

**THE IMPLEMENTATION OF SCIENTIFIC APPROACH ON SPEAKING
SKILL AT SMA NEGERI 18 MAKASSAR**

SKRIPSI

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF EDUCATION AND LITERATURE

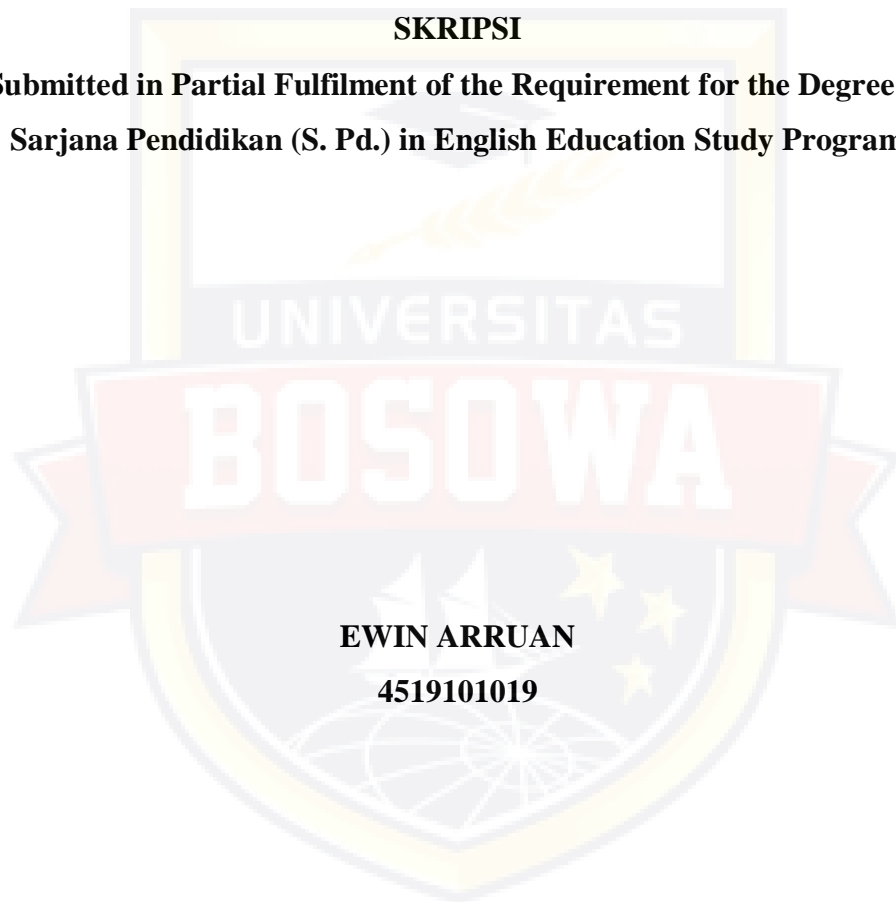
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SKILL AT SMA NEGERI 18 MAKASSAR**

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**Submitted in Partial Fulfilment of the Requirement for the Degree of
Sarjana Pendidikan (S. Pd.) in English Education Study Program**



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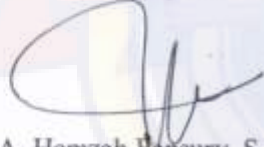
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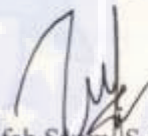
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PERNYATAAN KEASLIAN SKRIPSI

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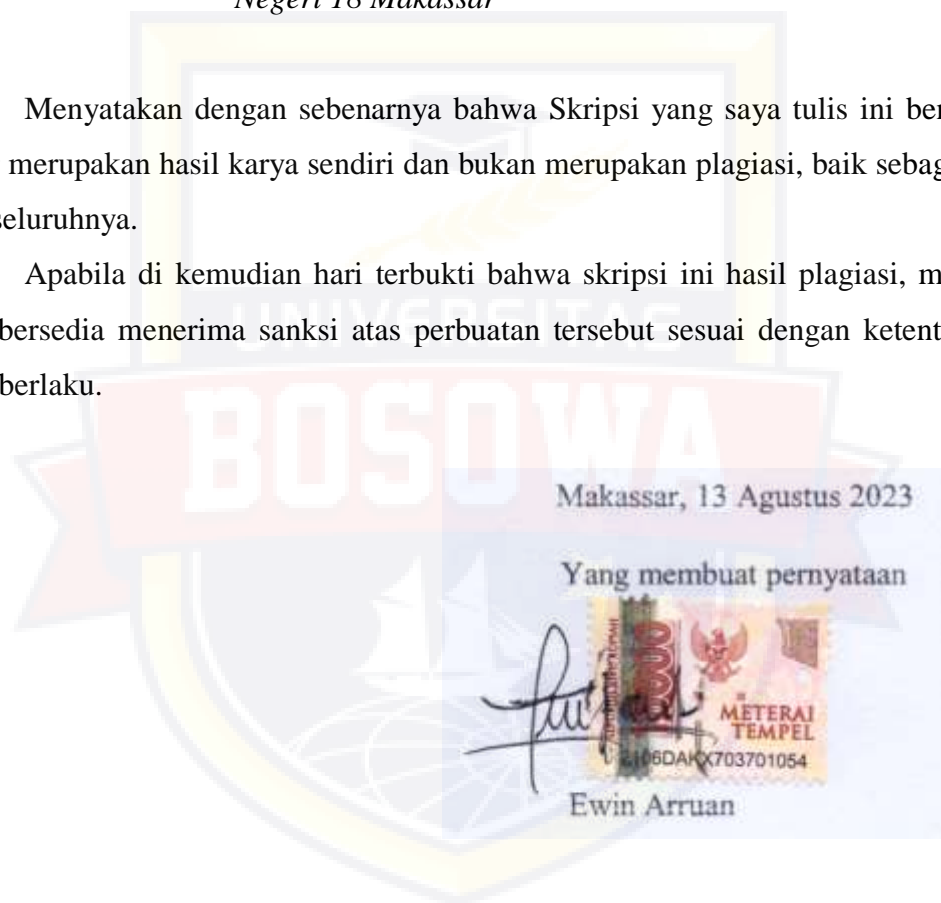
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ABSTRACT

Ewin Arruan, 2023. *The Implementation of Scientific Approach on Speaking Skill at SMA Negeri 18 Makassar* skripsi English Education Study Program Faculty of Teacher Training and Education of Bosowa University (supervised by Dr. A. Hamzah Fansury M. Pd, and Ulfah Syam S.S, M. Pd)

The aim of this research was to find out how the implementation of scientific approach to improve ability on speaking skill at SMA Negeri 18 Makassar. The method used in this research was quantitative experimental research with one group pre-test and post-test research design. Speaking test was used as the instruments of collecting the data. The sample of this research were the second grade with 20 students. The result of data analysis showed that there was an enhancement speaking skills of fluency and pronunciation through the implementation of scientific approach. The mean score of the students increased from 44,75 in the pre test to 76,25 in the post test. Based on the result of data analysis, the writer concluded that there was an enhancement after implementing the scientific approach on speaking skill in second grade at SMA Negeri 18 Makassar.

Key words: implementing, scientific approach, speaking skill.

ABSTRAK

Ewin Arruan, 2023. The Implementation of Scientific Approach on Speaking Skill at SMA Negeri 18 Makassar skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa (di bimbing oleh Dr. A. Hamzah Fansury M. Pd, dan Ulfah Syam S.S M. Pd)

Tujuan penelitian ini adalah untuk mengetahui bagaimana penerapan pendekatan saintifik untuk meningkatkan kemampuan keterampilan berbicara siswa di SMA Negeri 18 Makassar. Metode yang digunakan dalam penelitian ini adalah penelitian eksperimen kuantitatif dengan desain penelitian one group pre-test post-test. Tes berbicara digunakan sebagai instrumen pengumpulan data. Sampel penelitian ini adalah kelas sebelas yang berjumlah 20 siswa. Hasil analisis data menunjukkan bahwa terdapat peningkatan keterampilan berbicara dalam kelancaran dan pengucapan melalui penerapan pendekatan saintifik. Nilai rata-rata siswa meningkat dari 44,75 dan pada pre test menjadi 76,25 pada post test. Berdasarkan hasil analisis data, penulis menyimpulkan bahwa terdapat peningkatan setelah menerapkan pendekatan saintifik pada keterampilan berbicara siswa di kelas sebelas SMA Negeri 18 Makassar.

Kata Kunci: penerapan, pendekatan saintifik, kemampuan berbicara.

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Furthermore, she realize that this skripsi is still from perfect, due to the limited knowledge that she has, therefor she has high hopes for the contribution of constructive suggestion or comments from related parties in order to improve this skripsi.

Finally, the writer hopes that this skripsi can be useful for fellow students and readers. May Allah always bestow His taufik and guidance to all of us.



Makassar, 13 September 2023

The writer

Ewin Arruan

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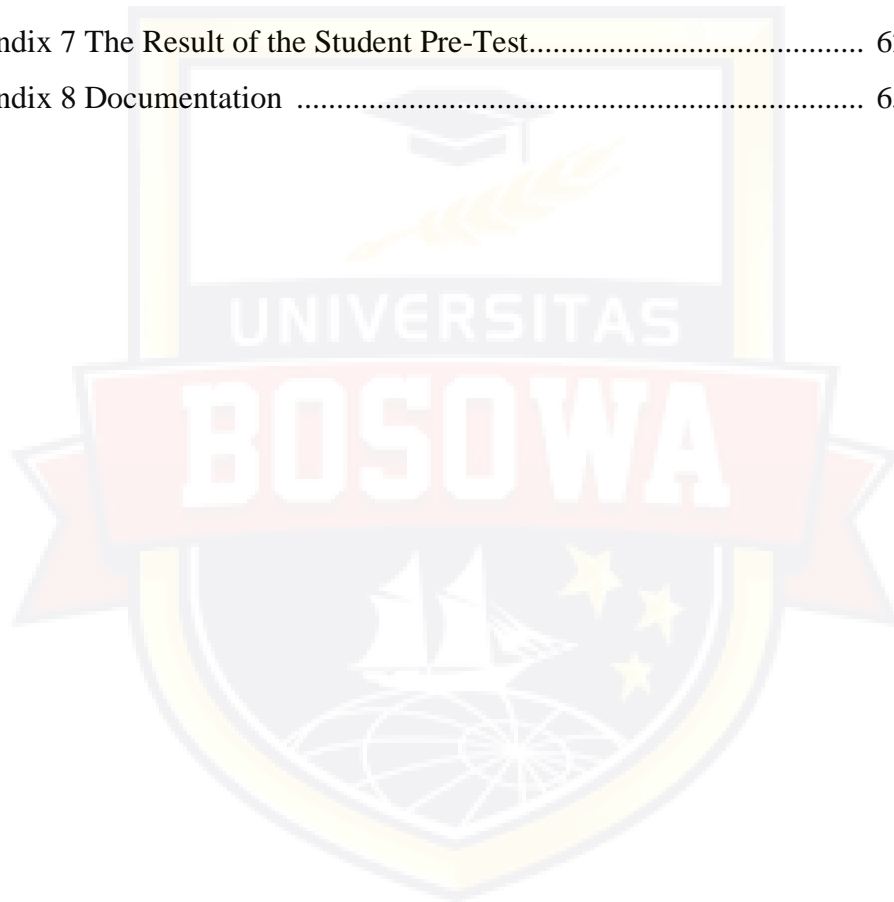
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CHAPTER 1

INTRODUCTION

In this chapter, we will discuss about background of the research, problem statement, objectives of the research, significance of the research, and scope of the research.

A. Background of Research

In this world, there are many kinds of language and every country have different language. That is cause why the human need a tool to socialization in other state. In fact, English is an international language of the world and takes an important role of communication language used in many sector of life, is the education, economics, technology, social aspect, cultural aspect and many others. As the result, people should understand and master English.

