



**THE EFFECT OF USING DISCUSSION METHOD  
ON STUDENTS' ABILITY IN SPEAKING REPORT TEXT  
(A STUDY AT THE ELEVENTH GRADE STUDENTS OF MAN 1  
PADANGSIDIMPUAN)**

**A THESIS**

*Submitted to the State Institute for Islamic Studies Padangsidimpuan  
as a Partial Fulfillment of the Requirement for Scholar Degree of  
Islamic Education (S.Pd.I) in English*

**Written by:**

**NURHAMIDA SIREGAR  
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**ENGLISH EDUCATION DEPARTMENT**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN  
2015**



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Term : Thesis  
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Padangsidempuan, May 1<sup>st</sup> 2015  
To:  
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Assalamu'alaikum Wr. Wb.

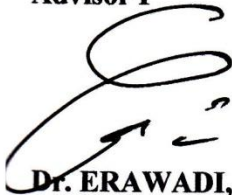
After reading, studying, and giving advice for necessary revise on thesis belong to Nurhamida Siregar, entitle "*The Effect of Using Discussion Method on Students' Ability in Speaking Report Text (A Study at The Eleventh Grade Students of MAN 1 Padangsidempuan)*", we assume that the thesis has been acceptable to complete the requirement to fulfill for the degree of Islamic Education (S.Pd.I) in English Department of Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

Therefore, we hoped that the thesis will soon be examined in front of the thesis examiner team of English Department Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan.

Thank you

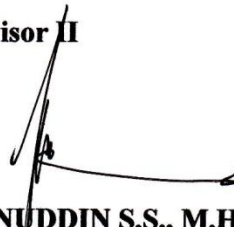
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### LEGALIZATION

**Title of thesis** : THE EFFECT OF USING DISCUSSION METHOD ON STUDENTS' ABILITY IN SPEAKING REPORT TEXT (A STUDY AT THE ELEVENTH GRADE STUDENTS OF MAN 1 PADANGSIDIMPUAN)  
**Written by** : NURHAMIDA SIREGAR  
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**Title** : **The Effect of Using Discussion Method on Students' Ability in Speaking Report Text (A Study at the Eleventh Grade Students of MAN 1 Padangsidempuan)**  
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### **ABSTRACT**

This research discussed about the effect of using discussion method on students' ability in speaking report text of MAN 1 Padangsidempuan. Students' ability in speaking report text is still far from the expectation. Furthermore, looking to the difficulties which are found by students, it can be influenced by many factor, such as: teaching method, intelligence, motivation, interest, grammar mastery, personality of the teacher, environment, facility of the students, society, library, family, etc.

The objective of this research was to know the extent of students' ability in speaking report text, the extent of students' ability in speaking report text using discussion method, and whether there is significant effect of using discussion method on students' ability in speaking report text of MAN1 Padangsidempuan. Solve the problem, the researcher conducted experimental research, by implementing discussion method. The researcher applied three tests in this research for collecting the data and used oral test to analyze the score of students' speaking ability data. The participant of this research was two classes as an experimental group (39 students) and control group (37students).

Based on the research result, the mean score of discussion method for pre-test in experimental group before using discussion method was 63,53, the post-test after using discussion method was 85,75 and the mean score for pre-test in control group was 60,8, the post-test in control group was 72,14. Therefore, the mean score after using discussion method was higher than before using discussion method. The last score of the calculation above indicated  $t_0 > t_s$  ( $18,488 > 1,666$ ) It means that hypothesis was accepted. The hypothesis of research was there is significant effect of using discussion method on students' ability in speaking report text.

## ACKNOWLEDGEMENT

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family for encourages, strength, and lovely advices to carry on and complete the hard work of thesis.

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This thesis is still so far from being perfect based on weakness of the researcher. Therefore, I expect the constructive criticism and suggestions from the readers to improve this thesis.

Padangsidempuan, 01<sup>st</sup> May 2015  
Researcher



**NURHAMIDA SIREGAR**  
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# CHAPTER I

## INTRODUCTION

### A. Background of the Problems

Language is a social phenomenon. It means language is a set of convention of communicative signal used by human for communication in community. Language is also a system of communication which plays important role in the human life. Language in this sense is possession of a social group, comprising an indispensable set of rules, which permits its member to relate to each other. One of the languages that have a significant influence in interaction of language is English. It is used in many aspects of international relationship; people use English for business, technology, and even in educational interaction.<sup>1</sup>

Speaking is a skill of language learning and it is frequently used in daily activity, especially to carry out conversation with others. Speaking is often measured as the success of learning foreign language. It has important role because it is a tool of communication in learning English.

From above explanation, speaking should be mastered by the learners especially the learners who study in English Department. They should be able to speak English fluently. They also should be knowledgeable. As Jeremy

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<sup>1</sup>David Cristal, *English as a global language*. (New York: Cambridge University Press, 1997) p. 56

Harmer stated “The learner who want to be a teacher must have a lot of knowledge, not only of their subject”<sup>2</sup>, in order for they be able to express their ideas creatively, imaginatively, and communicate with others effectively in their teaching learning process.

Recently, teaching English in all school levels in Indonesia has oriented to the genre. In teaching language, the teacher should relate the process of learning towards situation and context. Genre can be defined as kind of text which is functioned as frame of reference until a text can be made effectively; effective form purposes, choosing and arranging text elements, and accuracy in grammar. Genre consists of report text, procedure text, spoof text, descriptive text, explanation text, narrative text, and discussion text. Thus, teaching speaking also should be related to the genre, such as speaking in report text.

In fact, the student’s ability in speaking report text is still far from the expectation. This is known from the experience of older researcher who has done research in the school. Others, it can be seen from the average score speaking report text in the Eleventh Grade Students of MAN 1 Padangsidimpuan in which students get 65 (DKN), while their minimal target is 75 (KKM). Therefore it can be said that students have problem in speaking report text.

Furthermore, looking to the difficulties which are found by students, it can be influenced by many factors, such as: teaching method, intelligence,

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<sup>2</sup>Jeremy Harmer, *How to Teach English Essex*, (England: Longman. 1998) ,p. 2

motivation, interest, grammar mastery, personality of the teacher, environment, facility of the students, society, library, family, etc.

Basically, there are many efforts that teachers have done in speaking report text, such as: prepare teaching materials, gives motivation, etc. But, the result is still not effective. Therefore, the researcher believes that there is a factor which can help students to solve the problem, namely teaching method. Teaching method refers to the teaching way which gives direction to the teacher how to handle the learning process. Therefore, by using suitable method, the students can improve learning process because teaching method gives direction how to get the goal of learning. For example, discussion method gives cooperative way in a small group to get understanding toward learning material. So researcher chooses the discussion method because it is an effective method in teaching speaking.

Therefore, from above explanation the researcher conducted the title of the research **THE EFFECT OF USING DISCUSSION METHOD ON STUDENTS' ABILITY IN SPEAKING REPORT TEXT (A Study at the Eleventh Grade Students of MAN 1 Padangsidimpun)**

## **B. Identification of the Problems**

The eleventh grade students of MAN 1 Padangsidimpuan still have problem in understanding report text. It can be seen from above background of problem that students can discuss well. They also less practice, because lazy and uninterested studying English. Another problem from the teacher, also did not know the method to teach.

## **C. Limitation of the Problems**

Based on identification of the problem, this research is limited to see the effect of using discussion method on students' ability in speaking report text (A study at the eleventh grade students of MAN 1 Padangsidimpuan).

## **D. Formulation of the Problems**

Based on the background of the problem above, the researcher formulates the problem as following below:

1. To what extent is the students' ability in speaking report text at the eleventh grade students of MAN 1 Padangsidimpuan?
2. To what extent is the students' ability in speaking report text by using discussion method at the eleventh grade students of MAN 1 Padangsidimpuan?

3. Is there any significant effect of using discussion method on students' ability in speaking report text at the eleventh grade students of MAN 1 Padangsidempuan?

#### **E. Objectives of the Research**

The objectives of this research are:

1. To know what extent of student's ability is in speaking report text at the eleventh grade students of MAN 1 Padangsidempuan.
2. To know what extent of students' ability in speaking report text using discussion method at the eleventh grade students of MAN 1 Padangsidempuan.
3. Whether there is any significant effect of using discussion method on student's ability in speaking report text at the eleventh grade students of MAN 1 Padangsidempuan.

#### **F. Significances of the Research**

This research is expected to be useful for:

- a. Head master, to guiding English teacher that discussion method gives influence to the speaking report text of students.
- b. English teacher, to improve and to motivate the English teaching and able to use some method in teaching, especially in speaking.
- c. Students, to develop their discussion method in speaking report text.

d. Researchers, to do further same topic of the research.

## **G. Definition of the Key Terms**

To avoid misunderstanding of researcher and reader in the title of the problem, researcher will give the definition from above background of problem. The definition of operational variables as the follows:

### **1. Discussion Method**

Discussion method is one of English teaching method where in its processes the students are separated into some groups. In it the students are arranged into small groups to participate in a range of activities to develop thinking or to complete practical tasks. Participation or otherwise in group discussion activities can be culturally determined. Basically group discussion method is a part of discussion method.

According to Syaipul Sagala<sup>3</sup> “Discussion method is academic conversation that is responsively contains sharing opinions which is built by problematic question, occurring ideas or opinions that is done by some people.” It means that discussion method refers to the teaching method which is used sharing opinions way to solve the problem of learning.

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<sup>3</sup>Syaipul Sagala, *Konsep dan Makna Pembelajaran*, (Bandung: Alfabeta, 2005), p. 215

## 2. Speaking Report Text

### a. Speaking

Speaking is the process of building and sharing meaning thought in verbal and symbol of varieties in context. As a result, speaking is crucial part of second language teaching and learning. Speaking is the productive skill and consists of producing systematic verbal utterances to convey meaning<sup>4</sup>.

### b. Report Text

Report text is kind of text which conveys information about findings related to the observation, analysis or study about things or people. Report text has two main elements. General classification and description. General classification tells what the phenomenon under discussion. Description tells what the phenomenon under discussion is like term of parts, qualities, habits or behaviors. Report text is which tells about the result of observation, analysis, research or study about things, animals, peoples, or place.<sup>5</sup>

### c. Speaking Report Text

Speaking report text is an activity to tell about information which consist of observation, analysis or study toward the subject. For

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<sup>4</sup>David Nunan, *Practical English Language Teaching*, (Singapore: Mc. Graw Hill, 2003), p. 48

<sup>5</sup>Otong Setiawan Djuharie, *Genre Dilengkapi 700 Soal Uji Pemahaman*, (Bandung: Yrama Widya), p. 30

this case, the speaker should pay attention to the pronunciation, vocabulary, structure and body gesture or other material which support to purpose speaking.

## **H. Outline of the Thesis**

The systematic of this research is divided into three chapters, and each chapter consists of many sub chapters with detail as follows:

Chapter one, tells us about introduction about the research or the problem and consists of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, objectives of the research, significances of the research, definition of the key terms, and the last is thesis outline.

Chapter two, tells us about theoretical description, which consist sub chapter such as theoretical review consists of nature of speaking report text and teaching method. Then conceptual framework and hypothesis.

Chapter three consists of time and location of the research, method of the research, population and sample, technique for collecting the data, technique of analyzing data.

Chapter four is talking about the analysis of data about the effect of using discussion method on students' ability in speaking report text. This chapter consists of description of data, hypothesis testing, and discussion.

The last chapter consists of conclusion which is based on result analysis data of the effect of using discussion method on students ability in speaking report text is significant, implication and suggestion is the English teacher should be able to help students to develop their problems in speaking ability.

## CHAPTER II

### THEORETICAL DESCRIPTION

#### A. Theoretical Review

In conducting a research, theories are needed to explain some concepts or terms applied in research concerned. The terms are as follows:

##### 1. Discussion Method in Teaching

Teaching method is an organization and application of teaching technique, teaching materials, teaching aids and supplementary materials by the teacher, with the aim of achieving the teaching and learning objectives. Teaching methods or strategies generally include teacher. Teaching methods focus on the goal which will be achieved in the teaching learning process.

As Wina Sanjaya says that method is the way used to implement the arranged plan in real moment in order to reach the purpose.<sup>6</sup> There are several methods that can be used in the teaching and learning process especially in teaching speaking such as drill method and discussion method.

Related to the previous statement, Sabri says that teaching method is the ways or techniques of presenting subject which will be used by the teacher in handling the class individually or group. In addition, Syaiful Sagala<sup>7</sup>

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<sup>6</sup>Wina Sanjaya, *Strategi Pembelajaran*, (Jakarta: Kencana, 2006), p. 147

<sup>7</sup>Syaiful Sagala, *Konsep dan Makna Pembelajaran*, (Bandung: Alfabeta, 2005), p. 215

says, “All teaching method are used must be related to the goals of teaching learning process, hence, the teacher should understand the function, steps in a teaching method.”

Based on the previous explanation, the researcher assumed that teaching method is the way or a tool which is used as medium or to convey the information or knowledge to the students. Furthermore, the method must be related to the goals of teaching learning process.

#### **a. Definition of Discussion Method**

Discussion method is one of English teaching method where in its processes the students are separated into some groups. In it the students are arranged into small groups to participate in a range of activities to develop thinking or to complete practical tasks. Participation or otherwise in group discussion activities can be culturally determined. Basically group discussion method is a part of discussion method.

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<sup>8</sup>Syaipul Sagala, *Konsep dan Makna Pembelajaran*, (Bandung: Alfabeta, 2005), p. 215

Djamarah and Zain<sup>9</sup> say, "Metode diskusi adalah cara penyajian pelajaran dimana siswa dihadapkan kepada suatu masalah yang biasa berupa pernyataan atau pertanyaan yang bersifat problematic untuk dibahas dan dipecahkan." It means that discussion method is away to explain the lesson by giving a problematic problem to be solved together.

Furthermore, "Metode diskusi merupakan antara siswa dan siswa dengan guru untuk menganalisis, memecahkan masalah, menggali atau memperdebatkan topic atau permasalahan tersebut." It means that discussion method is between students and students with teacher for analyzing, solve the problems, dig or debate a topic or problems it.

