E-05	20.00	38.0		
43	E-06	25.00	57.5		
44	E-07	30.00	66.5		
45	E-08	15.00	19.0		
46	E-09	40.00	73.0		
47	E-10	15.00	19.0		
48	E-11	15.00	19.0		
49	E-12	15.00	19.0		
50	E-13	25.00	57.5		
51	E-14	35.00	70.5		

No	Code	Skor	Rank	Rank Number	Rank
52	E-15	20.00	38.0		
53	E-16	30.00	66.5		
54	E-17	35.00	70.5		
55	E-18	15.00	19.0		
56	E-19	25.00	57.5		
57	E-20	25.00	57.5		
58	E-21	40.00	73.0		
59	E-22	20.00	38.0		
60	E-23	20.00	38.0		
61	E-24	30.00	66.5		
62	E-25	20.00	38.0		
63	E-26	25.00	57.5		
64	E-27	20.00	38.0		
65	E-28	20.00	38.0		
66	E-29	25.00	57.5		
67	E-30	30.00	66.5		
68	E-31	40.00	73.0		
69	E-32	30.00	66.5		
70	E-33	25.00	57.5		
71	E-34	30.00	66.5		
72	E-35	25.00	57.5		
73	E-36	20.00	38.0		
74	E-37	20.00	38.0		

Hypothesis Ho = There is no difference between control group and experimental group
 Ha = There is a difference between control group and experimental group

$$\text{Formula: } U = n_1 \cdot n_2 + \frac{n_1(n_1 + 1)}{2} - R_1$$

or

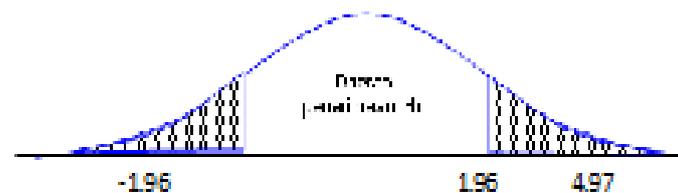
$$U = n_1 \cdot n_2 + \frac{n_2(n_2 + 1)}{2} - R_2$$

$$U = 37 \cdot 37 + \frac{37(37 + 1)}{2} - 928 = 2072 - 928 = 1144$$

$$U = 37 \cdot 37 + \frac{37(37 + 1)}{2} - 1847 = 2072 - 1847 = 225$$

$$Z_{hitung} = \frac{U - \frac{n_1 \cdot n_2}{2}}{\sqrt{\frac{(n_1)(n_2)(n_1 + n_2 + 1)}{12}}} = \frac{225 - \frac{37 \cdot 37}{2}}{\sqrt{\frac{102675}{12}}} = \frac{-459.5}{92.5} = -4.968$$

In $\alpha = 5\%$ the value of Z tabel = ± 1.96



Because t is under the rejected area of H_0 , so it is said that the experimental group is better than control group

LESSON PLAN (CONTROL GROUP)

SMA/ MA : SMA Negeri 1 Pemalang
Subject : English
Class/ Semester : X/ 2
Time : 6 x 45' (3 meetings)

Standar Kompetensi :

10. Speaking

Mengungkapkan makna dalam teks fungsional pendek dan monolog sederhana berbentuk *narrative*, *descriptive*, dan *news item* dalam konteks kehidupan sehari-hari.

Kompetensi Dasar:

10.2 Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk; *narrative*, *descriptive*, dan *news item*.

A. Indicator:

In the end of the study, students are able to:

- Describe a particular thing with correct pronunciation and intonation
- Recognize the descriptive text including the social function, generic structure, and the grammar
- Tell their own descriptive text which use generic structure, grammar and, pronunciation correctly.

B. Learning Objectives

By the end of the lesson students should be able to:

1. Analyze the generic structure of descriptive text.
2. Construct a descriptive text by themselves.
3. Perform their own monologue descriptive text.

C. Learning Materials

Descriptive Text

1. Social Function:

- To describe a particular person, place, or thing.

2. Generic Structure

- Identification: identifies phenomenon to be described.
- Description: describes parts, qualities, and characteristics.

