

CHAPTER I

INTRODUCTION

In this chapter, the researcher present an overview of this study. This chapter consists of background of the research, research questions & hypothesis, objective of the research, scope of the research, significance of the research, definition of key terms, and organization of research.

A. Background of the research

English is one of important languages used by people to communicate in the globalization era. In fact, English is used in international communication which is some of material resources as science and technology, arts and other book are written in English. English is used by millions of people all over the world. In Indonesia, English is considered as a foreign language that has been taught from elementary school up to the university. In education aspect, the students hopefully to be able to speak English fluently in order that they can compete in the technology development. Speaking is one of the important skills in language learning besides listening, writing and reading. Speaking is activity in giving and asking information as if dialoguing by two or more people.

The curriculum according to UUD Number 20 of 2003 article 1 paragraph 19 is a set of plans and arrangements regarding the purpose, content and material of learning as well as the methods used as organizers of learning activities to achieve certain educational goals. Whereas the 2013 Curriculum is a further step in developing a competency-based curriculum that was initiated in 2004 and KTSP 2006 which covers the

competence of attitudes, knowledge and skills in an integrated manner. 2013 curriculum based on character and competence was born in response to various criticisms of the 2006 curriculum, and in accordance with the development of needs and the world of work. 2013 curriculum is one of the government's efforts to achieve the superiority of the national community in mastering technology as outlined in the direction of the state. The development of the 2013 curriculum is based on thinking about the challenges of the future, perceptions of society's knowledge and pedagogy, future competencies, and negative phenomena that emerge.

Nowadays, English has become more and more important. Cahyono (2009: 91) states that English has become a tool for international communication in transportation, commerce, banking, tourism, process of technology, and scientific research.

Realizing the importance of English nowadays, our government states that English as a foreign language should become a compulsory subject at school. It is taught from Elementary School to University and it becomes one of the subjects in National Test (UN). Students need to understand spoken and written English to communicate their ideas effectively. In Indonesian education curriculum or content based on curriculum, students have to master the four language skills: listening, speaking, reading, and writing. In this case, teaching English must be conducted in every education field in Indonesia from elementary to university. Nowadays, Indonesian education is using Curriculum 2013. The government of Indonesian Education has announced new regulation

from Ministry of Education No. 32 Year 2013 showing the changing from the previous regulation (Ministry of Education No. 19 Year 2005) about the National Education Standards. The 2013 Curriculum quickly was implemented to all school in Indonesia after the new regulation has announced.

According to Chaney (1998: 13), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. From that statement Speaking is one of the important skills in language learning besides listening, writing and reading. In teaching and learning English as the foreign language, most students cannot speak English well. For that condition, there are some factors of the difficulties. There are internal and external factors. Internal factors come from the student themselves. These concern with personality factors. The students were afraid to express their ideas. They worried everyone will mock them. Other factors came out from students. This concerns with their environment, parents and teaching learning technique in their school. Teaching learning technique is the important factor to the success of language learning for all aspects in education. But for the fact, the teacher does not choose the suitable technique of teaching speaking. She thought them by asking the students to read the dialogue in front of the class. These activities did not give any opportunity to express their idea directly. So, students cannot improve their speaking ability in teaching learning process.

Based on the result of interview with English teacher of SMPN 1 Margaasih, it found kinds of student problem in learning English, especially in speaking. The teacher said that his students cannot express their idea, they were afraid to make mistake and did not have enough vocabulary. He should prepare a good technique in conducting their teaching to motivate the students to speak English. The students not confident to practice what students have learned at school. The students are poor in English speaking skill. There are several factors that become the difficulties in speaking, such as poor pronunciation, intonation of their expressions, and less vocabulary mastery. Since the students face difficulties in learning English, an English teacher should create an effective language learning situation, to make the students easier to understand teaching materials of the foreign language. It is very important to apply or use appropriate method to stimulate students' interest to study the language. Therefore, to succeed the method the researcher needs a technique, and one of method is by using Talking stick method (communicative approach) and project based learning approach to improve students speaking skill. The talking stick was commonly used in council circles to designate who had the right to speak. It means that a talking stick is given to the students to make the students be motivated to speak. Talking Stick is one of methods to solve problems in speaking. Talking stick method is a suitable method to be used in teaching Junior High School students. First, the students feel happy, enjoy and interest. As the result, teacher is easier to conduct the students in the learning process.

Second, the students become more active in doing activities such as; answering teacher's questions and speaking. So, they do not feel bored in their study. Finally, the students could improve their confidence. Picture and picture are effective to be used in reaching the goal of teaching and learning process since they can help the students illustrate a topic and give the chronological steps in making or doing something.

Based on the problems above the researcher decided to conduct research by the title “ Communicative approach and project based learning approach in teaching speaking ability“. The researcher hope that is become a solution that can be used to increase students motivating for speaking. The researcher hopes that title to be discussed in the study can be accepted.

B. Research Questions & Hypothesis

1. Research Questions

The definition of the research question is “ a question in quantitaive or qualitative research that narrow the purpose statement to spesific questions that researchers seek to answer.” (Creswell,2012 : 110).

Based on the background above, the research questions as be formulated:

- a. Is there any significant difference between Communicative Approach and Project-Based Learning in the achievement and effect in teaching speaking ability ?
- b. How are the implementation of teaching using communicative approach and project based learning in teaching speaking ability ?

- c. What are the difficulties of students' in learning speaking ability through Communicative approach and Project Based Learning ?

2. Hypothesis

Tavakoli (2012: 265) States that a hypothesis is an educated and testable guess or hunch, generally based on prior research and or theory, to be subjected to the process of verification or disconfirmation. A hypothesis is a tentative statement of the relationship between two or more variables and its validity remains to be tested and becomes the basis for further investigation. As mentioned above, the validity of the hypothesis needs to be tested. Hypothesis is divided into two types, namely :

- a. **State a null hypothesis** based on the spesific question or phenemenon to be investigated.
- b. **State an alternative hypothesis.** This may be a directional hypothesis or a nondirectional hypothesis, depending on the problem being investigated as, defined in the null hypothesis.

In this study, reseacher only used null hpothesis :**H0 (Null Hypothesis):** There is no significance differences between communicative approach and project based learning approach in teaching speaking ability.

C. Objective of Research

Objective of the research is a concise statement that gives the direction or focus of the research. The purpose of the research is a statement that shows the things that are sought, wants to be found or achieved through the research. (Sukmalana, 2008).

The proposed research aims to examine:

1. A significant difference between Communicative Approach and Project-Based Learning in the achievement and effect in teaching speaking ability.
2. The implementation of Communicative Approach and Project-Based Learning in teaching speaking ability to students.
3. The students' difficulties in learning speaking ability through Communicative Approach and Project-Based Learning.

D. Scope of the Research

The scope of this research is to evaluate the use of two approaches in teaching speaking ability on descriptive text in a quasi-experimental of quantitative research that implemented in a junior school in Margaasih. The approaches used in this research are Communicative approach and Project-Based Learning.

Communicative approach is the innovative approach that the researcher used for the experimental class of teaching speaking ability on descriptive text. In this approach, the researcher used Talking Stick method as the teaching method. The sample student in this experimental

class got treatments of speaking ability by following the Talking Stick method. Meanwhile, the control class used Project-Based Learning as the teaching model. They got the treatments of learning speaking ability with the syntax from that model.

At the end of this research, the researcher used two kinds of methods to find the answer to the different results that come from this two approach in teaching speaking ability on descriptive text to the sample of the research. It used statistical calculations to find out the results of the achievement and the improvement of the use of this two approach and used triangulation for the results of the implementation of the approach and the student difficulty in learning speaking ability on descriptive text with the two approaches used. At the end of this research, the researcher used two kinds of methods to find the answer to the different results that come from this two approach in teaching speaking ability on descriptive text to the sample of the research. It used statistical calculations to find out the results of the achievement and the improvement of the use of this two approach and used triangulation for the results of the implementation of the approach and the student difficulty in learning speaking ability on descriptive text with the two approaches used.

E. Significance of the Research

1. Pedagogically

Pedagogically, the researcher hope readers know how the talking stick technique in communicative approaches are practiced in a learning activity especially in student speaking learning activities.

2. Theoretically

Theoretically, the writer hopes this study can stimulate the students' motivation in learning English, more creative in conveying the materials, selective in choosing techniques or media in order to make students not bored during the lesson. The teachers can share a lot of references of teaching techniques to the students.

3. Practically

Practically, the writer hopes this study can make students enjoy in learning English, realize that English is not as hard as they think and English is one of languages that is important for their future, especially in finding the job, have an encouragement to ask when they do not understand to the teacher, be brave to give their opinion to the teacher, study hard to get more knowledge, learn a lot at home to make them easy in mastering English material, prepare in advance they study at school and review their lesson afterwards.

F. Definition of Key Terms

There are 5 keywords of the research:

1. Speaking

Speaking in a foreign language is not an easy task for language learners. They are not prepared for spontaneous communication and cannot cope with all of its simultaneous demands. For this reason, there should be some basic considerations to take before conducting a speaking class.

