

CHAPTER I

INTRODUCTION

This chapter provides a brief description of the whole content of the research. It covers background of the research, research question, object of the research, significance of the research, and definition of the key terms.

A. Background of the Research

English is one of the foreign languages that Indonesian students learn. In the global era in which competitions among countries in the world will be hard, English plays an important role in assisting Indonesian human resources. As one of the most important international languages, English is a minimum requirement in facing the global era. In Indonesia, English is one of the subjects that have to be taught in formal schools in certain levels, and the students are expected to be able to master it. Thus, English must be taught in senior high schools in order to prepare the human resources to face the globalization era.

In Indonesia, English teaching is divided into four major skills. The skills are listening, speaking, reading, and writing. Among the other language skills, speaking skill is one of the language skills that is not controlled by any person, especially in speaking through academic contexts such as speech, discussions, lectures, interviews, etc. Being able to speak well and fluently is the key of successful interaction. By speaking

well, the listener would understand the message we are talking. According to Azadi et.al (2015) states that speaking is one of four basic skill in learning foreign language besides listening, reading, and writing. In addition, Harmer (2007:284) states speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability.

However, in SMA 1 Ngamprah, students may get difficulties in speaking English because English is not their first language. For example, the students find some difficulties when the teacher asks them in English language, and also when student want to say something in English language they don't have a good utterances and feeling nervous. Students also had lack of vocabulary and it made them find difficulties in speak English. Another difficulty is that they don't have partner to practice speak English.

Based on the problem above, the teacher need a good approach in teaching speaking in curriculum 2013, it is scientific approach. Scientific approach is a combination of the learning process that has been focused on exploration, elaboration, and confirmation and the learning process that has been equipped with the activities of observing, inquiring, experimenting, reasoning, and communicating (Masithoh, 2018)

Moreover, recommended in apply the communicative approach is a way of teaching which is based on the principle that learning a language successfully involves communication rather than just memorizing a series of rules. Teachers try to focus on meaningful communication, rather than focusing

on accuracy and correcting mistakes all time. The goal of communicative approach is to make learners able to communicate and being competent in speaking. In this approach the teacher is seen as a facilitators of his students, learning. (Richards & Rogers, 2001) say that for some, communicative language teaching means little more than an integration of grammatical and functional teaching.

Based on the explanation above, this study mainly focuses on implementation of communicative approach and scientific approach in teaching speaking skill. The researcher used the role play technique to solve problem student difficulties in speaking skill.

B. Research Question and Hypothesis

1. Research Questions

According to the background above, the research questions are proposed as follows:

1. Is there any significant difference between students' speaking skill who were taught by using Communicative approach and those were taught by using scientific approach?
2. How is Communicative approach implemented in teaching speaking skill?
3. What are the students' difficulties speaking skill through Communicative approach and Scientific approach?

2. Hypothesis

The hypothesis in this research is formulated as followed H_0 :

There's no significant difference between students' speaking skill who were taught by using communicative approach and those who were taught by using scientific approach.

C. Objective the Research

The objective of this research are to find out:

1. To find out whether there's significant different between students who were taught by using communicative approach and those who were taught by using scientific approach.
2. To describe the implementation of communicative approach to improve students speaking skill.
3. To investigate the students difficulties in learning speaking skill through communicative approach and scientific approach.

D. Scope of the Research

The scope of this research focused on approach and adapted from the role play technique to improve students speaking skill. The target of the research is X Grade in SMAN 1 Ngamprah. Using communicative approach and role play technique. Communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. A method role play is a teaching method used to communicate an idea with the aid of visuals such as flip charts, posters, power point, etc. A role play is a method

of acting out particular ways of behaving or pretending to be other people who deal with new situations.

E. Significances of the Research

This study is expected to provide the following advantages:

1. Pedagogically

This research use two approach in improve students speaking skill and adapted the role play technique to make a better results. This way is good for teaching and learning process.

2. Theoretically

This research gave some useful information about how the student can improve their speaking skill by using role play technique. This research can use as reference for other research to conduct a research in English teaching learning process.

3. Practically

This research expected can help the students to develop a new strategy to improve their speaking skill and can motivated the students in order to be more interesting in learning speaking. Besides, this research expected to be useful for teacher to provide an alternative solution to solve the problem in teaching speaking with adapted this technique that be taught in the class.

F. Definition of Key Terms

In order to clarify the key terms used in this research, some definitions are put forward:

1. Speaking skill

a. According to (Nunan, 2006) in Kayi defines speaking as the use of language quickly and confidently with few unnatural pauses, which is called as fluency. Moreover, speaking is the action of conveying information or expressing one's thoughts and feelings in spoken language.

b. Speaking is an act of making vocal sound. We can say that speaking means to converse, or expressing ones' thoughts and feelings in spoken language.

2. Communicative approach

a. Communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

3. Scientific approach

a. (Nugraha & Suherdi, 2017) states that scientific approach is a learning process designed in such a way that students actively construct concepts, laws, or principles through stages of observation (to identify or find problems), formulate problems, submit or formulate hypotheses, collect data with various techniques, analyze data (reasoning), draw conclusions,

and communicate concepts, laws or principles found. Scientific approach is a teaching strategy using scientific steps in teaching subject matter at senior high school in Indonesia.

- b. Scientific approach is learning approach that provides opportunities for students broadly to explore and elaborate the material learned by students.

G. Organization of the Research

The research paper will be organized as follows:

Chapter I Introduction. This chapter comprises the background of the research, research question, Objective of the research, scope of the research, significances of the research, definition of the key terms and the organization of the paper.

Chapter II Theoretical Foundation. This chapter contains related theoretical foundations. It consists definition of communicative approach, goals of the communicative approach, the advantages communicative approach, steps using communicative approach. Definition of scientific approach, goals of scientific approach, steps in scientific approach, the advantages scientific approach, and teaching speaking.

Chapter III Research Methodology. This chapter discusses the methodology used in conducting the research. It clarifies how to the research was conduct. It covers research design, respondents, data collection and data analysis.

Chapter IV is findings and discussion. This chapter consists of the result of data collection, data observation, data interview and discussion.

Chapter V is conclusions and suggestions. This chapter consists of conclusion and suggestion of the research.

CHAPTER II

LITERATURE REVIEW

In this chapter the writer explains about definition speaking, elements of the speaking, principles of teaching speaking, activities to promote speaking, definition of scientific Approach, procedure of Scientific Approach, advantages scientific Approach, definition communicative Approach, Characteristic Communicative Approach, definition storytelling, techniques of storytelling, definition role play, techniques of role play, and previous study.

A. Speaking

In this part the writer explained about definition about speaking, elements of speaking, principle of speaking, and activities to promote speaking.