Indonesia, as the one of country plays English as an important roles in both written and oral communication. Until recently, English has become the compulsory foreign language subject taught in Indonesia. English is one of the subjects in the core program curriculum. One of the curricular objectives of English teaching in Indonesia is to enable the students to speak English.

According to Utami (2016: 2), Speaking skills are very important to be improved in learning because speaking skill is the most basic skill that must be mastered by students. Speaking skill is an important oral skill, because it is a means of communication between humans. Being able to speak effectively is essential in any form of human interaction. Speaking skills also show how capable

students are in understanding their language because speaking involves all three important language components; vocabulary, grammar, and pronunciation. If students are able to speak well, they will understand the three linguistic components well. However, the fact is that in Indonesia many students are not confident in expressing their ideas. They are afraid to speak English. This is because students have not been equipped with techniques that encourage them to keep talking.

According Bahar (2017: 12) In this case, the researcher focuses her attention on one of the skills namely speaking skill. Speaking is a tool of communication to express the ideas, opinions, concepts, feeling and anything to the other. It is the most important way to express themselves through a language. Speaking also part of oral communication which involves two main components, they are speaker and listener Oral communication is an interaction process between speaker and listener which involves the productive skill of understanding production skill that consists of producing systematic verbal utterances to convey meaning. Teaching speaking and help to enhance their speaking is not as easy as imagined. Almost the students are afraid of making mistakes and they feel that they less competent than the others. The problem is common happen in beginners in English language. They are not comfortable to speak English and they cannot speak in front of the others because they do not have confidence. Consequently, they lose a chance to practice in the class.

According to research Annisa (2017: 8), there are several problems that make the students to feel difficult. First, they experienced the feeling of anxiety, were

reluctant and become afraid of making mistakes when speaking English. The second, the teaching method and materials often do not fulfill the students need.

In carrying out the Scientific Approach, teaching procedures play a major role. Fauziati (2014) defines procedures as class techniques, practices, and behaviors that are observed when the method is used: resources in terms of time, space and equipment; intractional patterns observed in lessons; tactics and strategies used by teachers and students when the method is used. In a learning process, teachers must choose and determine appropriate teaching procedures, such as approaches, strategies and teaching methods so that learning objectives will be achieved successfully.

Based on the results of interviews with second grade students at SMA 18 Negeri Makassar, they said that they still had difficulties in developing their speaking skills in learning English. This problem occurs because of the ineffectiveness of the learning approach used during the learning process. Teachers tend to be still topic-oriented. To practice students speaking skills in English, the teacher gives the topic to the students, and the students are then allowed to explain the topic that he/she gets in front of the class. Based on the evaluation results obtained from the student interviews, there found a lo of complaints about students that using such a method made them feel depressed, afraid, and ultimately difficult to explore their ideas. This method also reduces their motivation to learn English.

So this study aims to develop students concentration in improving speaking skills, because speaking is a communication tool that can be used to convey ideas,

opinions, concepts, feelings, and others. This is the most significant method of linguistic expression.

There are several research on the implementation of a scientific approach and speaking skills. Utami (2016) implement a scientific approach to teaching speaking to junior high school students, and he found the fact that many students got high marks (87.93% above the passing mark). Related research was conducted by Henelawati (2015). He applied a scientific approach to help SMK Arjuna students master speaking skills. His research findings indicated that students made improvements on the post-test, compared to the pre-test.

The steps for implementing a scientific approach in speaking skills include first, students observe an event or problem. Observations that have been made before raise a question that needs to be answered to satisfy curiosity about the observation, such as why or how it happened or how it felt. The third stage is reasoning. Reasoning is used to answer the questions that have been asked. After going through the reasoning process, students will establish hypotheses and then proceed with conducting experiments or experiments to prove these hypotheses. The last stage is communicating, students convey the results of the experiment to other friends.

Based on the explanation above, the researcher is interesting in conducting a research title "The Implementation of Scientific Approach on Speaking Skill at SMA Negeri 18 Makaassar".

B. Problem Statement

In order for this research to be more directed, clear, and easy to understand, the researcher must focus on one problem. This study focuses on "How to Implement Scientific Approach to improve ability on Speaking Skills at SMA Negeri 18 Makassar".

C. Objective of the Research

Based on the formulation of previous problem statement, the objectives to be achieved from this research is to find out the effect implementation of scientific approach on speaking skills at SMA Negeri 18 Makassar.

D. Significance Of The Problem

This research is expected to a significant contribution both theoretically and practically.

a. Theoretically

With this research it is hoped that it can contribute to the field of education and provide insight into the scientific approach to students' speaking skills at school and outside of school.

b. Practically

1. For students, this research is expected to assist students in increasing their knowledge so that they are able and skilled in speaking both at school and outside of school.

2. For teachers, it is hoped that this can be input in carrying out learning and can also add skills in teaching, especially in English students' speaking skills.
3. For schools, this research is expected to improve educational standards, especially in speaking skills through the implementation of scientific approach.
4. For researchers, can provide knowledge and experience as well as insight into researchers about scientific approaches in speaking skills at SMA Negeri 18 MAKASSAR

E. Scope of the Research

In conducting research, the researcher have formidable challenges. In connection with the challenges of researchers, researchers was conduct research on the implementation of scientific approach on speaking skill at SMA Negeri 18 Makassar, especially at the second grade majoring in science.

CHAPTER II

LITERATURE REVIEW

This part deals with the review of relate literature. This is important to elaborate some theories, which are used in this research in order to have an understanding of certain concepts. There were many related theories as the basic of the research.

A. Theoretical Review

a. Approach

1. Definition of Approach

According Maryani (2015:16), Approach is a basic concept that embodies, inspires, strengthens, and underlies thoughts about how learning methods are applied based on certain theories. Therefore, many views state that the approach is the same as the method. Approach is a teachers view of students in assessing, determining attitudes and actions faced in the hope of solving problems in managing a class that is comfortable and fun in the learning process.

The approach is the path that will be taken by teachers and students in achieving instructional goals for a particular instructional unit. The approach can also be interpreted as a starting point in carrying out learning because the chosen approach can help us achieve learning goals.

It can be seen that the approach is an initial step in forming an idea in looking at a problem or object of study. So, this approach will also determine the direction

of implementing these ideas in order to describe and describe the treatment implemented to the problems or objects If study to be handle.

b. Scientific Approach

1. Definition of Scientific Approach

Umiati (2015:17), the scientific term is taken from English, namely "Scientific" which is interpreted scientifically, or based on science. While the word approach in English is "Approach" is a concept that underlies the thinking about a certain thing. From the understanding above, it can be interpreted that the scientific approach is an approach to something that is based on a certain scientific theory. Approach is a concept that becomes a view of how learning methods can be used based on certain theories. Therefore, many people think that the approach is the same as the method, even though the meaning is different. In the approach can be applied several methods. For example, in implementing a scientific approach, observation methods, discussion methods, lecture methods, and other methods can be used. That is, the approach is broader than the learning method.

According Muhammad (2017: 9), Scientific approach is an approach which focuses on students practice scientific procedure in their learning process. In scientific approach students should be critical, sensitive to others and faithful to God. The teachers function as the facilitator who make their students more active in and out of classroom. Scientific approach is a learning approach that provides opportunities for students broadly to explore and elaborate the material being studied, while also providing opportunities for students to actualize their abilities through learning activities that have been designed by the teacher.

Scientific approach is the process of finding out information in science, which involves testing the ideas by performing experiments and making decisions based on the result of analysis. It means that scientific approach is a body of techniques for investigating phenomena, acquiring new knowledge, correcting and integrating previous knowledge.

Scientific approach is very relevant with three learning theories they are Bruner, Piaget, and Vygotsky theory. Learning theory of Bruner also called with the discovery learning. There are four main things related to the theory of learning from Bruner. Firstly, an individual learn and improve their idea if they use their idea.

Secondly, by doing the cognitive process in the discovery process, the students get sensation and satisfactory which is an intrinsic appreciation. Thirdly, there is one way that someone can learn one techniques in doing the discovery learning that is have an opportunity in doing the discovery learning. Fourth, by doing the discovery learning can force the memory retention. Those four things are appropriate with the cognitive process which is needed in the teaching and learning process using scientific approach.

So it can be concluded that the scientific approach focuses on students using a scientific approach during the learning process. Students must practice critical thinking, empathy, and devotion to God when using the scientific method. The teacher acts as a facilitator, encouraging students to participate both inside and outside the classroom. The educational strategy known as the scientific approach provides opportunities for students to examine and elaborate in depth on the

material they are studying, as well as opportunities to actualize their abilities through assignments made by the teacher. The scientific method known as the scientific approach requires testing theories through the use of experiments and making judgments based on the findings of the analysis. Therefore, scientific approach It is a collection of methods for studying new information, correcting errors in previous knowledge, and combining them.

2. Principles of the Scientific Approach

In line with the definition of the scientific approach that has been described previously, then some of the principles of the scientific approach in the activity learning is as follows (Daryanto, 2014: 12).

a. Student-centered learning

Learner-centered learning is learning that is more centered on the needs, interests, talents and ability of students, so that learning will become very meaningful. With a learning-centered approach student produce student who have personality, smart, active, independent, not depending on the teacher, but able to compete or compete and have the ability better communication.

b. Learning forms students self-concept

Forming students self-concept, namely building concepts based on their own understanding. Self concept refers to the ability people have to feel good about themselves and their ability. Academic self concept relates to how well an individual feels they can learn. It can vary across academic disciplines and can be affected by past academic performance.

3. Purpose of the Scientific Approach

The purpose of implementing a scientific approach in the process and learning is (Zaini Dahlan, 2014:11).

- a. Stimulate students to be active in participating in the learning process, not just fixated on books and teacher explanations.
 - b. To foster high curiosity and have a desire to dig deeper regarding the discussion in the lesson.
 - c. To improve intellectual abilities, especially students' higher order thinking skills.
 - d. To form students' ability to solve a problem systematically.
 - e. The creation of learning conditions where students feel that learning is a necessity.
 - f. Obtained high learning outcomes.
 - g. To train students in communicating ideas, especially in writing scientific articles
 - h. To develop student character.
- ### 4. Criteria of scientific approach

According to Rusman (2015:31) scientific approach has several criterias.

These criteria consist of 7 parts, namely:

1. The leaning of material based on facts of phenomen that can be explained by certain logic or reasoning, not limited to estimates, fantasies, legends or fairy tales.

2. The Teachers explanation, the students response and the educative interaction of students are free from prejudice which is immediately, subjective thinking or reasoning that deviate from the flow of logical thinking.
3. Encourage and inspire students to think critically, analytically and appropriately in identifying, understanding, problem solving and applying learning material.
4. Encourage and inspire students are able to think hypothetically in seeing differences, similarities and links to each other from learning material.
5. Encourage and inspire students are able to understand implement and develop thinking patterns in responding learning material.
6. Based on concepts, theories and empirical facts that can be justified.
7. The goal of learning are formulated in a simple and clearly, however interesting presentation system.

5. General Steps to the Scientific Approach

The implementation of the scientific approach involves five skills process, (Daryanto:2014) that is:

a. Observing

Observation is using the five senses to obtain information. The observing stage prioritizes the meaningfulness of the learning process (meaningfull learning).

Observing activities in learning as submitted in the Minister of Education and Culture Number 81 of 2013, "Let the teacher open wide and varied opportunities students to make observations through activities: see, listening, hearing, and reading." The teacher facilitates the students to make observations, train them to pay attention (see, read, hear) important things from an object or object. The competence expected is to train earnestness, thoroughness, and seeking information.

b. Questioning

Professional teachers are able to inspire students to improve and develop attitudes, skills and knowledge.

The activity of asking questions in learning activities as stated in Permendikbud Number 81a of 2013 namely "asking about information that is not understood from what is observed or questions to obtain additional information about what is observed (starting from factual questions to hypothetical questions).