2. Project based learning

Project based approach is each one of the K-13 approach in learning, Project-Based Learning is a learning model that uses problems as a first step in gathering and integrating new knowledge based on their experience in actual activities. Project-Based Learning is designed to be used on complex problems that students need to investigate and understand.

3. Communicative Approach

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. Communicative approach also called The Communicative Language Teaching (CLT), CLT was originated dating from the late 1960s and it is known to be the

product of Situational Language Teaching, which represented the major British approach to teaching English as a foreign language. This method was thought by using meaningful situational-based activities. After a while, linguists began to put in evidence some theoretical assumptions against the method (Richards; Rodgers, 1986).

4. Talking stick

The talking stick was a method used by native Americans, to let everyone speak their mind during a council meeting, a type of tribal meeting. The talking stick was commonly used in council circles to decide who had the right to speak.

5. Descriptive Text

Descriptive text is a type of text that describes something, whether they are things, animals, places, plants, or whatever it is expected that something becomes clear and specific

G. Organization of Research

This chapter will be organized as follows :

1. Chapter I Introduction

It consist of six parts: background of the research, research question, objectives of the research, limitation of the research, significances of the research, definition key of the term, and organization of the research.

2. Chapter II Literature Review

It consist of four parts. Part A discusses about the definition of teaching, the definition of speaking, the speaking process, purposes of speaking, types of the speaking. Part B presents about project based leraning in learning process in junior high school. Part C presents about genre communicative approach in junior high school. Part D definition about talking stick the last part is definition about descriptive text and discusses previous study related to this research

3. Chapter III Research Methodology

This chapter presents research methodology which discusses about consist of research design, place and time of the research, research intrument, data and sources of data, technique of collecting data, and technique of data analysis.

4. Chapter IV Result & Discussion

This chapter consist present description of data which discussed about findings of preliminary study, data of observation, data of interview, and data of students' achievement in the test.

5. Chapter V Conclusion & Suggestion

This chapter is the last chapter which consists of genenral explanation about the previous discussion in this report and some suggestion that may be useful the english teacher and further researcher.

CHAPTER II

LITERATURE REVIEW

This chapter presents relevant theories to this study. The review consist of the definition of speaking, the definition of communicative approach, project based learning approach, and talking stick technique in teaching speaking.

A. Theortical Review

1. Speaking

a. Definition of speaking

According to Fauziawati (2010:17) speaking in a foreign language is not an easy task for language learners. They are not prepared for spontaneous communication and cannot cope with all of its simultaneous demands. For this reason, there should be some basic considerations to take before conducting a speaking class.

Brown (2001: 267) Speaking is oral communication to other people. It is very important to share and receive information not only in the classroom when teaching and learning process but in every moment.

Huebner (1960: 5) says that speaking is a skill used by someone in daily life communication whether at school or outside. The skill is required by much repetition, it primarily neuromuscular and not an intellectual process. It contents of competence in sending and receiving message.

According to Chaney (1998: 13), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Then, Cameron (2001:40) explains that speaking is the active use of language to express meanings so that other people can make sense of them.

Based on the definitions above, it can be concluded that speaking is the activity of uttering words, using language to convey the information, express the ideas, thoughts, and making speech in spoken language. Speaking is one of the four language skills which become priority in teaching English as a foreign language. Therefore, speaking skill should be taught to the students since they entered elementary school.

b. Speaking skill

According to Alderson and Bachman (2004:1) speaking skill is an important part of the curriculum in language teaching, and this makes them an important object of assessment as well.

Richards (2008:19) states that the mastery of speaking skills in English is a priority for many second-language or foreign language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.

From the definition above, the researcher concludes that speaking is one's power of skill in presenting language orally to interact and communicate with other.

c. Type of speaking

There are five types of speaking, according to Brown (2003:141):

1) Imitative Speaking

At one end of continuum types of speaking, performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be include in the criterion performance.

2) Intensive Speaking

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in narrow band of grammatical, phrasal, lexical, or phonological relationship (such as prosodic elements: intonation, stress, rhythm, juncture).

3) Responsive Speaking

Responsive assessment tasks include interactions and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments.

4) Interactive Speaking

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchange and/or multiple participants.

5) Extensive (monologue)

Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from the listeners is either highly limited (perhaps to nonverbal responses) or ruled out together.

d. Definition of teaching speaking

Harmer (2001:123) says that firstly, speaking activities provide rehearsal opportunities – chances to practice real-life speaking in safety of the classroom. Secondly, speaking task in which students try to use any or all of the safety of the language they 16 know provide feedback for both teacher and students. Finally, the more students have opportunity to activate the various elements of language they have stored in their brains, the more automatic their use of these elements becomes. According to Bahadorfar and Omidvar (2014:10) teaching speaking is to teach our learners to:

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

- 3) Select appropriate words and sentences according to the proper social setting audience, situation and subject matter.
- 4) Organize their thoughts in a meaningful and logical sequence.
- 5) Use language as a means of expressing values and judgments.

According to the explanation above, the researcher concludes that teaching speaking means, show the way how students speak English by improving their ability naturally with teachers' guiding. In this research, the researcher uses descriptive text as the instrument to improve students' speaking ability.

e. Speaking assessment

Testing, both informally and formally, take place at the beginning and at the end of most language courses, as well as at various times during the course itself. A placement test that includes no spoken component provides an inadequate basis for assessing speaking and the same can be said for any test of overall language proficiency, whether it aims to test progress during the course, or achievement at the end of it. According to Thornbury (2005:125) the most commonly used spoken test types are these:

1) Interviews

These are relatively easy to set up, especially if there is a room apart from the classroom where learners can be interviewed. The rather formal nature of interviews means that the situation is hardly conducive to testing more informal, conversational

speaking styles. It is also difficult to eliminate the effects of the interviewer. If the questions are the same for each interview, the interviewer affect is at least the same for all students. And having a third party present to co-assess the students can help ensuring a degree of objectivity.

2) Live monologues

The students prepare and present a short talk on a pre selected topic. If the other students take the role of the audience, a question and answer stage can be included, which provide some evidence of the speaker's ability to speak interactively and spontaneously. But giving a talk or presentation is only really a valid test if these are skills that learners are likely to need.

3) Recorded monologues

These are perhaps less stressful than a more public performance and for informal testing, they are also more practicable in a way that live monologues are not. Learners can take turns to record themselves talking about a favorite sport a pastime. The advantage of recorded tests are that the assessment can be done after the event and the results can be 'triangulated' that is other examiners can rate the recording and their ratings can be compared to ensure standardization.

4) Role-plays

Most students will be used to doing at least simply roleplays in class, so the same format can be used for testing. The other 'role' can be played either by the tester or other students, but again, the influence of the interlocutor is hard to control. The role play should not require sophisticated performance skills or a lot of imagination. Situations grounded in everyday reality are best.

5) Collaborative tasks and discussions

These are similar to role-plays except that the learners are not required to assume a role but simply to be themselves. The researcher uses recorded monologues to assess speaking activity. They perform in front of their friends and the teacher. Then, 19 the other students help them to record their performances. It makes the researcher easy giving assessment.

2. Project Based Learning Approach

a. Definition of Project Based Learning

Thomas (2000) said that project-based learning (PBL) is a model that organize learning around projects. The projects are complex tasks based on challenging questions or problems that involve students in design, problem-solving, decision-making, and/or investigative activities, that give students opportunities to work relatively autonomously over extended periods of time, and culminate in realistic products or presentations (Jones, Rasmussen,

& Moffitt, 1997; Thomas, Mergendoller, & Michaelson, 1999 in Thomas, 2000), Moreover, Patton (2012) states that Project-based learning refers to students designing, planning, and carrying out an extended project that produces a publicly-exhibited output such as a product, publication, or presentation. From the definition above, it can be concluded that in PBL, the students are given a project based on questions or problems to be solved, by designing, making decision, and investigating over a period of time.

b. Criteria of PBL

There are set of criteria of PBL according to Thomas, such as:

- 1) PBL projects are central, not pheripheral to the curriculum.
- 2) PBL projects are focused on questions or problems that “drive” students to encounter (and struggle with) the central concepts and principles of a discipline.
- 3) Projects involve students in a constructive investigation.
- 4) Projects are student-driven to some significant degree.
- 5) Projects are realistics, not school-like.

c. Step in Applying Project Based Learning Approach in teaching learning process

Patton (2012) provides some basic steps in applying PBL in teaching learning proces, such as:

- 1) Get an idea

The final outcome of a project might be a product (such as a machine or an artwork), a performance (such as a theatre piece

or a debate), or a service (such as giving a lesson to younger students) that the outcome be something that students (as well as other people) value, other important point in getting the idea is the projects will be able to help students to master the content that they are required to learn and the students can learn something meaningful from the projects.

2) Design the project

Planning is a very simple way of working. To begin, the teachers write down everything that they expect their students to learn from doing this project. This could include all kinds of things: knowledge of course-specific content, generic skills like working in teams and critiquing drafts, specialist skills (which could range from statistical analysis to carving wood), and personal attributes such as self-confidence, it is important to prepare project plan template for the students to ensure that they don't forget about anything important.

3) Tune the project

This means presenting the plans to a group of colleagues, who will give constructive feedback, come up with ideas that haven't thought of, and warn the potential problems that may not have anticipated.