1. Definition of Speaking

Speaking is the way of people to express and communicate ideas to others orally. Brown (2001) in Suryani, (2015) states that speaking as an interactive process of constructing meaning that involves producing, receiving, and processing speech of sounds as main instruments. In addition, Cameron (2005) states that speaking is used to express meanings so that other people can make sense of them. In other word, speaking is an important skill that is used to communicate with other people. Meanwhile, Khorashadyzadeh (2014:12) states that speaking needs not only the learners' understanding about the way to produce the linguistic competence such as grammar,

Pronunciation, and vocabulary but also comprehension about sociolinguistic competence such as when, why, and how to speak. Bahadorfar and Omidvar (2015: 9) say that speaking skills can be categorized as good speaking skill when the listener can understand the words produced by the speaker.

From some definitions about speaking above, it can be conclude that speaking skill is related to communication. Speaking is a skill to use a language appropriately to converse or express someone's ideas or feelings in order to give or get information and knowledge from other people who do communication.

2. Elements of Speaking

In speaking activity there are elements that should be considered by the speaker in order to make information that would be delivered to other people can be accepted well. Among the elements necessary for spoken production are the following (Brown, 2007) as cited in Al-Tamimi (2014):

a. Pronunciation

Pronunciation is “the production and perception of the significant sounds of a particular language in order to achieve meaning in context of language use. Carter & Nunan in (2004: 56 in Al-Tamimi 2014) say that pronunciation comprises the production and perception of segmental sounds of stressed and unstressed syllables and of the speech melody or intonation”. Without a good pronunciation, listeners cannot understand what another person says and this will make the communication process more difficult. Therefore, pronunciation

has a central role in both academic and social fields in the way that students can be able to participate and integrate successfully in their community.

b. Fluency

Fluency is the ability to speak spontaneously and eloquently with no pausing and with no feel hesitant. It also refers to some aspects like responding coherently within the turns of the conversation, using linking words and phrases, keeping in mind a comprehensible pronunciation and adequate intonation without too much hesitation (Richards, 2006 in Al-Tamimi 2014). If the fluency of speaker is good, the communication would be effective, the information which is delivered by the speaker can be accepted easily by other people.

c. Accuracy

Accuracy to mastery of phonology elements, grammar and discourse. It also refers to the linguistic competence that deals with the correction of the utterances to get a correct communication. According to Al-Tamimi,et.al (2014) says that the accuracy of using language is also become a key to create good communication which is acceptable to other people, especially for among English users. In conclusion, fluency, accuracy, and pronunciation are three important components in the development of students' speaking skill to create effective communication.

3. Principles of Teaching Speaking

According to Nunan (2003:54-56) there are five principles for teaching speaking:

1. Be aware of difference between second language and foreign language in learning context.
2. Give students chance to practice with both fluency and accuracy.
3. Provide opportunities for students to talk by using group work or pair work.
4. Plan speaking task that involve negotiation for meaning.
5. Design classroom activities that involve guidance and practice in both transactional and interaction speaking.

4. Activities to Promote Speaking

There are many activities to promote speaking. According to Kayi (2006), there are thirteen activities to promote speaking. They are discussion, role play, simulation, information gap, brainstorming, storytelling, interview, story completion, reporting, playing cards, picture narrating, picture describing, and find the differences.

B. Communicative Approach

In this part the writer explained about definition communicative Approach, Characteristic Communicative Approach, procedure of Communicative Approach, principles Communicative Approach, Advantage of Communicative Approach, and Disadvantages Approach.

1. Definition of Communicative Approach

The Communicative Approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop communicative competence (Richards & Rodgers, 2001:159). Another linguistic theory of communication favored in CLT is Halliday's functional account of language use. Linguistic is concerned with the description of speech acts of texts, since only through study of language in use are all the function of language and therefore all components of meaning brought into focus.

These are some considerations to make designs in communicative approach:

1. Objectives

Piepho (in Richards & Rodgers, 2001:162) discusses the following levels of objectives in a communicative approach:

- a. an integrative and content level (language as a means of expressions)
- b. a linguistics and instrumental level (language as a semiotics system and an object of learning)
- c. an effective level of interpersonal relationship and conduct (language as a means of expressing values and judgments about oneself and others)
- d. a level of individual learning needs (remedial learning based on error analysis)
- e. a general education level of extra- linguistics goals (language learning within the school curriculum).

2. The Syllabus

Discussion of syllabus theory and syllabus models in communicative Language teaching has been extensive. Wilkins's original notional syllabus model was soon criticized by British applied linguistics as merely replacing one kind of list. For example, list of grammar items, a list of notions and functions.

3. Types of Learning and Teaching Activities

The range of exercise types and activities compatible with a communicative approach is unlimited, provided that such exercises enable learners to attain the communicative objectives of the curriculum, engage learners in communication, and require the use of such communicative processes as information sharing, negotiation of meaning, and interaction.

4. Learner's Role

Discussing about learner role, Breen and Candlin in Richards & Rodgers (2001:166) describe the learner's role within CLT is as negotiator between the self, the learning process, and the object of learning, emerges from and interacts with the role of joint negotiator within the group and within the classroom procedure and activities which the group undertakes.

5. Teacher's Role

According to Breen and Candlin in Richards & Rodgers (2001:167) state that teacher has two main roles in CLT. *First*, to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and text. *Second*, to act as an

independent participant within the learning-teaching group. Other roles assumed for teachers are need analyst, counselor, and group process manager.

6. The Role of Instructional Materials

A wide variety of materials have been used to support communicative approaches to language teaching. Practitioners of Communicative Language teaching view materials as a way of influencing the quality of classroom interaction and language use. Richards & Rodgers consider three kinds of materials currently used in CLT, they are: text-based materials, task-based materials, and realia.

2. Characteristics of Communicative approach

According to Johnson & Johnson in Richards & Rodgers (2001:173) states that there are five core characteristics that underlie current applications of communicative methodology. They are:

- a. Appropriateness: Language used reflects the situations of its use and must be appropriate to that situation depending on the setting, the roles of participants, and purpose of the communication.
- b. Message focus: Learners need to be able to create and understand messages, that is, real meanings. Hence the focus on information sharing and information transfer in CLT activities.
- c. Psycholinguistic processing: CLT activities seek to engage learners in the use of cognitive and other processes that are important factors in second language acquisition.

- d. Risk taking: Learners are encouraged to make guesses and learn from their errors. By going beyond what they have been taught, they are encouraged to employ a variety of communication strategies.
- e. Free practice: CLT encourages the use of “holistic practice” involving the simultaneous use of a variety of sub-skills, rather than practicing individual skills one piece at a time

3. Principle of Communicative Approach

Kalayo Hasibuan and Fauzan Ansyari quote the key principles of CLT from Richard and Rodgers (1986) in Parrish (2006): The goal of instruction is learning to communicate affectively and appropriately, instruction is contextualized and meaning-based, authentic materials are incorporated from the start, repetition and drilling are used minimally, learner interaction is minimized; the teacher acts as a facilitator of learning, fluency is emphasized over accuracy, errors are viewed as evidence of learning.

The key principles above notice that CLT is an umbrella under which an array of methods and techniques can be used. It implies that teacher as the manager in the classroom can apply several methods and techniques in expressing subjects in the classroom but he has to emphasize everything which belongs to the characteristics of CLT.