#### **b. Purpose of Discussion Method**

Discussion method is one of method which is used in teaching learning process. This method is processes the student are separated into some groups, contains sharing opinions which is built by problematic question, occurring ideas or opinion that is done by some people.

Hasibuan and Moedjiono say that discussion method is a way of presenting the subject matter in which the teacher gives the students a chance (a group of students) to conduct scientific debate in order to collect opinions, make conclusions, or develop various alternative solutions or problem.

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<sup>9</sup>Syaiful Bahri Djamarah, *Strategy Belajar Mengajar*, (Jakarta: Rineka Cipta, 2006)

### c. **Kinds of Discussion Method**

Discussion method states that there are some kinds, namely:

- a) Whole group, the class is a discussion group consisting of no more than 15 people.
- b) Buzz group, a large group was divided into small groups, consisting of 4-5 people.
- c) Panel, a small group, usually 3-6 people, discussing a particular subject, sitting in a semi-circular arrangement, led by a moderator.
- d) Syndicate group, the group is divided into several small groups.
- e) Brain Storming group, the group contributed ideas- new ideas without being judges immediately. Each member of the group issued the opinion.
- f) Symposium, some about discuss various aspects of a particular subject and read in advance symposium participants a brief (5-20 minutes).
- g) Informal Debate, classes are divided into two teams that somewhat the same magnitude, and discuss a suitable for debate is that is problematic, not that is factual.
- h) Colloquium, a person or a human resources person answering questions from the audience. In the teaching and learning activities, students or students to interview the people sources or the problem

solving is a person, then invite other or additional questions from students or other students.

- i) Fish Bowl, some participant led by chairman and hold discussion to take a decision. The seating is arranged a semicircle with two or three empty chairs facing the participants. Listener group sitting around a group discussion, as if seeing fish is in a bowl (fish bowl)".

#### **d. Steps of Discussion Method**

Martinis Yamin stated that there are some steps which are focused by the teacher in using discussion method, namely:

- a) Preparing material, topic or problem which will be discussed

The teacher should be able make a one topic to the students, like give one topic from the report text; we can look the example of report text.

#### **The Pelican Report**

General Classification	The white pelican is one of the most successful fish eating birds.
Description	The success is largely due to its command hunting behavior. A group, perhaps two done birds, will gather in a curved arc some distance offshore. The birds then begin to move forward towards the shore, beating the water furiously with their wings, driving the fish before them. When the water is shallow enough for the birds to reach the fish, the information breaks up as

	<p>each birds lifts its head, the water drains from its bill leaving the fish which are then swallowed. Pelicans are among the oldest group of bird, Fossils of this genus have been found dating back 40million years.</p>
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When discussing the topic of teachers, students are required to seek social function generic structure and lexicon grammatical feature.

- b) Elaborate the points of problems which will be discussed or give special study to the students before discussion.

Students are required to think about the point of the problem and discuss it shortly after his split points raised issues that have given teachers.

- c) Ask students to explain, analysis and make conclusion

Students are required to ask what will be describes in the analysis and conclusion in the above given topic that has been given a teacher.

- d) Lead discussion without lecturing

When students start the discussion, the teacher should lead the way of communication by carefully comparing each group without the group and give a good feedback so smooth during the discussion.

e) Looking to the group which has problem in discussion.

Teachers must pay attention to each student in his problem solving when students are in group, teacher required to consider the condition of the group is working well or not, help each other and work together.

f) Train the student to appreciate the other student's opinion.

And the outcome of discussions obliged viewed by other students group by giving each discussion group to pay attention to the front and another group another group discussions.

Explain, analysis, and make conclusion about the problem of learning. Beside it, teacher should lead or guide the students in discussion until the students able to appreciate the other student's opinion.

#### **e. Advantages and Disadvantages of Discussion Method**

In other side, Syaiful Bahri Djamarah and Aswan Zain state that discussion method has advantages and disadvantages, namely:

1) Advantages of Discussion Method

a) Stimulate creativity of students in making idea, thought, and innovation solve the problem.

- b) Develop point of respect between students.
  - c) Enrich the knowledge.
  - d) Lead the students to have habitual in discussion
- 2) Disadvantages of Discussion Method
- a) Need long time in discussion
  - b) Cannot used in wide group
  - c) The participant got little information
  - d) It may be mastered by students who talk active.

It means that advantages of discussion method are: 1) creating creativity of students to give ideas or problem solving, 2) increase students aspect, 3) add knowledge, and 4) it is just suitable to the students who have more skill in speaking.

Based on the above quotation, it can be conclude that discussion method refers to the teaching way which makes students share their opinions to solve problem in learning process. In using this method, the teacher should pay attention to the problem which will be discussed, explanation toward the problem, ask the students to explain, analysis, and make a conclusion. Furthermore, by using this method problem which will be discussed, explanation toward the problem, ask the students to explain, analysis, and make a conclusion. Furthermore, by using this method student will creative in making idea, though, and

innovation to solve the problem, develop point not respect between students, enrich the knowledge, and so forth.

## 2. Speaking Report Text

### a. Definition of Speaking

Speaking is the use of language to talk and exchange something to somebody in conversations orally.<sup>10</sup> Speaking is fundamentally an instrumental act.<sup>11</sup> Speaking skill is described as the ability to express oneself in life situations or the ability to report acts or situations in precise words, or the ability to converse, or to express a sequence of ideas fluently. The ability is used in essentially normal communication situations the signaling systems of pronunciation, stress, intonation, grammatical structure, and vocabulary of the foreign language at a normal rate of delivery for native speakers of the language.<sup>12</sup>

Allah states in Holy Qur'an Surah Thaha: 44

فَقُولَا لَهُ قَوْلًا لَّيِّنًا لَعَلَّهُ يَتَذَكَّرُ أَوْ يَخْشَى (44)

Means: *And speak to him mildly, perhaps he may accept admonition of fear (Allah)*".<sup>13</sup>

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<sup>10</sup>Eri Kurniawan, et al, *English in Vocational Context*, (Bandung: Grafindo Media Pratama, 2008), p. 11-12.

<sup>11</sup>Clark and Clark, *Psychology and Language*, (New York: Harcourt Brace Jovanovich Inc, 1977), p. 223.

<sup>12</sup>Robert Lado. *Language Testing The Construction and Use of Foreign Language Tests*, (USA: McGraw Hill Book Company, 1961), p. 240-241.

<sup>13</sup>*Noble Qur'an in English Language*, (Madinah: King Fadh Complex for the printing of the Holy Qur'an, n.y.), p. 417.

This verse ordered us to speak to Allah for wishes, and Allah may grant those wishes if human ask gently. It relates to speaking skill while speaking human should be aware to their manner in speaking.

Furthermore, speaking is one of important aspects in communication besides listening. Byrne says “Speaking is an activity involving two or more participants as hearers and speakers.”<sup>14</sup> Speaking does not only have to convey idea, feeling and message, but also speaking has many aspects. According to Hymes, “The word SPEAKING is an acronym for which (S) is for setting, (P) is for participant, (E) is for ends, (A) is for act sequence, (K) is for key, (I) is for instrumentalities, (N) is for norm, (G) is for genre.”<sup>15</sup>

Houghton Mifflin Company Says, “Speaking is the utterance of intelligible speech, speech production is the utterance, vocalization, the uses of uttered sound for auditory commutation, speech is also the exchange words they were perfectly comfortable together without speech”.<sup>16</sup>

According to Douglas Brown states, “Speaking is a productive skill that can be directly and empirically observed, those observation

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<sup>14</sup>Byrne. D, *Teaching Oral English*, (London: Longman, 2000), p.8.

<sup>15</sup>Ronald Wardhaugh, *Introduction to Sociolinguistic* (Brazil: Blackwell, 1986), p. 272.

<sup>16</sup>Houghton Mifflin. Dictionary of the English Language, (American: The American Heritage, 2003), (<http://www.Dic.Die.Net/speaking>). Accessed at 12 February, 2013 at 08.00 PM.

are invariably colored by the accuracy and effective”.<sup>17</sup> Jack Richards says, “The nature of speaking as well as the factors involved in producing fluent and appropriate speech needs to be understood”.<sup>18</sup> The other experts, Robert Lado says, “Speaking ability is described as the ability to express oneself in life situations in precise words or the ability to converse, or to express a sequence of ideas fluently”.<sup>19</sup>

Furthermore “Speaking as communicative approach have developed, teachers have been concerned to ensure that students not only practice speaking in a controlled way in order to procedure feature of pronunciation, vocabulary, and structure accurately, but also practice using these features more freely in purposeful communication”

### 1) Aims of Speaking

Speaking is one of language skill in which conveys information or messages to the listener. Speaking aims to emphasize the topic which extends to the listener. It is also aimed to presentation and explanation about something.

According to Louma that speaking aim to emphasize the topic by using the world in any sense. It means that the aim of

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<sup>17</sup>Douglas Brown, *Language Assessment Principles and Classroom Practice*, (United States: Longman, 2004), p. 140

<sup>18</sup>Jack Richards, *Methodology in Language Teaching*, (United States: Cambridge University Press, 2002), p. 202

<sup>19</sup>Robert Lado, *Language Testing*, (New York: Longman, 2000), p. 240

speaking is to emphasize the topic which will talk by using any words. Moreover, Dawes stated that the aims of speaking are presentational and exploratory. Presentational talk offers a 'final draft' for display and evaluation. It is often much influenced by what the audience expects. Presentational talk frequently occurs in response to teachers questions.

Exploratory talk is often hesitant and incomplete; it enables the speakers to try out ideas, to hear how their sound, to see what others make of them, to arrange information and ideas into different patterns. Learners are unlikely to embark on it unless they feel relatively at ease, free from the danger of being aggressively contradicted or made fun. Exploratory talk provides an important means of working on understanding. It means that speaking has aim to presentational and exploratory related to the incomplete process in exploring something.

By references to the above quotation, the researcher gets conclusion that the aim of speaking is to emphasize the topic which extends listener. In other side, it is aimed to presentation and exploration about something.

## **2) Aspects of Speaking**

There are many aspects that should be involved in speaking ability. One of them is that speaking involves learning to

use expressions that go with different situations well in order that the speaker produces them automatically at the appropriate situations.

In mastering the speaking skill, teacher must train and equip the learner with a certain degree of accuracy, and fluency in understanding, responding, and in expressing himself in the language in speech.<sup>20</sup> SueC.Camp and MarilynL.Satter white said that Communication used spoken words to exchange ideas and information; examples of oral communication include one on-one conversation, meeting, voice mail message and tale-conferencing. Spoken language can be sent instantaneously and they usually result in some immediate feedback. The disadvantages to oral communication are that there is little opportunity to reflect on what is said. There is also no written record.<sup>21</sup>

From above explanation the researcher concluded that to exchange ideas or information in communication people use spoken word to get respond immediately, but it had disadvantages in reflecting on what was said and no written word. Oral communication involved two or more participants.

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<sup>20</sup>Anas Syafei, *Pronunciation Theory and Practice* (Jakarta: Depdikbud, 1988), p. 1.

<sup>21</sup>Sue C.Campand MarilynL.Satterwhite, *College English and Communication* (New York: Mc. Grew- Hill, 2004), p. 5.

### 3) Assessing of Speaking Ability

According to Arthur Hughes that there are five categories to measure speaking skill such as: accent, grammar, vocabulary, fluency, and comprehension.<sup>22</sup>

#### i. Accent

The term accent is used to refer to the speech of someone who speaks a language non-natively.<sup>23</sup> For example a French person speaking English is described as having a French accent.

The Accent can be identified looks like this:<sup>24</sup>

- a) Pronunciation frequently unintelligible
- b) Frequent gross errors and a very heavy accent make understanding difficult
- c) “Foreign Accent” requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
- d) Marked “Foreign Accent” and occasional mispronunciations, which do not interfere with understanding.

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<sup>22</sup>Arthur Hughes, *Testing for Language Teachers*, (USA: Cambridge University Press, 1990), p. 111.

<sup>23</sup>Nirmala Sari, *An Introduction to Linguistic*, (Jakarta: Departemen Pendidikan dan Kebudayaan, 1988), p. 138.

<sup>24</sup>Victoria Neufeldt, *WebsterNew WorldCollege Dictionary-3 rd*, (New York: Simon & Schuster Inc, 1995), p. 7.

e) No conspicuous mispronunciations, but would not be taken for a native speaker.

So, accent is the emphasis by stress, pitch or both given to a particular syllable or word when it is spoken.

## ii. Grammar

Grammar is the part of the study of language which deals with the forms and structure of words (morphology), with their customary arrangement in phrase and sentence (syntax), and now often with language sounds (phonology) and word meanings (semantics). Grammar is necessary for communication; it gives us the format of structures of language themselves. In other words, grammar tells us how to construct a sentence.

Grammar can be identified looks like this:<sup>25</sup>

- a) Grammar almost entirely inaccurate phrases.
- b) Constant errors showing of very few major patterns and frequently preventing communication
- c) Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.

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<sup>25</sup>Victoria Neufeldt, *Webster New World College Dictionary-3 rd*, (New York: Simon & Schuster Inc, 1995) p. 286.

- d) Occasional errors showing imperfect control of some patterns but not weakness that causes misunderstanding.
- e) Few errors, with no pattern of failure.

So, grammar is the way how to construct English sentence in a good grammatical construction and be aware errors of grammar while arrange sentence in speaking to avoid misunderstanding.

### iii. Vocabulary

Vocabulary is an interrelated group of nonverbal system, symbols, signs, gesture, etc.<sup>26</sup>It is used for communication or expression, in particular art, skill and others.

Vocabulary can be identified looks like this:<sup>27</sup>

- a) Vocabulary inadequate for even the simplest conversation.
- b) Vocabulary limited to basic personal and survival areas (time, food, transportation, family).
- c) Choice of words some time inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.

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<sup>26</sup>Victoria Neufeldt, *Webster New World College Dictionary-3 rd*, (New York: Simon & Schuster Inc, 1995) p. 1494.

<sup>27</sup>David Nunan, p.258.

- d) Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion on any non-technical subjects with some circumlocution.
- e) Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.

Vocabulary is more than a list of target language of words. A spoken word is a sound or sequence of sounds, which communicate those “ideas” precisely, a speaker should express them with precise words rather than general words.