4) Do the project

There are many ways to begin a project: one is to start by giving the students space to talk about what they are concerned

about and interested in, and then talking about how the project can speak to these concerns and interests. This is a good opportunity to show the students a model of the type of product they will be creating. During the process of doing the project, the teacher should monitor the students' works and give feedbacks. When project-based learning is working, teachers' roles are transformed. Once they cease to be the sole assessor of their students' work, they become less like referees at a sporting event, and more like coaches, every bit as invested in their success as the players are (and every bit as uncertain about the outcome).

5) Exhibit the project

This step allows the students to promote their project to the public. There are lots of possible venues for exhibitions: museums, galleries, parks, cafes, community centres, etc.

d. Application of Project Based Learning

For instance, a study was conducted by Bayu (2014) which the result of the study showed that the implementation of PBL was proved to be significant to improve the students' speaking skills. Thus, how to implement the method and the subject of the study makes this current study different from the previous. Thus, the researcher believed that there is a possibility to improve the students' speaking skills through the implementation of Project-based Learning, since it is potentially motivating, empowering and

challenging to them. It proposes a studentcentered, cooperative, interdisciplinary and integrated teaching-learning process which contextualizes the students' real life (Solomon: 2003). Instead to learn speaking, learning speaking by accomplishing a project will be more motivating for learners. It facilitates them to construct language meanings and constructions through the series of activities leading to the accomplishment of the project. In addition, group works in accomplishing the project make the student share ideas or correct one another.

e. The Advantages and Disadvantages of PBL

According to Abdelkarim, Schween & Ford (2018), "there are various advantages and disadvantages in using Project-Based Learning as a learning model". The advantages of PBL are:

1) Advantages of Project Based Learning

- a) Increase in motivation: learners can choose their own topics, the extent of content, and the presentation mode. Learners build their projects to suit their own interests and abilities. These kinds of activities are highly motivating for learners.
- b) Increase in problem-solving abilities: Project-Based Learning encourages learners to engage in complex and ill-defined contexts. From the beginning, learners identify their topics and their problems, and then seek possible solutions. By participating in both independent work and

collaboration, learners improve their problem solving skills thereby developing their critical thinking skills.

- c) Improves media research skills: Project-Based Learning provides a real world connection to context. Learners conduct research using multiple information resources. By locating the resources themselves, their research skills develop and improve.
 - d) Increases in collaboration: in the processing stages, learners create and organize their own groups. They share knowledge and collaboratively construct artifacts. Through collaboration, they develop social communication skills and obtain multiple perspectives.
 - e) Increases in resource-management skills: successful Project-Based Learning provides learners with experience in project organization and time management with necessary scheduling of resources.
- 2) The disadvantages of Project Based Learning:
- In applying the PBL technique in the classroom, Marx (1997) set out problems in teaching process may have with enactment during the class as below:
- a) Time: projects often take longer than anticipated.
 - b) Control: teachers often feel the need to control the flow of information while at the same time believing that students'

understanding requires that they build their own understanding.

- c) Technology use: teachers may have difficulty incorporating technology into the classroom, especially as a cognitive tool.
- d) Assessment: teachers may have difficulty designing assessments that require students to demonstrate their understanding.

3. Communicative approach

a. Interpretation of Communicative approach

Nowadays, Communicative approach or Communicative language Teaching (CLT) has drawn much attention on discussions both in the literature and in classroom practice, and has become the mainstream in contemporary methodology for ESL/EFL learning. Communicative language teaching itself according to Richard (2006:2) can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom.

Meanwhile, Harmer (2001:84) defines communicative language teaching as a set of beliefs which includes not only a re-examination of what aspects of language to teach but also a shift in emphasis in how to teach. In other word, both what to teach aspects which stress on the significance of language functions and how to teach which

concerns to the use of language forms take important part in communicative language teaching. From the definitions mentioned above, we know that communicative language teaching emphasizes the reaching goal of the teaching communicative competence in which the students are more actively involved to develop their ability.

b. Characteristics of communicative language teaching

CLT has been popular and widespread in second and foreign language teaching. Brown (1994) says that it produces a radical change of the traditional structured teaching methods. Different with the teacher-centered approach, in which teachers are regarded as knowledge givers and learners as receivers, CLT reflects a more social relationship between the teacher and the learner.

The learner-centered approach gives students a sense of “ownership” of their learning and enhances their motivation (Brown, 1994). CLT emphasizes the 25 process of communication and leads learners to different roles from the traditional approach. The role of the learner is negotiator between the self, the learning process, and the objective of learning. Learners are actively engaged in negotiating meaning by trying to make themselves understood and in understanding others within the classroom procedures and activities. In this way, they contribute as well as gain in an interdependent way (Richards & Rodgers, 1986).

In the CLT approach, teacher plays particular roles. First, the teacher facilitates the communication process between all participants in the classroom. The teacher is also a co-communicator who engages in communicative activities with the students (Larsen-Freeman, 2000). Moreover, the teacher acts as analyst, counselor, and group process manager (Richards & Rodgers, 1986).

Besides the characteristics of CLT dealing with teacher's and learner's roles, CLT pays less attention to the overt presentation of grammar rather than emphasizing the explicit explanation of grammatical rules, (Brown, 2007). However, CLT does not exclude grammar. CLT proposes that grammatical structure might be better understood "within various functional categories" (Brown, 2007, p. 242). In CLT classes, both accuracy and fluency should be taken into consideration in language teaching, but the aim is to build fluency. However, fluency should not be built at the expense of clear communication (Brown, 2007). Errors are considered natural and tolerable during fluency-based activities. (Larsen-Freeman, 2000).

c. Types Of Communicative Activities

There are a large number of methodology books and their classification of communicative activities. They are distinguished based on authors' point of view. However, all of them mention the same or similar communicative tasks with the same purposes but in

different extent. The following are the types of communicative activities that can be applied for speaking class

1) Information gap activities

Information gap activities are described by Thornbury (2005:80-84) who claims that in these kinds of tasks there is a knowledge gap among learners and it can be bridged by using the language. So, in order to obtain the information, the communication must be held. Littlewood (1994: 22-26) labels these activities as functional communication activities. He emphasizes sharing the information among learners and its processing.

2) Discussions

Discussions are a commonly used activity in a speaking lesson. A topic is introduced to the students via a reading or a listening passage and then they are asked to discuss a related topic in order to come up with a solution or a response. Celce-Murcia (2001-106) mentions that students need to be reminded that each person within a group should have a specific responsibility in the discussion – either keeping time, taking notes or reporting the results made by the group members.

3) Role plays

A widely-spread and one of the best communicative activities is a role play which trains the students in the classroom to deal with unpredictable reallife conversation in an English speaking

environment. Nunan (2003- 57) says that roles plays give learners practices to speak in the target language before they apply it in a real environment. Role play is an essential communicative technique which develops fluency, promotes interaction in the classroom and increases motivation.

4) Language Games

A game is an enjoyable activity with a set of rules or terms against each other (Haldfield: 2005). Larsen and Freeman (2000) agree that games make students enjoy learning. They also say that if they are properly designed, they will give students valuable communicative practice. And talking stick is one of kinds language games in Communicative teaching language (CTL).

d. Advantages and disadvantages of Communicative approach

1) There are some advantages of CLT:

- 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 inform 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 improved 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.

2) There are some disadvantages of CLT:

- a) It is felt that there is not enough emphasis on the correction of pronunciation and grammar error. It is because too much focus on meaning at the expense of form.
- b) CLT approach focuses on fluency but not accuracy in grammar and pronunciation.
- c) The CLT approach is great for intermediate student and advanced students, but for Beginners some controlled practice is needed.
- d) The monitoring ability of the teacher must be very good
- e) Grammar Teaching Practices make application of this approach difficult.

4. Talking stick

a. Definition of method

According to Brown (2001:14) method is as an overall plan for systematic presentation of language based upon a selected approach. Harmer (2001:78) describes that method is the practical realization of an approach. The originators of a method have arrive at decisions about types of activities, role of teachers and learners, the kinds of material which will be helpful, and some model of syllabus organization. Method includes various procedures and techniques as part of their standard fare. From the some definitions above, the researcher concludes that the method is a way in achieving something. It is strategy of series of activities designed to achieve a particular education goal.

b. Definition of talking Stick

According to Shoimin (2014:197), talking stick or "tongkat berbicara" is a kind of methods used native Americans to invite all the people speak and extend their opinions in an ethnic group meeting. For long times ago, Indian ethnics had used this method as a good and wise facilitation without taking side each others. Talking stick is used by the councils to decide who will have the right to speak up. When the leader starts in the discussion, he must hold the stick. Then, the stick moves to another person who wants to speak or respond the topic. After all the people have the

opportunities to convey their opinions, the stick returnable to the leader.

Furthermore, Huda (2015:224) says that the talking stick has been used for centuries by many Indian tribes as a means of just and impartial hearing. The talking stick was commonly used in council circles to decide who had the right to speak. When matters of great concern would come before the council, the leading elder would hold the talking stick, and begin the discussion. When he would finish what he had to say, he would hold out the talking stick, and whoever would speak after him would take it. In this manner, the stick would be passed from one individual to another until all who wanted to speak had done so. The stick was then passed back to the elder for safe keeping.