3. Significant Lexicogrammatical Features:

- Focus on specific Participants.
- Use of Attributive and Identifying Processes.
- Frequent use classifiers in nominal groups.
- Use of **simple present tense**.

Example of Descriptive text

Natural Bridge National Park

Natural Bridge Stone is a luscious tropical rainforest.

It is located 110 kilometers south of Brisbane and is reached by following the Pacific Highway to Nerang and then by travelling through the Numinbah Valley. This scenic roadway lies in the shadow of the Lamington National Park.

The phenomenon of the rock formed into a natural 'arch' and the cave through which a waterfall cascades is a short 1 kilometer walk below a dense rainforest canopy from the main picnic area. Night-time visitors to the cave will discover the unique feature of the glow worms.

Grammar of Descriptive text:

Simple Present Tense : **S + V₁ (s/es) + O**

D. Method of Study/Technique:

1. Explanation
2. Discussion

3. Question and Answer

E. Teaching and Learning Activities

❖ *First Meeting*

(1) Elaboration

- a. Students brush up on the material about descriptive text.
- b. Students answer warming up question related to the topic.
- c. Students build vocabulary related to the topic.

(2) Exploration

- a. I explained the general concept of descriptive text. It was all about descriptive text including the purpose, generic structure and also significant lexicogrammatical features of a descriptive text
- b. I gave them the example of descriptive text and practice it orally
- c. I modeled to describe a pet
- d. I asked the students to make a draft of descriptive text based on the instruction that was given, the topic was about *pet*
- e. I asked them to practice it in front of his/her deskmate
- f. I asked some students to describe his/her pet in front of the class

(3) Confirmation

- a. Students and teacher discuss about the exercise.
- b. Students pay attention to the teacher's explanation about the right text.

❖ *Second meeting*

(1) Elaboration

- a. Students review what they have learned in the last meeting.

(2) Exploration

- a. I gave a brief review on the last materials
- b. I asked the students to prepare a descriptive text based on the instruction that was given, the topic was about *place*

- c. I asked them to practice it in front of his/her deskmate
 - d. I asked some students to describe his/her pet in front of the class
- (3) Confirmation
- a. Students and teacher discuss about the exercise.
 - b. Students pay attention to the teacher's explanation about the right text.

❖ **Third Meeting**

- (1) Elaboration
- a. Students review what they have learned in the last meeting.
 - b. Students remind the vocabularies they have learned in the previous meetings.
- (2) Exploration
- a. I asked some questions to the students in order to review the previous materials
 - b. I gave feedback to their previous speech which they mostly made by writing them on the whiteboard
 - c. I asked the students to prepare a descriptive text based on the instruction that was given, the topic was about *my idol*
 - d. I asked them to practice it in front of his/her deskmate
- (3) Confirmation
- a. Students and teacher discuss about the exercise.
 - b. Students pay attention to the teacher's explanation about the right text.

F. Learning Sources

1. Monologue descriptive text

G. Evaluation

1. Technique : Describe a thing
2. Form : Spoken test

3. Test : Pretest and posttest

QUESTION

Pretest : Do you have a pet? Can you tell me about it? What does it look like? In two minutes, tell to your friends about it!

Posttest : Have you ever seen about wild animal? Can you tell me about it? What does it look like? In two minutes, tell to your friends about it!

H. Guidance Assessment

Aspek	Skor	Penjelasan
Pronunciation (Pengucapan)	5	Pengucapan <i>sangat jelas</i> dan makna ujaran dapat dipahami dengan baik
	4	Ada <i>sedikit</i> kesalahan dalam pengucapan dan tidak merusak makna ujaran
	3	Ada <i>beberapa</i> kesalahan dalam pengucapan dan tidak merusak makna ujaran
	2	<i>Banyak</i> kesalahan pengucapan, dan merusak makna ujaran
	1	Pengucapan <i>sangat buruk</i> dan tidak dapat dipahami sama sekali
Grammar/Vocabulary (Tata bahasa atau Kosakata)	5	<i>Tidak ada</i> kesalahan dalam tata bahasa/kosakata yang digunakan
	4	Ada <i>sedikit</i> kesalahan dalam tata bahasa/kosakata yang digunakan dan tidak mempengaruhi makna cerita.
	3	Ada cukup banyak kesalahan dalam tata bahasa/kosakata namun makna cerita <i>masih bisa</i> ditangkap
	2	Ada banyak kesalahan dalam tata bahasa/kosakata dan makna cerita <i>sulit</i> untuk ditangkap
	1	Banyak sekali kesalahan dalam tata bahasa/kosakata dan makna cerita <i>tidak bisa</i> ditangkap