#### **iv. Fluency**

Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches.<sup>28</sup> Fluency is probably best achieved by following the stream of speech to flow then, as some of over beyond comprehensibility the rivers bank of instruction on some detail of phonology, grammar, or discourse will channel the speech on more purposeful course.

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<sup>28</sup>*Ibid.*,p. 55.

Fluency can be identified looks like this:<sup>29</sup>

- a) Speech is no halting and fragmentary that conversation is virtually impossible
- b) Speech is very slow and uneven except for short or routine sentences
- c) Speech is frequently hesitant and jerky: sentence may be left uncompleted
- d) Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words
- e) Speech is effortless and smooth, but perceptibly non-native in speed and evenness.

So, definition of fluency is derived as the ability of an individual to speak without under hesitation.

#### **v. Comprehension**

Hornby states that: “Comprehension is the mind’s act or power of understanding”.<sup>30</sup> Comprehension is the capacity for understanding ideas, fact, etc. A longer definition of comprehension will be as the act of understanding the meaning.

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<sup>29</sup>H. Douglas Brown, p. 268-270.

<sup>30</sup>A.S Hornby, *Advanced Learners Dictionary Current English*, (London: Oxford University, 2000), p. 234.

Comprehension can be identified looks like this:<sup>31</sup>

- a) Understands too little for the simplest types of conversation
- b) Understand only slow, very simple speech or common social and tourist topics; requires constant repetition and rephrasing.
- c) Understand careful, somewhat simplified speech directed to him or her, with considerable repetition and rephrasing
- d) Understand quite well normal educated speech directed to him or her, but requires occasional repetition and rephrasing.
- e) Understand everything in normal educated conversation except for very colloquial or low frequency items or exceptionally rapid or slurred speech.

#### **4) Speaking Difficulties**

For make to easier of speaking English, we must know what the speaking difficulties. According to Brown, there are eight factors which make speaking difficult as follow:

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<sup>31</sup>VictoriaNeufeltd, p. 286.

a) Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath group) through such clustering.

b) Redundancy

The speaker has opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

c) Reduced forms

Contractions, elisions, reduced vowels, etc. all form special problems in teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking.

d) Performance Variables

One of the advantages of spoken language is that process of thinking to manifest a certain number of performance hesitations, pauses, backtracking and corrections. For example, in English "thinking time" is not silent, but it is filled with: **uh, um, well, you know, I mean, like, etc.** one of the important differences between native speakers of a language is in their hesitation phenomena.

e) Colloquial Language

Make sure the students are reasonably well acquainted with the words, idioms and phrases of colloquial language and they get practice in producing these forms.

f) Rate of Delivery

Another important characteristic of fluency is rate of delivery. One of the tasks in teaching spoken English is to help learners to achieve an acceptable speed along with other attributes of fluency.

g) Stress, Rhythm and intonation

This is the most important characteristic of English pronunciation. The stress – time rhythm of spoken English and its intonation patterns convey important messages.

h) Interaction

Learning to produce waves of language in a vacuum without interlocutors would find speaking skill of its richest component: the creativity of conversational negotiation.<sup>32</sup>

## 5. Test of English Speaking

According to Brown the tests of English Speaking are:

- a) Describe something physically
- b) Narrate from presented material

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<sup>32</sup>H. Douglas Brown, p. 256-257.

- c) Summarize information of the speaker's own choice
- d) Give direction based on visual materials
- e) Give instructions
- f) Give an opinion
- g) Support an opinion
- h) Compare/ contrast
- i) Hypothesize
- j) Functions "interactively"
- k) Define.<sup>33</sup>

## **b. Report Text**

### **1. Definition of Text**

According to American Heritage Dictionary Text is a subject referring to a topic and is a noun refers to:

- i. The original words of something written or printed, as opposed to a paraphrase, translation, revision, or condensation.
- ii. The words of a speech appearing in print.
- iii. Words, as of a libretto, that are set to music in a composition.
- iv. Words treated as data by a computer.

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<sup>33</sup>H. Douglas Brown, *Language Assesment*, p. 163.

- v. The body of a printed work as distinct from headings and illustrative matter on a page or from front and back matter in a book.
- vi. One of the editions or forms of a written work: *After examining all three manuscripts, he published a new text of the poem.*
- vii. Something, such as a literary work or other cultural product, regarded as an object of critical analysis.
- viii. A passage from the Scriptures or another authoritative source chosen for the subject of a discourse or cited for support in argument.
- ix. A passage from a written work used as the starting point of a discussion.
- x. A textbook.<sup>34</sup>

A text is a meaningful linguistic unit in a context. A linguistic unit is a phoneme or a morpheme or a phrase or a clause or a sentence. According to American Heritage Dictionary a text can be the original words of something written or printed as opposed to a paraphrase, translation, revision, or condensation to the reader passage from the text.

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<sup>34</sup><http://www.answers.com/topic/text> Accessed on Saturday/ 7th January 2015 at 14 : 15 pm

## 2. Kinds of Text

There are many types of text learnt by students of Senior High School in learning the reading skill. According to Djuharie, they are description, report, explanation, discussion, procedure, narrative, spoof, recount, anecdote, news item and exposition. Report text is divided into two kinds; they are:

### a. Lexicon Grammatical Features of Report text

There are 6 (six) grammatical features of Report text.<sup>35</sup>

They are:

- i. Use General Nouns
- ii. Use Relating Verbs
- iii. Use Action Verbs
- iv. Use Present Tense
- v. Use Technical Term
- vi. Use Paragraph with Topic Sentence to Arranged the Information

### b. Structure of Report Text

- i. General Classification
- ii. Description

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<sup>35</sup>Otong Setiawan Djuharie, *Genre Dilengkapi 700 Soal Uji Pemahaman*, (Bandung: Yrama Widya), p.32

So, Report text is a kind of text which conveys information about findings related to the observation, analysis or study about things or people.

Nugroho and Hafizon extend that report text has two main elements. General classification and description. General classification tells what the phenomenon under discussion is. Description tells what the phenomenon under discussion is like term of parts, qualities, habits or behaviors.

So, speaking report text is one aspect in communication activity which tells information about the finding about observation, analysis or study toward subject.

In fact, the student's ability in speaking report text is still far from the expectation. This is known from the experience of folder researcher who has done research in the school. Based on the quotation above, the writer gets conclusion that speaking report text is an activity to tell about information which consists of observation, analysis or study toward the subject. For this case, the speaker should pay attention to the pronunciation, vocabulary, structure and body gesture or other material which support to purpose speaking.

## B. Review of Related Findings

This research is not as beginner in this title but there is the researcher had researched before which relevant with title, the researcher found some researchs have done by other person, below:

In the Aryani Annisa's Thesis entitle<sup>36</sup> "The Effect of Appropriation Technique on Students' Speaking Achievement". The aim of the research was to find out the effect of appropriation technique in students' speaking achievement. The research conducted by experimental method. After calculating and analyzing the data, it stated that there was any significantly effect of appropriation technique to the students' speaking achievement. From the calculation of  $t_0$  2,84 while  $t_s$  score is 2,53, so there was positive of significant effect using appropriation technique on students' speaking achievement.

Richa Umrina.<sup>37</sup> In her thesis: *Improving the Student's Speaking Skill trough Debate at SMANI Padangsidimpuan*. The result of the research was using debate method in speaking skill. The correlation with this research is to know if there is the significance effect of debate technique to improve speaking skill.

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<sup>36</sup>Aryani Annisa, *The Effect of Appropriation Technique on Students' Speaking Achievement (Unpublished Script)*, (Padangsidimpuan: UMTS, 2003), p.30.

<sup>37</sup>Rica Umrina, *Improving Students' Speaking Skill through Debate at SMAN Padangsidimpuan* (unpublised thesis), (STAIN Padangsidimpuan, 2011)

Rezki Juli Hartati<sup>38</sup> in her thesis: *Improving Student's Speaking Skill by Using Role Play At Grade XI SMA Negeri I Angkola Timur*. She found that the result indicated that there was an improvement on the students' speaking skill through role play. It consisted of two cycles. Each cycle consisted of two meetings. There was first meeting until two meeting concluded cycle 1 and third meeting until fourth meeting concluded cycle 2. So, the total meeting was five meetings, because the researcher made pretest before.

Based on the related finding above, the Researcher can conclude that many methods can increase the students' speaking ability, so that the researcher wanted to do research on "The Effect of Using Discussion Method on Students' Ability in Speaking Report Text (A Study at the Eleventh Grade Students of MAN 1 Padangsidimpuan).

### **C. Conceptual Framework**

Based on the above explanation in theoretical description, where the researcher chooses the discussion method to improve the students' ability in speaking report text. Discussion method is a kind of method where the students face to problem to talk, to solve, and making the conclusion about the problem. Speaking ability is very important in this method, because the result of the discussion method usually deliver in oral communication.

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<sup>38</sup>Rizki Juli Hartati. *Improving Student's Speaking Skill By Using Role Play At Grade XI SMA Negeri I Angkola Timur*(unpublished thesis), (STAIN Padangsidimpuan,2013)

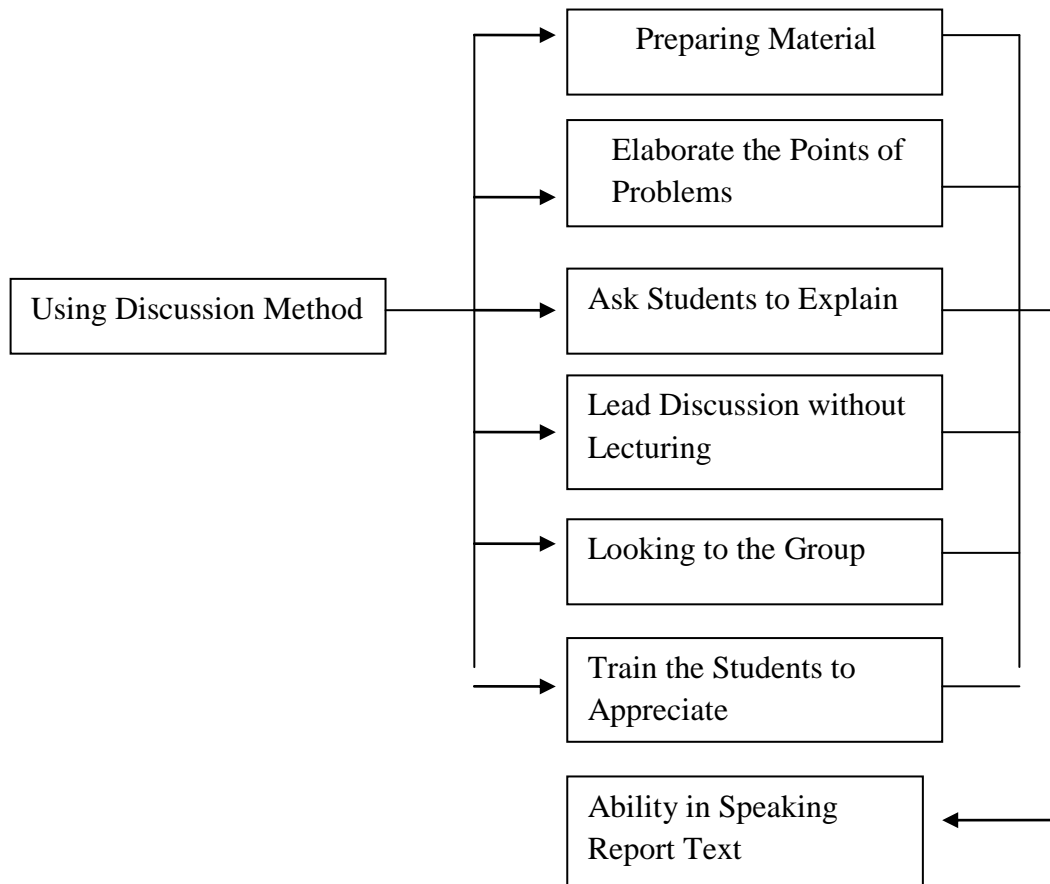
Basically, there are many efforts that teachers have done in speaking report text, such as: prepare teaching material, gives motivation, etc. But, the result based on the explanation in theoretical description the researcher draws that speaking report text by using suitable method can increase student's speaking report text.

There are many efforts that teachers have done in speaking report text, such as: prepare teaching materials, gives motivation, etc. But, the result is still not effective. Therefore, the researcher believes that there is a factor which can help student to solve the problem, namely teaching method. Teaching method refers to teaching way which gives direction to the teacher how to handle the learning process. Therefore, by using suitable method, the student can improve their ability in speaking report text. For this case, the suitable method is discussion method, due for this method divided into a small group to participate in a range of activities to complete the task.

Discussion method is one of English teaching strategies where in its processes the students are separated into some groups. Though discussion, the students are separated into some groups

Based on above quotation the researcher assumed that there is an effect of discussion method (variable X) in speaking report text (variable Y).

So, the researcher conducted a research based on the framework bellow:



#### D. Hypothesis

In carrying out of research, the researcher should formulate the hypothesis. The hypothesis is an essential element in the research. It is tentative answer. Therefore, it needs testing. It will be accepted if the data can meet the hypothesis relevantly and it will be rejected when the data are proved the otherwise. The word of hypothesis comes from two words are: “hypo” and “thesa”. Sutriono says that hypothesis is a tentative answer about the problem research that is true still must be tested.<sup>39</sup> Alternative hypothesis used when hypothesis is accepted while Null hypothesis used if the hypothesis is rejected.

<sup>39</sup>Sutriono, *Filsafat Ilmu dan Metodologi Penelitian*, (Yogyakarta: Andi Offset, 2007), p. 159

Ari Donald states, “A good hypothesis must be have characteristics they are: 1) can be received a healthy sense, 2) consistence with the theory or fact that written, 3) formulation stated in such a way so that can be tested and found it true or false, 4) states in a simple and clears formulation”.<sup>40</sup>

Arikunto<sup>41</sup> says that hypothesis is to get the data proof, they are; 1) formulating of two or more variables, 2) followed by some reason or scientific theories and result of previous investigation, 3) must be testable, 4) brief and accurate. The following are the examples of null from of the hypothesis:

$H_0$ : There is no significant effect of using discussion method on students’ ability in speaking report text at the eleventh grade students of MAN 1 Padangsidimpuan.  $H_a$ : There is significant effect of using discussion method on students’ ability in speaking report text at the eleventh grade students of MAN 1 Padangsidimpuan. Based on the opinions, the researcher concludes that hypothesis is a tentative answer to the research problem. It also needs further investigation to know the relationship among two variables. Beside it, it should be formulated by some reason or scientific theory, testable, and brief and accurate.