The competencies expected from asking questions are: develop creativity, curiosity, abilities Formulate questions to form critical thinking. Teacher must able to inspire students to improve and develop attitudes, skills, and knowledge.

When the teacher asks, at that time he also guides or guide students to study well. When the teacher answers student questions, while encouraging students to become good listener and learner.

c. Experimenting

This activity is designed to create a conducive atmosphere allows students to maximize physical activity five senses in various ways, media, and experiences meaningful in collecting ideas, ideas, concepts, and/or principles according to subject competence. This activity conducted to collect various data or information from various sources.

In Permendikbud Number 81a of 2013, activity collecting information is done through experimentation, reading sources other than textbooks, observing objects/events/activities interviews with sources and so on.

In this trying activity, there are several things that must be done teachers do, including:

1. Involve students looking for broad and deep information about the topic / theme of the material to be studied with apply the principle of learning from various sources.
2. Using a variety of learning approaches, media learning, and other learning resources.
3. Facilitating interaction between students and between students with teachers, the environment, and other learning resources.
4. Involve students actively in every activity learning.
5. Facilitating students to carry out experiments in the laboratory, studio or field.

d. Associating

The term reasoning in the context of learning the 2013 curriculum with a scientific approach many refer to learning theory association or associative learning.

Associated terminology learning refers to the ability to group diverse idea Association theory is also called Sarbond theory. Sarbond stands for of Stimulus, Response, and Bond. Stimulus means stimulus, response means response, and bond means connected. Stimuli are created to evoke a response later connected between the two and an association occurs and associate various events for later put it in memory.

e. Communicating

Ability to network and communicate students need to have because this ability is just as important with knowledge and skills. One way you can done to shape the ability of students in building networking and communicating is by placing students to work together in a group.

Students need to be given the opportunity to talk to people others, making friends, knowing people who can provide - advice or information, and known by others.

In the scientific approach, teachers are expected to give opportunity for students to communicate what they have learned they learned orally or in writing. In the Minister Education and Culture

Number 81a of 2013, communicating activities are convey the results of observations, conclusions based on the results analysis orally, in writing, and other media.

6. The advantages and disadvantages of the scientific approach

Based on the review of the theoretical basis above, the authors concluded that the scientific approach has several advantages and also the disadvantages are as follows:

1. The advantages of the scientific approach
 - a. The learning process is more student-centered so enable students to be active and creative in learning.
 - b. The learning steps are systematic so that make it easier for teachers to manage implementation
 - c. learning.
 - d. Give teachers opportunities to be more creative, and invite students to be active with a variety of learning resources
 - e. Learning steps involve process skills science in constructing concepts, laws or principles.
 - f. The learning process involves cognitive processespotential in stimulating the development of the intellect, in particularstudents' higher order thinking skills.
 - g. Apart from that, it can also develop student character.
 - h. The assessment covers all aspects

2. Disadvantages of scientific approach

- a. It takes high creativity from the teacher to create learning environment using a scientific approach so that if the teacher does not want to be creative, then learning will not can be carried out in accordance with the learning objectives.
- b. Teachers rarely explain learning material, because the teacher many are closed with this latest curriculum the teacher does not need to explain the material.

According to Regulation of Ministry of National Education No. 65, Scientific Approach in 2013 curriculum trains the students to:

1. Be the center of learning.
2. Involve the cognitive processes which is potential in stimulating intellectual development, specifically the high level of student, thinking skill.
3. Give opportunities to the student to assimilate and accommodate concepts, laws and principles.
4. Find knowledge through scientific process and use it in learning process.
5. Learn from various sources.
6. Ppromote acculturation and empowerment of students as lifelong learners.
7. Apply values by giving exemplary things, build willingness, and develop creativity of the students in the learning process
8. Implement the principles in which everyone is teacher, everyone is student and everywhere is class.

Scientific Approach is paramount to improve the quality of teaching and learning. It directs the students to develop and integrate their attitudes, skills and knowledge. The approach can encourage students to be capable of observing, questioning, experimenting, associating, and communicating.

c. Speaking Skill

1. Definition of Speaking Skill

According to Annala et al. (2016:13), speaking skill is the most important skill needed to communicate. A great number of benefits are created for business organizations and speakers by maintaining effective communication through speaking. Effective speaking skills assist students in job interviews and other job training activities. Speaking and communication skills have been placed above motivation, work experience and academic credentials.

Sommerauer and Müller (2018:8), focus on additional learning environments that are useful in facilitating the language learning process. Learning based on effective collaboration, reflection and feedback followed within a given framework reduces student anxiety and engages each student as an active participant in the learning process. Under different circumstances, speaking usually takes place in a context where a performance is performed for an audience.

Based on the definitions above the researcher deduce that speaking is an action to express idea, opinion, feeling to another in oral communication through the sequence of sound vocabularies, phrase, and sentences that contain meaning. It means that there are speaker and listener when the speaker tries to make listener

understand what the speaker is talking and make a good relationship to one another.

So it can be concluded that the most important communication skill is the ability to speak. Maintaining good communication through speaking generates many advantages for the corporate organization and the speaker. Students with good public speaking skills benefit from job interviews and other career training. Speech and communication skills take precedence over drive, professional background, and educational credentials. Talking usually takes place in situations where a performance is given to an audience under various conditions.

2. The Elements of Speaking Skills

To speak is to use language in an ordinary voice, say the words, know and be able to use language; express oneself in words, make a speech Ni'mah et al. (2020: 9). Based on the definitions above, we can conclude that speaking can be a way to convey feelings through words, in conversation with others. This means that humans use words and phrases in the interactive process of constructing the meaning of speaking.

Harmer (2018:24) states that the skill to speak English presupposes the elements necessary for spoken production as follows:

1. Connected speech: The effective speakers of English need to be shilic t only to produce individual phonemes of English but also to use fact connected speech. So, the teachers should involve students in oral activities designed specifically to improve their connective specch.

2. Expressive devices: native of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non verbal means how they are feeling the use of these devices contributes to the skill to convey meaning. They allow the extra expressions of emotion and intensity, students should be able to deploy at least some of such supra segmental features and devices in the same way if they are to be fully effective communicators
3. Lexis and grammar: spontaneous speech is marked by the use of number of common lexical phrases, especially in their performance of certain language function. Teachers should therefore supply variety of phrases for different functions, such as: greeting, agreeing and disagreeing
4. Negotiation language: effective speaking benefits from the negotiatory language we use to seek clarification and to show the structure of what we are saying.

Speaking is not only having amount of vocabularies and knowing the grammatical structures, but also mastering all elements of speaking above. All messages we deliver will be acceptable by all communicants if we master those elements.

3. The important of Speaking Skill

English is a very important language to be mastered for everyone in this world because English is an international language used by every country to interact. English as an international language has a long history. Since ancient Rome, it was necessary to have a language that many people could understand, so that people from different countries could understand when communicating. Now

that language is called the lingua franca. Lingua franca is the language used to communicate between people from various backgrounds. Initially, each region had a different lingua franca. Then it was mutually agreed that English as a common language.

English is the oldest language in the world and emerged around 8 AD. English also experienced rapid development so that it became an international language. English is the first language in the United States, Antigua and Barbuda, Australia, The Bahamas, Barbados, Bermuda, Great Britain, Guyana, Jamaica, Saint Kitts and Nevis, New Zealand, and Trinidad and Tobago.

In addition, English is also one of the official languages in international organizations such as the United Nations and the International Olympic Committee. Not only that, English is also the official language in various countries, such as in South Africa, Belize, Philippines, Hong Kong, Ireland, Canada, Nigeria, Singapore, and others. In the world, English is the second language learned after mother tongue. The English language was able to spread because of the political influence and imperialism of Britain and subsequently Great Britain in the world.

Speaking skill is the most important skill to acquire foreign or second language learning. Among the four key language skills, speaking is deemed to be the most important skill in learning a foreign or second language Rao (2019:8). So English is a very important language to be mastered for every human being on earth because in addition to English is an international language, we will get several benefits from mastering English including, making it easier for us to

communicate with foreigners, making it easier for us to get jobs in this era. This modernization, and also gives us the opportunity to be able to continue our education in other countries. Therefore, good speaking skills become an opportunity to achieve better Rao (2019:10). When you want to master a language, the most important thing to learn first is how to speak that language. A person is said to master a language when he has been able to speak into that language. As what has been explained by Zuhriyah (2017:119) that somebody is considered successful in learning a foreign language when he or she has the ability to speak it .

4. Aspect of Speaking Skill

According to Ahyak and Indramawan (2013:7), speaking develops to acquire speaking skill students must have many aspects of speaking such as pronunciation, structure, vocabulary, content, and fluency. Meanwhile, Bohari (2020:5) argued that speaking skill must have five aspects they are vocabulary, grammar, fluency, comprehension, pronunciation.

a. Vocabulary

One of the linguistic factors in which it is a number of words with the role of combining them to make up the language in speaking. Vocabulary is very essential but it is not the first thing to be considered if speaking takes place is a very early stage. Vocabulary is a total number of words, which a make up a language.

b. Grammar

Grammar is the rule in spoken language and written language. The students must obey the rules of grammar to obtain a good result, the students can also find the grammar rule in pronunciation, morphology, and syntax. In speaking ability, sometimes the speaker and the listener do not care about the grammar itself. But at this time the writer does not discuss the grammar so far. They can put the wdspline cricity in any situation it makes the communication among the combe to be understood although it does not use gromnatical language.

c. Fluency

It shows that people are able to communicate well because it consists of the case and speed of the flowing speech. Someone who can communicate fluently but she may be able to use the language fluently. Someone can be said fluent if she can require some criteria or categories those are the students can say the words fluently with good pronunciation. The students have many vocabularies so they can say the words fluently and they know what they will say then. They know the rule in the language (grammar). They can put on the word spelling correctly in any situation it makes the communication among them can be easier to be understood although it does not use grammatical language.

d. Comprehension

In speaking the speaker and the listener must have a good understanding that the conversation certainly requires a subject to respond to speech as well as to initiate it. But in this research, the researcher will call the comprehensibility

e. Pronunciation

Pronunciation is the way we make a sound of the language how and where we place the stress and how we use pitch and intonation to show how we are feeling and what we mean. Therefore it is also very important to be improved, the students must have good pronunciation to give very clear words or speaking that will make others can be easy to be understood.

In short in learning a language there are aspects that must be mastered. Where mastery of these aspects is very important if someone wants to master a language, including English. These aspects include vocabulary, grammar, fluency, comprehension, and pronunciation.

5. The Problem of Speaking Skill

There are some problems for speaking skills that teachers can come across on helping students to speak in the classroom. There are some problems for speaking skill that teachers can come across in helping students to speak in the classroom.

These are inhibition, lack of topical knowledge, low participation, and mother-tongue use Tuan & Mai (2015, 4) in Leong & Ahmadi, (2017, 10).

a. Inhibition is the first problem that students encounter in class. When they want to say something in the classroom they are sometimes inhibited. They are worried about making mistakes and fearful of criticism. They are ashamed of the other students attention towards themselves.

b. The second problem is that learners complain that they cannot remember anything to say and they do not have any motivation to express themselves. This is supported by thinks that learners often have nothing to say probably because their teachers had selected a topic that is not appropriate for them or they do have enough information about it. Also supports the above idea and stated that it is very difficult for learners to answer when their teachers ask them to tell things in a foreign language because they have little opinions about what to say, which vocabulary to apply, or how to use grammar accurately.

c. The third problem in the speaking class is that the participation is very low in a class with a large number of students, each student will have very little time for speaking because just one student talks at a time and the other students try to hear him/her. In the speaking class, some learners dominate the whole class while others talk very little or never speak.

d. The last problem related to the speaking ability is that when some learners share the same mother-tongue, they try to use it in the speaking class because it is very easy for them Tuan & Mai (2015). There are some reasons why learners use mother-tongue in their speaking classes. The first reason is that when teachers ask their learners to talk about a topic that they do not have enough knowledge, they will try to use their language. The second reason is that the application of mother-

tongue is very natural for learners to use. If teachers do not urge their learners to talk in English, learners will automatically use their first language to explain something to their classmates.