Fluency (Kelancaran)	5 4 3 2 1	<p>Bercerita <i>sangat wajar</i> dan makna cerita sangat jelas</p> <p>Bercerita dengan <i>sedikit terputus-putus</i> dan makna cerita masih bisa ditangkap</p> <p>Bercerita dengan <i>cukup banyak terputus-putus</i> namun makna cerita masih bisa ditangkap</p> <p>Bercerita dengan <i>banyak terputus-putus</i> dan makna cerita sulit ditangkap</p> <p>Bercerita dengan <i>banyak berhenti</i> lama dan cerita tidak bermakna</p>
Content (Isi)	5 4 3 2 1	<p>Isi cerita mengandung seluruh komponen dari generic structure (<i>identification and description</i>) descriptive dan informasi yang diberikan <i>sangat banyak</i> dan memuaskan</p> <p>Isi cerita mengandung seluruh komponen dari generic structure (<i>identification and description</i>) descriptive dan informasi yang diberikan <i>banyak</i> dan memuaskan</p> <p>Isi cerita mengandung salah satu komponen dari generic structure descriptive dan informasi yang diberikan <i>cukup</i> memuaskan</p> <p>Isi cerita mengandung salah satu komponen dari generic structure descriptive dan informasi yang diberikan <i>kurang</i> memuaskan</p> <p>Isi cerita tidak mengandung semua komponen dari generic structure descriptive dan informasi yang diberikan <i>tidak</i> memuaskan</p>

LESSON PLAN

(EXPERIMENTAL GROUP)

SMA/ MA : SMA Negeri 1 Pemalang
Subject : English
Class/ Semester : X/ 2
Time : 6 x 45' (3 meetings)

Standar Kompetensi :

10. Speaking

Mengungkapkan makna dalam teks fungsional pendek dan monolog sederhana berbentuk *narrative*, *descriptive*, dan *news item* dalam konteks kehidupan sehari-hari.

Kompetensi Dasar:

10.2 Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk; *narrative*, *descriptive*, dan *news item*.

I. Indicator:

In the end of the study, students are able to:

- Describe a particular thing with correct pronunciation and intonation
- Recognize the descriptive text including the social function, generic structure, and the grammar
- Tell their own descriptive text which use generic structure, grammar and, pronunciation correctly.

J. Learning Objectives

By the end of the lesson students should be able to:

4. Analyze the generic structure of descriptive text.
5. Construct a descriptive text by themselves.
6. Perform their own monologue descriptive text.

K. Learning Materials

Descriptive Text

4. Social Function:

- To describe a particular person, place, or thing.

5. Generic Structure

- Identification: identifies phenomenon to be described.
- Description: describes parts, qualities, and characteristics.

6. Significant Lexicogrammatical Features:

- Focus on specific Participants.
- Use of Attributive and Identifying Processes.
- Frequent use classifiers in nominal groups.
- Use of **simple present tense**.

Example of Descriptive text

Natural Bridge National Park

Natural Bridge Stone is a luscious tropical rainforest.

It is located 110 kilometers south of Brisbane and is reached by following the Pacific Highway to Nerang and then by travelling through the Numinbah Valley. This scenic roadway lies in the shadow of the Lamington National Park.

The phenomenon of the rock formed into a natural 'arch' and the cave through which a waterfall cascades is a short 1 kilometer walk below a dense rainforest canopy from the main picnic area. Night-time visitors to the cave will discover the unique feature of the glow worms.