The researcher concludes that the talking stick is a tool used to get opportunity in speaking. Whoever holds the talking stick, he or she should speak. It is a practice tool used to motivate the students to speak. It is one of methods to improve student's interaction in the classroom. The students will be brave to deliver their opinion and information because when one student speaks other students do not interrupt the speaker.

Talking stick is interesting method to improve students' interaction in the classroom. It gives opportunity to speak. The students who hold have to answer question by the teacher. So, using this method the students will be brave to convey their ideas

and opinions because when one student speaks other students do not interrupt the speaker. Therefore, this method is effective to improve students' speaking skill.

The talking stick method is one of innovative strategies in order to make the students speak up and express their idea confidently. Every strategy and method has the strengths and weakness belong to the talking stick method. Shoimin (2014:199) defines that the talking stick method has strengths and weakness. This method gives the advantages to attract the student's preparation, so they are more serious in learning. Next, the talking stick method trains the students to comprehend and recall the materials clearly and quickly. Then, this method supports the students confidently to convey their ideas.

c. The application of talking stick in teaching speaking

According to Huda (2015:225), there are steps of application talking stick as follows:

- 1) The first, the teacher prepares a stick length 20 cm.
- 2) The second, the teacher explains the material that will be learned, then give a chance of the students to read and learn the material.
- 3) The third, the students discuss of the matter on the text.
- 4) The fourth, after students have finished reading and learning the material. Then the teacher asks the students to close book. The students will focus in learning.

- 5) The fifth, the teacher takes the stick and gives to one of the students. Then teacher gives question to the students. The student holds the stick must answer the question or speak. The stick is rolled on again until each student gets the stick in the learning process.
- 6) The sixth, the teacher concludes the material.
- 7) The seventh, the teacher gives evaluation and assessment.
- 8) The last, the teacher closes learning process.

5. Descriptive Text

a. Definition

Descriptive text is a type of text that describes something, whether they are things, animals, places, plants, or whatever it is expected that something becomes clear and specific (Sukma & Guspita, 2018). Meanwhile Alice in Sukma & Gusparia (2018) stated that “descriptive text describes a person, place, or thing so that the reader can picture it in his or her mind”. As the conclusion, descriptive text is a type of text that describes certain object to inform the readers about the detail of the object chosen.

b. Generic Structure

The descriptive text consists of two generic structures, those are identification and description.

- 1) Identification: identifies phenomenon (person, place, or thing) that will be described.
- 2) Description: describes parts, qualities, characteristics, etc.

c. Characteristics/ Language Features

- 1) Specific participant: using a specific object, which is not general and unique (there is only one).
- 2) An adjective used to clarify the noun.
- 3) Using action verbs, that shown an activity.

B. Previous Study

There are some related literatures to this study are review as means to clarify the present study these previous studies gave a view about the issues that were discussed.

1. The Use of Project-Based Learning in teaching Speaking ability
 - a. The first review is entitled “The use of Project-Based Learning to improve speaking skills of grade XI Students of SMA N 1 Yogyakarta” by Satrio Aji Pramono, Margana (2016).
 - b. The second review is entitled “Project-Based Learning Technique to improve speaking skills” By Herlina Dewi (2015).
 - c. The third review is entitled “Improving Students’ Speaking Skills Through Project-Based Learning At Grade Eight Of SMP N 1 KALASAN” Febriawati, Dwi Astuti (2013).
2. The Use of Talking Stick in teaching Speaking ability
 - a. The first review is entitled “improving students’ Speaking frequency through Talking stick” by Zakiah, Rosnija, Zainal (2016).

- b. The second review is entitled “The use of talking stick to improve students’ speaking skill of grade XI students of SMA negeri 1 Kesamben” by Febriyanti (2015).
- c. The third review is entitled “Improving students’ speaking skill through talking stick” by Siti Romlah (2018).

CHAPTER III

RESEARCH METHODOLOGY

In this chapter the researcher designed about the research step that used in this research such as : research method, research design, research instrument, population and sample, research data collection and analysis.

A. Research Method

According to Creswell (2014), research design is an inquiry that have three types which are qualitative, quantitative, and mixed methods approaches that provide specified direction for procedures in a research design. In this research, the writer uses quantitative designs. Furthermore, Creswell (2014) define that “quantitative research is an approach for testing objective theories by examining among variables that can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures”. Quantitative research contains of two type, those are experimental designs and nonexperimental designs.

James H. McMillan in his book of the title *Research in Education*, Quantitative research technique emphasize a prior categories to collect data in the form of numbers. The goal is to provide statistical descriptions, relationships, and explanations. Quantitative technique are used with experimental descriptive, and correlational design as a way to summarize a large number of observations and to indicate numerically the amount of error in collecting and reporting the data.

B. Research Design

In this research, the writer uses quasi-experimental research method which is one of the type from the quantitative experiment design. According to White and Sabarwal (2014) stated that “quasi-experimental designs identify a comparison group that is as similar as possible to the treatment group in terms of baseline (pre-intervention) characteristics of the used of a program/policy, which to find any difference in outcomes between the treatment and comparison groups”. The quasi-experimental design uses the nonequivalent (pre-test and post-test) control group design, which the experimental group and the control group are selected without random assignment. Both of the groups take a pre-test and post-test, but only the experimental group receives the treatment (Creswell, 2014).

Table 2.1

Pre-Test and Post-Test Group of Experimental and Control Group

Group	Pre-Test	Treatment	Post-Test
Experimental	O	X1	O
Control	O	X2	O

This research used quantitative method. It is related to the calculation and analysis of numerical data. The design of this research is categorized as a quasi experimental research, because the researcher cannot affectedly group for the experimental, the research which used a quasi-experimental design need to select sample from population randomly using two classes (experiment class and controlled class) which was already organized based on instruotional purposes and had a purpose to see influence of talking stick on it is experiment class. This research is concern with three variables which are communicative approach and talking stick technique as a dependent variable and project based learning approach as a independent variable. Pre-test and post test design were used in this research to test the effectiveness talking stick technique. Pre-test was used to get beginning score of students speaking skill before treatment was given and it was given in both the control and the experiment class, post-test was also being given in both the controlled and experiment class to measure the score after treatment, then the researcher compared the result of post-test between the between the two groups to get the overall effectiveness of talking stick technique.

C. Location and Time of The Resesarch

The location of this research is at SMPN 1 MARGAASIH that took place on Jl Cigugur No 11, Margaasih,Kab Bandung, Jawa Barat, 40215. The writer conduct the research in Januari until March 2019.

D. Population and sample

The population and Sample of this research is:

1. Population

(McMillian) in (Sadikin & Saleh, 2016) stated that “A population is a group of element or cases, whether individuals, object, or evens that conform to specific criteria and to which we intended to generalize the result of the research”. The population of this research were the seventh grade students at SMPN 1MARGAASIH in 2018-2019 academic year.

2. Sample

Based on (McMillian) in (Sadikin & Saleh, 2016), the sample can be selected from a larger group or persons, identified as the population or it can simply refer to the group or subjects from whom data are collected (even though the subjects are not selected for the population).

There are 4 (four) classes of sevent grade class at SMPN 1 MARGAASIH, but for this research, the writer only choose two classes that will be used as the sample. The two classes are class 7D as experimental group, and class 7E as control group, which selected by not randomly. There were 60 students in total, which contains of 30 students in each class. The researcher uses quasi-experimental with random class, this school is the only one that qualified for the researcher research.

Table 2.2

Research Sample

No	Class	Total	Type of Group
1	VII D	30	Experimental
2	VII E	30	Control

E. Research Instrument

Instrument is a measurement that used at a pre-test or a post-test stage of the research procedures (Creswell, 2014). The instrument of this research was designed and compiled before the implementation of the study. The writer used observation (activity and evaluation), test, and structured interviews as the instrument.

1. Observation

This attitude observation activity is carried out during the learning activities taking place, by observing participant behavior individually and with their respective groups. It contains of several aspect, which are presence, activeness, thinking together with the group, honesty, and communication skills. This attitude observation assessment format is in the form of a table designed to facilitate the writer in giving values according to predetermined criteria.

Table 2.3

Participant Activity Observation Format

Participant Activity Observation Sheet in Teaching and Learning Activities							
Day, Date : Subject : Group : Experimental / Control							
No.	Name	Aspect					Σ Score
		1	2	3	4	5	
1.							
2.							
...							
30.							