As for several studies that reveal the problems experienced by students when speaking, namely research conducted by Citra Kusumaningsih with the title *Using Communicative Group Activity in Improving Speaking Skills*, student problems stem from a lack of confidence in speaking to express ideas to be conveyed. This then has an impact on their indecision which manifests in less fluent and often they are silent when asked to speak in front of the class. This problem as a whole causes a learning atmosphere that is less conducive to student progress in learning English.

B. Previous Related Research Findings

Relevant research is previous research that is used as a reference and comparison with the research that will be carried out. There are two relevant research findings in this research as follows:

The first research is conducted by Maria Tyasti G.C.,Ag.et al (2017) with the title “The Implementation of Scientific Approach on Speaking Skill at Second Grade Students Based on Learning Style in SMAN 1 Pringsewu ”. From this research, it can be seen that the purpose of this research is to find out how the implementation of the scientific approach can improve students speaking skills. This research used a pre-experimental design. Questionnaires and speaking tests were used as tools for data collection. The implementation of the scientific approach can improve students speaking skills because students actively

participate in teaching and learning activities and practice through repetition. This is evidenced by the significant increase in students speaking ability with a significance level of 0.05 after implementing the scientific approach.

The second relevant research is research from Ananda Putri (2021) with the title "The Implementation of Scientific Approach in Teaching Speaking Skills: A Case Study of English Teachers At Islamic Senior High School 1 Pekanbaru". This research was conducted with a qualitative research case study design. Data collection is done by observation, interviews and documents. Data were analyzed and interpreted through qualitative procedures. The results of the study show that: 1) The implementation of the scientific approach in speaking skills by two teachers is good because it complies with the rules and strategies used by the teacher are discussion, role playing, dialogue and describing pictures. In implementing the scientific approach, both teachers use the stages of observing, asking, collecting, associating and communicating, 2) The problems faced by the teacher are limited time, limited facilities and low student motivation.

From the two studies above, what distinguishes the author's research from previous research is the location, object, subject, and research focus. Locations in previous studies were in Kabupaten Pekanbaru and Kabupaten Pringsewu. While this research is in South Sulawesi Regency, precisely in Makassar City. Then there are also differences in the object and period studied. Previous research and current research also have similarities. The similarity is that both of them focus on scientific approaches and students speaking skills.

C. Conceptual Framework

The Researcher can explain the framework of thought as follows:

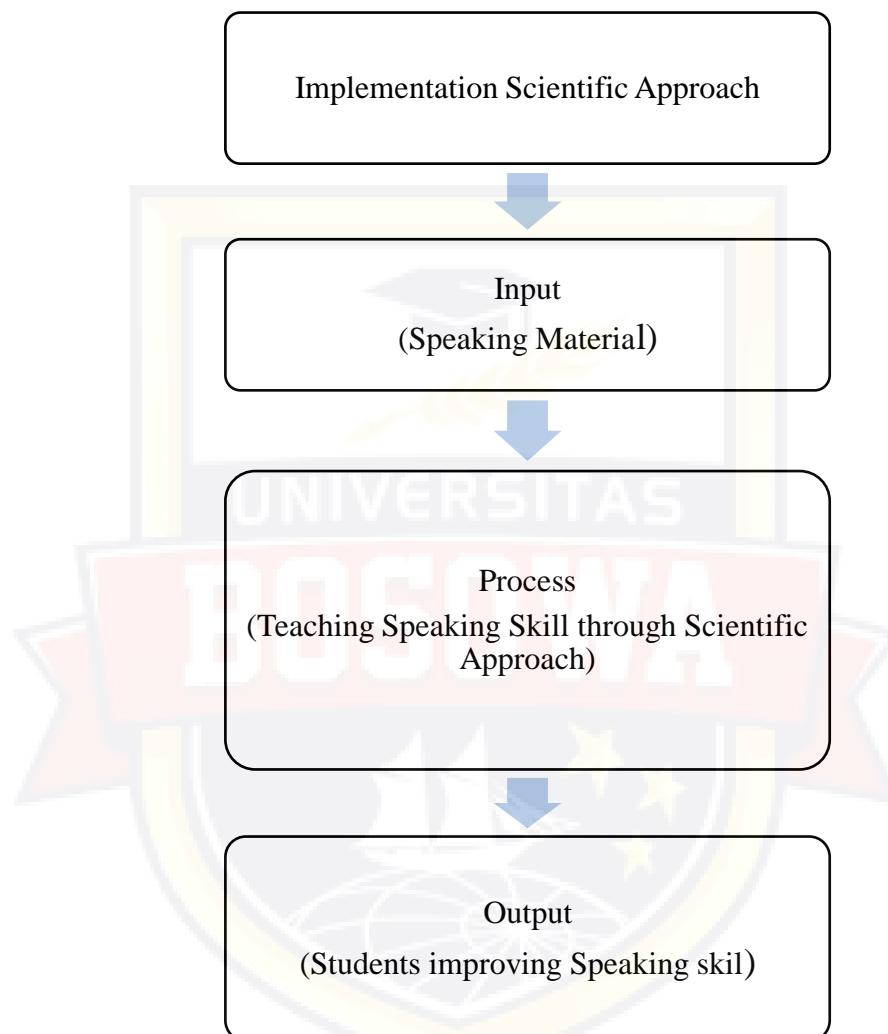


Figure 1. Conceptual Framework

The main components on the previous page are describe as follows:

1. Input. Input of the research refers to the information of students inability to speak. On this case, some pictures of one topic will be used as the input of the research.

2. Process. Process of this research refers to implementation of Scientific Approach and teaching speaking.
3. Output. Output of this research refers to the results of students speaking skill after being taught by Implementing Scientific Approach.

D. Hypothesis

The hypothesis of this research is formulated based on the theoretical foundation and framework then become the temporary answer of research question which its validity will be proven statistically. The hypothesis are as follow.

1. Null Hypothesis (H)

Implementing Scientific Approach is not able to improve students speaking skill at the second grade SMA Negeri 18 Makassar

2. Alternative Hypothesis (H)

Implementing Scientific Approach is able to improve students speaking skill at secon grade SMA Negeri 18 Makaassar.

CHAPTER III

RESEARCH METHODS

This chapter consists of guideline to attain the objectives of the research. It provides the reader some information about research design, location and time of the research, population and sample of the research, procedure of collecting data as well as technique of data analysis.

A. Research Design

The design of the research that used in this proposal was experimental quantitative. The research design that used in this research proposal was experimental research using a one-group pre-test design, where this design includes a pre-test before being given treatment. Thus the results of the treatment can be known more accurately, because it could compare with the situation before being treated. The research design was as follows:

$O_1 \ X \ O_2$

Description:

O_1 = Pre test

O_2 = Post test

x = treatment

B. Location and Time of The Research

The research was conducted at SMA Negeri 18 Makassar which is located in Mangga Kompleks Daya Permai, in Paccerakang, Kecamatan Biringkanaya subdistric Makassar City, province of South Sulawesi. This research was conduct

for one month for the process including initial studies, research activities and data analysis.

C. Population and Sample of Research

a. Population

According Thygesen (2020:11), the population is the whole object of research which can be in the form of humans, animals, plants, air, symptoms, values, events, attitudes and so on. So that these objects can be a source of data. The population in this research was grade XI students at SMA Negeri 18 Makassar for the 2022/2023 academic year. Total population of 136 students.

b. Sample

The sample is part of the number and characteristics of the population, therefore, sample is a sample taken from a portion of the research population that can represent the population. Researchers used a cluster random sampling technique. Cluster random sampling is a sampling technique based on random groups. This is because grade XI SMA Negeri 18 Makassar consists of six classes, especially the IPA class. With a large population of 136 students. Researchers took class XI science 2 which has 20 students as a sample of this research.

D. Research Variables and Operational Definition

This research consists of two variables, namely independent variable (X) and dependent variable (Y). In this research, speaking skill as independent variable

(X). Meanwhile, the implementation of scientific approach SMA Negeri 18 Makassar as dependent variable (Y).

This study consists of two variables, namely the independent variable (x) and the dependent variable (y). The independent variable is scientific approach.

While the dependent variable will improve in speaking. Speaking is the skill of conveying something to someone orally. There are three aspects must be possessed if you want to be skilled in speaking, namely mastery of fluency, pronunciation, vocabulary, grammar, and comprehension.

E. Procedure of Collecting Data

The procedure of collecting data in this research, as following:

1. Pre-test

Pre-test was giving before giving the treatment in the first meeting. The researcher provided one topic. The students explained one picture with theme "What do you activity" with their own words.

2. Treatment

After the pre-test, researcher was conducted two meetings. Each meeting the researcher was gave materi about speaking. Researcher gave students a picture and the students describe the picture to improve students speaking skill. This treatment spent time for fourth meeting and each meeting run time 45 minutes.

3. Post-test

Post-test was giving after the researcher giving the treatment in eighth the researcher provided one topic. The students explained one picture with theme "What are you doing" with their own words.

F. Technique of Data Analysis

In this research, the data of the test was analyzed by using the following techniques:

To analyze the students speaking test, there would be some criteria used by the writer for the students' score. The criteria were as follows:

1. Fluency
2. Pronunciation
3. Vocabulary
4. Grammar
5. Comprehension

The data was collect in the line with instrument and analyze by employing the following procedure:

$$P = \frac{F}{N} \times 100\%$$

Where:

P: Percentage

F: Frequency of the correct answer

N: Total number of sample

Then, classifying the students score based on the following class classifications:

Table 3.1 Scoring Classification

No	Classification	Score
1	Very Good	86-100
2	Good	71-85
3	Fairly	56-70
4	Poor	41-55
5	Very Poor	<40

(Source: *Dediknas In Muadzdzinul 2017*)

Based the explain above calculating the mean score, standard deviation, frequency table, and the value of t-test in identifying the difference between pre-test and pro-test by using inferential analysis in SPSS (Statistic Product and Statistic Solution) version 22.0 program. SPSS is a computer program use for statistical analysis. SPSS is use for processing and analyzing data that have statistical analysis capabilities as well a data management system with a graphical environment.

CHAPER IV

FINDINGS AND DISSCUSIONS

This chapter consists of two parts, namely research findings and research discussion. The findings of this research are correlated with the problem formulation stated in the introduction. The findings presented in this section consist of data obtained through tests to improve students' speaking skills after being given treatment. In this section, the researcher discusses the description and interpretation of the findings in this research. The findings that the researchers report in this chapter are based on the implementation of the scientific approach described in the previous chapter.

A. Findings

To find out the answers to the research questions in the previous chapter, the researcher conducted a test. The test is a speaking test which is given two tests, namely pre-test and post-test. The pre-test was given before treatment to find out the speaking skill before doing the treatment, while the post-test was set up after the treatment which aims to find out the students' speaking ability after doing the treatment.

The researcher gave pictures to students as a pre test to find out students speaking skills. Each student received instructions to explain a topic based on a picture. After giving a pre-test to students, researchers found out the results of students speaking skills based on speaking skill criteria, namely fluency,

pronunciation, vocabulary, comprehension, and grammar before being given treatment.

1. Student Scores On The Pre-Test

Researchers gave pictures to students as a pre-test to determine students' speaking skills. Each student received instructions to explain a topic based on the picture, then the researcher recorded the student's explanation. After giving a pre-test to students, researchers found out the results of students' speaking skills based on speaking skill criteria, namely pronunciation and fluency before being given treatment. The results are shown in the following table.