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<sup>40</sup>Ari Donald, *Introduction to Research in Education*, (USA: Thomson Wodsworht, 2006), p.

<sup>41</sup>Arikunto Suharsimi, *Manajemen Penelitian*, (Jakarta: Rineka Cipta, 2010)

## **CHAPTER III**

### **METHODOLOGY OF THE RESEARCH**

#### **A. Location and Time of the Research**

The research is conducted at MAN 1 Padangsidempuan. It is located on Jl. Sutan Soripada Mulia No. 31C Sadabuan, Padangsidempuan.

This research was conducted at March 2015. Researcher done this research second times, the time would be used to collected, analysis the data, and make research report.

#### **B. Method of The Research**

There are many kinds of methods that can be used to do the research; they are narrative, experimental and comparative method. The researcher would like to use only experimental method.

Experimental research is a systematic and scientific approach to do the research in which the researcher manipulates one or more variables and controls and measures any change in other variable. L.R. Gay says that, Experimental research is the only type of research that can test hypothesis to establish cause and-effect relationship.<sup>42</sup> Next, John W. Creswell, Research experimental investigators may also identify sample and generalize a

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<sup>42</sup>L.R. Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application* (America:Prionce-Hall, Six Edition 2000) p. 367.

population: however, the basic of an experimental is to test the impact of an intervention on an outcome.<sup>43</sup>

Then, Suharsimi Arikunto says, ” experimental method is the way to find out the cause and effect relationship between two factor that happened through the research with the elimination or avoiding other factor that can influence”.<sup>44</sup>

From the above quotation, the researcher uses experimental method because it is very suitable to apply for the research to find out cause – effect relationship between two factors.

The researcher wants to prove with experimental method. Teaching report text to the experimental group by using discussion method. Thus Arikunto’s opinion about control group pre-test as follow:

E	O <sub>1</sub>	X	O <sub>2</sub>
K	O <sub>3</sub>	X	O <sub>4</sub>

Where:

E : Experimental group

K : Control group

O<sub>1</sub> : pre-test experimental group

O<sub>2</sub> : post-test experimental group

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<sup>43</sup>John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, Second Edition (New Delhi: United States of America, 2002), p.153

<sup>44</sup>Suharsimi Arikunto, *manajemen pendidikan* ,( Jakarta, rieneka Cipta,2009), p.3

$O_3$  : pre-test control group

$O_4$  : post-test control group

From the above pattern, experimental group and control group less by pre – test experimental group and control group less by pre-test experimental group ( $O_1$ - $O_2$ ) and compare with the post-test control group less pre test control group ( $O_3$ -  $O_4$  ), because they have the same ability.

### C. Population and Sample

#### 1. Population

It is stated in Encyclopedia of Education that "A population is a set (or collection) of all elements possessing one or more attributes of interest." According to Jhon Best that a population is any group to get data in a research or a set or collection of all elements possessing one or more attributes of interest.<sup>45</sup> As Arikunto states that population is all which is needed in the research. It means that all of subjects in the research area become population of the research.<sup>46</sup>

Based on the previous quotation, the researcher concludes that population is all of research objects with their characteristic. Therefore, the researcher chooses the eleventh grade students of MAN 1 Padangsidempuan as

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<sup>45</sup>Jhon Best., *Research in Education Englewood Cliffs* (New Jersey: Prentice Hall, 2002), p. 120.

<sup>46</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2006), p. 130.

the population. They are divided into six classes with 207 students. In order to be clear it can be seen on the table below:

**Table 1**  
**The Population of Eleventh Grade Students of MAN 1 Padangsidempuan in 2014/ 2015 Academic Year**

No	Class	Male	Female	Total
1	XI- IPA <sup>1</sup>	12	18	30
2	XI- IPA <sup>2</sup>	7	21	28
3	<b>XI- IPA<sup>3</sup></b>	<b>10</b>	<b>29</b>	<b>39</b>
4	<b>XI- IPA<sup>4</sup></b>	<b>8</b>	<b>29</b>	<b>37</b>
5	XI – IPS <sup>1</sup>	19	18	37
6	XI- IPS <sup>2</sup>	17	18	36
<b>TOTAL</b>				<b>207</b>

## 2. Sample

Sample is a part of population, random sampling is a process to choose sample from population until every sample in population has opportunity to be a sample. According to Arikunto says: “Sample adalah sebagian atau wakil populasi yang diteliti .”<sup>47</sup> In this research, the sample of the study was selected out by using purposive and chooses two classes.

The researcher decided to take two classes for 76 students as sample. Two classes are divided into experimental class (**XI IPA 3**) which

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<sup>47</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2006), p. 131

consists of **39** students, and control class (**XI IPA 4**) which consists of **37** students.

**Table 2**  
**Sample of Eleventh Grade Students of MAN 1 Padangsidempuan in**  
**2014/ 2015 Academic Year**

No	Class	Total
1.	XI IPA <sup>3</sup>	39
2.	XI IPA <sup>4</sup>	37

The researcher chooses eleventh grade students because report text subject is studied by the students. Then, the researcher chooses these classes because the researcher gets the information from the teacher that the two classes have similar competence in English. So, the researcher decided to get these two classes as sample.

#### **D. Instrument of the Research**

The instrument of this research is oral test. Instrument is a tool that is used to measure the correlation between both of variables. According to Arikunto “Instrument penelitian merupakan alat bantu bagi peneliti dalam mengumpulkan data.”<sup>48</sup> It means that the instrument of research is a tool or

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<sup>48</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2006), p.130

facility which is used by the researcher in collecting the data in order to be easy to be concluded and the result of the research is more complete, accurate, and systematic. Arikunto adds, “Kualitas instrument akan menentukan kualitas data yang terkumpul. It means that instrument is a total which can help the researcher to collect the data or instrument will concern the quality of collected data.”

There are many kinds of instrument; they are interview, questionnaire, checklist, test and many others. Based on the definition, when doing the research must use a tool, it means object or facility and its function to collect the data from the field. In this research, there are two variables which is discussed they are discussion method and report text.

Report text as Y variable uses test as its instrument. Report text is kinds of text which conveys information about findings related to the observation, analysis or study about things or people. In this activity the students are expected to understand about report text. The indicators of report text are: 1) The communicative purpose of the report text, 2) The generic structure of the report text, and 3) The grammatical features of report text.

Here, the speaking test is in oral presentation test. In this respect, the students are given a paragraph of report text to comprehend and prepare themselves to perform their comprehension based on the given text. Furthermore, the test will be applied in the Y variable by using indicators: 1) social function of report text, 2) generic structure of report text, and 3) lexicon

grammatical of report text. In order to be clear and brief it can be seen on the table below.<sup>49</sup>

**Table 3**  
**The Indicators of Speaking Report Text**

No	Indicators	Total
1	Social Function of Report Text	20
2	The Generic Structure of Report Text <ul style="list-style-type: none"> <li>• General Classification</li> <li>• Description</li> </ul>	20 20
3	Lexicon Grammatical Features of Report Text <ul style="list-style-type: none"> <li>• Use General Nouns</li> <li>• Use Relating Verbs</li> <li>• Use Action Verbs</li> <li>• Use Present Tense</li> <li>• Use Technical Term</li> <li>• Use Paragraph with Topic Sentence to Arranged the Information</li> </ul>	40
Total of Items		100

Speaking is a skill that symbolized by Y, which includes understanding of the speech agent of the utterances. So the aspect of teaching speaking report text is accent, grammar, vocabulary, fluency, and comprehension. These aspects can be measured by using test. The test forms

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<sup>49</sup>Bambang Sugeng and Noor Zaimah, *Contextual English 2 for Grade XI of Senior High School Physical Sciences and Social Sciences Majors* (Solo: Tiga Serangkai Pustaka Mandiri, 2009), p. 97.

in oral test. In measuring the students' speaking score related to speaking about report text. The test only one, it is related to express the report text.

**Table 4**  
**The Indicators/ Steps for X Variable (Discussion Method)**

No	Steps
<b>1</b>	Pre – Activity <ul style="list-style-type: none"> <li>- Greeting</li> <li>- Giving motivation to the students about the important of genres, especially report text.</li> </ul>
<b>2</b>	While Activity <ul style="list-style-type: none"> <li>- Preparing Material</li> <li>- Elaborate the points of the problems will be discussed</li> <li>- Ask the students to explain</li> <li>- Lead the discussion without lecturing</li> <li>- Looking the group</li> <li>- Train the students to appreciate the other students' opinion.</li> </ul>
<b>3</b>	Post Activity <ul style="list-style-type: none"> <li>- Teacher and students conclude the generic structure and the language features of report text.</li> </ul>

Thus, the researcher uses indicators in the discussion method, such as: 1) the aim of discussion method, 2) steps of discussion method, and 3) advantages and disadvantages of discussion method.

## **E. Technique for Collecting the Data**

It is real that a research needs data. It is impossible to do the research without collecting data. Hence, data is the one of very important role in doing a research. Furthermore, the data in this research will be collected by using instrument. The instrument is a kind of test.

The test applied to the experimental class and to the result of the test was used as the data of this research.

There were techniques of data collection:

### 1. Pre-test

The pre-test was given to both of experimental class to measure the students' ability before applying the treatment and also to find out whether they are in the same level or not.

### 2. Treatment

The experimental class was given some material, which is consisted of using discussion method on students' ability in speaking report text aspects that was taught by the researcher in different ways. The experimental class was given treatment, it was taught by using discussion method.

### 3. Post-test

The post test was given to both of experimental class to know the ability of students after applying the treatment. Post-test was done to find out the differentiate between using conventional teaching without using

discussion method on students' ability in speaking report text and using discussion method on students' ability in speaking report text.

Mujis says, "We can collect data on wide number of phenomena, and make them quantitative through data collection instrument like questionnaires or test." It indicates that researcher collect data through instrumental. Instrument can be design to be questionnaire, test, interview, and so forth.

Based on the previous explanation, the researcher concludes that technique collecting data is systematic ways in gathering the data in a research. The technique which is used in this research are speaking test.

In addition, the researcher concludes that technique collecting data is systematic ways in gathering the data in a research. In collecting the data of this research, the researcher uses one instrument that is test. Here, researcher used oral test, for students' speaking ability data. Students are to speak about report text using discussion method. In it the students are arranged into small groups to participate in a range of activities to develop thinking or to complete practical tasks, then they will discuss about the report text share with their group. Test in speaking is rubric speaking, researcher observed speaking in five criteria. The indicators of test there are; accent, grammar, vocabulary, fluency and comprehension.

**Table 5**  
**The Indicators of Speaking**

No	Indicators of speaking	Score
1	To perform the accent of speaking correctly	15
2	To perform the grammar of speaking correctly	25
3	To perform the vocabulary of speaking correctly	25
4	The perform the fluency of speaking correctly	15
5	To perform comprehension of speaking correctly	20
	<b>Total score</b>	<b>100</b>

In addition, the researcher concludes that technique collecting data is systematic ways in gathering the data in a research. The technique which is used in this research is test.

**Table 6**  
**The Criteria of the Value in Test<sup>50</sup>**

No	Interval	Criteria
1	80 - 100	Very high
2	70 - 79	high
3	60 - 69	Medium
4	50 -59	Low
5	0 – 49	Very Low

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<sup>50</sup>Anas Sudijono. *Pengantar Statistik Pendidikan* (Jakarta: PT. Raja Grafindo Persada, 2008) p. 193.

Finally, after the students finished doing the test then the researcher gives the score individually, and then the researcher tries to find the conclusion from their sheet and score.

## F. Technique Of Analyzing Data

The technique of analysis data in this research by using the statistical system.

1. To compare those two results of the case such as one shot case study the form is used "t- test".<sup>51</sup>

$$t_0 = \frac{M_1 - M_2}{SE_{M1-M2}}$$

Where:

t : Test

M<sub>1</sub> : the mean variable X

M<sub>2</sub> : the mean variable Y

SE<sub>M1-M2</sub> : the standard error difference from mean variable 1 and variable 2

2. To find the mean, median, mode, interval, and total of class used the formula below:

$$\text{Mean score (X)} = \frac{\sum fixi}{Fi}$$

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<sup>51</sup>Anas Sudijono, *Pengantar Statistik Prndidikan* (Jakarta: Raja Grafindo Persada, 2008), p.

$$\text{Mdn} = \ell + \frac{\frac{1}{2}N - fkb}{Fi} i$$

$$\text{M}_0 = \ell + \frac{fa}{fa + b} i$$

$$\text{I} = \frac{\underline{\text{R}}}{\text{B}}$$

The total of classes (BK) =  $1 + 3,3 \log n$

## CHAPTER IV RESEARCH RESULT

As mentioned in earlier chapter, in order to evaluate the effect of using discussion method on students' ability in speaking report text, the researcher has calculated using pre-test and post-test. The researcher used the formulation of T-test to test the hypothesis. Next, the researcher described the data as follow:

### A. The Result of Research in Control Group

The control class was done by calculating the result of test that was given to students before giving treatment. Where, the test was given to two classes, there were pre-test control and pre-test experiment classes. The following are the data and the calculation of the result of control class.

#### 1. Pre-test Control Group

In the control group, the researcher calculated students' result in speaking ability for pre-test control group. The pre-test score for control group can be seen in appendix 3.