Table 2.4

Participant Activity Observation Criteria

No.	Aspect	Score	Kriteria Penilaian
1.	Attendance	3	Present on time during the learning process
		2	Late
		1	Not present because of permission / illness
2.	Activeness	3	Frequently asking questions and giving opinions
		2	Ever ask and give opinions

		1	Never ask questions and give opinions
3.	Thinking together with groups	3	Active in group discussions
		2	Less active in group discussions
		1	Not active in group discussions
No.	Aspect	Score	Kriteria Penilaian
4.	Honesty	3	Honest when working on the test
		2	Less honest when working on the test
		1	Not honest when working on the test
5.	Ability to communicate	3	Capable and able to communicate verbally in front of the class clearly
		2	Able to communicate verbally in front of the class clearly
		1	Can not communicate verbally in front of the class clearly

2. Structured Interview

Structured interviews or standardized interviews is used in this research to answer the research questions about the implementation of the method used in the treatment, and about student difficulties in learning speaking. The structured interviews have three sub-titles and a total of 12 questions. The interview activities were carried out after the post-test was given to the participants. Only students who had the highest and the lowest scores of pre-test and post-test in the experimental group and control group that were interviewed. The interview questions are as follows:

Table 2.5

Questions Draft for Interview

A. Language in General 1. In your experience, how about learning English? (Dalam pengalaman kamu, bagaimana dengan belajar bahasa Inggris?) 2. Do you feel motivated to learn English at school? (Apakah kamu merasa termotivasi untuk belajar bahasa Inggris di sekolah?) 3. What makes you interested in English subjects? (Apa yang membuat kamu tertarik pada mata pelajaran Bahasa Inggris?) 4. Is the way the material delivered by the teacher can be understood by you? If not understood, what is the reason? (Apakah cara materi yang disampaikan oleh guru dapat dipahami oleh mu? Jika tidak dipahami, apa alasannya?)
B. The Implementation of Teaching Model 1. Do you like the learning model used in giving material? (Apakah Anda suka model pembelajaran yang digunakan dalam memberikan materi?) 2. Does the learning model like this make you more motivated to take part in classroom learning? (Apakah model pembelajaran seperti ini membuat kamu lebih termotivasi untuk mengambil bagian dalam pembelajaran di kelas?) 3. Does this learning model make you feel burdened? (Apakah model pembelajaran ini membuat Anda merasa

terbebani?)

4. What do you think about the learning model used in today's classrooms?

(Apa pendapat kamu tentang model pembelajaran yang digunakan di ruang kelas hari ini?)

5. In your opinion, what I lacking in implementing this learning model?

(Menurut kamu, apa yang kurang dari saya dalam menerapkan model pembelajaran ini?)

C. Students' Difficulties with the Skill Related

1. Did you find it difficult to understand the material provided?

(Apakah kamu merasa sulit untuk memahami materi yang disediakan?)

2. Do you feel difficulties in the learning process using the talking stick technique/PBL learning model?

(Apakah kamu merasakan kesulitan dalam proses pembelajaran menggunakan teknik talking stick / model pembelajaran PBL?)

3. What difficulties caused you to have difficulty understanding the material provided?

(Kesulitan apa yang menyebabkan Anda kesulitan memahami materi yang disediakan?)

3. Tests

Test is a procedure intended to establish the quality, performance, or reliability of data. The writer gives the pre-test before the writer does the research, and the post-test after the writer gives treatment that the writer wants to analyze and compare the data. And to get the test scores of the students' the writer uses Rubric of speaking by David P. Harris as it is cited in Nurnia (2011:27). The scoring rubric for helps the writer speaking assessment can be seen in table 2.6.

Table 2.6

Scoring rubric

Date :

Name :

Topic :

Class :

NO.	Criteria	Rating scores	Descriptions
1	Pronunciation	5	Has few traces of foreign language.
		4	Always intelligible, though one is conscious of a definite accent.
		3	Pronunciation problem necessitates concentrated listening and occasionally leads to misunderstanding.
		2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat.
		1	Pronunciation problem to such an extent as to make speech virtually unintelligible.

2	Grammar	5	Make few (if any) noticeable errors of grammar and word order.
		4	Occasionally makes grammatical and or word orders errors that do not, however obscure meaning.
		3	Make frequent errors of grammar and word order, which occasionally meaning.
		2	Grammar and word order errors make comprehension difficult, must often rephrases sentence.
		1	Errors in grammar and word order, so, severe as to make speech virtually unintelligible.
3	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker.
		4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.
		3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
		2	Misuse of words and very limited vocabulary makes comprehension quite difficult.
		1	Vocabulary limitation so extreme as to make conversation virtually impossible.
		5	Speech as fluent and efforts less as that of native speaker.
		4	Speed of speech seems 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

4	Fluency		language limitation.
		1	Speech is so halting and fragmentary as to make conversation virtually impossible.
5	Comprehension	5	Appears to understand everything without difficulty.
		4	Understand nearly everything at normal speed although occasionally repetition may be necessary.
		3	Understand most of what is said at slower than normal speed without repetition.
		2	Has great difficulty following what is said. Can comprehend only “social conversation” spoken slowly and with frequent repetitions.
		1	Can not be said to understand even simple conversation.

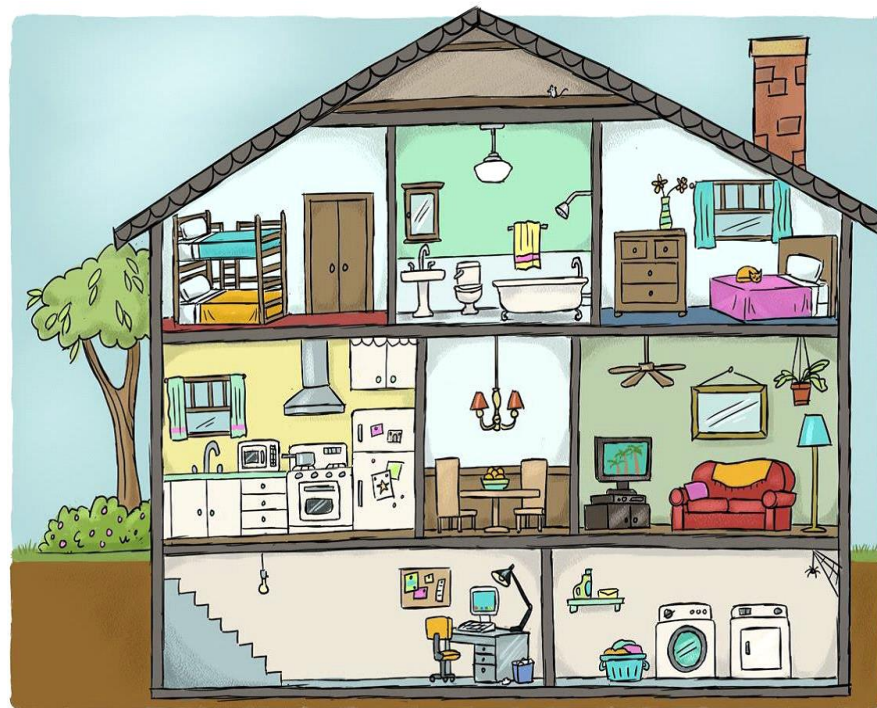
a. Pre-Test

The purpose of pretest is to find out how the students understand the meaning of the material before give a treatment. In this research, the writer used some pictures (part of house) and then the students' must explain the parts of the house based on the picture! And also Mention the things in each the room with oral presentation. The Picture and sugestion for Pre-test can be seen in Table 2.7.

Table 2.7

Example picture for Pre-test

Look at the picture then explain the parts of the house based on the picture! Mention the things in each the room with your partner!



b. Post-Test

The purpose of pretest is to find out how the students understand the meaning of the material after give a treatment. The Picture and sugestion for Pre-test can be seen in Table 2.8.

Table 2.8

Example Picture for Post-test

Observe parts of your house. Make description about things that you find in each room and describe with your expression for 1 – 2 minutes each student! You can choose one of them to describe. Mention 5 things and explain the position of them!

1. Bedroom**2. Kitchen**

F. The Technique of Data collecting and analysis

1. Data Collecting Technique

Data collection in this study was carried out twice, namely during the pretest before the research activities took place, and post-test activities after the activity took place. Pre-test and post-test were conducted in the two groups studied, namely the experimental group and the control group. Test questions from the pre-test and post-test are different questions (pictures). The writer used pre-test to measure the degree of students' speaking ability and posttest to see the improvement after the chosen method is implemented. The researcher was collecting data by tests, pre-test and post-test.

a. Pre-test

To collect the data, the researcher have tested students by giving a pre-test in two classes. This is the important thing to know the prior knowledge of the students on speaking skill before giving the treatment.

b. Treatment

The way the researcher improves the students' speaking skill is treatment by using Talking stick technique. After giving the pre-test, the researcher gave treatment in experiment class while in the control class was Project-based learning. The treatment was given at least six meetings.

c. Post-test

The post-test was used after giving the treatment to the students.

The test was same with the pre-test before. In pos-test, the researcher saw the improvement of the students after giving treatment.