Grammar of Descriptive text:

Simple Present Tense : **S + V₁ (s/es) + O**

L. Method of Study/Technique:

4. Explanation
5. Discussion

6. Question and Answer
7. Self assessment

M. Teaching and Learning Activities

❖ *First Meeting*

(4) Elaboration

- d. Students brush up on the material about descriptive text.
- e. Students answer warming up question related to the topic.
- f. Students build vocabulary related to the topic.

(2) Exploration

- a. I explained the general concept of descriptive text. It was all about descriptive text including the purpose, generic structure and also significant lexicogrammatical features of a descriptive text
- b. I gave them the example of descriptive text and practice it orally
- c. I modeled to describe a pet while I was recording my speech
- d. I explained to the students how to do self assessment by using rubric and checklist
- e. I assessed myself based on the rubric and thicked the checklist
- f. I asked the students to make a draft of descriptive text based on the instruction that was given, the topic was about *pet*
- g. I asked them to practice it in front of his/her deskmate
- h. I asked them to assess themselves by using rubric and checklist
- i. I asked some students to describe his/her pet in front of the class
- j. I recorded their speech and then gave feedback to the class

(3) Confirmation

- a. Students and teacher discuss about the exercise.
- b. Students pay attention to the teacher's explanation about the right text.

- c. Students are given reinforcement.

❖ ***Second meeting***

(1) Elaboration

- a. Students review what they have learned in the last meeting.

(2) Exploration

- a. I gave a brief review on the last materials
- b. I asked the students to prepare a descriptive text based on the instruction that was given, the topic was about *place*
- c. I asked them to practice it in front of his/her deskmate
- d. I asked them to assess themselves by using rubric and checklist
- e. I asked some students to describe his/her pet in front of the class
- f. I recorded their speech and then gave feedback to the class

(3) Confirmation

- c. Students and teacher discuss about the exercise.
- d. Students pay attention to the teacher's explanation about the right text.
- e. Students are given reinforcement.

❖ ***Third Meeting***

(4) Elaboration

- c. Students review what they have learned in the last meeting.
- d. Students remind the vocabularies they have learned in the previous meetings.

(5) Exploration

- a. I asked some questions to the students in order to review the previous materials

- b. I gave feedback to their previous speech which they mostly made by writing them on the whiteboard
- c. I asked the students to prepare a descriptive text based on the instruction that was given, the topic was about *my idol*
- d. I asked them to practice it in front of his/her deskmate
- e. I asked them to assess themselves by using rubric and checklist
- f. I asked some students to describe his/her pet in front of the class
- g. I recorded their speech and then gave corrections and feedback to the class

(6) Confirmation

- c. Students and teacher discuss about the exercise.
- d. Students pay attention to the teacher's explanation about the right text.
- e. Students are given reinforcement.

N. Learning Sources

1. Tape Recorder and cassette
2. Some Pictures
3. Monologue descriptive text

O. Evaluation

1. Technique : Describe a thing
2. Form : Spoken test
3. Test : Pretest and posttest

QUESTION

- Pretest : Do you have a pet? Can you tell me about it? What does it look like? In two minutes, tell to your friends about it!
- Posttest : Have you ever seen about wild animal? Can you tell me about it? What does it look like? In two minutes, tell to your friends about it!

Checklist

Berilah tanda (√) pada pilihan yang sesuai dengan apa yang telah kamu lakukan.

Isilah dengan sejujur-jujurnya!

No	Pernyataan	Ya	Tidak
1.	Saya menggunakan <i>pesent tense</i> ketika membuat teks deskriptif.		
2.	Saya memperkenalkan objek pada awal paragraf dalam teks yang saya buat.		
3.	Saya memperkenalkan objek secara spesifik dalam teks yang telah saya buat.		
4.	Saya menyebutkan ciri-ciri fisik tentang objek tersebut dalam teks yang saya buat.		
5.	Saya menggambarkan bagian-bagian dari objek saya.		
6.	Saya menggambarkan kualitas dari objek saya.		
7.	Saya menggunakan <i>noun phrase</i> dalam teks yang saya buat.		
8.	Saya menggunakan kata sifat dalam menyebutkan ciri-ciri objek saya.		
9.	Saya menggunakan <i>to be</i> dalam menggambarkan objek dalam teks saya.		
10.	Saya menggunakan <i>has/have</i> dalam menggambarkan objek dalam teks saya.		