4. Procedures of communicative approach

Fincocchiaro and Brumfit (1983) once propose communicative procedures like this:

1. Presentation of a brief dialogue preceded by a motivation and discussion of the function and situation—people, roles, setting, topic and informality of language.
2. Oral practice of each utterance of the dialog segment.
3. Questions and answers based on the dialog topics and situation itself.
4. Questions and answers related to the students' personal experiences but centered on the dialog theme.
5. Study one of the basic communicative expressions in the dialog or one of the structures which exemplify the function.
6. Learners' discovery of generalizations or rules underlying the functional expression or structure.
7. Oral recognition, interpretative activities.
8. Oral production activities.
9. Sampling of the written homework assignment, if given.
10. Evaluation of learning (oral only)

5. Advantages Communicative Approach

Communicative teaching emphasis on “task-oriented, student-centered” language teaching practice, asked to show the life of the actual needs of the English language to simulate a variety of life contexts, emotional, and to provide students with comprehensive use of English language, for communication of opportunities, its focus is not only a language in the form, grammatical accuracy, more emphasis on the appropriateness of language use,

feasibility, communication skills, as well as training students in communicative activities in the strain and problem-solving ability.

Specifically, the communicative approach of teaching has the following three advantages:

- a. The interaction between students and teachers. Communicative teaching is becoming increasingly clear feature is the change in the way as the internship, students develop the subject, initiative and become increasingly important. Teacher-student relationship is an interactive, harmonious relationship, rather than the traditional education, the kind of master-servant relationship.
- b. To impart the basic knowledge and ability to skillfully combine the development. Traditional classroom teaching of English in the main body of the expense of home study, only emphasized the teachers on the knowledge of the systematic and integrity, which is a teacher-centered, knowledge-centered from the medieval “scholastic” teaching methods inherited One consequence of the neglect of student ability. The communicative teaching emphasizes the learner’s cognitive ability and operational capabilities, which allow the students themselves to think about and express their views, thus trained in real life the ability to use language to communicate.
- c. Greatly enhanced the student’s interest. Communicative teaching students to participate in, sometimes accompanied by scenes or simulated scenarios,

so that students more close to life, the students became the main character, naturally they were interested in the English language, to learn English as a pleasure.

6. Disadvantage of Communicative Approach

- a. It pays insufficient attention to the context in which teaching and learning take place
- b. The Communicative Approach often seems to be interpreted as: “if the teacher understands the student we have good communication” but native speakers of the target language can have great difficulty understanding students.
- c. Another disadvantage is that the CLT approach focuses on fluency but not accuracy. The approach does not focus on error reduction but instead creates a situation where learners are left using their own devices to solve their communication problems. Thus they may produce incoherent, grammatically incorrect sentences.

D. Role play

In this part the writer explains about definition of role play and procedure of role play.

1. Definition Role Play

In language teaching, there are various strategies on teaching speaking. The one of the most famous strategies is role play technique. Role play is a technique which leads the students to have an opportunity to involve in thinking

about how to act and react in real world situation. Role play is a method of acting out particular ways of interacting with others in imaginary situations (Byrne, 1986) in Suryani (2015) and it promotes interaction in the classroom and increase motivation (Ladousse, 1995). In addition, Budden (2006) in Suryani (2015) says that role-play is any speaking activity when you either put yourself into somebody else's or put yourself into an imaginary situation.

From the explanations above, the researcher concluded that the role play is a technique which involves fantasy or imagination to be someone else or to be ourselves in a specific situation for a while, improvising dialogue and creating a real world scenario. It aims at the students to encourage their thinking and creativity, to develop and train the students of a new language and behavioral skills in relatively nonthreatening setting, and to create the motivation of the students in speaking.

2. Procedures in using role play

Huda (2016:209-210) put forward that role play strategy should have activities as follows:

- 1) Teacher should prepare a scenario to be do
- 2) Teacher appoints some students to learn the scenario within a few days before the implementation of teaching and learning activities.
- 3) Teacher form group of students, and each group consists of 5 people.
- 4) Teacher gives explanation about competence to achieve

- 5) Teacher calls the students to play the prepared scenario
- 6) Each student is in his group observing the scenario being exhibited by their teacher.

2. Advantages of role play

Daryanto (2016:114) stated that a role play has several advantages. The advantages of role play are as follows:

- a. Involving students to participate and have opportunity to develop their ability in cooperation work
- b. Students can make their decision and they are free to express their feelings
- c. Games are invention that are easy to use in different situation and time
- d. Teacher can evaluate understanding of each student through observation
- e. Game have fun for learning experience for students

In addition, Citraningtyas & Purnawan (2016) explained that role play had several advantage as follow:

- a. It can build student's self-confidence
- b. It will give a chance to get some experience in handling difficult situation
- c. Increasing students' listening ability

3. Disadvantages of role play

Daryanto (2016:114) stated that role play had several disadvantages, as follows:

- a. Some learners who did not play became less active
- b. Time consuming or takes a lot of time

H. Scientific Approach

In this part the writer explains about definition of Scientific Approach, procedure of Scientific Approach, advantages scientific Approach and disadvantages scientific approach.

1. Definition of Scientific Approach

Scientific approach is a new language teaching. Scientific approach is learning process that guides students to solve problems based on planning, accurate data collection and data analysis to construct a conclusion. This approach requires the students to act like a scientist (Abidin, 2014:125). According to the regulation of minister of education and culture regarding curriculum 2013 number 81A attachment IV scientific approach is study experience based on systematic and logic learning steps consist of observing, questioning, collecting information, associating, and communicating (Depdiknas: 2013).

Based on all explanations above, it can be inferred that scientific approach is a learning approach to solve problems through the systematic

procedural sequence. The procedures of scientific approach are observing, questioning, collecting information, associating, and communicating.

2. Procedures of Scientific Approach

As stated in previous subs-chapter, what makes scientific approach different with others is its procedure. There are five stages in the whilst-activity that must be done so that students will be able to learn and think more scientifically and critically. Abidin (2014:133) explain the detail procedures as follow:

1. Observing

Observing is learning activity such as listening, reading, and seeing (with or without tools). Besides, observing is meaningful learning. Through observation the students are supposed to find out a fact of correlation between the object being observed and learning material. The activities in doing observing phase were described below:

- a. Deciding the object that will be observed.
- b. Making observation guidance.
- c. Deciding the way to do observation in collecting data result.

2. Questioning

Questioning is asking information that cannot be understood based on what being observed (from factual to hypothetic questions). In this step a teacher is

supposed to inspire the students to ask questions. The teacher can use a technique to encourage the students in questioning section.

3. Experimenting

Experimenting is doing experiment, reading other resources, observing object, event, or activity, and interview with informant. A teacher needs to provide interesting media to interact the students in experimenting.

4. Associating/Reasoning

Associating is learning activity such as processing the information that has been collected from the result of observing and collecting information. In this case, the students try to apply the information. They have to answer the questions based on the observation result or do other tasks.

5. Communicating

Communicating is presenting the result of observation and conclusion based on analysis result by spoken, written, or other media. In communicating, the students should be able to communicate effectively in conveying their idea.