Table 4.1 The Students Pre Test Score Based On Component On Speaking

No	Student Initial	Pronu	Voca	Gram	Flue	Comp	Score
1	AM	2	2	2	3	1	10
2	AN	1	1	2	2	2	8
3	AKFY	3	1	1	1	2	8
4	AMKS	1	2	2	3	1	9
5	AWTSP	3	1	3	1	3	11
6	ANF	1	3	1	3	2	10
7	AAA	1	1	2	2	1	7
8	DM	2	2	2	2	1	9
9	FA	2	2	3	1	2	10
10	FT	3	1	1	2	2	9
11	HNF	2	3	2	2	1	10
12	I	3	1	2	1	2	9
13	IMDWS	1	1	2	3	1	8
14	IJ	3	2	1	2	1	9
15	MRA	1	1	2	1	3	8
16	MZA	1	3	1	2	1	8
17	PGAZ	2	3	2	3	2	12
18	RRA	2	2	1	2	1	8
19	SRF	1	1	1	1	3	7
20	AF	2	2	2	1	1	8

	Total	36	35	35	36	32	178
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(Source: SMA Negeri 18 Makassar)

Students' speaking skills consist of the five criteria of pronunciation, vocabulary, grammar, fluency and comprehension. Apart from that, the author will tabulate the average ability scores for students one by one in the following table.

1. Pronunciation

Table 4.2 The Percentage Score Of Students' Pronunciation In The Pre-Test

Classification	Score	Frequency	Percentage
Very good	86-100	-	
Good	71-85	-	
Fair	56-70	5	25%
Poor	41-55	7	35%
Very poor	<40	8	40%
Total		20	100%

(Source: students' Pre-Test Score)

In the table 4.2, it can be seen that the percentage of students' pre-test scores on pronunciation skills shows that 25% are classified in the fair category, 35% in the poor category, and 40% are categorized as very poor.

4.3 The Mean Score Of Students' Pronunciation In The Pre-Test

Descriptive Statistics								
	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pronunciation	20	2	1	3	37	1,850	0,181	0,812
Valid N (listwise)	20							

The descriptive statistical output data display above shows that the number of respondents (N) was 20 students. Of the 20 respondents, the smallest (minimum) value is 1 and the largest (maximum) value is 3. The range value is the difference between the minimum and maximum values. The total score is the result of the pre-test speaking results of 20 students. The average of 20 students or the average is 1.85 and the standard deviation is 0.812

2. Vocabulary

Table 4.4 The Percentage Score Of Students' Vocabulary In The Pre-Test

Classification	Score	Frequency	Percentage
Very good	86-100	-	
Good	71-85	-	
Fairly	56-70	4	20%
Poor	41-55	7	35%
Very poor	<40	9	45%
Total		20	100%

(Source: students' Pre-Test Score)

From the table, it can be seen that the percentage of student scores on vocabulary knowledge is that there are 4 students who show a score of 25% which is included in the fair classification, 7 students who show a score of 35% which is included in the poor classification, and there are 9 students who show a score of 45% which is included in the very poor classification.

Tabel 4.5 The Mean Students' Vocabulary Score In The Pre Test

Descriptive Statistics								
	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Vocabulary	20	2	1	3	35	1,750	0,175	0.786
Valid N (listwise)	20							

From the descriptive statistics table above, it shows that there were 20 respondents (N). Of the 20 respondents, it can be seen that the smallest (minimum) value is 1, while the largest (maximum) value is 3. The range value is the difference between the minimum and maximum values. The total score is the result of the pre-test speaking results of 20 students. The average of 20 students or the mean is 1.75 and the standard deviation is 0.786.

3. Grammar

Table 4.6 The Percentage Score Of Students' Grammar In The Pre Test

Classification	Score	Frequency	Percentage
Very good	86-100	-	
Good	71-85	-	
Fairly	56-70	2	10%
Poor	41-55	11	55%
Very poor	<40	7	35%
Total		20	100%

(Source: students' Pre-Test Score)

From table 4.6, we can show the results of students percentages based on classification. From the data above, there are 2 students who show a score of 10% which is included in the fair category, there are 11 students who show a score of 55% which is included in the poor category, and there are 7 students who show a score of 35% which is included in the very poor category.

Table 4.7 The Mean Students' Grammar Score In Pre Test

Descriptive Statistics								
	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Grammar	20	2	1	3	36	1,750	0,142	0,638
Valid N (listwise)	20							

From table 4.7, it can be seen that the results of student comprehension in the pre-test show that there were 20 respondents (N). Of the 20 respondents, it can be seen that the smallest (minimum) value is 1, while the largest (maximum) value is 3. The range value is the difference between the minimum and maximum values. The total score is the result of the pre-test speaking results of 20 students. The average of 20 students or the average is 1.750 and the standard deviation is 0.638.

4. Fluency

Table 4.8 The Percentage Score Of Students' Fluency In The Pre Test

Classification	Score	Frequency	Percentage
Very good	86-100	-	
Good	71-85	-	
Fair	56-70	5	25%
Poor	41-55	8	40%
Very poor	<40	7	35%
Total		20	100%

(Source: students' Pre-Test Score)

From the table, you can see the students' pre-test percentage scores in speaking fluency. There were five students who showed 25% which was classified as fair, eight students who showed 40% which was classified as bad, and there were seven students who showed 35% which was classified as very bad.

Table 4.9 The Mean Students' Grammar Score In Pre Test

Descriptive Statistics								
	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Fluency	20	2	1	3	38	1,900	0,176	0,788
Valid N (listwise)	20							

The descriptive statistical output data display above shows that the number of respondents (N) was 20 students. Of the 20 respondents, the smallest (minimum)

value is 1 and the largest (maximum) value is 3. The range value is the difference between the minimum and maximum values. The total of 20 students' pre-test speaking results is 38. The average of 20 students or the mean is 1.90 and the standard deviation is 0.788.

5. Comprehension

Table 4.10 The Percentage Score Of Students' Comprehension In The Pre Test

Classification	Score	Frequency	Percentage
Very good	86-100	-	
Good	71-85	-	
Fairly	56-70	3	15%
Poor	41-55	7	35%
Very poor	<40	10	50%
Total		20	100%

(Source: students' Pre-Test Score)

From the classification table above, it can be seen that there are 3 students who show a score of 15% which is included in the fair category, there are 7 students who show a score of 35% which is included in the poor category, and there are 10 students who show a score of 50% which is included in the very category poor.

Table 4.11 The mean Students' Comprehension Score In Pre Test

Descriptive Statistics								
	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Comprehension	20	2	1	3	33	1,650	0,166	0,745

Valid N (listwise)	20							
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From table 4.11, it can be seen that the results of student comprehension in the pre-test show that there were 20 respondents (N). Of the 20 respondents, it can be seen that the smallest (minimum) value is 1, while the largest (maximum) value is 3. The range value is the difference between the minimum and maximum values. The total score is the result of the pre-test speaking results of 20 students. The average of 20 students or the average is 1.65 and the standard deviation is 0.745.

As explained in the previous table, the following table shows the results of the analysis of student pre-test classifications in percentage form.

2. Students' score in the post test

Once the student's pre-test results are known, the author then provides treatment. The results of student scores after the test are presented in tabulated data by dividing them into five parts, namely pronunciation, vocabulary, grammar, fluency, and comprehension.

Tabel 4.12 The Students' Post Test Score Based On Component On Speaking

No	Student Initial	Pronun	Voca	Gram	Flue	Comp	Score
1	AM	3	4	4	3	3	17
2	AN	4	3	4	3	3	17
3	AKFY	3	3	4	2	3	15
4	AMKS	3	4	4	3	4	16

5	AWTSP	4	3	3	1	3	17
6	ANF	3	4	4	3	4	15
7	AAA	4	5	4	2	4	12
8	DM	3	5	5	2	3	12
9	FA	2	3	3	1	3	14
10	FT	2	3	3	2	3	13
11	HNF	3	3	4	2	3	16
12	I	4	5	3	1	5	16
13	IMDWS	2	3	4	3	3	15
14	IJ	3	4	4	2	4	17
15	MRA	2	3	3	1	3	13
16	MZA	2	3	3	2	4	15
17	PGAZ	3	4	4	3	5	19
18	RRA	3	3	5	2	4	15
19	SRF	4	3	4	1	4	15
20	AF	2	2	5	1	5	17
	Total	56	69	77	43	73	306

(Source: SMA Negeri 18 Makassar)

Apart from that, the author has classified them based on English language assessments which consist of pronunciation, vocabulary, grammar, fluency and comprehension which are presented through frequency distribution tables and percentages in the following table:

1. Pronunciation

Table 4.13 The Percentage Score Of Students' Pronunciation In Post-Test

Classification	Score	Frequency	Percentage
Very good	86-100	1	5%
Good	71-85	5	25%
Fair	56-70	8	40%
Poor	41-55	6	30%
Very poor	<40	0	-
Total		20	100%

Table 4.13 shows that it shows the results of students' speaking pronunciation after providing treatment. In the table, it can be seen that the adequate category has increased after the post test with a percentage of 40% and the poor category shows a percentage of 30%. It can be concluded that there is an improvement after implementing treatment even though only one student got a very good score, and the good category has increased.

Tabel 4.14 The Mean Score of Students' Pronunciation in Post-tes

Descriptive Statistics								
	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pronunciation	20	3	2	5	61,00	3,050	0,198	0,887
Valid N (listwise)	20							

The descriptive statistical data results illustrated above show that the number of respondents (N) is 20. Of the 20 respondents, the smallest (minimum) value is 2 and the largest (maximum) value is 5. The range value is the difference between the minimum and maximum values. The total score is the result of the vocational pre-test results of 20 students. The average score of the 20 students is 3.050 and the standard deviation is 0.887.

2. Vocabulary

Table 4.15 The Percentage Score Of Students' Vocabulary In Post-Test

Classification	Score	Frequency	Percentage
Very good	86-100	5	25%
Good	71-85	10	50%
Fair	56-70	5	25%
Poor	41-55	-	-
Very poor	<40	-	-
Total		20	100%

(Source: students' Post-Test Score)

Table 4.15 shows the percentage scores of students based on classification. From this table it can be seen that there are 5 students who got a score of 25% which is included in the very good classification, there are 10 students who got a score of 50% which is included in the good classification, and there are 5 students who got a score of 25% which is included in the fair category. So it can be concluded that students' vocabulary skills increased after being given treatment.

Table 4.16 The Mean Score Of Students' Vocabulary In Post-Test

Descriptive Statistics								
	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Vocabulary	20	3,00	2,00	5,00	70,00	3,500	0,184	0,827
Valid N (listwise)	20							

The descriptive statistical data results illustrated above show that the number of respondents (N) is 20. Of the 20 respondents, the smallest (minimum) value is 2 and the largest (maximum) value is 5. The range value is the difference between the minimum and maximum values. The total score is the result of the vocational pre-test results of 20 students. The average score of the 20 students is 3.500 and the standard deviation is 0.827.

3. Grammar

Table 4.17 The Percentage Score Of Students' Grammar In Post-Test

Classification	Score	Frequency	Percentage
Very good	86-100	-	
Good	71-85	-	
Fairly	56-70	3	15%
Poor	41-55	10	50%
Very poor	<40	7	35%
Total		20	100%

(Source: students' Post-Test Score)

From table 4.17, it shows the percentage scores of students based on classification. From the table it can be seen that there are 3 students who got a score of 15% which is included in the very good classification, there are 10 students who got a score of 50% which is included in the good classification, and there are 5 students who got a score of 35% which is included in the fair category. So it can be concluded that students' grammar skills improved after being given treatment.