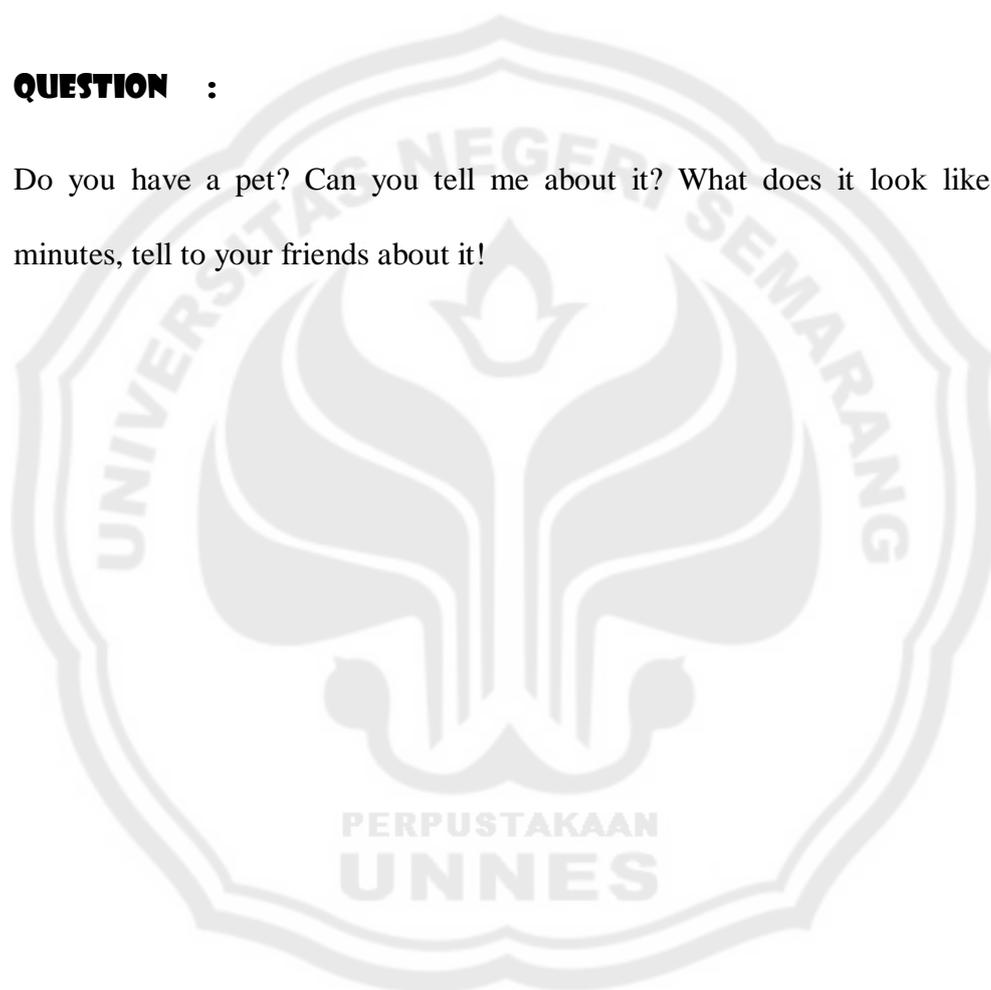
P. Guidance Assessment

Aspek	Skor	Penjelasan
Pronunciation (Pengucapan)	5	Pengucapan <i>sangat jelas</i> dan makna ujaran dapat dipahami dengan baik
	4	Ada <i>sedikit</i> kesalahan dalam pengucapan dan tidak merusak makna ujaran
	3	Ada <i>beberapa</i> kesalahan dalam pengucapan dan tidak merusak makna ujaran
	2	<i>Banyak</i> kesalahan pengucapan, dan merusak makna ujaran
	1	Pengucapan <i>sangat buruk</i> dan tidak dapat dipahami sama sekali
Grammar/Vocabulary (Tata bahasa atau Kosakata)	5	<i>Tidak ada</i> kesalahan dalam tata bahasa/kosakata yang digunakan
	4	Ada <i>sedikit</i> kesalahan dalam tata bahasa/kosakata yang digunakan dan tidak mempengaruhi makna cerita.
	3	Ada cukup banyak kesalahan dalam tata bahasa/kosakata namun makna cerita <i>masih bisa</i> ditangkap
	2	Ada banyak kesalahan dalam tata bahasa/kosakata dan makna cerita <i>sulit</i> untuk ditangkap
	1	Banyak sekali kesalahan dalam tata bahasa/kosakata dan makna cerita <i>tidak bisa</i> ditangkap
Fluency (Kelancaran)	5	Bercerita <i>sangat wajar</i> dan makna cerita sangat jelas
	4	Bercerita dengan <i>sedikit terputus-putus</i> dan makna cerita masih bisa ditangkap