4. Advantages of Scientific Approach

Every teaching approach or method has advantages and disadvantages. Even have been used widely in Indonesia, scientific approach also has benefits and losses. According to Abidin (2014:148) states that the advantages of scientific approach can be seen below.

The advantages of scientific approach are:

- a. Improving students' ability in mastering the learning material.
- b. Developing students' ability in solving problems.
- c. Building students' sensibility of the life context.
- d. Improving students' ability in communication.

6. Disadvantages of Scientific Approach

According to Abidin (2014:148) states that the disadvantages of scientific approach can be seen below:

- a. The time to prepare learning material and learning activities is quite long.
- b. The implementation of scientific approach requires more energy and cost.
- c. The creativity of both the teacher and the students are required in applying scientific approach.

I. Storytelling

In this part the writer explains about definition of storytelling and procedure of storytelling.

1. Definition Story Telling

Storytelling is to retell the story having read or heard by using the storytellers' own words based on their understanding about the story. According to Zaro and Saberri in Akhyak and Indramawan (2013: 20), storytelling is an activity involving the interaction between storyteller and audience and between an individual and the listener in the certain level. Next,

Maynard (2005) in Inayah (2015) defined stories as the way people communicate their experience, the way they understand the experience of others, the way they liberate their imaginations, the way they make sense of the world and their own position within it. Maynard (2005) in Inayah (2015) stated that stories are important to people, politics, and education. Stories are how people make sense of themselves and their worlds.

4. Procedure of Storytelling

Samantaray (2014: 42) describes the procedures of storytelling as follows:

- a. The teacher hangs different written stories with colorful papers on the white board
- b. The teacher asks the students to make groups of five
- c. The teacher asks every group take a paper from the white board
- d. The teacher asks them to develop a story in 15 minutes
- e. The teacher asks them to retell their story based on the group discussion
- f. The teacher gives award to the group considered as the best group.

J. Previous Studies

In this research, the researcher summarizes the previous study to prove the originality of the research.

The first research entitle “The use of role play in teaching speaking” was conducted by Solliyah Purnamawati, Sofian, Luwandi Suhartono (2015) in Fkip Untan, Pontianak. The purpose is to help the teacher to teach the students to speak in English and encourage students to speak up at eighth grade students

in SMPN 12 Pontianak. This research uses pre-experimental design. This design is chosen because the researcher wants to know the effect of Role Play technique for whole students in the class before and after treatment given.

The second research has been conducted by Yudhi Firmansyah (2012/2013) on Teaching Speaking Using Communicative Approach at The Sixth Grade Students of SDN at SDN 1 Ciledug Kec. Ngamprah Kab. Bandung Barat 2012/2013 Academic Year. The writer used Oral Communicative Activities in his study. The result of the standard deviation on the pretest was 10.7 and posttest was 13.5. Based on the result, the writer conclude that the alternative hypothesis is accepted. The hypothesis of this research is previewing technique is effective to improve students' speaking.

The third research has been conducted by Nunung Nurjanah (2012/2013) on Teaching Speaking Using Communicative Approach at Twelve Grade of Smk Minatul Huda Plered-Purwakarta 2014/2015 Academic Year. The result of the standard deviation on the pretest was 30.5 and posttest was 14.84. Based on the result, the writer conclude that the alternative hypothesis is accepted. The hypothesis of this research is previewing technique is effective to improve students' speaking.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses research method, research design, population and sample, research instruments, data collecting techniques and data analysis.

A. Research Method

Anderson and Arsenault (2005:91) states that research method is an approach to addressing a research question or problem. In Kaswan and Suprijadi (2016:11), there are three types of research method that are quantitative research method, qualitative research method, and mixed methods.

This research used quantitative research method, because it is one of most practical to do the research. According Crowl (1996:10) in Suryani (2015) “quantitative method is used to examine questions that can be best answered by collecting and statistically analyzing data that are in numerical form”. In additional, Singh (2007:123) states that Quantitative data is a numerical record that result from a process of measurement and on which basic mathematical operations can be done. The aim of quantitative research method is how to show the data in numerical form.

B. Research Design

This research used quasi-experimental design. According to the statement of National Center for Technology Innovation (2003), quasi-experimental study is typical true experimental research which includes pre-test and post-test

Design, the experimental group and the control group but it uses nonrandom study of participants. The research design of pretest and posttest control and experimental group is as follow:

Table 3.1

Quasi Experimental Design

Class	Group	Pre Test	Treatments	Post Test
X Social 1	A	C ₁	X	P ₁
X Social 4	B	C ₂	-	P ₂

Where:

A and B : A is Experimental group

B is Control group

C₁ and C₂ : they are the pretest given before treatment in both the
Experimental and control group.

X : the treatment where the technique is implemented in the
experimental group

P₁ and P₂ : P₁ is the posttest given treatment (using Role Play) in experimental
group.

P₂ is the posttest given treatment (without Role Play) in control
group.

This study employed two groups, they are experimental group and control group. The experimental group is given some treatments while the control group is not given some treatments. These two groups are given the same materials and the same test to measure the difference of mean score of these two groups in speaking class. The experimental group is taught by implementing Role Play while the control group is taught by using traditional technique as usual technique from the teacher. The subject receive pre-test and post-test control and experimental in the form of oral production.

Based on diagram above, there are two classes, they are X Social 1 and X Social 4. X Social 1 is as the experimental group which using Role Play technique in teaching while X Social 4 is as the control group which using story telling in teaching. Both of them do pre-test (C_1 and C_2). Pre-test is given to know the students' speaking ability before treatment. Then, the treatment Role Play as independent variable (X) would be applied to the experimental group. Next post-test (P_1 and P_2) is given to both groups. Post-test is applied to know the students' ability in speaking of the two groups after the treatment is used in teaching. After that, the score of both groups are compared with the improvement.

C. Population and Sample

1. Population

Before the sample was collected, the researcher had to determine the population. According to Sugiono (2010:117), Population is geographic

generalization there are: object/subject has quality and certain of characteristic that set by researcher to learning then make the conclusion. The population of this research in the tenth grade of SMA N 1 Ngamprah in the academy years at 2018/2019. There are eight classes consist of X Science 1 until 4 classes and X Social 1 until 4 classes. Its class consist of 30 students. The total of the students is 240 students.

2. Sample

Tavokali (2012:47) defines sample as the smaller group portion of population. The sample of this research was students at class X Social 1 and X Social 4 in SMAN 01 Ngamprah. These classes were selected as the sample of this research randomly. Regarding the number of students, each class basically consist of 30 students: X Social 1 consisting of 17 females and 13 males and X Social 4 consist of 18 females and 12 males.

D. Instrument(s)

To get the empirical data and draw the conclusion or the result of research, the researcher uses some instruments.