Table 4.18 The Mean Score Of Students' Grammar In Post-Test

Descriptive Statistics								
	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Grammar	20	3	2	5	75	3,750	0,175	0,786
Valid N (listwise)	20							

From table 4.18, the data from the descriptive statistics illustrated above shows that the number of respondents (N) is 20. Of the 20 respondents, the smallest (minimum) value is 2 and the largest (maximum) value is 5. The range value is the difference between the minimum and maximum values . The total score is the result of the vocational pre-test results of 20 students. The average score of the 20 students is 3.750 and the standard deviation is 0.786

4. Fluency

Table 4.19 The Percentage Score Of Students' Fluency In Post-Test

Classification	Score	Frequency	Percentage
Very good	86-100	1	5%
Good	71-85	4	20%
Fair	56-70	12	60%
Poor	41-55	3	15%
Very poor	<40	-	-
Total		20	100%

(Source: students' Post-Test Score)

Table 4.19 shows the results of the percentage of speaking speed of students who have been given treatment. In the table above, it can be seen that there is one student who achieved 5% which is in the very good category, there are four students who got a score of 20% which is in the good category, there are twelve students who got a score of 60% which is in the fair category, and There were 3 students who got a score of 15% which were classified as poor. So, it can be concluded that students' fluency increased after being given treatment.

Tabel 4.20 The Mean Score of Students' Fluency in Post-test

Descriptive Statistics								
	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Fluency	20	3	2	5	63	3,150	0,166	0,745
Valid N (listwise)	20							

The descriptive statistical data results illustrated above show that the number of respondents (N) was 20 students. Of the 20 respondents, the lowest (minimum) value was 2 and the largest (maximum) value was 5. The range value is the difference between the minimum and maximum values. The total score comes from the results of 20 students' vocational pre-test. The average of 20 students or the average is 3.15 and the standard deviation is 0.745.

5. Comprehension

Table 4. 21 The percentage Score of Students' comprehension in Post-test

Classification	Skor	Frequency	Percentage
Very good	86-100	5	25%
Good	71-85	6	30%
Fairly	56-70	9	45%
Poor	41-55	-	
Very poor	<40	-	
Total		20	100%

(Source: students' Post-Test Score)

Table 4.21 shows the percentage scores of students based on classification. From this table it can be seen that there are 5 students who got a score of 25% which is included in the very good classification, there are 6 students who got a score of 30% which is included in the good classification, and there are 9 students who got a score of 45% which is included in the fair category. So, it can be concluded that students' comprehension scores increased after being given treatment.

Table 4.22 The Mean Score of Students' comprehension in Post-test

Descriptive Statistics								
	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Comprehension	20	2	3	5	76	3,800	0,186	0,833
Valid N (listwise)	20							

The descriptive statistical data results illustrated above show that the number of respondents (N) is 20. Of the 20 respondents, the smallest (minimum) value is 2

and the largest (maximum) value is 5. The range value is the difference between the minimum and maximum values. The total score is the result of the vocational pre-test results of 20 students. The average score of the 20 students is 3.500 and the standard deviation is 0.833.

After analyzing the results of the pre-test and post-test on students, the following are the results of the students' average scores and standard deviation which are presented in the following descriptive statistics table.

Tabel 4.23 Descriptive Statistik

Descriptive Statistics								
	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pre-Test	20	35	25	60	895,00	44,750	1,719	7,69056
Post-Tes	20	30	60	90	1525,00	76,250	1,949	8,71704
Valid N (listwise)	20							

Based on the table above, it can be concluded that there was a significant increase between the students' pre-test and post-test after being given treatment. In the pre-test, it can be seen from the table that the sum is 895, the mean is 44.75 and the standard deviation is 7.690. For the post test, there was an increase with a number of 1525, a mean of 76.25, and a standard deviation of 8.717. The table shows that the number and mean of the post test are higher than the pre test.

After assessing the pre-test and post-test of students in the experimental class, the authors used the t-test to test the hypothesis. The t-test is a test to measure whether there is a significant difference between the results of the students average scores in the pre-test and post-test. By using inferential t-test analysis or significance tests carried out with SPSS Version 16.0, significant differences can be more easily analyzed.

In this research, the Null hypothesis (H_0) states that there is no significant implementation of the scientific approach to improving the speaking skills of second grade students at SMA Negeri 18 Makassar. While the Alternative Hypothesis (H) states that there is a significant effect on implementation the scientific approach to improving the speaking skills of class XI students at SMA Negeri 18 Makassar. If the significance value is 2 or sig. (2 tailed) is lower than 0.05, H_0 is accepted and H is rejected.

Tabel 4.24 The Paired Sample T-Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-31,000	8,127	1,817	-35,303	- 27,696	-17	19	0,000

The results of the t test stated that Sig. (2-tailed) is 0.000. The results stated that Sig. (2-tailed) table is lower than the significance level. So. The alternative hypothesis (H) is accepted and the null hypothesis (H_0) is rejected. This means that

a scientific approach can improve the speaking skills of second grade students at SMA Negeri 18 Makassar. In this research, we can see the results that researchers have tested on students by implementing a scientific approach. These results can be seen from the students pre-test and post-test scores. In these tests, significant changes were seen. This research was conducted at SMA Negeri 18 Makassar, the researcher chose a sample of class IX Science 2, totaling 20 students.

B. Discussions

In this section, we was discuss research conducted by researcher and comparisons with previous research.

This research was conducted at SMA Negeri 18 Makassar, the sample was students of class IX science 2. This research aims to find out how the implementation of a scientific approach can improve the speaking skills of students in second grade of SMA Negeri 18 Makassar. The next aim is to find out the effect of implementing a scientific approach on improving their abilities. In the speaking skills of second grade students at SMA Negeri 18 Makassar. In this research, we can see the results that researchers have tested on students through the application of a scientific approach. Meanwhile, the results can be seen from the students' pre-test and post-test scores, in these tests significant changes can be seen. This research was conducted at SMA Negeri 18 Makassar, the researcher chose a sample of class IX IPA 2 with 20 students. This research was carried out in three steps, in the first step students will be given an initial test or pre-test, this is done to

determine the ability of students' speaking skills before being given treatment, in the second step the researcher will give treatment, in this step the researcher will give a picture to the students then The student describes the picture as a treatment, the treatment is material to improve the student's speaking skills and the final step is to give a test or post-test, this is done to see the score of the student's speaking skills after being given the treatment.

Students' speaking skills before being given treatment were categorized as poor, this can be seen from the percentage of students' pre-test scores. From the statistical analysis that has been carried out, it can be seen that in understanding students' speaking skills for the pre-test, there were no students who obtained a score of 86-100 with a very good classification and also 71-85 with a good classification. There was 1 student who got a score of 56-70 with a percentage of 5% which was included in the fair classification, 11 students got a score of 61-75 with a percentage of 55% which was included in the poor classification, and 8 students got a score <40 with a percentage of 40% which was included in very poor classification. The author concludes that students at SMA Negeri 18 Makassar still lack speaking skills. After giving a pre-test to students and knowing the results, the researcher then gave treatment in the form of a picture. In the picture the researcher explains the meaning of the picture.

However, after being given treatment, students' speaking skills after being given treatment improved to a very good category, this can be seen from the percentage of students' post-test scores.

From the statistical analysis that has been carried out, it can be seen that in the post-test students' speaking skills there was 1 student who got a score with a percentage of 5% with a score of 86-100 with a very good classification, there were 14 students who got a score of 71-85 with a good classification with a percentage of 70%, and there were 5 students who obtained a score with a percentage of 25% with a fair classification. So it can be concluded that in the post test, there were no students who got a score of 41-55 with a bad classification, and also a score of <40 with a very bad classification. From the results of the analysis, it can be seen that there was an increase in students' speaking skills after being given treatment.

The results of the T-Test analysis show that there is a significant difference between the pre-test and post-test results. In the pre-test the average score was 44.75 with a standard deviation of 7.690. Meanwhile, the average post-test score was 76.25 with a standard deviation of 8.717. This can be seen from the significance value, which means that the application of a scientific approach has an effect on students' speaking skills. It can also be seen from the t test results that the Sig value is obtained. (2-tailed) of 0.000 which means the Sig result. (2-tailed) is lower than the significance level. From these results there is a significant difference between the pre-test and post-test, in other words the application of a scientific approach can improve students' speaking skills.

From the results of research conducted by researchers, it can be seen that there is a significant influence on students after being given treatment which includes aspects of speaking skills. And it can be seen that through this treatment students

have motivation to learn as proven by the results of tests conducted by researchers. There was an increase in students' speaking skills before being given treatment. By implementing a scientific approach, students become enthusiastic and active during the learning process. It won't make students bored quickly.

The scientific approach is good to use to help students improve their speaking skills, apart from that there are also several advantages in applying the scientific approach in learning activities. There are various benefits that can be obtained from applying a scientific approach, namely attracting students' interest to pay more attention to learning.

Based on these findings, looking at the aspects assessed, it can be interpreted that students got a low average score on the pre-test. So it can be concluded that the student's speaking ability is included in the poor category. This problem is caused by several factors, namely students have limited vocabulary, lack of interest in learning, and they are not confident in practicing.

In addition, researchers found several inhibitors. There are some students who feel hampered in pronunciation. Sometimes they find it difficult to pronounce words in English.

Based on these problems, the writer tries to impemeting the right method, according to the level of students' mental development and can make students more active. Teachers must make changes, one of which is the ability to choose and determine appropriate learning strategies and methods regarding efforts to improve

learning outcomes, one of which is using methods that can be implemented, namely the scientific approach.

Some researchers have been reported to expose identification of implementing scientific approach to enhance students skill in learning make process move successful Their findings are consecutively presented below:

Research conducted by Marya Tyasti (2017), with the title *The ‘Implementation of Scientific Approach on Speaking Skill at Second Grade Students Based on Learning Style’* in SMAN 1 Pringsewu, researcher say that that the average score of the pre-test and post-test respectively are 72.50 and 78.78. It proves that there is an improvement after the implementation of scientific approach of 6.28 points. The significant level is 0.000. So it can be categorized that there is a significant different of students speaking skill between pre- test and post-test since $p < 0.05$. The t-count is 9.019 which is higher than the t-table (2.052). Thus, the researcher can conclude that there is a significant improvement of students speaking skill after the implementation of scientific approach. So, researcher concluded that the implementation of a scientific approach can improve students English language skills in general, not only in speaking skills but also the ability to listen, read, and write. Furthermore, the implementation of a scientific approach can produce significant improvements in five important aspects of English, namely fluency, pronunciation, vocabulary, comprehension, and grammar. Perhaps this is why the ministry of education stipulates this approach in the new curriculum.

Meanwhile, research conducted by Ananda Putri (2021), with the title *‘The Implementation of Scientific Approach in Teaching Speaking Skills: A Case Study of English Teachers’* at Islamic Senior High School 1 Pekanbaru. The researcher concluded that the scientific approach is effective to improve students speaking. It could be proved by the students' achievement in speaking competence. Those who are thought through scientific approach and those without through the scientific approach were the mean score of experimental class for post-test is 61,73 and the mean score of control class for post-test is 49,83. It means that there is a significant difference result between the students who thought speaking by scientific approach and the students who thought speaking without scientific approach. The writer suggested that the teacher can use scientific approach to improve students speaking competence.

Based on the various related research findings above, the researcher also concludes that implementing scientific approach is able to make learning more interesting and effective in teaching English. Some of the researches showed that there is a significant result of students' achievement before and after learning through scientific approach.

The research wants to try to make the students easy to express their ideas in speaking English through scientific approach. Scientific approach is one of the ways to teach English and improve students' speaking ability because it consists of interesting approaches that the government applies in Indonesia's education now.

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, the researcher write conclusions and suggestions based on the findings that have been researcher.

A. Conclusion

Data analysis research results show that scientific approaches can help students in learning. These approaches have systematic learning measures that make it easier for teachers to organize the implementation of learning, give teachers the opportunity to be more creative and encourage students to become more active with a variety of learning resources. Learning steps involve the scientific process in the construction of concepts, laws or principles, the learning process involves cognitive processes that potentially stimulate the development of science in particular the students high-level thinking ability besides it can also develop the character of the student.