2. Data Analysis

After collecting the data, the writer analyzed it with several formula before using a statistical descriptive analysis. The writer use some formulas to analyze the pre-test and post-test score, which are range, interval, mean, variance, standard deviation, gain score (N-Gain) and the writer also using t-test formula with IBM SPSS version 22. The writer analyzes the data by using the requirement test before, that consist of normality test, homogeneity tests, and significance test.

a. Range (R)

$$R = X_{max} - X_{min}$$

R = the difference between maximum and minimum score

X_{max} = the maximum score in the sample of the group

X_{min} = the minimum score in the sample of the group

b. Interval

1) Number of class interval

$$K = 1 + 3.3 \log (n) \quad K = \text{Class interval} \quad n = \text{number of sample in a group}$$

2) Length of interval class

$$P = \frac{R}{K}$$

P = Length of class interval

R = Range

K = Class interval.

c. Mean

$$\bar{x} = \frac{\Sigma(F_i X_i)}{n}$$

$\bar{x}$ = mean

F_i = frequency of a class interval

X_i = the average score of an interval

class n = number of sample in a group

d. Variance

$$S^2 = \frac{\Sigma f(X_i - \bar{x})^2}{\Sigma f}$$

S^2 = variance

X_i = the average score of an interval class

$\bar{x}$ = mean

Σf = total of frequency

e. Standard Deviation

$$S = \sqrt{\frac{\Sigma f(X_i - \bar{x})^2}{\Sigma f}}$$

S = standard deviation

X_i = the average score of an interval class

$\bar{x}$ = mean

Σf = total of frequency

f. Gain Score (N-Gain)

The gain score is computed to know the improvement of participants by comparing the value of post-test and pre-test. There are three criteria of gain score, those are high-g (gain score > 0.7), medium-g ($0.3 < \text{gain score} < 0.7$), and low-g (gain score < 0.3).

The formula to count the gain score is as follows:

N-Gain = (Post-test – Pre-test) / (SMI – Pre-test), SMI = Ideal maximum score.

g. Normality Test

Normality test was conducted to know whether the data distribution is normal or not. Normality test used is Kolmogorov-Smirnov test. The writer tested normality of test by using IBM SPSS 22 with level of significance $\alpha = 5\%$ in this research. The criteria of the testing follow:

Table 3.1

Criteria of Normality Test

Value (p) $>$ significant ($\alpha = 0.05$)	H_0 accepted	Normal distribution
Value (p) $<$ significant ($\alpha = 0.05$)	H_0 rejected	Not normal distribution

The steps were using IBM SPSS version 22 to measure normality test as follow:

- 1) Open file
- 2) Click analyze → descriptive statistics → explore on menu toolbar
- 3) Click and input score of reading comprehension → dependent list and input the other variable on the factor list
- 4) Click statistics and choose 95% as descriptive confidence interval for mean
- 5) Click continue until it came back in the menu
- 6) Click plots (checklist normality plots with tests)
- 7) Continue and Ok

h. Homogeneity Test

Homogeneity test was done to know the variance in population of research homogeny or not. Homogeneity test was to measure the data of the population homogeny or not. Homogeneity test is conducted by Levene's Test Statistic test in IBM SPSS version 22 with level of significance $\alpha = 5\%$ in this research. The criteria of the testing follow:

Table 3.2

Criteria of Homogeneity Test

Value (p) > significant ($\alpha = 0.05$)	H_0 accepted, it means that sample has homogeneous variant which means, the participants had the same characters on reading comprehension in descriptive text, moreover the data was valid.
Value (p) < significant ($\alpha = 0.05$)	H_0 rejected, it means that sample does not have homogeneous variant which means, the participants did not have the same characters on reading comprehension in descriptive text, moreover the data was valid.

The steps were using IBM SPSS version 22 to measure normality test as follow:

- 1) Open file
- 2) Click analyze → Descriptive Statistics → Explore on menu toolbar
- 3) Click and input score of reading → dependent list and input the other variable in the factor list
- 4) Click statistics and choose 95% as descriptive confidence interval for mean
- 5) Click continue until it came back in the menu
- 6) Click plots (checklist power estimation on Levene Test)
- 7) Continue and Ok

i. Significance Test

Significance test was conducted to know the significant different between the mean score of experiment group and control group by comparing the data calculation using statistical data analysis. If the data distribution is normal and homogeny, the test will be continued with ttest. If the data distribution is normal but not homogeny, the test will be continued with t' -test. If the data distribution is not normal and homogeny, the test will be continued by using *Mann Whitney U* test. The steps were using IBM SPSS version 22 to measure the significance test as follow:

- 1) T-Test and T'-Test
 - a) Open file
 - b) Click analyze → Independent Samples T Test
 - c) Click and input score reading → test variable(s)
 - d) Click the other variable → grouping variable → define groups and fill in the group 1 and group 2
 - e) Ok
- 2) Mann Whitney U Test
 - a) Open file
 - b) Click analyze → nonparametric test → legacy dialogs → 2 independent samples
 - c) Click and input score reading → test variable(s)

- d) Click the other variable → grouping variable → define groups and fill in the group 1 and group 2
- e) Checklist Mann-Whitney U on test type
- f) Ok

CHAPTER IV

RESULTS AND DISCUSSION

In this chapter the researcher showed research findings which consist of the description of data, the analysis data, observation, interview, method implementation, student difficulty, and discussion as prove that the researcher has done researches and give the result of this research.

A. The research result

1. Statistical Result

a. Descriptive Statistic

Table 4.1

Descriptive Statistic

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experiment	30	37	70	55.00	6.968
Posttest Experiment	30	57	89	71.33	6.539
Pre-test Control	30	37	70	55.60	5.917
Posttest Control	30	55	89	69.53	4.417

The result of descriptive statistics shows that the mean score of pretest in experiment class was 55.00 and on posttest was 71.33 mean score. It means there is significant difference before give the treatment on pretest and after doing treatment on posttest. It can be seen result of the data of pretest in control class was 55.60 and on posttest was 69.53 mean score. It means that there is no significant difference in teaching speaking skill in control class using Project-based learning Approach.

1) The score of Experimental Group Participants.

Table 4.2

The score of Experimental Group Participants.

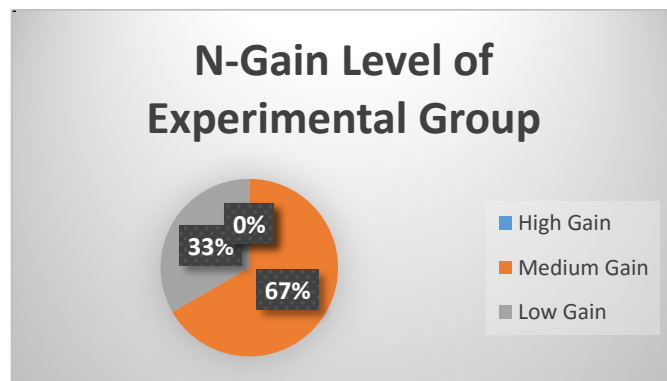
Participant	Pre-Test	Post-Test	N-Gain	Categorisation of N-Gain
Student 1	57	67	0,23	Low Gain
Student 2	47	67	0,38	Medium Gain
Student 3	57	77	0,47	Medium Gain
Student 4	47	57	0,19	Low Gain
Student 5	67	80	0,39	Medium Gain
Student 6	60	77	0,43	Medium Gain
Student 7	70	77	0,23	Low Gain
Student 8	37	67	0,48	Medium Gain
Student 9	47	70	0,43	Medium Gain
Student 10	57	60	0,07	Low Gain
Student 11	57	70	0,30	Low Gain
Student 12	67	80	0,39	Medium Gain
Student 13	47	77	0,57	Medium Gain
Student 14	60	70	0,25	Low Gain
Student 15	50	60	0,20	Low Gain
Student 16	50	57	0,14	Low Gain
Student 17	67	80	0,39	Medium Gain
Student 18	67	81	0,42	Medium Gain
Student 19	60	73	0,33	Medium Gain
Student 20	47	63	0,30	Low Gain
Student 21	40	60	0,33	Medium Gain
Student 22	47	70	0,43	Medium Gain
Student 23	57	75	0,42	Medium Gain
Student 24	57	73	0,37	Medium Gain
Student 25	70	89	0,63	Medium Gain
Student 26	60	85	0,63	Medium Gain
Student 27	50	75	0,50	Medium Gain
Student 28	57	71	0,33	Medium Gain
Student 29	57	63	0,14	Low Gain
Student 30	37	69	0,51	Medium Gain
Total	1650	2140	0,32	
Mean	55	71,33	0,36	
Max	70	89	0,63	
Min	37	57	0,32	

From the table above, the researcher find out that the participant score get an improvement from the pre-test and the post-test. The minimum score of the pre-test is 37, while the maximum score is

70 In the post-test score, the minimum score is 57, and the maximum score is 87, The mean score of the pre-test is 55 while the post-test is 71,33 There is a 16,33 point of difference in the mean score.

Diagram 4.1

N-Gain Level in experimental Group



The diagram above shows medium level, low level and there is no high level in N-Gain Experimental Group. It show that by using Communicative Approach method in experimental group have quite successful results in teaching speaking ability.

2) The score of Control Group Participants

Table 4.3

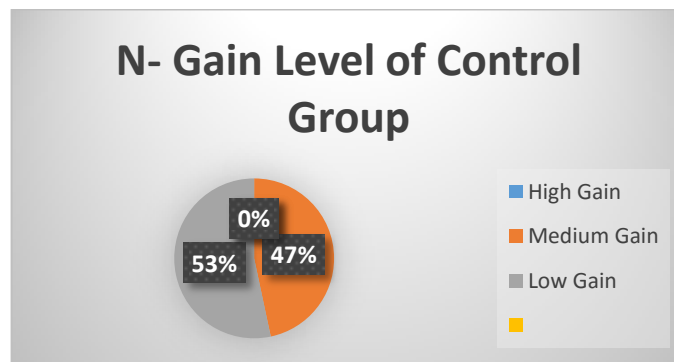
The Score of Control Group Participants.