1. Test

Test is a set of question or exercises or other instrument used to measure the individuals or group skills, knowledge, intelligence ability or attitude of group or individual (Arikunto, 1998:51). Test were implemented when the researcher needs to examine the student's achievements and progress. Student's will get

the score from their test. The student's score also compared to see the improvement their speaking skill. The test (Pretest and Posttest) used to identify the quality of students' speaking skill before and after treatment. It is intended in order to gain the needed data. It is addressed to both experimental group and control group. The criteria of speaking score include some components such as grammar, vocabulary, pronunciation, fluency, and comprehension. There are some steps to conduct the test:

a. Pretest

Pretest is to measure on some attribute or characteristic that you assess from participants in an experiment before they receive a treatment. The researcher administers pretest to find out the baseline of student's skill before they get different treatment.

b. Posttest

Posttest is to measure on some attribute or characteristic that you assess from participants in experiment after they receive treatment. The posttest conducted after applying Role Play in English teaching. It is aim to quantify the efficiency of conventional teaching to the control group.

The measure the student's speaking skill, the researcher uses rubric scoring adapted from Brown to give score to the students. The students' scores are given in the form of number to enable the researcher calculates and finds the result from the test.

c. Validity test

Table 3.2

Validity Test		
	Corrected Item- Total Correlation	Kett
Pronunciation	.422	Valid
Grammar	.448	Valid
Vocabulary	.362	Valid
Fluency	.595	Valid
Comprehension	.757	Valid

The table showed that all the aspect in teaching speaking skill were valid

d. Reliability Test

Table 3.3

Reliability Test	
Cronbach's Alpha	N of Items
.744	5

Based onn the table it can be seen that the value of reliability test is 0.744. It can be inferred that instrument that used is reliable.

5. Observation

A classroom observation is the purposeful examination of teaching and/or learning events through the systematic process of data collection and analysis (Bailey, 2001). Observation helped the researcher record the data collected during the research. The researcher was able to see the progress of the students' during learning teaching process in the class.

6. Interview

Frenkel & Wallen (2006:455) states that's the purpose of interview is to find out what is on their mind, what they think, or how they feel about something. The researcher uses interview as a tool to gain the data. The data are the use role play to teach speaking.

E. Data Collection Techniques

In this research to collecting the objective data, the researcher applied the steps as follows:

a. Test

The data taken from the result of the test (pretest and posttest), that have been given to the students before after teaching the students. The data collected to be analyzed. Having got the data from pretest and posttest they were analyzed and processed by using statistic calculation of SPSS version 23.

1) Pre-test

The pre-test was given in the beginning of attending class X Social 1 and X Social 4 of SMAN 1 Ngamprah. On Wednesday, February 6th2019, the aim was to know the students' knowledge about the material that will be taught and also to decide experimental class and control class among Social 1 and Social 4.

2) Treatment

After gives pretest, the researcher gave treatment, the treatment was given times for each classes. Started from February 13 until March 20, 2019.

3) Post-test

The post-test was done on Wednesday, March 27th2019. The researcher gave the students post-test after the treatment finished. Post-test was conducted to saw the student progress after the treatment to know the students enhancing in speaking skill using role play technique in experimental class and scientific approach in control class.

The result of a test was asses by used speaking rubric proposed by Brown (2004:172-173) as below:

Table 3.4

Scoring system by Brown (2004:172-173)

Pronunciation	
Score	Score Criteria
1	Errors in pronunciation are frequent but can be understood
2	Accent is intelligible though often quite faulty
3	Errors never interfere with understanding
4	Errors pronunciation are quite rare
5	Equivalent to and fully accepted by educated native speaker

Grammar	
Score	Score Criteria
1	Errors in grammar are frequent
2	Has speaking vocabulary construction, but does not confident control of the grammar
3	Control of grammar is good and able to speak with sufficient structural accuracy
4	Errors in grammar are quite rare and able to speak accurately
5	Equivalent to that of an educated native speaker

Vocabulary	
Score	Score Criteria
1	Speaking vocabulary inadequate to express anything
2	He speaking vocabulary sufficient to express the idea
3	Vocabulary is broad enough that rarely has to grope for a word
4	Can understand and participate in any conversation
5	Speech on all levels is fully accepted by educated native speakers

Fluency	
Score	Score Criteria
1	No specific fluency description
2	Can handle with confidence but not including casual conversations
3	Can discuss particular interest of competence with reasonable words
4	Can participate in any conversation within the range of the experience with a high degree of fluency
5	Has complete fluency in the language

Comprehension	
Score	Score Criteria
1	Comprehension
2	Can understand simple questions and statements with slowed speech and repetition
3	Can get the gist of most conversations of non-technical subjects
4	Comprehension is quite complete at a normal rate of speech
5	Can understand any conversation within the range of the experience

The form of scoring:

$$(\text{Grammar} + \text{Vocabulary} + \text{Pronunciation} + \text{Fluency} + \text{Comprehension}) / 25 \\ \times 100 = \text{score}$$

For example, if the student got 5 in grammar, 4 in vocabulary, 4 in pronunciation, 3 in fluency, and 4 in comprehension, so the students got 20 and then divided by 25 so the score would be 0,8 then multiplied 100, so the total score would be 80.

b. Observation

The researcher do an observation dealing with the real situation of the teaching and learning process. It was conducted to describe class situation before and when treatment was implemented in class. This observations conducted before and during the research.

The data that have been obtained from observation can be processed the following steps as proposed by Meleong (2000):

- a) The data were selected and grouped according to the need to answer the research problem.
- b) Data is processed in accordance with the research problem

Analyze of the data by using simple word as an answer to the problem.

c. Interview

The researcher also conducted an interview with some students. The selection based on the proficiency and achievements obtained from the posttest.

F. Data Analysis Techniques

To analyze the data, the researcher used SPSS types 23. SPSS (Statistical package for the Social Sciences) is a program used to perform advanced statistical analysis. In analyze the data, the researcher did some steps. They are as follows:

1. Reliability

Reliability can be defined as the level of a test or measurement instrument produces consistent results when carried out under the same or similar conditions (Hatch & Farhady, 1982)

2. Validaty

According to Kaswan (2018) validity is the term used to describe the variable in which the measure of the variable can describes the variable. Variable contained in this research are students' scores. Validity for

speaking is taken from two assessors. Where the results of first assessors and second assessors are divided by two.

3. Normality Test

Normality test was to determine whether the data normally distributed or not. This test was purpose for ensuring the distribution of data which were accomplished from the population had normal distribution or not. The criteria of testing follow:

- a. If value $(p) > \text{significant } (\alpha = 0.05)$ it means that H_0 was accepted (normal distribution).
- b. If the value $(p) < \text{significant } (\alpha = 0.05)$ it means that H_1 was accepted (not normal distribution).

4. Homogeneity Test

Homogeneity test was to measure the data of the population homogeny or not. The criteria of the testing follow:

- 1) If value $(p) > \text{significant } (\alpha = 0.05)$ it means that H_0 was accepted (homogen).
- 2) If the value $(p) < \text{significant } (\alpha = 0.05)$ it means that H_1 was accepted (not homogen).