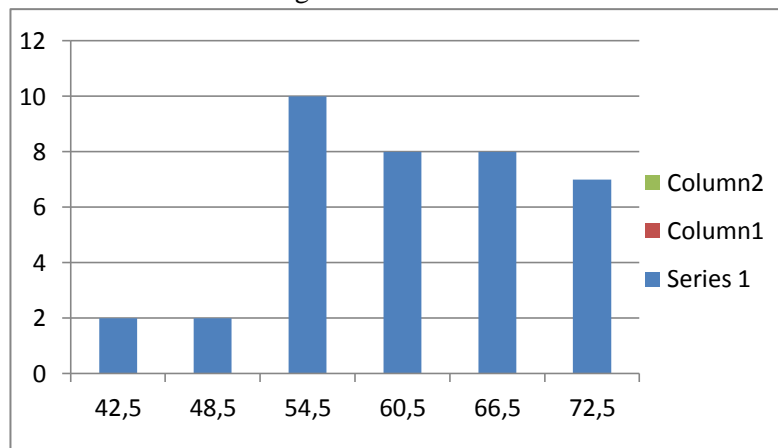
Based on the above table of students' speaking test that the students' total score for control group was 2242,5, mean was 60,8, mode was 60,83, median was 54,12. The researcher got 75 for students' speaking highest score, and got 40 for students' speaking lowest score. Next, the calculation of how to get it can be seen in the appendix 9. Then to compute frequency distribution of the students' speaking score for pre-test in control group can be applied in to table frequency distribution as follows:

**Table 7**  
**Students' Speaking Score Percentage for Pre-test in Control Group**

No	Interval of Classes	Xi	Fi	xi.fi	%
1	40-45	42,5	2	85	5,41%
2	46-51	48,5	2	97	5,41%
3	52-57	54,5	10	545	27,03%
4	58-63	60,5	8	484	21,62%
5	64-69	66,5	8	532	21,62%
6	70-75	72,5	7	507,5	18,91%

<b>TOTAL</b>		<b>37</b>		<b>100 %</b>
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Based on the table of students' speaking score percentage for pre-test in control group that students got 100% for total score, the most score students got 52-57 that was 27,03%, and the lowest score students got 58-63 and 64-69 that was 21,62%. It can be drawn at histogram as below:



Picture 1. Histogram of Students' Speaking Score Percentage for Pre-Test in control Group

From the above histogram, it can be seen that more students got 54,5 for percentages in students' speaking score that was 27,03%. Students got 72,5 for percentages in students' speaking score that was 18,91%. Students got 60,5 and 66,5 for percentages in students' speaking score that was same it is 21,62%. The low score is 42,5 and 48,5 for percentages in students' speaking score that was 5,41%.

## 2. Post-test Control Group

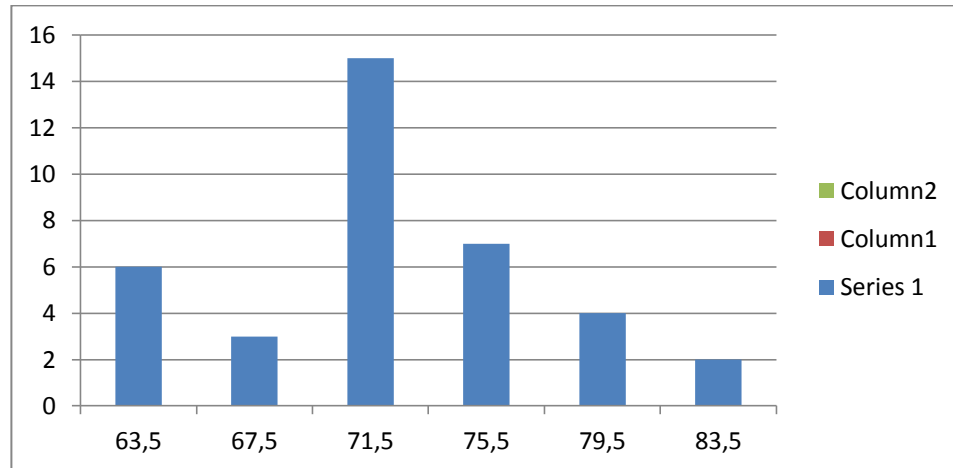
The pre-test score for control group can be seen in appendix 4. Based on the above table of students' speaking test that the students' total pre-test score for

control group was 2675, mean was 72,14, mode was 76,65, median was 80,64. The researcher got 85 for students' speaking highest score. And got 62,5 for students' speaking lowest score. Next, the calculation of how to get it can be seen in the appendix 10. Then to compute frequency distribution of students' speaking total score for post-test in control group can be applied in to table frequency distribution as follows:

**Table 8**  
**Students' Speaking Score Percentage in the Post-Test for Control Group**

No	Interval of Classes	Xi	Fi	xi.fi	%
1	62-65	63,5	6	381	16,22%
2	66-69	67,5	3	202,5	8,11%
3	70-73	71,5	15	1072,5	40,54%
4	74-77	75,5	7	528,5	18,92%
5	78-81	79,5	4	318	10,81%
6	82-85	83,5	2	167	5,40%
<b>TOTAL</b>			<b>37</b>		<b>100 %</b>

Based on the table of students' speaking score percentage for post-test in control group that students got 100% for total score, the most score students got in 70-73 that was 40,54%. And the lowest score students got in 82-85 that was 5,40%, it can be drawn at histogram as below:



Picture 2. Histogram of Students' Speaking Score Percentage for Post-Test in control Group.

From the above histogram, it can be seen that more students got 71,5 for percentages in students' speaking score that was 40,54%. Students got 75,5 for percentages in students' speaking score that was 18,92%. Students got 63,5 for percentages in students' speaking score that was 16,22%. Students got 79,5 for percentages in students' speaking score that was 10,81%. Students got 67,5 for percentages in students' speaking score that was 8,11%. The lowest score was 83,5 in percentages for students' speaking score that was 5,40%.

The result for both of pre-test and post test control group can be seen in appendix 8, the total score for post-test is bigger than pre-test (2675>2242,5). It means the score of students was rose.

## B. The Result of Research in Experimental Group

After calculating the result for pre-test in control group, post-test in control group and to compare the result for pre-test control group and post-test control group, next in this case the researcher had calculated the pre-test for experimental group, post-test for experimental group and the score for both of the pre-test experimental group and post-test experimental group. The following are data and the calculation for the result in experimental group.

### **1. Pre-test Experimental Group**

To know “To what extent is the students’ ability in speaking report text at the eleventh grade students of MAN1 Padangsidempuan?”. It will be analyzed in Pre-test experimental group.

In the pre-test experimental group, the researcher calculated the result that by the students in speaking ability at the experimental group. The scores for pre-test experimental group can be seen in appendix 3.

Based on the above table of students’ speaking test that the students’ total score for experimental group was 2442,5, mean was 63,53, mode was 61,55, median was 51,81. The researcher got 75 for students’ speaking highest score, and got 45 for students’ speaking lowest score. Next, the calculation of how to get it can be seen in the appendix 7. Next,

from the above calculation the researcher concluded that the students' ability in speaking report text was low.

Then to compute frequency distribution of the students' score for pre-test in experimental group can be applied in to table frequency distribution as follows:

**Table 9**  
**Students' Speaking Score Percentage in Pre-Test for Experimental Group**

No	Interval of Classes	Xi	Fi	xi.fi	%
1	45-49	47	3	141	7,70%
2	50-54	52	2	104	5,13%
3	55-59	57	7	399	17,95%
4	60-64	62	8	496	20,51%
5	65-69	67	10	670	25,64%
6	70-74	72	9	648	23,07%
<b>TOTAL</b>			<b>39</b>	<b>2458</b>	<b>100 %</b>

Based on the table students' speaking score percentage for pre-test in experimental group was 100%, the most score students got in 65-69 that was 25,64%. And the lowest score students got in 50-54 that was 5,13%. It can be drawn at histogram as below:

Picture 3. Histogram of Students' Speaking Score Percentage for Pre-Test in  
Experimental Group

From the above histogram, it can be seen that more students got 67 for percentages in students' speaking score that was 25,64%. Students got 72 for percentages in students' speaking score that was 23,07%. Students got 62 for percentages in students' speaking score that was 20,51%. Students got 57 for percentages in students' speaking score that was 17,95%. Students got 47 for percentages in students' speaking score that was 7,70%. The low score is 52 for percentages in students' speaking score that was 5,13%.

## 2. Post-test Experimental Group

To know "To what extent is the students' ability in speaking report text by using discussion method at the eleventh grade students of MAN1 Padangsidimpuan?". It will be analyzed in Post-test experimental group. It can be seen in appendix 6.

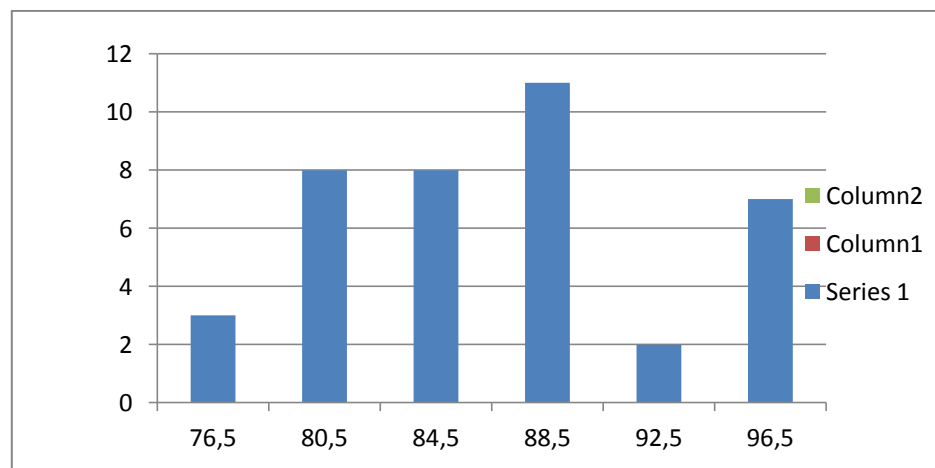
Based on the above table of students' speaking test that the students' total post-test score for experimental group was 3395, mean was 86,75, mode was 89,7, median was 90,31. The researcher got 97,5 for students' speaking highest score, and got 75 for students' speaking lowest score. Next, the calculation of how to get it can be seen in the appendix 4. Then to compute frequency distribution of students' speaking total score for post-test in experimental group can be applied in to table frequency distribution as follows:

**Table 10**  
**Students' Speaking Score Percentage in Post-Test for Experimental Group**

No	Interval of Classes	Xi	Fi	xi.fi	%
1	75-78	76,5	3	229,5	7,70%
2	79-82	80,5	8	644	20,51%

3	83-86	84,5	8	676	20,51%
4	87-90	88,5	11	973,5	28,20%
5	91-94	92,5	2	185	5,13%
6	95-98	96,5	7	675,5	17,95%
<b>TOTAL</b>			<b>39</b>		<b>100%</b>

Based on the table of students' speaking score percentage for post-test in experimental group was 100%, the most score got in 87-90 that was 28,20%. And the lowest score got in 91-94 that was 5,13%. It can be drawn at histogram as below:



Picture 4. Histogram of Students' Speaking Score Percentage for Post-Test in experimental Group

From the above histogram, it can be seen that more students got 88,5 for percentages in students' speaking score that was 28,20%. Students got 80,5 and 84,5 for percentages in students' speaking score that same it is 20,51%. Students get 96,5 for percentages in students' speaking score that was 17,95%. Students get 76,5 for percentages in students' speaking score that was 7,70%.

The low score is 92,5 for percentages in students' speaking score that was 5,13%.

After calculating the result for both of pre-test and post test experimental group. Next, the researcher also calculated the score of pre-test experimental group and post-test experimental group. In this case, can be seen the raising of score pre-test and post-test experimental group. The result can be seen in appendix 8.

From different score between pre-test and post-test for experimental group, the total score for post-test was bigger than pre-test ( $2442,5 > 3395$ ). It means the score of students was rose.

From the above calculating the result for control group and experimental group, the researcher summarized that the result for both of post-test control group and post-test experimental group can be seen from students got different score, the post-test for control group was 2675 and the post-test for experimental group was 3395, the total score for post-test experimental group was bigger than post-test control group ( $3395 > 2675$ ). It means the score for experimental group better than control group. Next, from above calculation the researcher conclude the students' ability in speaking report text by using discussion method was increase very high.

### **C. The Hypothesis Testing**

The hypothesis of research was “There is significant effect of using discussion method on students’ ability in speaking report text at the eleventh grade students of MAN1 Padangsidempuan”. Based on the data collected, the data will be analyzed to prove hypothesis by using formula of T-test. The steps were as follow:

- a) The first steps, to find mean, standard deviation and standard error from mean of variable 1.

Score	F	x	x'	fx'	fx' <sup>2</sup>
75-78	3		+3	+9	27
79-82	8		+2	+16	32
83-86	8		+1	+8	8
87-90	11	M' (88)	0	0	0
91-94	2		-1	-2	2
95-98	7		-2	-14	28
	<b>39 = N</b>	-	-	<b>17 = ∑fx'</b>	<b>97 = ∑fx'<sup>2</sup></b>

$$1) M_1 = M' + i \frac{(\sum fx^1)}{N_1} = 88 + 4 = (17) = 88 + 1,72 = 89,72$$

$$2) SD_1 = i \sqrt{\frac{\sum fx'^2}{N} - \left(\frac{\sum FX'}{N_1}\right)^2} = 4 \sqrt{\frac{97}{39} - \left(\frac{17}{39}\right)^2} = 4 \sqrt{2,48 - 0,1849}$$

$$= 4 \sqrt{2,2951} = 4 \times 1,514 = 6,056$$

$$3) SE_{M1} = \frac{SD_1}{\sqrt{N_1-1}} = \frac{6,056}{\sqrt{39-1}} = \frac{6,056}{6,16} = 0,983$$

- b) The second steps, to find mean, standard deviation and standard error from mean of variable 2.