	3	Bercerita dengan <i>cukup banyak terputus-putus</i> namun makna cerita masih bisa ditangkap
	2	Bercerita dengan <i>banyak terputus-putus</i> dan makna cerita sulit ditangkap
	1	Bercerita dengan <i>banyak berhenti</i> lama dan cerita tidak bermakna
Content (Isi)	5	Isi cerita mengandung seluruh komponen dari generic structure (<i>identification and description</i>) descriptive dan informasi yang diberikan <i>sangat banyak</i> dan memuaskan
	4	Isi cerita mengandung seluruh komponen dari generic structure (<i>identification and description</i>) descriptive dan informasi yang diberikan <i>banyak</i> dan memuaskan
	3	Isi cerita mengandung salah satu komponen dari generic structure descriptive dan informasi yang diberikan <i>cukup</i> memuaskan
	2	Isi cerita mengandung salah satu komponen dari generic structure descriptive dan informasi yang diberikan <i>kurang</i> memuaskan
	1	Isi cerita tidak mengandung semua komponen dari generic structure descriptive dan informasi yang diberikan <i>tidak</i> memuaskan

Appendix 23

PRE-TEST**SPEAKING TEST****QUESTION :**

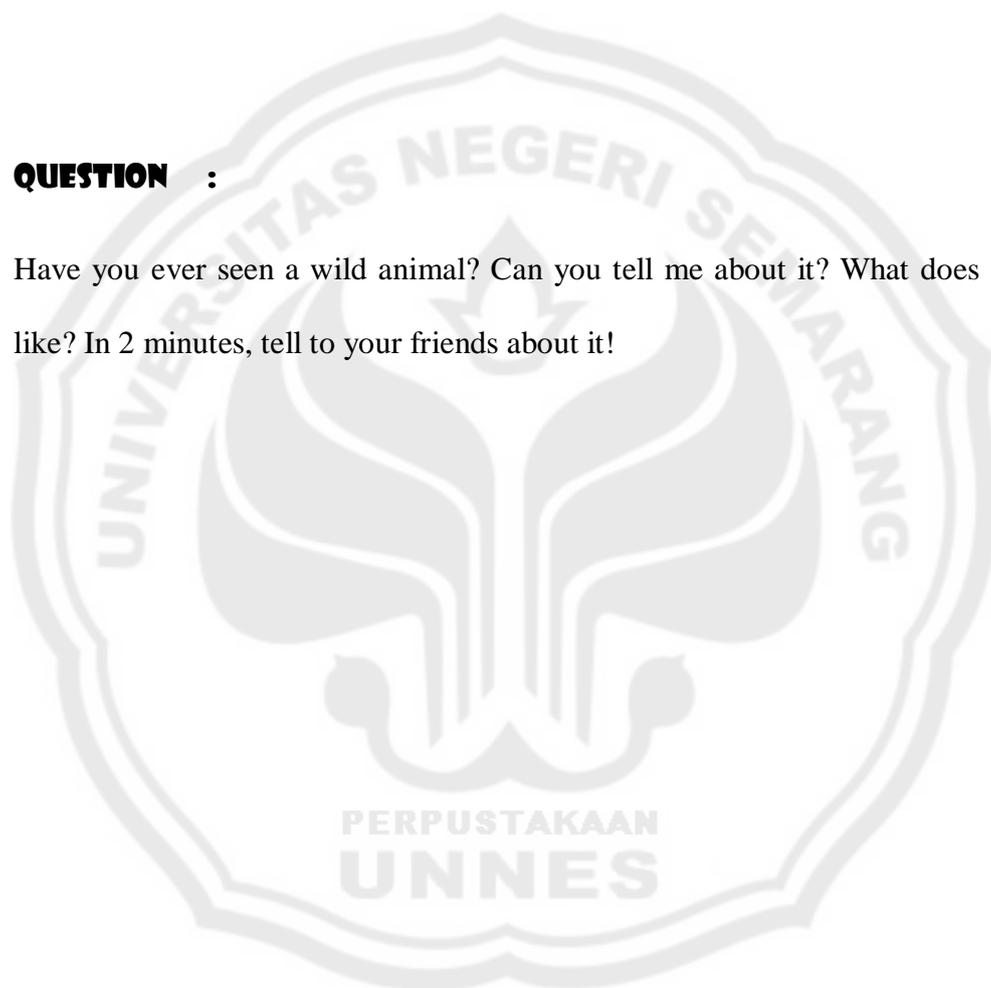
Do you have a pet? Can you tell me about it? What does it look like? In 2 minutes, tell to your friends about it!