5. T- Test

According to Kaswan & Suprijadi (2013:138) stated that “T-test or student’s is a parametric test which is used to discover whether there are statistically significant differences between the means of two groups.” The T-test used by

the researcher to determine whether there is significant different between communicative approach and scientific approach to improve students' speaking skill. The criteria of the testing follow:

- 2) If value (p) > significant ($\alpha = 0.05$) it means that H_0 was accepted.
- 3) If the value (p) < significant ($\alpha = 0.05$) it means that H_1 was accepted

6. N-Gain

N-Gain test aims to see whether the improvement of students speaking in narrative texts using Role play is better than the use of storytelling. The formula that used to calculated N-Gain as follows:

$$\text{N-Gain} = \frac{\text{Score Posttest} - \text{Score Pretest}}{\text{Score Maximum} - \text{Score Pretest}}$$

According to Hake (1997) cited in Mahardika (2011) index classification N-Gain as follows:

Index Score N-gain	Categories
0.71 – 1.00	High
0.31 – 0.70	Medium
0.0 – 0.30	Low

CHAPTER IV

RESULT AND DISCUSSIONS

In this chapter, the researcher describes and interprets the research data that the researcher had analyzed. The researcher also examined the data in relation to the hypothesis testing and extracted result interpretation.

A. Result

To collect the data of this research the researcher used two groups (Control group and Experimental group). For both group the researcher gave pretest and posttest design. The pretest was conducted on February 6th, 2019 and the posttest was taken on March 20th, 2019 at tenth grade of SMAN 1 Ngamprah, Bandung Barat. The following are data are the result of the tests scores in Experimental and Control group.

1. Statistical Results

a. Descriptive Statistic

Descriptive statistic is a wide variety of techniques that allow us to describe the general characteristic of the data we collect. The result of the test can be seen below follow:

Table 4.1
Descriptive Statistic

Variable	Experimental Class				Control Class		
Speaking Skill	Pretest		Posttest	N-Gain	Pretest	Posttest	N-Gain
	N	30	30		30	30	
	Mean	35.87	76.27	0.62	34.53	71.20	0.53
	Maximum	56	88	0.83	56	84	0.76
	Minimum	20	60	0.18	20	60	0.09
	Std. Deviation	11.190	8.785	0.152	10.686	7.078	0.162

The table 4.1 shows that the mean pretest score of experimental class is 35.87 with maximum score 56 and minimum score 20. Then mean pretest of control class is 43.53 with maximum score is 56 and minimum score is 20. It can be seen that the mean score experimental class and control class is significantly different. However, before the T-test is done the data should be tested by the normality test and homogeneity test.

b. Data Statistics of Pretest

1) Normality Distribution Test of Pretest

Table 4.2
Normality of Pretest in Experimental and Control Class

Pretest		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Classes	Experimental	.135	30	.170	.935	30	.069
	Control	.112	30	.200*	.943	30	.110

Based on table 4.2, it shows the significance in experimental group is 0.170 and the significance in control group is 0.200 because significant is higher than 0.05 it can be concluded that the data was normal distributed.

2) Homogeneity Distribution Test of Pretest

Table 4.3
Homogeneity of Pretest in Experimental and Control Class

		Levene Statistic	df1	df2	Sig.
Classes	Based on Mean	.115	1	58	.736
	Based on Median	.109	1	58	.742
	Based on Median and with adjusted df	.109	1	57.809	.742
	Based on trimmed mean	.115	1	58	.736

The result of the data in the table 4.3 showed that significance of pretest between experimental and control class was 0.736. Therefore, the data of pretest was homogenous, because it was higher than 0.05

3) T – Test Distribution Test of Pretest

Table 4.4

T-Test of Pretest in Experimental and Control Class

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Cl as variance assumed Equal variance	.115	.736	.472	58	.639	1.333	2.825	-4.321	6.988
s assumed Equal variance not assumed			.472	57.877	.639	1.333	2.825	-4.322	6.988

After computing the pretest scores obtained by the experimental and control class, the sig (2 tailed) was 0.639. Because significance is higher than 0.05, so it can be concluded that null hypothesis (H_0) is accepted. It means the ability of experimental and control class are the same.

c. Data Statistics of Posttest

1) Normality Distribution Test of Posttest

Table 4.5

Normality of Posttest in Experimental and Control Class

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Posttest	Experimental	.141	30	.130	.956	30	.239
	Control	.147	30	.097	.916	30	.021

From the data analyze table 4.5, the significance value obtained for the post-test of the experimental class was 0.130 and the control class was 0.097. Because the significance in experimental and control class was higher than significance level of 0.05. The result shown that the data had a normal distribution.

2) Homogeneity Distribution Test of Posttest

Table 4.6

Homogeneity of Posttest in Experimental and Control Class

		Levene Statistic	df1	df2	Sig.
Posttest	Based on Mean	.619	1	58	.435
	Based on Median	.582	1	58	.449
	Based on Median and with adjusted df	.582	1	55.188	.449
	Based on trimmed mean	.679	1	58	.413

Based in the table 4.6, the significance of posttest between experimental and control class was 0.435, it can be conclude that the data is homogenous because it was higher than 0.05.

3) T-test Distribution Test of Posttest

Table 4.7
T-Test of Posttest in Experimental and Control Class

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Posttest Equal variances assumed	.619	.435	-2.358	58	.022	-4.933	2.092	-9.121	-.745
			-2.358	56.273	.022	-4.933	2.092	-9.124	-.742

From the computation of post-test scores of the experimental and control class, it shows that after being given some treatments, there are differences between the scores of pre-test and post-test in experimental and control class. After the significance (2 tailed) in posttest, the result was 0.022 because significance is smaller than 0.05. It means that (H_0) is rejected and (H_1) is accepted. It can be concluded that there is different between students' speaking skill were taught by using communicative approach and those whose were taught by using scientific approach.

2. The Implementation of Communicative Approach in Teaching Speaking Skill

This section present the findings obtained from the data taken of second research question which investigates how the implementation of communicative approach and scientific approach in teaching speaking skill. This study used observation sheet as instruments to answer the second research questions. Observation was conducted during teaching and learning speaking skill for five times. This section describe the classroom activities performed during teaching and learning speaking skill using communicative approach and scientific approach. For experimental class is taught using communicative approach with role play technique and for control class is taught using scientific approach as usual technique from the teacher. The procedure used in implementing role play technique is adopted from (Huda 2016:209-210). The technique covers several activities as follows:

Experimental Class

1) The First Meeting



Figures 4.1 The students learn the scenario

The first meeting was conducted on Wednesday, 20th February 2019. At the beginning of the activities, the researcher opened the lesson by greeting, prayer,

checking the readiness and the students attendance. In this meeting the researcher explained the objectives of the teaching was narrative text. Then, the researcher asked the students several questions related to the legend. There were only few students who responded to the questions and the other kept silent. At the main activities, the researcher gave a text entitle “Issumboshi” and the researcher ordered the students to learn the scenario and comprehend the story. In the post activity, the teacher and the students made a reflection of their learning activities that have been conducted, concludes the materials and the students must learn the scenario at home. Learning ends with a closing greeting. The researcher ends the class with a closing greeting.