Score	F	x	x'	fx'	fx' <sup>2</sup>
45 - 49	3		+3	+9	27
50 - 54	2		+2	+4	8
55 - 59	7		+1	+7	7
60 - 64	8	M' (62)	0	0	0
65 - 69	10		-1	-10	10
70 - 74	9		-2	-18	36
	<b>39 = N</b>	-	-	<b>-8 = <math>\sum fx'</math></b>	<b>88 = <math>\sum fx'^2</math></b>

$$4) M_2 = M' + i \frac{(\sum fx'^2)}{N_2} = 62 + 5 \frac{(-8)}{39} = 62 + (-1,025) = 60,97$$

$$5) SD_1 = i \sqrt{\frac{\sum fx'^2}{N} - \left(\frac{\sum FX'}{N_2}\right)^2} = 5 \sqrt{\frac{88}{39} - \frac{(-8)^2}{39}} = 5 \sqrt{2,25 - 0,04}$$

$$= 5 \sqrt{2,21} = 5 \times 1,486 = 7,43$$

$$6) SE_{M2} = \frac{SD_2}{\sqrt{N_1-1}} = \frac{7,43}{\sqrt{39-1}} = \frac{7,43}{6,16} = 1,206$$

- c) The third steps, to find the different of standard error from mean of variable 1 and variable 2.

$$\begin{aligned} SE_{M1-M2} &= \sqrt{SE_{M1}^2 + SE_{M2}^2} \\ &= \sqrt{(0,983)^2 + (1,206)^2} \\ &= \sqrt{0,966289 + 1,454436} \\ &= \sqrt{2,420725} \\ &= 1,555 \end{aligned}$$

- d) To find “t” or  $t_0$

$$\begin{aligned} t_0 &= \frac{M_1 - M_2}{SE_{M1-M2}} = \frac{89,72 - 60,97}{1,555} \\ &= \frac{28,75}{1,555} = 18,488 \end{aligned}$$

- e) The degree of freedom was:

$$\begin{aligned} df \text{ or } db &= (N_1 + N_2 - 2) \\ &= 39 + 39 - 2 \\ &= 76 \end{aligned}$$

Hypothesis of research as: There is the effect of Discussion Method on students' ability in Speaking Report Text at Grade XI of MAN 1 Padangsidempuan. The researcher took this decision of criteria in doing this research. Hypothesis was accepted since  $t_{\text{observed}} > t_{\text{table}}$  at the level of significant  $\alpha 0.05$  for two-tails test and the degree of freedom  $(df) = N_1 + N_2 - 2 = 76$ . The score  $t_s 0,05 = 1,666$  and  $t_s 0,01 = 2,288$  and  $t_0 = 18,488$  or  $(18,488 > 1,666 < 2,288)$ . So that, from the above calculation, it was concluded that the result for experiment is significant.

The data were obtained from pre-test and post-test scores of the experimental and control groups. The mean score of the experimental group in pre-test = 63,53 while the mean score of the control group = 60,8. The mean score of experimental group in post-test = 86,75 is higher than control group 72,14.

From the above calculation data shown that, after using discussion method on students' ability in speaking report text was increases. It can be seen from the total score for experimental group that was 952,5. Moreover, the last score of the above calculation indicated  $t_0 > t_s$   $(18,488 > 1,666)$ . Next, showed with different score for experimental group was bigger than control group  $(3395 > 2675)$ .

The result of above T-test, it shown that Discussion method can improve students' speaking ability. It concluded the hypothesis of this study was accepted.

#### **D. DISCUSSION**

In this research, researcher found that their speaking is low. They can't express their idea exactly because lack of speaking. It is known when

researcher asked them to speak directly most of students can not because most of them still can't speak English.

When researcher done pre-test, researcher founds the problem. It is because strategy that used in teaching in speaking is boring so that students' motivation in learning English especially in speaking is low. From the problem, researcher tried to give the treatment by using discussion method. In discussion method students are arranged into small groups to participate in a range of activities to develop thinking or to complete practical tasks. The method is used to the students. The purpose of this method is to improve students' speaking ability especially in report text.

The result of the treatment is students' speaking ability in report text increase. It means discussion method is suitable to improve students' speaking ability, especially for eleventh grade students who level senior in English subject.

From the above explanation can be concluded that studying speaking ability in report text by using discussion method is better than studying without using discussion method.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After getting the result of research, the researcher concludes as follows:

1. Students' ability in speaking report text of MAN1 Padangsidempuan were "medium" by getting mean score of experimental group in pre test was 63,53 and in control group was 60,8.
2. Students' ability in speaking report text by using discussion method were "very high" by getting mean score of experimental group in post-test was 86,75 (increase was 23,22) and in control group was 72,14 (increase 11,34). From calculation above the researcher concludes the students' ability in speaking report text of MAN1 Padangsidempuan after using discussion method is increase very high.
3. The hypothesis was accepted that  $H_a$ : There was significant effect of using discussion method on students' ability in speaking report text. The last score indicated  $t_0 > t_s$  ( $18,488 > 1,666$ ).

## **B. Suggestion**

After finishing the research, researcher got much information related in the English teaching and learning process. In addition, the result of the research is using discussion method has a significant effect on students' ability in speaking report text and could help the students to increase their speaking. Therefore, researcher has suggestion:

- a. The researcher hopes that the students especially the XI grade of MAN 1 Padangsidempuan can be guided by applying discussion method. So, they can reach their ability in speaking especially in report text.
- b. For the students, students should memorize and practice their discussion method in speaking in their daily activities.
- c. For the teacher, should applying discussion method can be used as a strategy in teaching speaking especially in report text.
- d. For the researcher, discussion method as reference to further or other researcher more paying attention in the efficiency of time.

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**APPENDIX 3****The Pre-test Score for Control Group**

No	Name	Speaking Score					Total
		Accent	Grammar	Vocabulary	Fluency	Comprehension	
1	AF	10	20	10	10	10	60
2	AG	10	10	10	5	5	40
3	EM	10	10	15	10	10	55
4	FA	10	10	10	17	10,5	57,5
5	FS	10	10	10	10	12,5	52,5
6	IL	10	20	10	10	10	60
7	IF	10	20	10	10	12,5	62,5
8	IT	10	10	10	17	10,5	57,5
9	LY	10	20	20	10	10	70
10	M	10	10	10	17	10,5	57,5
11	Muh	10	10	10	10	10	50
12	NA	10	20	10	10	12,5	62,5
13	NA	10	20	20	10	10	70
14	NI	10	20	10	17	10,5	67,5
15	PR	10	25	20	10	10	75
16	PR	10	20	15	10	10	67,5
17	RS	10	20	10	17	10,5	67,5
18	RQ	10	10	15	10	10	55
19	RR	10	20	10	10	12,5	62,5
20	SS	10	10	10	10	7,5	47,5
21	SE	10	20	20	10	10	70
22	ST	10	15	20	10	10	65
23	UH	10	20	10	10	12,5	62,5
24	WA	10	20	20	10	12,5	72,5
25	YI	10	10	20	10	10	60
26	RA	10	10	10	17	10,5	57,5
27	RJ	10	15	20	10	10	65
28	SH	10	15	15	10	10	60
29	EAS	10	15	15	10	5	55
30	SMS	15	15	15	10	15	70

31	EH	10	20	10	20	7,5	67,5
32	FR	15	15	15	15	15	75
33	PMS	10	10	15	10	15	60
34	RD	10	10	10	5	5	40
35	PH	10	15	15	10	5	55
36	MH	10	15	15	12,5	5	57,5
37	RM	10	10	10	10	12,5	52,5
	<b>Total</b>						<b>2242,5</b>

#### APPENDIX 4

##### The Post-test score for control group

No	Name	Speaking Score					Total
		Accent	Grammar	Vocabulary	Fluency	Comprehension	
1	AF	15	20	10	15	10	70
2	AG	17,5	20	10	15	10	72,5
3	EM	15	15	10	15	10	65
4	FA	15	15	12,5	15	10	67,5
5	FS	17,5	20	10	15	10	72,5
6	IL	15	20	15	15	15	80
7	IF	15	15	10	15	10	65
8	IT	15	20	10	15	10	70
9	LY	15	20	15	15	10	75
10	M	15	15	10	15	10	65
11	MUH	15	15	12,5	15	10	67,5
12	NA	15	20	10	15	10	70
13	NA	17,5	20	10	15	10	72,5
14	NI	17,5	20	10	15	10	72,5
15	PR	15	20	15	15	15	80
16	PR	15	20	10	15	10	70
17	RS	17,5	20	10	15	10	72,5

18	RQ	15	20	10	15	10	70
19	RR	15	20	15	15	15	80
20	SS	7,5	20	10	15	10	62,5
21	SE	15	20	15	15	10	75
22	ST	17,5	20	15	15	15	82,5
23	UH	17,5	20	10	15	10	72,5
24	WA	15	20	20	15	15	85
25	YI	15	10	15	15	10	65
26	RA	15	20	15	15	10	75
27	RJ	17,5	20	10	15	15	77,5
28	SH	15	20	15	15	10	75
29	EAS	15	20	10	15	10	70
30	SMS	15	20	15	15	10	75
31	EH	15	20	15	15	10	75
32	FR	15	20	20	15	10	80
33	PMS	15	15	15	15	10	70
34	RD	17,5	20	10	15	10	72,5
35	PH	15	15	10	15	10	65
36	MH	15	15	12,5	15	10	67,5
37	RM	17,5	20	10	15	10	72,5
	<b>Total</b>						<b>2675</b>

**APPENDIX 5****The Pre-Test Score for Experimental Group**

No	Name	Speaking Score					Total
		Accen t	Gramma r	Vocabular y	Fluency	Comprehen sion	
1	AAI	10	20	15	10	10	65
2	APR	10	20	10	10	10	60
3	APH	10	20	10	10	10	60
4	AL	10	20	17	10	10,5	67,5
5	DL	10	20	20	10	15	75
6	DA	12,5	20	10	10	10	62,5
7	EL.T	5	20	10	10	10	55
8	GA	10	20	10	10	5	55
9	HDR	10	20	10	10	7,5	57,5
10	IWD	10	10	10	10	10	50
11	KP	10	10	10	10	10	50
12	MD	10	10	10	10	7,5	47,5
13	MM	17,5	10	10	10	10	57,5
14	MR	10	20	10	10	10	60
15	MH	10	20	20	10	15	75
16	MSS	10	20	15	10	10	65
17	MS	17,5	20	10	10	10	67,5
18	NH	12,5	20	20	10	10	72,5
19	NH	10	20	20	10	15	75
20	NP	10	10	10	17,5	10	57,5
21	PLL	10	20	10	20	5	65
22	RHF	10	20	20	10	12,5	72,5
23	RH	10	10	20	10	12,5	62,5
24	RD	10	20	10	17,5	10	67,5
25	RSA	10	10	20	17,5	10	67,5
26	RR	10	20	15	10	15	70
27	SS	5	10	10	15	5	45
28	SS	7,5	10	10	15	5	47,5
29	SPS	10	20	20	10	12,5	72,5
30	SAN	10	20	20	10	10	70

31	SM	10	20	10	20	7,5	67,5
32	SFS	10	20	10	20	5	65
33	SH	10	10	15	10	15	60
34	TI	10	10	15	10	15	60
35	UKN	10	10	17,5	10	15	67,5
36	YH	10	25	20	10	10	75
37	YR	10	20	10	10	12,5	62,5
38	YSK	10	10	10	20	5	55
39	ZR	10	15	10	15	5	55
	<b>Total</b>						<b>2442.5</b>

## APPENDIX 6

### The Score of Post-Test in Experimental Group

No	Name	Speaking Score					Total
		Accent	Grammar	Vocabulary	Fluency	Comprehension	
1	AAI	15	15	20	15	20	85
2	APR	15	20	25	15	20	95
3	APH	10	20	25	10	20	85
4	AL	15	15	15	15	20	80
5	DL	15	20	15	15	15	80
6	DA	15	22,5	25	15	20	97,5
7	EL.T	10	20	25	15	20	90
8	GA	15	20	20	10	10	75
9	HDR	15	22,5	25	15	20	97,5
10	IWD	15	22,5	15	10	20	87,5
11	KP	15	20	22,5	10	10	77,5
12	MD	15	20	25	15	20	95
13	MM	15	20	20	15	20	90
14	MR	15	20	20	17,5	20	92,5
15	MH	15	20	20	15	20	90

16	MSS	15	20	20	15	20	90
17	MS	15	10	20	17,5	20	82,5
18	NH	15	15	15	15	20	80
19	NH	15	10	20	17,5	20	82,5
20	NP	15	22,5	25	15	20	97,5
21	PLL	15	22,5	15	10	20	87,5
22	RHF	15	22,5	15	10	20	87,5
23	RH	15	10	20	17,5	20	82,5
24	RD	15	20	20	17,5	20	92,5
25	RSA	15	15	20	15	20	85
26	RR	15	25	15	15	20	90
27	SS	15	15	20	15	20	85
28	SS	15	25	15	15	20	90
29	SPS	15	25	10	15	20	85
30	SAN	15	15	20	15	20	85
31	SM	15	22,5	15	10	20	87,5
32	SFS	15	25	10	15	20	85
33	SH	15	25	20	15	20	95
34	TI	15	25	10	15	20	85
35	UKN	15	15	15	15	20	80
36	YH	15	15	15	15	20	80
37	YR	15	22,5	25	10	20	97,5
38	YSK	15	25	15	15	20	90
39	ZR	15	15	15	15	15	75
	<b>Total</b>						<b>3395</b>

## APPENDIX 7

### MENCARI MEAN, MEDIAN, MODE, VARIANCE, MINIMUM, MAXIMUM, PRE TEST EXPERIMENT GROUP

1. Maximal and minimum score were gotten by setting the variable score from low score to high score.

45	47,5	47,5	50	50	55	55	55	55	57,5
57,5	57,5	60	60	60	60	60	62,5	62,5	62,5
65	65	65	65	67,5	67,5	67,5	67,5	67,5	67,5
70	70	72,5	72,5	72,5	75	75	75	75	

2. High score = 75
3. Low score = 45
4. Range = high score – low score = 75 – 45 = 30
5. The total of classes (BK) =  $1 + 3,3 \log n$   
 $= 1 + 3,3 \log (39)$   
 $= 1 + 3,3 (1,591)$   
 $= 1 + 5,2503$   
 $= 6,2503 = 6$

6. Interval (i)

$$i = \frac{R}{B} = \frac{30}{6} = 5$$

7. Mean score ( $\bar{X}$ ) =  $\frac{\sum fix_i}{f_i}$

No	Interval of Classes	<b>Xi</b>	<b>Fi</b>	<b>xi.fi</b>
1	45-49	47	3	141
2	50-54	52	2	104
3	55-59	57	7	399
4	60-64	62	8	496
5	65-69	67	10	670
6	70-74	72	9	648
<b>TOTAL</b>		<b>357</b>	<b>39</b>	<b>2458</b>

$$\begin{aligned}
 X &= \frac{\sum fixi}{Fi} \\
 &= \frac{2458}{39} \\
 &= 63,02
 \end{aligned}$$