Speaking is one way to communicate ideas and thoughts that are conveyed through oral messages. In order to enable interpersonal communication, we need to implement language in real communication. The scientific approach is capable of improving the students speaking skills. In this case it shows that there is a difference between speaking skills before and after implementing scientific approaches. Students can speak more confidently without feeling depressed. Given

this, the scientific approach has a positive impact and can be implemented in subsequent classes to improve the students speaking skills.

B. Suggestions

Based on the conclusion on the research above, the writer has several suggestions, namely:

1. For English teachers

Teachers are more creative and innovative in managing the use of methods, techniques, and media in English teaching. Teachers must use some techniques that are appropriate to the student's condition. This means that teachers can build a conducive atmosphere in the teaching learning process to support the success of the materials taught. The teachers must provide an opportunity to practice their English in the classroom and make the students more active in the learning process.

2. For Students

Students should improve their knowledge of English pronunciation, fluency, grammar, and other aspects of speech in order to speak well and be well understood by the listener. Students must have the courage to speak in front of the classroom and practice English even speaking in a simple way.

3. For other researcher

For other researchers, it is recommended to do the same research using a scientific approach. Read more books, articles, or journals and learn about scientific approaches in depth. The author advises other authors not only to focus on

scientific approach and speaking skills, but they should also be able to implement previous skills, such as reading, and writing. Other researchers should be more creative to find other methods.



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APPENDIX

Appendix 1 Letters

a. Surat Izin Penelitian

 **FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
 Jalan Urip Sumoharjo Km. 4 Gd. 2 Lt. 4, Makassar-Sulawesi Selatan 90231
 Telp. 0411 452 901 – 452 789 Ext. 117, Faks. 0411 424 568
 http://www.universitasbosowa.ac.id

or : A.460/FKIP/Unibos/VII /2023
 iran : -
 al : **Permohonan Izin Penelitian**


Kepada Yth,
 Kepala Sekolah SMA Negeri 18 Makassar
 di -
 Makassar

Dengan hormat disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini akan melaksanakan penelitian dalam rangka penyesuaian studi Program S1.

Nama : Ewin Arruan
 NIM : 4519101019
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Fakultas Keguruan dan Ilmu Pendidikan (FKIP) Universitas Bosowa


Judul Penelitian :
The Implementation Of Scientific Approach On Speaking Skill

Sehubungan dengan hal tersebut di atas, dimohon kiranya yang bersangkutan dapat diberikan izin untuk melaksanakan penelitian.
 Atas bantuan dan kerja sama yang baik, kami sampaikan banyak terima kasih.

Makassar, 31 Juli 2023
 Dekan,

 Dr. Asdar, S.Pd., M.Pd. /
 NIDN : 0922097001

Tembusan:
 1. Rektor Universitas Bosowa
 2. Arsip.

b. Surat Izin Penanaman Modal


PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. Bosogenville No.5 Telp. (0411) 441077 Fax (0411) 448036
 Website : <http://simap-new.sulselprov.go.id> Email : ptsp@sulselprov.go.id
 Makassar 90231

Nomor	: 22516/S.01/PTSP/2023	Kepada Yth.
Lampiran	: -	Dinas Pendidikan Provinsi Sulawesi Selatan
Perihal	: <u>Izin penelitian</u>	

di-
Tempat

Berdasarkan surat Dekan FKIP Univ. Bosowa Makassar Nomor : A.460/FKIP/UNIBOS/III/2023 tanggal 31 Juli 2023 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a	: EWIN ARRUAN
Nomor Pokok	: 4519101019
Program Studi	: Pendidikan Bahasa Inggris
Pekerjaan/Lembaga	: Mahasiswa (S1)
Alamat	: Jl. Urip Sumoharjo Km. 04 Makassar PROVINSI SULAWESI SELATAN

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

" THE IMPLEMENTATION OF SCIENTIFIC APPROACH ON SPEAKING SKILL AT SMA NEGERI 18 MAKASSAR "


Yang akan dilaksanakan dari : Tgl. **01 Agustus s/d 01 September 2023**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada Tanggal 01 Agustus 2023

**KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN**



ASRUL SANI, S.H., M.Si.
 Pangkat : PEMBINA TINGKAT I
 Nip : 19750321 200312 1 008

Tembusan Yth

1. Dekan FKIP Univ. Bosowa Makassar di Makassar.
2. Bertinggal.

c. Surat Keterangan Penelitian


 PEMERINTAH PROPINSI SULAWESI SELATAN
 DINAS PENDIDIKAN
UPT SMA NEGERI 18 MAKASSAR
Alamat : Jl. Surodikarya Komplek Mangga Tiga Permai Desa. Telp. (0411) 511121 Makassar 90741
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SURAT KETERANGAN
 Nomor : 422/513-UPT.SMA.18/Mks.1/DISDIK

Yang bertanda tangan dibawah ini, Kepala UPT SMA Negeri 18 Makassar menerangkan bahwa :

Nama	: EWIN ARRUAN
Nomor Pokok	: 4519101019
Program Studi	: Pend. Bahasa Inggris
Pekerjaan/Lembaga	: Mahasiswa (S1) Universitas Bosowa
Alamat	: Jl. Urip Sumoharjo Km 04 Makassar

Menindak lanjuti Surat Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Sulawesi Selatan selaku Administrator Pelayanan Perizinan Nomor: 22516/S.O1/PTSP/2023 tanggal 01 Agustus 2023 Perihal Surat Izin Penelitian yang bersangkutan telah mengadakan penelitian pada tanggal 01 Agustus s/d 01 September 2023 dengan judul :

"THE IMPLEMENTATION OF SCIENTIFIC APPROACH ON SPEAKING SKILL AT SMA NEGERI 18 MAKASSAR "

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Makassar, 11 Agustus 2023

Kepala UPT SMAN 18 Makassar


 Rangkai, S.Pd, M.Si
 Pangkat : Pembina Utama Muda
 NIP. 19670205 199103 1 016

Tembusan :

1. Kepala Dinas Pendidikan Prov. Sulawesi . Sul-Sel
2. Kepala Cabang Dinas Pendidikan Wilayah I Makassar - Maros
3. Pertinggal.

Appendix 2 Pre Test and Post Test Question

Name:**Class:****Instruction:**

1. Write your name and class on the answer sheet provided
2. Read the questions below carefully and correctly
3. Answer the questions properly and correctly
4. This test aims to determine students speaking skills
5. Time 45 minutes

QUESTION!

1. Please attention to the following pictures!



Make sentences of at least two paragraphs based on each picture on the answer sheet given. After that, explain the picture using good and correct vocabulary. Please explain in front of the class using your own words.

Appendix 3 Lesson Plan

Rencana Pelaksanaan Pembelajaran (RPP)

Satuan Pendidikan : SMA Negeri 18 Makassar

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/ Ganji (1)

Materi Pokok : Menyatakan dan Menanyakan Keberadaan Orang, Benda, Binatang
Dalam Jumlah yang Tidak Tertentu.

Alokasi Waktu : 2 x 45 Menit

A. Kompetensi Inti (KI)

KI 1: Menghargai dan menghayati agama yang dianutnya.

KI 2: Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleran, gotong royong) santun dan percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaanya.

KI 3: Memahami pengetahuan (fakta, konseptual, prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai

dengan apa yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
<p>3.5 Menerapkan struktur text dan unsur kebahasaan untuk melaksanakan fungsi sosial, menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tentu sesuai konteks penggunaannya.</p>	<p>3.5.1 Memahami struktur text dan unsur kebahasaan menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tentu.</p>
	<p>3.5.2 Menyatakan ungkapan menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tentu sesuai dengan struktur text dan kebahasaan melaksanakan sosialnya unsur untuk fungsi.</p>

<p>4. 6 Menyusun teks lisan dan tulisan untuk menyatakan dan menanyakan tentang keberadaan orang, benda, binatang dengan jumlah tidak tentu dengan memperhatikan fungsi sosial, struktur text dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4.6.1 Membuat teks tulis dan lisan tentang menyatakan dan menanyakan orang, benda, binatang dengan jumlah tidak tentu sesuai dengan melaksanakan sosialnya unsur kebahasaan untuk fungsi.</p>
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C. Tujuan Pembelajaran

Pertemuan Pertama, Ke Dua dan Ke Tiga:

1. Menumbuhkan sikap religius, jujur, kerja keras serta semangat belajar.
2. Siswa mampu memahami struktur text, unsur kebahasaan dari menyatakan dan menanyakan keberadaan orang, benda, hewan dengan jumlah tidak tentu.
3. Siswa mampu menyatakan ungkapan menyatakan dan menanyakan keberadaan orang, benda, binatang dengan jumlah tidak tentu untuk melaksanakan fungsi sosial.
4. Siswa mampu menyusun teks secara lisan dan tulis menyatakan dan menanyakan keberadaan orang, benda, hewan dengan jumlah yang tidak tentu secara lisan dan tulisan sesuai dengan struktur text, unsur kebahasaan, fungsi sosial yang benar dan sesuai

D. Materi

Materi Pembelajaran

1. Ungkapan there is/ there are.
2. Ungkapan bertanya how, how much, where.
3. Kosa kata jumlah (Bits and Piece) yang tidak tentu: Much, many, a Lot, Few, Little etc.
4. Kata benda, kata sifat dan kata kerja yang berhubungan dengan orang.benda, di kelas, sekolah, rumah dan sekitarnya.
5. Penggunaan nominal dan plural: a, an, the, this, those etc.

E. Metode Pembelajaran

1. Scientific Approach

F. Media dan Bahan Ajar

Media: Pictures.

G. Langkah- Langkah Pembelajaran

Pertemuan pertama dan kedua (2 jam pembelajaran/ 90 menit)

Kegiatan	Rangkaian Kegiatan	Waktu
Pembuka	Guru mengucapkan salam	10 Menit
	Guru meminta siswa membaca doa Guru	
	menginformasikan materi yang akan dipelajari	
	dan tujuan pembelajaran yang ingin	

Inti	<p>Mengamati:</p> <p>Siswa mendengarkan serta mencontohkan beberapa kalimat yang menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tentu yang dicontohkan dan dibacakan oleh guru dan video yang diberikan.</p> <p>Menanya:</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan perbedaan antar berbagai kaliinat yang menyatakan dan menanyakan orang, benda, binatang dalam jumlah yang tidak tentu dalam berbagai konteks.</p> <p>Mengumpulkan Informasi:</p> <p>Siswa mengumpulkan informasi dan menuliskan hasil pengamatan dari mendengarkan dan menyaksikan contoh yang diberikan oleh guru.</p> <p>Mengasosiasi:</p> <p>Guru kelompok terbimbing Dalam kerja kelompok terbimbing siswa membandingkan ungkapan menyatakan dan menanyakan keberadaan orang, benda, binatang dalam</p>	60 menit
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	<p>jumlah yang tidak tentu dari sumber yang diberikan oleh guru.</p> <p>Siswa mengidentifikasi unsur kebahasaan dari ungkapan menyatakan dan menanyakan Keberadaan orang, benda, binatang dalam jumlah tidak tentu.</p> <p>Siswa menyimpulkan hasil analisis dan identifikasinya. Guru memberikan Feedback dari hasil kerja siswa.</p> <p>Mengkomunikasikan:</p> <p>Siswa menggunakan bahasa inggris setiap kali. muncul kesempatan untuk menyatakan dan menanyakan tentang keberadaan orang,benda, binatang dalam jumlah tidak Tentu.</p> <p>Siswa membicarakan permasalahan yang dialaminya dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan tentang keberadaan orang, benda, binatang.</p>	
Penutup	<p>Guru memberikan review mater secara singkat dan jelas</p> <p>Guru menutup kelas dengan salam.</p>	<p>10</p> <p>Menit</p>

Appendix 4 Treatment

Speaking Skill

After giving the pre-test, next giving the treatment. The researcher will conduct three meetings. Each meeting the researcher will give material about vocabulary to the student using the “explain the picture”.