2) The Second Meeting



Figure 4.2 The students learn the script in group

The second meeting was conducted on Wednesday, 27th February 2019. In pre activity, the researcher opened the lesson with greetings and checked the students attendance. The researcher focused on improving the students' speaking skill of narrative text. The teacher tried to encourage the students to be active in the class by asking questions about the lesson from the previous meeting. Most of students

still remembered the material that they had learned before. After understanding about the kind of the text, students learn about structures of narrative text included social function, general structures and linguistic features. In the main activity, The researcher form of group of students, and each group consist 4-5 people. Then, the students in group start to learn the script. After the students made the groups and learned the script, the researcher gave explanation about competence to achieve. The post-activity the teacher evaluated the learning activity and the materials, the students responded well and closed the class with greeting.

3) The third meeting



Figures 4.3 The Students play the prepared scenario

The third meeting was conducted on Wednesday, 6th March 2019. The teacher opened the lesson by greetings and checking the students attendance. Then, the researcher calls the students to play the prepared scenario about story of “Issumboshi”. But, not all the students learn the script at home. Also, the students shy to perform because its the first time they learn about role play. Finally, the researcher call the group that had prepared. When the student perform the story of “Issumboshi” the teacher analyze and give the value every students and the others group observed the performed of the group. After all groups performed in front of the class the researcher give a script the story of

the “Malin Kundang”. Every group must learn the script to perform the next meeting. The researcher closed the class and greet the students.

4) The forth meeting



Figures 4.4 The students perform about “Malin Kundang”

The forth meeting was conducted on Wednesday, 13th March 2019. This meeting the researcher was asked the students about their feeling after experiencing using role play technique in the previous meeting. The lesson begins with the teacher and the students read a text about “Malin Kundang” that the student had learn at home. They seem interested about the topic. Because “Malin Kundang” is the legend story in Indonesia. Next, the teacher told to the students to make group and search the difficult words. After knew and understood the story the students take each role based on the characters in the story. Then, student will play roles in front of the class to improve their speaking skill. The students’ attention in learning process of the forth meeting increased, the students were able to pay their full concentrate toward their friends’ perform. The students also more enthusiastic when they will perform. Because times to back home the researcher give script about “Strong Wind” and closed the class and greet the students.

5) The fifth meeting



Figures 4.5 The students perform about “Strong Wind”

The fifth meeting was conducted on Wednesday, 20th March 2019. In this meeting, the teacher focused on how to mastering the script of the story about “Strong Wind” and perform with the best perform. Because the best group will get the reward. The learning process ran smoothly as well as the use of role play technique unlike in third meeting was often interrupted by group that didn’t want to perform. When teacher called every group, most students observed and pay attention to the group that perform in front of the class. The groups perform also give the best perform and full of spirit to be the best. Learning speaking by using role play technique can easily be followed by the students well. The students who are passive in following the learning process in previous meeting became more active and enthusiastic. The response of student activeness in learning process was good. This could be seen in the learning process was more serious. In the end of lesson teacher gave evaluation about the results during learning activity and closed lesson with greetings.

3. Students' Difficulties in Speaking through Communicative and Scientific Approach

During the implementation of communicative and scientific approach in the class, the researcher got some findings related to the students' difficulties in learning speaking through those approaches. As it is explained in the Chapter III that to get the data of students' difficulties in learning speaking, the researcher conducted interview and questioners to the students. The population of interview activity is 12 students. The sample is 6 students from communicative class and 6 students from scientific class. The researcher took the sample from the students with low, middle and high score. Besides, to get the more valid data, the researcher gave other students questioners. The results of interview and questioners data will be described as follow:

a. Students' Difficulties in Learning Speaking through Communicative approach with role play technique

The findings showed that most of students said that they had difficulties in speaking related to pronunciation and vocabulary. It can be seen from the excerpt below:

Questions : *Apakah anda menemukan kesulitan dalam berbicara Bahasa Inggris ketika menggunakan teknik Role Play?* (Did you found difficulties in speaking English while using role play technique?).

- S₁ : *Iya, karena dalam Bahasa Inggris beda penulisan berbeda juga pengucapannya.* (Yes, because in English different in writing and different in pronounce.
- S₂ : *Iya, ketika saya berbicara bahasa inggris didepan kelas, saya suka gugup dan tidak percaya diri. Karena takut salah ketika mengucapkannya.*(Yes, because when i spoke English in front of the class, i felt nerveous and unconfident. Because i am afraid of making mistake when i speak English.
- S₃ : *iya,kosa-kata yang salah dan salah cara menyebutkan kata* (Yes, wrong in vocabulary and wrong in pronounce the word/sentences).
- S₄ : *iya, mungkin pengucapan, grammer dan translatenya.*(Yes, maybe pronounce, grammar and the translate).
- S₅ : *Ya, saat cara pengucapannya salah dan menemukan kata asing.*(Yes, when how to pronounce is wrong and found new word).
- S₆ : *iya, kesulitan apabila menemukan kata yang sulit dibaca. Karena salah baca bisa salah arti. contohnya “appeared”.* (Yes, difficult when found words that difficult to read it. Example “appeared”.

From the data above, it can be seen that most of the students are not confidence to speak English. The researcher found that there are some obstacles that prevent students in learning speaking through role play. First, students have problems when they are pronounce some words. They are hesitant to express their ideas freely because afraid of making mistakes. In pronunciation

problems, students are difficult to say some words well. For example in pronouncing the word “study”. Most of the students say “studi, studay” and they have difficulties when pronounce some long words or sentence. Example when pronounce word “appeared”. Besides, the students’ vocabulary limitation make them confuse to choose an appropriate words in appropriate condition or situation.

b. Students’ Difficulties in Learning Speaking through Scientific approach with Storytelling technique

The data from interview and questioner revealed that there are several difficulties faced by students in Storytelling Technique. They are pronunciation and grammar. The data can be seen from excerpt below:

Question : *Apakah anda menemukan kesulitan dalam mengucapkan Bahasa Inggris ketika menggunakan teknik bercerita?* (Did you found difficulties in pronounce of English when using Storytelling technique?)

S₁ : *Iya, karena ketika saya bercerita didepan kelas suka bingung bagaimana cara mengucapkannya.* (Yes, because when I was story telling in front of the class, confused how to pronounce it.

S₂ : *Iya, karena saya tidak terlalu hafal dalam tata Bahasa dalam Bahasa Inggris, apalagi yang berhubungan dengan tenses.* (Yes, because I don’t understand and not remember grammar in English and also if it relation with the tenses.)