#### 8. Median

No	Interval of Classes	<b>f</b>	<b>fk<sub>b</sub></b>	<b>fka</b>
1	45-49	3	39 = N	3
2	50-54	2	36	5
3	55-59	7	34	12
4	60-64	8	27	20
5	65-69	10	19	30
6	70-74	9	9	39 = N
<b>TOTAL</b>		<b>39</b>		

Dik : N = 39

$$\frac{1}{2} N = 39$$

$$N = \frac{39}{2} = 19,5$$

$$\ell = 60 - 0,5$$

$$= 59,5$$

$$u = 64 - 0,5$$

$$= 63,5$$

$$F_i = 8$$

$$i = 5$$

$$f_{kb} = 19$$

$$f_{ka} = 12$$

$$\begin{aligned} \text{Mdn} &= \ell + \frac{\frac{1}{2}N - f_{kb}}{F_i} i \\ &= 59,5 + \frac{19,5 - 19}{8} 5 \\ &= 59,5 + \frac{0,5}{8} 5 \\ &= 59,5 + \frac{2,5}{8} \\ &= 59,5 + 0,31 = 51,81 \end{aligned}$$

9. Modus

<b>Interval of Classes</b>	<b>f</b>
45-49	3
50-54	2
55-59	7
60-64	8
65-69	10
70-74	9
<b>TOTAL</b>	<b>39</b>

Dik :  $l = 59,5$

$u = 63,5$

$f_a = 7$

$f_b = 10$

$$\begin{aligned} M_0 &= l + \frac{f_a \cdot i}{f_a + f_b} \\ &= 59,5 + \frac{7 \cdot 5}{7 + 10} \\ &= 59,5 + \frac{7 \cdot 5}{17} \\ &= 59,5 + \frac{35}{17} \\ &= 59,5 + 2,05 \\ &= 61,55 \end{aligned}$$

**APPENDIX 8**  
**MENCARI MEAN, MEDIAN, MODE, VARIANCE, MINIMUM, MAXIMUM,**  
**POST TEST EXPERIMENT GROUP**

1. Maximal and minimum score were gotten by setting the variable score from low score to high score.

75	75	77,5	80	80	80	80	80	82,5	82,5
82,5	85	85	85	85	85	85	85	85	87,5
87,5	87,5	87,5	90	90	90	90	90	90	90
92,5	92,5	95	95	95	97,5	97,5	97,5	97,5	

2. High score = 97,5  
 3. Low score = 75  
 4. Range = high score – low score = 97,5 – 75 = 22,5  
 5. The total of classes (BK) =  $1 + 3,3 \log n$   
 $= 1 + 3,3 \log (39)$   
 $= 1 + 3,3 (1,591)$   
 $= 1 + 5,2503$   
 $= 6,2503 = 6$

6. Interval (i)

$$i = \frac{R}{B} = \frac{22,5}{6} = 3,75 = 4$$

7. Mean score (X) =  $\frac{\sum fix_i}{f_i}$

No	Interval of Classes	Fi	Xi	xi.fi
1	75-78	3	76,5	229,5
2	79-82	8	80,5	644
3	83-86	8	84,5	676
4	87-90	11	88,5	973,5
5	91-94	2	92,5	185
6	95-98	7	96,5	675,5
<b>TOTAL</b>		<b>39</b>	<b>519</b>	<b>3383,5</b>

$$\begin{aligned}
 X &= \frac{\sum fixi}{Fi} \\
 &= \frac{3383,5}{39} \\
 &= 86,75
 \end{aligned}$$

#### 8. Median

No	Interval of Classes	f	fk <sub>b</sub>	fk <sub>a</sub>
1	75-78	3	39 = N	3
2	79-82	8	36	11
3	83-86	8	28	19
4	87-90	11	20	30
5	91-94	2	9	32
6	95-98	7	7	39 = N
<b>TOTAL</b>		<b>39</b>		

Dik : N = 39

$$\frac{1}{2} N = 39$$

$$N = \frac{39}{2} = 19,5$$

$$\ell = 87 - 0,5$$

$$= 86,5$$

$$u = 90 - 0,5$$

$$= 89,5$$

$$F_i = 11$$

$$i = 4$$

$$f_{kb} = 9$$

$$f_{ka} = 19$$

$$\begin{aligned} \text{Mdn} &= \ell + \frac{\frac{1}{2}N - f_{kb}}{F_i} \cdot i \\ &= 86,5 + \frac{19,5 - 9}{11} \cdot 4 \\ &= 86,5 + \frac{10,5}{11} \cdot 4 \\ &= 86,5 + \frac{42}{11} \\ &= 86,5 + 3,81 = 90,31 \end{aligned}$$

9. Modus

<b>Interval of Classes</b>	<b>f</b>
75-78	3
79-82	8
83-86	8
87-90	11
91-94	2
95-98	7
<b>TOTAL</b>	<b>39</b>

Dik :  $l = 86,5$

$u = 89,5$

$fa = 8$

$fb = 2$

$$\begin{aligned} M_0 &= l + \frac{fa \cdot i}{fa + fb} \\ &= 86,5 + \frac{8}{8 + 2} \cdot 4 \\ &= 86,5 + \frac{8}{10} \cdot 4 \\ &= 86,5 + \frac{32}{10} \\ &= 86,5 + 3,2 \\ &= 89,7 \end{aligned}$$

**APPENDIX 9**  
**MENCARI MEAN, MEDIAN, MODE, VARIANCE, MINIMUM, MAXIMUM,**  
**PRE TEST CONTROL GROUP**

1. Maximal and minimum score were gotten by setting the variable score from low score to high score.

40	40	47,5	50	52,5	52,5	55	55	55	55
57,5	57,5	57,5	57,5	57,5	60	60	60	60	60
62,5	62,5	62,5	62,5	65	65	67,5	67,5	67,5	67,5
70	70	70	70	72,5	75	75			

2. High score = 75
3. Low score = 40
4. Range = high score – low score = 75 – 40 = 35
5. The total of classes (BK) =  $1 + 3,3 \log n$   
 $= 1 + 3,3 \log (37)$   
 $= 1 + 3,3 (1,568)$   
 $= 1 + 5,1744$   
 $= 6,1744 = 6$
6. Interval (i)  
 $i = \frac{R}{B} = \frac{35}{6} = 5,8 = 6$
7. Mean score (X) =  $\frac{\sum fixi}{fi}$

No	Interval of Classes	Xi	Fi	xi.fi
1	40-45	42,5	2	141
2	46-51	48,5	2	104
3	52-57	54,5	10	399
4	58-63	60,5	8	496
5	64-69	66,5	8	670
6	70-75	72,5	7	648
<b>TOTAL</b>		<b>345</b>	<b>37</b>	<b>2250,5</b>

$$\begin{aligned}
 X &= \frac{\sum fixi}{Fi} \\
 &= \frac{2250,5}{37} \\
 &= 60,8
 \end{aligned}$$

#### 8. Median

No	Interval of Classes	f	fk <sub>b</sub>	fk <sub>a</sub>
1	40-45	2	37 = N	2
2	46-51	2	35	4
3	52-57	10	33	14
4	58-63	8	23	22
5	64-69	8	15	30
6	70-75	7	7	37 = N
<b>TOTAL</b>		<b>37</b>		

Dik : N = 37

$$\frac{1}{2} N = 37$$

$$N = \frac{37}{2} = 18,5$$

$$\ell = 58 - 0,5$$

$$= 57,5$$

$$u = 63 - 0,5$$

$$= 62,5$$

$$F_i = 8$$

$$i = 6$$

$$f_{kb} = 15$$

$$f_{ka} = 14$$

$$\begin{aligned} \text{Mdn} &= \ell + \frac{\frac{1}{2}N - f_{kb}}{F_i} i \\ &= 51,5 + \frac{18,5 - 15}{8} 6 \\ &= 51,5 + \frac{3,5}{8} 6 \\ &= 51,5 + \frac{21}{8} \\ &= 51,5 + 2,62 = 54,12 \end{aligned}$$

9. Modus

Interval of Classes	f
40-45	2
46-51	2
52-57	10
58-63	8
64-69	8
70-75	7
<b>TOTAL</b>	<b>37</b>

Dik :  $l = 57,5$

$u = 62,5$

$fa = 10$

$fb = 8$

$$M_0 = l + \frac{fa \cdot i}{fa + b}$$

$$= 57,5 + \frac{10}{10 + 8} \cdot 6$$

$$= 57,5 + \frac{10}{18} \cdot 6$$

$$= 57,5 + \frac{60}{18}$$

$$= 57,5 + 3,33$$

$$= 60,83$$

**APPENDIX 10**  
**MENCARI MEAN, MEDIAN, MODE, VARIANCE, MINIMUM, MAXIMUM,**  
**POST TEST CONTROL GROUP**

1. Maximal and minimum score were gotten by setting the variable score from low score to high score.

62,5	65	65	65	65	65	67,5	67,5	67,5	70
70	70	70	70	70	70	72,5	72,5	72,5	72,5
72,5	72,5	72,5	72,5	75	75	75	75	75	75
77,5	80	80	80	80	82,5	85			

2. High score = 85  
 3. Low score = 62,5  
 4. Range = high score – low score = 85 – 62,5 = 22,5  
 5. The total of classes (BK) =  $1 + 3,3 \log n$   
 $= 1 + 3,3 \log (37)$   
 $= 1 + 3,3 (1,568)$   
 $= 1 + 5,1744$   
 $= 6,1744 = 6$

6. Interval (i)

$$i = \frac{R}{B} = \frac{22,5}{6} = 3,75 = 4$$

7. Mean score (X) =  $\frac{\sum fix_i}{f_i}$

No	Interval of Classes	Fi	Xi	xi.fi
1	62-65	6	63,5	381
2	66-69	3	67,5	202,5
3	70-73	15	71,5	1072,5
4	74-77	7	75,5	528,5
5	78-81	4	79,5	318
6	82-85	2	83,5	167
<b>TOTAL</b>		<b>37</b>	<b>519</b>	<b>2669,5</b>

$$\begin{aligned}
 X &= \frac{\sum fxi}{Fi} \\
 &= \frac{2669,5}{37} \\
 &= 72,14
 \end{aligned}$$

#### 8. Median

No	Interval of Classes	f	fk <sub>b</sub>	fka
1	62-65	6	37 = N	6
2	66-69	3	31	9
3	70-73	15	28	24
4	74-77	7	13	31
5	78-81	4	6	35
6	82-85	2	2	37 = N
<b>TOTAL</b>		<b>37</b>		

Dik : N = 37

$$\frac{1}{2} N = 37$$

$$N = \frac{37}{2} = 18,5$$

$$\ell = 74 - 0,5$$

$$= 73,5$$

$$u = 77 - 0,5$$

$$= 76,5$$

$$F_i = 7$$

$$i = 4$$

$$f_{kb} = 6$$

$$f_{ka} = 24$$

$$\begin{aligned} \text{Mdn} &= \ell + \frac{\frac{1}{2}N - f_{kb}}{F_i} \cdot i \\ &= 73,5 + \frac{18,5 - 6}{7} \cdot 4 \\ &= 73,5 + \frac{12,5}{7} \cdot 4 \\ &= 73,5 + \frac{50}{7} \\ &= 73,5 + 7,4 = 80,64 \end{aligned}$$

## 9. Modus

<b>Interval of Classes</b>	<b>f</b>
62-65	6
66-69	3
70-73	15
74-77	7
78-81	4
82-85	2
<b>TOTAL</b>	<b>37</b>

$$\text{Dik} \quad : \ell = 73,5$$

$$u = 76,5$$

$$fa = 15$$

$$fb = 4$$

$$\begin{aligned} M_0 &= \ell + \frac{fa \cdot i}{fa + b} \\ &= 73,5 + \frac{15}{15 + 4} \cdot 4 \\ &= 73,5 + \frac{15}{19} \cdot 4 \\ &= 73,5 + \frac{60}{19} \\ &= 73,5 + 3,15 \\ &= 76,65 \end{aligned}$$

**APPENDIX 11****THE SCORE OF PRE-TEST AND POST-TEST OF EXPERIMENTAL GROUP**

<b>NO</b>	<b>Students' Name</b>	<b>Pre Test T1</b>	<b>Post Test T2</b>	<b>Y<sub>1</sub></b>	<b>Y<sub>1</sub><sup>2</sup></b>
1	AAI	65	85	20	400
2	APR	60	95	35	1225
3	APH	60	85	25	625
4	AL	67,5	80	12,5	156,25
5	DL	75	80	5	25
6	DA	62,5	97,5	35	1225
7	EL.T	55	90	35	1225
8	GA	55	75	20	400
9	HDR	57,5	97,5	40	1600
10	IWD	50	87,5	37,5	1406,25
11	KP	50	77,5	27,5	756,25
12	MD	47,5	95	47,5	2256,25
13	MM	57,5	90	32,5	1056,25
14	MR	60	92,5	32,5	1056,25
15	MH	75	90	15	225
16	MSS	65	90	25	625
17	MS	67,5	82,5	15	225
18	NH	72,5	80	7,5	56,25
19	NH	75	82,5	7,5	56,25
20	NP	57,5	97,5	40	1600
21	PLL	65	87,5	22,5	506,25
22	RHF	72,5	87,5	15	225
23	RH	62,5	82,5	20	400
24	RD	67,5	92,5	25	625
25	RSA	67,5	85	17,5	306,25
26	RR	70	90	20	400
27	SS	45	85	40	1600
28	SS	47,5	90	42,5	1806,25
29	SPS	72,5	85	12,5	156,25
30	SAN	70	85	15	225
31	SM	67,5	87,5	20	400
32	SFS	65	85	20	400
33	SH	60	95	35	1225
34	TI	60	85	25	625

35	UKN	67,5	80	12,5	156,25
36	YH	75	80	5	25
37	YR	62,5	97,5	35	1225
38	YSK	55	90	35	1225
39	ZR	55	75	20	400
<b>TOTAL</b>		<b>2442,5</b>	<b>3395</b>	<b>952,5</b>	<b>28131,25</b>