Participant	Pre-Test	Post-Test	N-Gain	Categorisation of N-Gain
Student 1	50	60	0,20	Low Gain
Student 2	55	75	0,44	Medium Gain
Student 3	47	57	0,19	Low Gain
Student 4	67	85	0,55	Medium Gain
Student 5	70	75	0,17	Low Gain
Student 6	57	60	0,07	Low Gain
Student 7	53	60	0,15	Low Gain
Student 8	43	55	0,21	Low Gain
Student 9	57	70	0,30	Low Gain
Student 10	63	70	0,19	Low Gain
Student 11	68	76	0,25	Low Gain
Student 12	37	70	0,52	Medium Gain
Student 13	53	70	0,36	Medium Gain
Student 14	53	71	0,38	Medium Gain
Student 15	57	65	0,19	Low Gain
Student 16	47	70	0,43	Medium Gain
Student 17	41	60	0,32	Medium Gain
Student 18	37	60	0,37	Medium Gain
Student 19	70	89	0,63	Medium Gain
Student 20	67	75	0,24	Low Gain
Student 21	50	70	0,40	Medium Gain
Student 22	53	65	0,26	Low Gain
Student 23	60	65	0,13	Low Gain
Student 24	70	77	0,23	Low Gain
Student 25	67	80	0,39	Medium Gain
Student 26	59	71	0,29	Low Gain
Student 27	60	70	0,25	Low Gain
Student 28	45	70	0,45	Medium Gain
Student 29	47	65	0,34	Medium Gain
Student 30	65	80	0,43	Medium Gain
Total	1668	2086	-0,27	
Mean	55,60	69,53	0,31	
Max	70	89	0,63	
Min	37	55	0,29	

From the table above, the researcher find out that the participant score get an improvement from the pre-test and the post-test. The minimum score of the pre-test is 37, while the maximum score is 70. In the post-test score, the minimum score is 55, and the maximum score is 89. The mean score of the pre-test is 55,60 while the post-test is 69,53 There is a 13,93 point of difference in the mean score.

Diagram 4.2

N-Gain Level in Control Group.



The diagram above shows that medium level and low level, and there is no high level in N-Gain score. It show that by using Project-Based learning approach in control group success in teaching speaking ability.

Table 4.4

N-Gain Score Improvement

Range	Describe
0.0 – 0.30	Low
0.31 – 0.70	Medium
0.71 – 1.00	High

b. Analysis Pre-Test

In the analysis of data, several test were carried in the IBM SPSS version 22 of the results from the pre-test, post-test, and n-gain values, The tests used were normality tests, homogeneity, t-test, and the Mann Whitney U test.

1) Normality Test

Table 4.5

Normality Test of Pre-Test

Tests of Normality							
	Learning Method	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Pre-test	Communicative	,185	30	,010	,940	30	,089
	PBL	,108	30	,200*	,953	30	,207

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table above, it shows that the normality test of Communicative Pre-Test score is 0,010 while Project-Based Learning Pre-Test is 0,200 which is smaller than the significance of 0,05 ($0,010 < 0,05$; $0,200 > 0,05$). It means that the Pre-Test data with the use Communicative Approach and Project-Based Learning Approach are not normally distributed.

2) Mann Whitney-Test

Table 4.6

Mann Whitney-Test

	Learning Method	N	Mean Rank	Sum of Ranks
Pre-Test	Communicative	30	30,07	902,00
	PBL	30	30,93	928,00
	Total	60		

Based on Mann Whitney U Test there is no significant different in Pre-Test Experimental class and Pre-Test in Control class

c. Analysis Post-Test

1) Normality Test

Table 4.7

Test of Normality.

Tests of Normality							
	Learning Method	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Post-Test	Experimental	,087	30	,200*	,973	30	,634
	Control	,156	30	,060	,960	30	,317

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table above, it shows that the normality test of Communicative Post-Test score is 0,200 which is bigger than the significant 0,05 ($0,200 > 0,05$), while Project Based Learning Post-Test score was 0,060 which is bigger than the significant 0,05 ($0,060 > 0,05$). It means that the Post-Test data of Communicative and Project-Based Learning are normally distributed.

2) Homogeneity Test

Table 4.8

Homogeneity Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Post-Test	Based on Mean	,151	1	58	,699
	Based on Median	,208	1	58	,650
	Based on Median and with adjusted df	,208	1	57,292	,650
	Based on trimmed mean	,113	1	58	,738

Based on the table above, it shows that the homogeneity test is 0,699, which is bigger than significance of 0,05 ($0.699 > 0.05$). It means that the Post-Test data with the use Communicative and Project-Based Learning is homogeneous.

3) T-Test

Table 4.9

T-Test of Post-Test

Independent Samples Test										
		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
Post - Test	Equal variances assumed	,151	,699	,848	58	,400	1,800	2,122	-2,448	6,048
	Equal variances not assumed			,848	57,992	,400	1,800	2,122	-2,448	6,048

Based on the table above, it shows that the T-Test is 0,400, which is bigger than the significance of 0,05 ($0.400 > 0.05$). It

means that H_0 is accepted in the Post-Test data with the use of Communicative and Project-Based Learning Approach.

d. N-Gain

1) Normality Test

Table 4.10

Normality Test of N-Gain

Tests of Normality							
		Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Learning Method	Communicative	,087	30	,200*	,980	30	,835
	PBL	,115	30	,200*	,974	30	,648

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table above, it shows that the normality of Communicative N-Gain Score is 0,200 which is bigger than significance 0,05 ($0,200 > 0,05$), while Project-Based Learning N-Gain score was 0,200 which is bigger than significance 0,05 ($0,200 > 0,05$). It means that the N-Gain data with use of Communicative and Project-Based learning are normally distributed.

2) Homogeneity

Table 4.11

Homogeneity of N-Gain

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Learning Method	Based on Mean	,004	1	58	,951
	Based on Median	,000	1	58	,988
	Based on Median and with adjusted df	,000	1	56,588	,988
	Based on trimmed mean	,005	1	58	,941

Based on the table above, it shows that the data homogeneity test was 0,951, which is bigger than significance of 0,05 ($0,951 > 0,05$). It means that the N-Gain is homogeneous.

3) T-Test

Table 4.12

T-Test of N-Gain

Independent Samples Test										
		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	
Learning Method	Equal variances assumed	,004	,951	1,458	58	,150	,052	,035	-,019	,123
	Equal variances not assumed			1,458	57,844	,150	,052	,035	-,019	,123

Based on the table above, it shows that the T-Test is 0,150, which is bigger than the significance of 0,05 ($0,150 > 0,05$). It means that H_0 is accepted in the N-Gain data with the use of Communicative and Project-Based Learning.

2. The Implementation

Based on observation by the researcher, two classes used as sample research, namely class VII D as experimental group and class VII E as a control group. The implementation of Communicative Approach and Project-Based Learning Approach was done in 5 treatments in each class by following a predetermined schedule, namely class VII D every wednesday starting from the first to fourth lesson hour and VII E every friday from the fifth to seventh lesson hour. Each lesson consist of 40 minutes.

a. The Implementation of Communicative Approach

1) Treatment 1

The first treatment is planned to give examples of a descriptive text. The objective in this meeting is to give the students clear understanding about a descriptive text by giving examples of a descriptive text related to talking stick technique with some picture. The activities designed by the researcher in this meeting are (a) Students got the explanation about the generic structure of a descriptive text, language features; simple present tense and words showing order (b) students found the things in the pictures who teacher gave with their partner , (c) Students made a descriptive text use the things who their found in the pictures, and (d) Students had to describe a sentence orally based on the pictures.

Picture 4.1

Giving Information (material)



After material was presented, then given them an task about descriptive text that consisted of exercises from the material that had been delivered. The researcher observed student during group discussion activities. After the task was done, then the researcher conducted an evaluation in which, one member of group present the task in front of the class. In this stage, there were still many students shy in delivering the results, but with talking stick technique every students must be ready to present in front of the class. In the first treatment the students pay attention and focus to the researcher explanations. They began understood the material. It can been seen on their responds by asking questions related to the material that the researcher explained.

2) Treatment 2

The second treatment was more focused on discussing the generic structure and language features of descriptive text. The objective in this meeting is that students are able to identify the generic structure and language features in the text. The activities that

designed by the researcher in this meeting are a) Students got the explanation about the generic structure of a descriptive text, language features; the simple present tense and words showing order b) Students had to fill in incomplete sentences using correct verb forms, c) Students had to match the words with the correct meaning based on the text, and d) students had to make a sentence based on the pictures. In the second treatment the class was alive and they fun did it. It shows on their participations in a group, they think, ask and answered the questions each other.

Picture 4.2

Group discussion.