- S₃ : *Sangat sulit. Karena belajar tentang grammar sangat susah. (It's very hard. Because study about grammar it very hard.)*
- S₄ : *Iya, karena suka tidak percaya diri ketika tampil sendirian didepan kelas. (Yes, because unconfident when perform alone in front of the class.)*
- S₅ : *Iya karena terkadang saya suka salah menggunakan grammar seperti penggunaan tenses yang tepat. Misalnya harusnya menggunakan tenses past tense saya menggunakan tenses present. (Yes, because sometimes I am wrong to put the grammar correctly. For example, when the story used past tense, but I used present tense)*
- S₆ : *iya, karena kadang sulit dalam mengucapkan beberapa kata seperti life,once, known. Kemudian grammar nya juga sangat susah khususnya dalam penggunaan verb 2 karena saya harus hapal perbedaan verb 1 dan verb 2 dari setiap kata kerja itu. (Yes, because sometimes I have difficulties in saying some words such as life, once and known. Then I also have difficulties in the grammar especially in v2 because I need to memorize the difference between verb 1 and verb 2 from all the verb).*

From the data above, the researcher found that there are two difficulties that is faced by the students in learning speaking using scientific approach with storytelling. They are pronunciation and grammar. In pronunciation, students are difficult in pronounce some words such as life, once and known. In

pronounce life, students pronounce it as if she/he pronounce the word “live”. Certainly, this is wrong because the meaning is also different. Next the students have difficulties in pronounce word “known”, the right pronunciation should be “nown” but the students say that word with “known”. The second difficulties is on the grammar. Most of the students have problems to use the right grammar. For the example when they should use V2 in telling the story of Narrative Text, sometime the students use the definite verb. Students still confuse to differentiate the use of the two tenses. Besides, the researcher also found the students difficulties that can prevent them speak well namely less self-confidence and nothing to say. This may be happened because the students is less prepared and their comprehension toward the topic discussion is low.

So, from all the data observation from both the class, the researcher conclude that there are similarity and differences of students’ difficulties in learning speaking between communicative and scientific approach. The similarity difficulty is in the pronunciation where the students are hard to pronounce some words appropriately. Then the differences of students’ difficulties are in the vocabulary and grammar.

B. Discussion

The purpose of this research is to answer the research question to find out whether there is significant difference between students’ speaking skill who were taught by using communicative approach and those who were taught by using scientific approach in teaching speaking skill, the implementation of communicative approach in teaching speaking skill and the students’

difficulties in learning speaking skill through communicative approach and scientific approach at the tenth grade of SMAN 1 Ngamprah. The instrument to collect the data was test, observation and interview.

Based on analysis data of this research, the result showed that the highest score of pre-test in experimental and control class are 60 and the lowest score are 20. The mean score of pre-test in experimental class is 35.87 and the mean score of post-test is 76.27. Meanwhile, the mean score of pre-test in control class is 34.53, beside in the post-test the mean score is 71.20. The highest score of post-test in experimental class is 88 and lowest score is 60. In control class the highest score of post-test is 84, beside the lowest score is 60. Therefore, from the data it can be concluded that there is different from pre-test to post-test. From the T-test in the post test, after being give some treatment, there are differences between the scores of pretest and posttest in experiment and control class. The significance (2 tailed) in posttest the result was 0.022 because significance is smaller than 0.05. It means H_0 is rejected and H_1 is accepted. It can be concluded that there is different between students' speaking skill were taught by using communicative approach and those whose were taught by using scientific approach.

In learning activities, the researcher was implemented by using communicative approach and by using step of role play technique. Which is adopted from Huda (2016) included the teacher prepared the scenario, teacher appoints some students to learn the scenario within a few days before

implementation of teaching and learning activities, teacher form group of students, teacher gives explanation about competence to achieve, teacher calls students to play the prepared scenario, each students is in his group observing the scenario being exhibited by their teacher.

After communicative approach and scientific approach is implemented, the researcher found that in experimental class student more easier to follow learning activity than control class. From the first meeting until fifth meeting was succesful in improving the students ability and behaviour. The students' attention and participation significantly increased each meeting. The students were able to pay their full enthusiastic to the practice in front of the class. It is compared from the first meeting where the students less gave their attention lazy to presented their story.

Then the writer found that the students' difficulties in learning speaking skill through communicative approach and scientific approach. The finding showed that there are the similarity and differences difficulties between students who are taught using communicative and scientific. The similarity is in the pronunciation. Students have some obstacles when they should pronounce some difficult words. This may prevent them to speak. The difference is in the vocabulary and grammar. Students sometimes used inappropriate terms and vocabulary when telling the story. Then they have difficulties in determining the right grammar when telling certain story. Most of the students still confuse in differentiate between v1 and v2. This problems may make them hesitant to speak because of afraid of making mistake. Besides,

the researcher also found that the some problems that prevent students to speak is less of self-confidence. This case is supported by Sari (2017) in her research that the students difficulties in speaking is felt shy and fearful when they spoke English in front of class, the students do not know the vocabulary, then they use Indonesian language when speaking English, the students are lazy when speak English, the students often get difficulty in using grammar when they speak English. They have not mastered about tenses formula and singular or plural forms yet. They do not recognize grammatical pattern.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter provides conclusions and suggestions based on the result of the research.

A. Conclusions

The results of pre-test score from the experimental and control class showed that the data was normally distributed. Then the researcher used t-test for comparing two means or it is called as hypothesis testing. And the results of the significant value is 0.639, it is higher than 0.05. It can be concluded that the students speaking skill of experimental and control class is not significantly different before the treatment. So both of them approximately have the same ability in speaking skill before they get the treatment.

While, the results of the t-test on the post-test showed that the significant value was 0.022. It is lower than 0.05, it indicates that there is significant difference of post-test score between experimental class and control class. Therefore the H_0 of this research which states that there is no significant difference between students' speaking skill who were taught by using communicative approach and those who were taught by using scientific approach is rejected. It means that the treatment which given to the experimental class was significantly improved the students speaking skill.

Based on the explanation above, H_1 is accepted. It can be inferred that there is significant difference between students' speaking skill who were taught by using scientific approach.

The implementation of communicative approach by using role play technique adapted from Huda (2016) with the step included the teacher prepared the scenario, teacher appoints some students to learn the scenario within a few days before implementation of teaching and learning activities, teacher forms group of students, teacher gives explanation about competence to achieve, teacher calls students to play the prepared scenario, each students is in his group observing the scenario being exhibited by their teacher that had been done in experimental. It can be taken the conclusion that there is an improvement in experimental class. The students' ability in speaking skill improvement in experimental class after being taught by using role play. In addition, the Role play technique successfully has improved the students' speaking skill and it was indicated that it is effective to be implemented on teaching speaking skill.

The students in experimental class had difficulties in vocabulary and pronunciation meanwhile in control class had difficulties in grammar and vocabulary.

B. Suggestions

Based on the research finding, the researcher proposes some suggestions as follows:

1. For Teachers

If the teacher want to teach speaking using role play the teacher should choose the material that appropriate with this technique and should be selected the topic that interesting for the students. For example, the story about Malin Kundang, where the teacher ask students to act character in Malin Kundang story.

2. For Students

If the students want to learn speaking using role play, the students should imagined that they pretend to be other people or use imaginary in other place. For example, they can imagined based on what they want in pair of group with their friends such as pretend to be doctor, tour guide, or teacher and the other.

3. For Other Researcher

For the next researcher they have to make sure that this technique is appropriate with their student and must be related to the material which is studied for this case is narrative text.

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