**APPENDIX 12**

**THE SCORE OF PRE-TEST AND POST-TEST OF CONTROL GROUP**

No	Students' Name	Pre Test T1	Post Test T2	Y <sub>1</sub>	Y <sub>1</sub> <sup>2</sup>
1.	AF	60	70	10	100
2.	AG	40	72,5	32,5	1056,25
3.	EM	55	65	10	100
4.	FA	57,5	67,5	10	100
5.	FS	52,5	72,5	20	400
6.	IL	60	80	20	400
7.	IF	62,5	65	25	625
8.	IT	57,5	70	12,5	156,25
9.	LY	70	75	5	25
10.	M	57,5	65	7,5	56,25
11.	Muh	50	67,5	17,5	306,25
12.	NA	62,5	70	7,5	56,25
13.	NA	70	72,5	2,5	6,25
14.	NI	67,5	72,5	5	25
15.	PR	75	80	5	25
16.	PR	67,5	70	2,5	6,25
17.	RS	67,5	72,5	5	25
18.	RQ	55	70	15	225
19.	RR	62,5	80	17,5	306,25
20.	SS	47,5	62,5	15	225
21.	SE	70	75	5	25
22.	ST	65	82,5	17,5	306,25
23.	UH	62,5	72,5	10	100
24.	WA	72,5	85	12,5	156,25
25.	YI	60	65	5	25
26.	RA	57,5	75	17,5	306,25
27.	RJ	65	77,5	12,5	156,25
28.	SH	60	75	15	225
29.	EAS	55	70	15	225
30.	SMS	70	75	5	25
31.	EH	67,5	75	7,5	56,25
32.	FR	75	80	5	25

33	PMS	60	70	10	100
34	RD	40	72,5	32,5	1056,25
35	PH	55	65	10	100
36	MH	57,5	67,5	10	100
37	RM	52,5	72,5	20	400
<b>TOTAL</b>		<b>2242.5</b>	<b>2675</b>	<b>455</b>	<b>7612,5</b>

## APPENDIX 1

### LESSON PLAN (EXPERIMENTAL GROUP)

School	: MAN 1 PADANGSIDIMPUAN
Grade / Semester	: XI / 2
Subject	: English
Time Allocation	: 2 x 45 minutes
Academic Year	: 2015
Text Type	: Report text
Skill	: Speaking
Meating	: 1 and 2

---

#### Standard Competence

##### 1. Speaking

Mengungkapkan makna dalam teks fungsional dan monolog pendek sederhana berbentuk *report text* untuk berinteraksi dalam konteks kehidupan sehari- hari.

#### Kompetensi Dasar

1.1 mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk report text

Indicators	Character Building
Responding the monolog of Report text	Active
Read a loud and clearly	Responsibility

i. indikator Karakter

- ✓ Menerjemahkan sendiri kalimat bahasa Indonesia ke bahasa Inggris atau sebaliknya
- ✓ Mengajukan suatu pikiran baru tentang suatu pokok bahasa
- ✓ Melaksanakan tugas sesuai dengan aturan dan petunjuk guru dalam proses pembelajaran
- ✓ Membaca atau mendiskusikan beberapa teks yang diberikan
- ✓ Memberikan dan mendengarkan pendapat dalam diskusi

ii. Tujuan pembelajaran

- ✓ Siswa mampu melakukan monolog dari report text
- ✓ Siswa mampu membaca kuat dan jelas contoh dari report text

iii. Materi Ajar

Teks Report Text

**Definition of Report**

Report is a text which presents information about something, as it is. It is as a result of systematic observation and analysis

**Generic Structure of Report**

1. General classification: Stating classification of general aspect of thing; animal, public place, plant, etc which will be discussed in general
2. Description: Describing the thing which will be discussed in detail; part per part, customs or deed for living creature and usage for materials

**Language Feature of Report**

- Use General Nouns
- Use Relating Verbs
- Use Action Verbs
- Use Present Tense
- Use Technical Term

- Use Paragraph with Topic Sentence to Arranged the Information

Example of Report Text:

### **The Pelican**

General Classification : The white pelican is one of the most successful fish eating birds.

Description : The success is largely due to its command hunting behavior. A group, perhaps two done birds, will gather in a curved arc some distance offshore. The birds then begin to move forward towards the shore, beating the water furiously with their wings, driving the fish before them. When the water is shallow enough for the birds to reach the fish, the information breaks up as each birds lifts its head, the water drains from its bill leaving the fish which are then swallowed. Pelicans are among the oldest group of bird, Fossils of this genus have been found dating back 40million years.

#### iv. Metode Pembelajaran

Discussion Method

#### v. Langkah-langkah Pembelajaran

##### 1. Pre – Activity

- Greeting
- Giving motivation to the students about the important of genres, especially report text.

##### 2. While Activity

- Preparing Material
- Elaborate the points of the problems will be discussed
- Ask the students to explain
- Lead the discussion without lecturing
- Looking the group
- Train the students to appreciate the other students' opinion.

### 3. Post Activity

- Teacher and students conclude the generic structure and the language features of report text.

### vi. Alat/ Bahan/ Sumber Belajar

- ✓ Buku siswa
- ✓ <http://> example of Report text

### vii. Penilaian

#### Speaking Test

Aspects	Score	Characteristic
Pronunciation, intonation, stress	4	Perfect
	3	Less perfect
	2	Some mistake
	1	Many mistake
Rate, fluency	4	Smooth and fluent
	3	Smooth and fluent enough
	2	Less smooth and fluent
	1	Not smooth and fluent
Vocabulary, grammar	4	Enriched of vocabulary, good grammatical
	3	Effective vocabulary, good grammatical
	2	Rather effective vocabulary, less grammatical
	1	Lack of vocabulary, not grammatical
Clarity	4	Very clear
	3	Clear enough
	2	Less clear
	1	Not clear

Gesture, Expression	4	Very good
	3	Good
	2	Less good
	1	Not good

viii. Rubrik Penilaian

1. Skor maksimal : skor kemampuan x skor maksimum

:

2. Nilai siswa : (skor perolehan/ skor maksimum) x 100

Guru Mata Pelajaran

**IRIAN ANI HUTABARAT**  
**NIP. 197409252006042025**

Padangsidimpuan, 18 maret 2015

Researcher

**NURHAMIDA SIREGAR**  
**NIM. 11340 0024**

## APPENDIX 2

### LESSON PLAN (CONTROL GROUP)

School	: MAN 1 PADANGSIDIMPUAN
Grade / Semester	: XI / 2
Subject	: English
Time Allocation	: 2 x 45 minutes
Academic Year	: 2015
Text Type	: Report text
Skill	: Speaking
Meating	: 1 and 2

---

#### Standard Competence

##### 1. Speaking

Mengungkapkan makna dalam teks fungsional dan monolog pendek sederhana berbentuk *report text* untuk berinteraksi dalam konteks kehidupan sehari- hari.

#### Kompetensi Dasar

1.2 mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk report text

Indicators	Character Building
Responding the monolog of Report text	Active
Read a loud and clearly	Responsibility

i. indikator Karakter

- ✓ Menerjemahkan sendiri kalimat bahasa Indonesia ke bahasa Inggris atau sebaliknya
- ✓ Mengajukan suatu pikiran baru tentang suatu pokok bahasa
- ✓ Melaksanakan tugas sesuai dengan aturan dan petunjuk guru dalam proses pembelajaran
- ✓ Membaca atau mendiskusikan beberapa teks yang diberikan
- ✓ Memberikan dan mendengarkan pendapat dalam diskusi

ii. Tujuan pembelajaran

- ✓ Siswa mampu melakukan monolog dari report text
- ✓ Siswa mampu membaca kuat dan jelas contoh dari report text

iii. Materi Ajar

Teks Report Text

**Definition of Report**

Report is a text which presents information about something, as it is. It is as a result of systematic observation and analysis

**Generic Structure of Report**

1. General classification: Stating classification of general aspect of thing; animal, public place, plant, etc which will be discussed in general
2. Description: Describing the thing which will be discussed in detail; part per part, customs or deed for living creature and usage for materials

**Language Feature of Report**

- Use General Nouns
- Use Relating Verbs
- Use Action Verbs
- Use Present Tense
- Use Technical Term

- Use Paragraph with Topic Sentence to Arranged the Information

Example of Report Text:

### **The Pelican**

General Classification : The white pelican is one of the most successful fish eating birds.

Description : The success is largely due to its command hunting behavior. A group, perhaps two done birds, will gather in a curved arc some distance offshore. The birds then begin to move forward towards the shore, beating the water furiously with their wings, driving the fish before them. When the water is shallow enough for the birds to reach the fish, the information breaks up as each birds lifts its head, the water drains from its bill leaving the fish which are then swallowed. Pelicans are among the oldest group of bird, Fossils of this genus have been found dating back 40million years.

#### iv. Metode Pembelajaran

Conventional Method (talkative)

#### v. Langkah-langkah Pembelajaran

##### 1. Opening

- Greeting
- Giving motivation to the students about the important of genres, especially report text.

##### 2. Main Activity

- Preparing Material
- Teacher explained about the report text
- Ask the students to explain report text
- Teacher giving some text to the students
- Teacher ask students speaking about report text

### 3. Closing

- Teacher and students conclude the generic structure and the language features of report text.

#### vi. Alat/ Bahan/ Sumber Belajar

- ✓ Buku siswa
- ✓ [http:// example of Report text](http://example.com)

#### vii. Penilaian

##### Speaking Test

Aspects	Score	Characteristic
Pronunciation, intonation, stress	4	Perfect
	3	Less prefect
	2	Some mistake
	1	Many mistake
Rate, fluency	4	Smooth and fluent
	3	Smooth and fluent enough
	2	Less smooth and fluent
	1	Not smooth and fluent
Vocabulary, gramabar	4	Enriched of vocabulary, good grammatical
	3	Effective vocabulary, good grammatical
	2	Rather effective vocabulary, less grammatical
	1	Lack of vocabulary, not grammatical
Clarity	4	Very clear
	3	Clear enough
	2	Less clear
	1	Not clear
	4	Very good

Gesture, Expression	3	Good
	2	Less good
	1	Not good

viii. Rubrik Penilaian

1. Skor maksimal : skor kemampuan x skor maksimum

:

2. Nilai siswa : (skor perolehan/ skor maksimum) x 100

Guru Mata Pelajaran

Padangsidempuan, 18 maret 2015

Researcher

**IRIAN ANI HUTABARAT**  
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**KEMENTERIAN AGAMA**  
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Nomor : In.19/E1.5/PP.00.9/Skripsi/2254/2014  
Tempat :  
Perihal : Pengesahan Judul dan Pembimbing Skripsi

Padangsidimpuan, 02 Desember 2014  
Kepada Yth:  
Bapak/Ibu:  
1. Dr. Erawadi, M.Ag  
2. Zainuddin, S.S., M.Hum  
di-  
Padangsidimpuan

Bismillahirrahmanirrahim 'Alaikum Wr. Wb

Dengan hormat, disampaikan kepada Bapak/ibu bahwa berdasarkan hasil sidang Tim Pengkaji dan Penelaah Judul Skripsi, telah ditetapkan Judul Skripsi Mahasiswa tersebut di bawah ini sebagai berikut:

Nama : **Nurhamida Siregar**  
NPM : 11 340 0024  
Semester/Tahun Akademik : VII (Tujuh) 2014/2015  
Jurusan : Tadris Bahasa Inggris  
Judul Skripsi : **The Effect of Using Discussion Method on Students' Ability in Speaking Report Text (A Study at the Eleventh Grade Students of MAN 1 Padangsidimpuan)**

Seiring dengan hal tersebut, kami akan mengharapkan kesediaan Bapak menjadi pembimbing I dan Pembimbing II penelitian penulisan skripsi mahasiswa dimaksud.

Demikian kami sampaikan, atas kesediaan dan kerjasamanya yang baik dari Bapak, kami ucapkan terima kasih.

Ketua Jurusan Tadris Bahasa Inggris

Sekretaris Jurusan Tadris Bahasa Inggris

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**PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING**

BERSEDIA/TIDAK BERSEDIA  
SEBAGAI PEMBIMBING I

~~BERSEDIA/TIDAK BERSEDIA~~  
~~SEBAGAI PEMBIMBING II~~



**KEMENTERIAN AGAMA**

**MADRASAH ALIYAH NEGERI 1**

**Jalan Sutan Soripada Mulia No. 31 C Telp : 0634 21621**

**NPSN : 10264757 Kode Pos : 22715 Padangsidempuan**

**SURAT KETERANGAN**

Nomor : **Ma. 02. 20/ PP. 00.09/ 109 /2015**

Yang bertanda tangan di bawah ini Kepala Madrasah Aliyah Negeri 1 Padangsidempuan dengan ini menerangkan bahwa :

Nama : Nur Hamida Siregar  
NIM : 113400024  
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/ TBI  
Universitas : IAIN Padangsidempuan  
Alamat : Perumahan Indah Lestari Sihitang

benar telah melaksanakan penelitian di Madrasah Aliyah Negeri 1 Padangsidempuan dari tanggal 18 s.d. 20 Maret 2015 untuk keperluan penyusunan skripsi yang berjudul :  
**“The Effect of Using Discussion Method on Students’ Ability in Speaking Report Text ( A Study at he Eleventh Grade Students of MAN 1 Padangsidempuan )”**.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan seperlunya, terima kasih.

Padangsidempuan, 24 Maret 2015

Kepala



H. Sabaruddin, S. Pd. MM  
NIP. 196608311997041001

## **CURRICULUM VITAE**

### **A. Identify**

Name : NURHAMIDA SIREGAR  
Nim : 11 340 0024  
Place and Birthday : Janjimanahan, September 12<sup>th</sup> 1993  
Sex : Female  
Religion : Islamic  
Address : Janjimanahan, Kabupaten Padang Lawas Utara

### **B. Parents**

1. Father's Name : Mgr. Nalom Siregar
2. Mother's Name : Aminah Sihombing

### **C. Educational Background**

1. Graduated from Primary School 106400 Janjimanahan in 1999- 2005
2. Graduated from Junior High School of MTs S Daarul Muhsinin in 2005- 2008
3. Graduated from Senior High School of MAS Daarul Muhsinin in 2008- 2011
4. Be university student in State Institute of Islamic Studies (IAIN) Padangsidempuan