Appendix 24

POST-TEST**SPEAKING TEST****QUESTION :**

Have you ever seen a wild animal? Can you tell me about it? What does it look like? In 2 minutes, tell to your friends about it!



Appendix 25**The Transcript of Pretest in the Experimental Group****E-12**

Good morning ladies and gentlemen, on this happy occasion, I would like to tell you about my pet. I have an animal pet at home. That is a bird. It has a beautiful fur and it has a nice voice. I always hearing the voice every morning for get up I and my family. The color of bird is yellow and orange. I don't forget give it to eat in every morning. Sometimes I to talk about my problem with it. I think thats all. Thanks and see you.

E-31

Hello friends! I am in front of you I want to describe my pet. My pet is cat. My pet a female cat. Her its name is Candy. Candy have... Candy has yellow fur. He like fish. He also sleep on my bedroom and he... every saturday I also take him to doctor and he like eh... he has e.....white eyes white ears and e....he has a long tail and he also playing ball and string with me and I love him so much.

E-4

Hi friend I want to describe my pet. I have a hamster. My hamster the name is hammy. It have e....it has a brown and white fur. And fur is very soft. It is very funny and its very cute. Its very fat and because it can run fast and the eyes is brown and it has a short body. Ok thanks.

Appendix 26**The Transcript of the Pretest in the Control Group****C-36**

I want to tell you about my pet. I have a pet. The name is Runjang. Runjang is a bird one of kind cucakrowo bird. Runjang is smart bird, example when I got to sleep Runjang always sing 4 me station balapan. You can imagine that it is funny, ok Runjang is my lovely bird from another bird. Because Runjang have a long tail beautiful fur and nice voices thats all my description and thanks.

C-25

Ok I want to tell you about my lovely cat. It name Rikiono but I usually called him Nok-nok. Its cute and funny. It has white soft fur and a little black and it has hmmm..... short tail every week I was take it bath so his fur are soft and clean it like to eat fish and it like to cacth the rat so he can keep my house from a naughty rat and mouse. I love him very much, ok thanks.

C-16

Good morning everybody I sitting here to tell you about my favourite pet, Embo. Embo is my favourite pet. It is cat. I give Embo name because I don't like famous name. Embo has another color yellow with strips and it has e... hmm short tail, red nose, two brown eyes, and two little ear. Embo like e....eat frying food especially fried fish and sometimes is Embo hungry its like eat fried tempe. Thats all my story thanks for your attentionn. See you, thanks.