3) Treatment 3

The third treatment was focused on present tense. In this meeting, researcher designed two activities because one of the two activities took a long time to produce it. First, the students had to fill in the blanks with the correct verbs forms. Then, the students had to produce a descriptive text based on the picture. In this section, the students had to work in pairs and they have to submit it in that day. The students work in pairs based on researcher's instruction. The researcher delivered the material by show up the text and picture

related of descriptive text that prepared. The students look at that picture with carefully and two students read the text under the picture loudly.

4) Treatment 4

In the fourth treatment, the researcher gave task students to make descriptive text verbally about their friends, in this task the researcher gave task for groups. The task about 4th paragraphs used material which has given to them before.

The indicator on this treatment are social function and language features in descriptive text verbally can be identified. Also Vocabulary always be important for speaking. And the last the purpose of the text can be analysed. After that the researcher asked about homework to present it. Some of the students got a little nervous. Before presentation, the researcher gave fifteen minutes for the students to remember the task in the past while discussing with peers. Then, the researcher called the students name one by one based on the attendance list. They came in front of the class to retell their task with orally. The class quite condusive, the researcher recorded them, and the other students pay attention of the speaker.

Picture 4.3

Making descriptive Text



5) Treatment 5

The fifth treatment was the last meeting in this research, the researcher gave students task about Descriptive text verbally. After making a descriptive text, student made a simple dialogue with their friends from the descriptive text and tried to present in front of the class with orally. Every students was ready to present cause the researcher used talking stick technique to choose the students for their presentation descriptive text verbally. In this section the students are more comfortable presenting ideas to a group with the support of a partner, and the whole class engages in a discussion where the other students raise their hands, share all the thoughts and ideas they have gathered. Every last section, the researcher explained and gave a summary of the lesson and the students focus on researcher explanation.

b. The Implementation Of Project-Based Learning Approach

1) Treatment 1

The first treatment is planned to give examples of a descriptive text. The objective in this meeting is to give the students clear understanding about a descriptive text by giving examples of a

descriptive. The activities designed by the researcher in this meeting are (a) Students got the explanation about the generic structure of a descriptive text, language features; simple present tense and words showing order (b) Students had to arrange the jumbled words, and (d) Students had to make a sentence based. The first treatment at the Control class, after the researcher opening class by greet the students and checked their attendance and the researcher give examples of descriptive text. The class suddenly becomes silent and they did not give any responds to the researcher explanation about descriptive text. The students just look at the researcher and waiting for what will happen next.

Picture 4.4

Learning descriptive Text



2) Treatment 2

The second treatment was more focused on discussing the generic structure and language features of descriptive text. The objective in this meeting is that students are able to identify the generic structure and language features in the text. The activities that designed by the researcher in this meeting are a) Students got the explanation about the generic structure of a descriptive text,

language features; the simple present tense and words showing order b) Students had to fill in incomplete sentences using correct verb forms, c) Students had to match the words with the correct meaning based on the text, and d) students had to make a sentence.

The class not actives, it can been seen on their responds that was getting bored to figure out the answers and analyze it. The students did exercises from the textbooks of descriptive text. Then, the researcher helped the students to solve the exercises. After that, together made summary of the material.

Picture 4.5

Making Groups Discussion



3) Treatment 3

The third treatment was focused on present tense. In this treatment, the researcher did warm up by asked questions related previous material of descriptive text. The students gave answers about five persons and telling the last material of descriptive text. After that the researcher gave motivate the students by showing a video of descriptive text. The students was happy and pay attention in watching that video. The researcher gave opportunities to them to analyze it. After that, the researcher gave questions based on the

video. The students unhappy to heard that because students did it by themselves. The class was silent not because they like it but because every day they did the same way to solve the exercises in the teaching learning process.

Picture 4.6

Learning Activity



4) Treatment 4

In the fourth treatment, the researcher gave project students to make descriptive text verbally about their friends, in this task the researcher gave task for groups. The task about 4th paragraphs used material which has given to them before. Three of them explained it in front of the class and another students listening. Then, the researcher close the class by gave a feedback of their job at that day.

5) Treatment 5

The last learning process for this research was the fifth treatment. In this treatment, the writer focused on making all of the students' aspect of behaviour in the learning process (activity, enthusiasm, group work, and communicative) to be as good as it could be.

The fifth treatment was the last meeting in this research, the researcher gave student's task making descriptive text verbally about their house. After making a descriptive text, student made a simple dialogue with their friends from the descriptive text and tried to present in front of the class with orally. In this section the students are more comfortable presenting ideas to a group with the support of a partner, and the whole class engages in a discussion where the other students raise their hands, share all the thoughts and ideas they have gathered. Every last section, the researcher explained and gave a summary of the lesson and the students focus on researcher explanation.

3. Students Difficulties

Difficulties experienced by students in talking stick methods, the difficulty of students in thinking about more innovations for descriptive text verbally, and the ability to have confidence when students are present to move forward. many students are embarrassed, their voices are small when retell the descriptive text verbally, students are still a lot wrong in their pronunciation also.

a. Students Difficulties In communicative approach

The result of the data analysis about students' difficulties in implementing Communicative Approach at Experiment class, students found the difficulties when gave the tests (Pre-test and Post-test). Some of students keep silent for awhile to think about

grammar that need to use in speaking on presentation. The students also face difficulty on pronunciation and vocabulary.

b. Students Difficulties In Project-Based Learning approach

For Project-Based learning approach is focused to improve the process of student inquiry in speaking, promote more exposure and opportunities to speak, and overcome anxiety and increase intrinsic motivation. The basic steps in the Project-Based learning approach are observing, questioning, associating, experimenting, and building networks. It helps for students speaking ability.

As a result, when they present the results of their work, they mix the language between Indonesian and English. Not many of them are nervous.

B. Discussion

Collaboration that implemented between communicative approach and Project-Based Learning approach in learning speaking ability is quite interesting and produces significant value. Based on the results of the research and discussion that has been presented in the previous chapter, it can be concluded that there were no significant differences in the learning outcomes of the students who learned Speaking ability, focusing on the descriptive text through Communicative Approach with the students who took the learning through Project-Based Learning Approach. Although there was no significant difference in the results, based on the results of the pre-test, post-test, and n-gain, it was shown that the increase in

Communicative Approach participant scores from pre-test to post-test was better than Project-Based Learning Approach participants.

Communicative approach can be concluded that speaking is the productive skill that needs participants to speak in order to interact and express their intention. It is not merely speak without any organization or ideas. It needs confidence and also competence in order to build a good communication with others and speak about descriptive text verbally for them.

For Project-Based learning approach is focused to improve the process of student inquiry in speaking, promote more exposure and opportunities to speak, and overcome anxiety and increase intrinsic motivation. The basic steps in the Project-Based learning approach are observing, questioning, associating, experimenting, and building networks. It helps for students speaking ability.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents about the conclusions and suggestions based on the result of the research, it will be delivered as follows.

A. Conclusion

1. Result

Based on the results of the research and discussion that has been presented in the previous chapter, it can be concluded that there were no significant differences in the learning outcomes of the students who learned Speaking ability, focusing on the descriptive text through Communicative Approach with the students who took the learning through Project-Based Learning Approach. Although there was no significant difference in the results, based on the results of the pre-test, post-test, and n-gain, it was shown that the increase in Communicative Approach participant scores from pre-test to post-test was better than Project-Based Learning Approach participants. Likewise, the n-gain level from Communicative Approach has a better percentage than that of Project-Based Learning Approach.

2. The Implementation

In implementing this Communicative Approach and Project-Based Learning Approach, the researcher found no difficulties in its use. It can be seen from the observations that the classes have become more active because of the creation of two-way communication between teachers and students of the ongoing learning process. Besides,

students also become more able to collaborate with their groups in carrying out tasks given. Participants feel more motivated by the use of learning methods in group discussions because they can help all students to develop better on learning outcomes that arose due to the use of group discussion techniques.

3. Students difficulties

The difficulties faced by participants in speaking ability are related to the necessary mastery of English itself, such as vocabulary mastery, grammar, pronunciation and also the use of English in daily activities. This was what makes participants challenging to work with the researcher questions about skill speaking ability, especially in Descriptive text verbally. Participants found no difficulties in following the learning process regarding descriptive text and other supporting materials.

B. Suggestion

Based on the results from the research, the researcher provides suggestions for the teacher, students, and other researchers to have a clear understanding of the teaching and learning process of speaking ability, especially with descriptive text verbally by using Communicative Approach and Project-Based Learning Approach as the method.

1. For an English Teacher

The English teacher should consider the students' needs and interest in to designing the speaking material. It is very important to the get the goal of teaching and learning process. Talking stick is the best

technique to implement for the students because it makes the atmosphere live in the classroom.

2. Students

Talking stick technique improves the students' speaking ability and motivation. So, in the activities in the classroom the students should confidence using speaking to talk with the other students because to be mastery in speaking English , we have to develop a hunger for it. It means need a lot of practice. Do not be shy and afraid even you make a mistake but keep going to learning.

3. Other Researcher

The researcher hopes this technique can be apply for the next research to improve the students ability. Hopefully it can useful for the next researcher and for the readers. Finally, the researcher considers that this study still needs validation from the next researcher, which has the same topic as this study.

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