Appendix 27

Transcript of Posttest of the Experimental Group

C-12

I am standing in front of you, want to tell about a wild animal. It is snake. It is pyhton snake. It is so big. Its. It lives in the jungle. But now, many people take care of pyhton snake in they home. If you want to take care of phyton...you....you....eh...your money must so much. Because, it eat animals, many animals, yes.....like chicken, etc. It can kill animal and human. It is so danger. But you can see it in the zoo. Snake is a wild animal, but it is so cute for me. Thank you, see you friends.

C-31

Good morning friends....in this happy occasion, I will to tell you about a wild animal. I ever see a wild animal in zoo. It is an elephant. It is a female elephant. Her name is Bambi. It is so big. It has a long nose, large ears, and two big white trunks. Its skin is grey. Hhmm.....It eats grass and fruits. It drinks so many water. Sometime it drink water and spray the water into air. And then.....it.....it....has a child, its name is Bombi. Bombi doesn't have big trunks like her mother. Its trunks are small. But, it can bigger when it is big like her mother. Many people who come to the zoo ride Bambi. They go around the zoo. They also can do some attractions on the stage. Bambi can....hmm.....can.....play with ball. Bombi can play with umbrella. That's all. Thank you so much.

C-4

Hello friends...I want to tell you a wild animal. It is a giraffe. You know giraffe? Yes, it has long neck, very very very long neck. It is very tall and thin, like me.....hehehe, I am tall and thin too. It is the tallest animal in the world.....it eat grass, and fruits. Its skin is polka dot, its color is brown and little golden. I think, its head is so small. Hmmm.....I saw it in Ragunan zoo in Jakarta with my family. I like giraffe, because it.....because it so cute and beautiful. Ok friends, I think it is enough. Thank for your attention.

Appendix 28

Transcript of Posttest of the Control Group

C-36

Hello everybody, how are you today? In this happy occasion, I will tell you about wild animal. It is a white wolf. Thats name is Fen. He is eh kok he is...he is strange wolf...that fur is very soft I always play with he eh with it. In every morning or every weekend I always feed him eh feed him meat or many fish. In every night I always comment my pet to sit in front of my house because one there is a robber my pet will roar very.....and all the people in my village will out from his home. Thanks for your attention. Thats all about my story.

C-25

Listen everybody! Today I want tell you about Orangutan. I see it in zoo. It has large head and big eyes. It like eat bananas. It very love with his baby. Hmm....his baby.....is feed with the fruits too. Orangutan has hairs so much. All of his body is covered with the hair. His hair is dark brown and thick. It likes to shout everywhere. I like to see orangutan when I caome to the zoo. It is so ctute, it can act like human too. Thank you.

C-16

Good morning friends, here I want to tell you about a wild animal. That is a lion. Lion is the king of the jungle. It has four legs, and one tail. It is a carnivor animal because, it eat meat. It can eat goat, deer, cow, or etc. I see in the TV. It is so strong. It is.....like to.....roar everyday. It is.....it is has brown hair and skin. Many animals in the zoo hmmm....afraid with him. Because it is so fierce in eyes. Hmm.....but it is very love with its family. I think that's all for today. Thank you friends.

Appendix 31

Students List of
Control Group

No	Code
1	C-1
2	C-2
3	C-3
4	C-4
5	C-5
6	C-6
7	C-7
8	C-8
9	C-9
10	C-10
11	C-11
12	C-12
13	C-13
14	C-14
15	C-15
16	C-16
17	C-17
18	C-18
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22	C-22
23	C-23
24	C-24
25	C-25
26	C-26
27	C-27
28	C-28
29	C-29
30	C-30
31	C-31
32	C-32
33	C-33
34	C-34
35	C-35
36	C-36
37	C-37

Students List of
Experimental Group

No	Code
1	E-1
2	E-2
3	E-3
4	E-4
5	E-5
6	E-6
7	E-7
8	E-8
9	E-9
10	E-10
11	E-11
12	E-12
13	E-13
14	E-14
15	E-15
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18	E-18
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20	E-20
21	E-21
22	E-22
23	E-23
24	E-24
25	E-25
26	E-26
27	E-27
28	E-28
29	E-29
30	E-30
31	E-31
32	E-32
33	E-33
34	E-34
35	E-35
36	E-36
37	E-37

Appendix 32