The procedure of guess the picture to improve students speaking skill through vocabulary as follows:

1. Researchers divide students into several groups to collect information and work together in groups.
2. Researchers provide worksheets to reveal the images displayed. For example, when the teacher shows a picture of a school, students will be ask in groups to collect vocabulary about that school. So next oun. When the teacher shows the house, students will be ask to collect vocabulary relate to the house.
3. The other group cannot repeat the words that have been said by the other group.

Appendix 5 Pre-Test and Post-Test Score

STUDENTS PRE-TEST SCORE

No	Students' Initial	Pronun	Voca	Gram	Flue	Com p	Score
1	AM	2	2	2	3	1	10
2	AN	1	1	2	2	2	8
3	AKFY	3	1	1	1	2	8
4	AMKS	1	2	2	3	1	9
5	AWTSP	3	1	3	1	3	11
6	ANF	1	3	1	3	2	10
7	AAA	1	1	2	2	1	7
8	DM	2	2	2	2	1	9
9	FA	2	2	3	1	2	10
10	FT	3	1	1	2	2	9
11	HNF	2	3	2	2	1	10
12	I	3	1	2	1	2	9
13	IMDWS	1	1	2	3	1	8
14	IJ	3	2	1	2	1	9
15	MRA	1	1	2	1	3	8
16	MZA	1	3	1	2	1	8
17	PGAZ	2	3	2	3	2	12
18	RRA	2	2	1	2	1	8
19	SRF	1	1	1	1	3	7
20	AF	2	2	2	1	1	8
	Total	36	35	35	36	32	178

(Source: SMA Negeri 18 Makassar)

STUDENTS' POST-TEST SCORE

No	Students' Initial	Pronun	Voca	Gra	Flue	Com	Score
1	AM	3	4	4	3	3	17
2	AN	4	3	4	3	3	17
3	AKFY	3	3	4	2	3	15
4	AMKS	3	4	4	3	4	16
5	AWTSP	4	3	3	1	3	17
6	ANF	3	4	4	3	4	15
7	AAA	4	5	4	2	4	12
8	DM	3	5	5	2	3	12
9	FA	2	3	3	1	3	14
10	FT	2	3	3	2	3	13
11	HNF	3	3	4	2	3	16
12	I	4	5	3	1	5	16
13	IMDWS	2	3	4	3	3	15
14	IJ	3	4	4	2	4	17
15	MRA	2	3	3	1	3	13
16	MZA	2	3	3	2	4	15
17	PGAZ	3	4	4	3	5	19
18	RRA	3	3	5	2	4	15
19	SRF	4	3	4	1	4	15
20	AF	2	2	5	1	5	17
	Total	56	69	77	43	73	306

(Source: SMA Negeri 18 Makassar)

Appendix 6 Students Pre-Test and Post-Test Classification

STUDETNS' PRE-TEST AND POST-TEST CLASSIFICATION

No	Student Initial	Score Pre-Test	Classification	Score Post Test	Classification
1	AM	50	Poor	85	Good
2	AN	40	Very Poor	85	Good
3	AKFY	50	Poor	75	Good
4	AMKS	45	Poor	80	Good
5	AWTSP	55	Poor	85	Good
6	ANF	50	Poor	75	Good
7	AAA	55	Very Poor	60	Fairly
8	DM	45	Poor	60	Fairly
9	FA	50	Poor	70	Fairly
10	FT	45	Poor	75	Fairly
11	HNF	50	Poor	80	Good
12	I	50	Poor	80	Good
13	IMDWS	40	Very Poor	75	Good
14	IJ	45	Poor	85	Good
15	MRA	40	Very Poor	65	Fairly
16	MZA	40	Very Poor	75	Good
17	PGAZ	60	Fairly	90	Very Good
18	RRA	35	Very Poor	55	Good
19	SRF	40	Very Poor	75	Good
20	AF	40	Very Poor	85	Good
	Total	925		1.515	

(Source: SMA Negeri 18 Makassar)

Appendix 7. The result of the students pre-test

a. Pre-Test

1. The high value

Name: Putri Ghina Az-Zahra

1) Hospital

The hospital is an individual health service facility that provides inpatient and outpatient care, therefore quality service is a must and absolutely fulfilled by a hospital. In the hospital there are many doctors who treat various kinds of patient diseases. There are lots of doctors and nurses. There are some rooms in the hospital, such as operating room, ward, and consultation room.

2) School

School is a place to study for students who want to pursue their dreams. There are teachers who share their knowledge with their students at school there are classrooms, canteens, fields, libraries, teacher rooms, and other. At school we can get acquainted with many people and make friends.

Transcript

1) 'Hɒspɪtl

ðə 'hɒspɪtl ɪn ən ˌɪndɪˈvɪdʒuəl helθ 'sɜːvɪs fə'sɪləti ðət prə'vaɪd
'ɪnpeɪʃnt ənd 'aʊtpeɪʃnt ənd keə(r) 'ðeəfɔː(r) 'kwɒləti 'sɜːvɪs ɪz ə məst

ænd 'æbsəlu:tli fɒl'fild baɪ ə 'hɒspɪtl ɪn ðə 'hɒspɪtl ðeə(r) ɑ:(r) 'meni
'dɔktə hu: tri:t 'veəriəs kaɪnd əv 'peərənt dr'zi:zɪz ðeə(r) ɑ:(r) lɒts əv
'dɔktə ænd 'nɜ:sɪz ðeə(r) ɑ:(r) səm ru:m ɪn ðə 'hɒspɪtl sʌtʃ əz
'ɒpəreɪtɪŋ ru:m wɔ:d ænd ,kɒnsl'teɪʃn ru:m

2) Sku:l

Sku:l ɪz ə pleɪs tə 'stʌdi fə(r) st'ju:dnts hu: wɒnt tə pə'sju: ðeə(r)
dri:mθ ðeə(r) ɑ:(r) 'tɪtʃəs hu: hu: ʃeə(r) ðeə(r) 'nɒlɪdʒ wɪð ðeə(r)
st'ju:dnts ət sku:l ðeə(r) ɑ:(r) k'læsru:mz kæn'ti:n 'fi:ldz 'laɪbrəri 'ti:tʃə(r)
ru:m ænd 'ʌðə(r) ət sku:l wɪ kæn get ə'kweɪntɪd wɪt 'meni 'pi:pl ænd
meɪk frend

2. Middle value

Name: Fatimah Azzahra

1) Hospital

A hospital is a health care Patient treatment with specialized and Institution
Providing medical nursing Staff and medical equipmen.

2) School

An institution designed for the teaching of student or pupit under the
supervision of educatoros or teachers, generally mandatory in an effort to create
students who experience progress after experiencing the process trough learning.

Transcript

1) 'Hospitl

ə 'hɒspɪtl ɪz ə helθ keə(r) 'peɪfnt 'tri:tmənt wɪð 'speʃəlaɪzd ənd ɪnstɪ'tju:ʃn
prə'vaɪdɪŋ 'medɪkl 'nɜ:sɪŋ stɑ:f ənd 'medɪkl equɪpmən.

2) Sku:l

ən ɪnstɪ'tju:ʃn dɪ'zɑ:nd fə(r) ðə 'ti:tʃɪŋ əv 'stju:dnt ɔ:(r) pʊpɪt 'ʌndə(r)
ðə ɜ:ʃu:pə'vɪzɪŋ əv ɛdukeɪtə(r) ɔ:(r) 'tɪtʃəs 'dʒenrəli 'mændətəri ɪn ən 'efət
tə kri'eɪt stju:dnts hu: ɪk'spɪəriəns 'prəʊgres 'ɑ:ftə(r) ɪk'spɪərənsɪŋ ðə
'prəʊses trɒf 'lɜ:nɪŋ

3. Low value

Name: Rizky Andika

1) Hospital

I think a hospital is a place for sick treatment, and a place for people to cure their illnesses.

2) School

I think School is place where students get knowledge and a place for students to Study.

Transcript

1) 'Hɒspɪtl

ai θɪŋk ə 'hɒspɪtl ɪz ə pleɪs fə(r) sɪk 'tri:tmənt ənd ə pleɪs fə(r) 'pi:pl tə kjuə(r) ðeə(r) 'ɪlnəsɪz.

2) Sku:l

ai θɪŋk sku:l ɪz pleɪs weə(r) st'ju:dnts get 'nɒlɪdʒ ənd ə pleɪs st'ju:dnts tə 'stʌdi.

b. Post-Test

1. The high value

Name: Putri Ghina Az-Zahra

1) Hospital

The hospital is an individual health service Facility that provides inpatient and outpatient and care, therefore quality service is a must and absolutely fulfilled by a hospital. In the hospital there are many doctors who treat various kind of parent diseases. There are lots of doctors and nurses. There are some rooms in the hospital, such as operating room, ward, and consultation room.

2) School

School is a place to study for students who want to pursue their dreams. There are teachers who who share their knowledge with their students at school there are

classrooms, canteens, Fields, libraries, teacher rooms, and other. At school we can get acquainted with many people and make friends.

Transcript

3) 'hɒspɪl

ðə 'hɒspɪl ɪn ən ˌɪndrɪˈvɪdʒuəl helθ 'sɜːvɪs fə'sɪləti ðət prə'vaɪd
'ɪmpaɪnt ænd 'aʊtpeɪnt ænd keə(r) 'ðeəfə:(r) 'kwɒləti 'sɜːvɪs ɪz ə məst
ænd 'æbsəlu:tli fɒl'fɪld bɑː ə 'hɒspɪl ɪn ðə 'hɒspɪl ðeə(r) ɑ:(r) 'meni
'dɒktə huː tri:t 'veəriəs kaɪnd əv 'peərənt dɪ'zɪːzɪz ðeə(r) ɑ:(r) lɒts əv
'dɒktə ænd 'nɜːsɪz ðeə(r) ɑ:(r) səm ru:m ɪn ðə 'hɒspɪl sʌtʃ əz
'ɒpəreɪtɪŋ ru:m wɔːd ænd ˌkɒnsl'teɪfŋ ru:m

4) sku:l

Sku:l ɪz ə pleɪs tə 'stʌdi fə(r) st'ju:dnts huː wɒnt tə pə'sjuː ðeə(r)
dri:mθ ðeə(r) ɑ:(r) 'tɪtʃəz huː huː ʃeə(r) ðeə(r) 'nɒlɪdʒ wɪð ðeə(r)
st'ju:dnts ət sku:l ðeə(r) ɑ:(r) k'læsru:mz kæn'ti:n 'fi:ldz 'laɪbrəri 'ti:tʃə(r)
ru:m ænd 'lɒðə(r) ət sku:l wɪ kæn get ə'kwemɪd wɪt 'meni 'pi:pl ænd
meɪk frend

2. The Middle Value

Name: Fatimah Azzahra

1) Hospital

A hospital is a health care Patient treatment with specialized and Institution Providing medical nursing Staff and medical equipmen.

2) School

An institution designed for the teaching of Student or pupit under the supervision of educatoros or teachers, generally mandatory in an effort to create students who experience progress after experiencing the process trough learning.

Transcript

1) 'hɒspɪtl

ə 'hɒspɪtl ɪz ə helθ keə(r) 'peɪfnt 'tri:tmənt wɪð 'speʃəlaɪzd ənd ɪnstɪ'tju:ʃn prə'vaɪdɪŋ 'medɪkl 'nɜ:sɪŋ stɑ:f ənd 'medɪkl equɪpmen.

2) sku:l

ən ,ɪnstɪ'tju:ʃn dɪ'zɑ:nd fə(r) ðə 'ti:tʃɪŋ əv 'stju:dnt ɔ:(r) pʊpɪt 'ʌndə(r) ðə ,sju:pə'vɪzɪn əv ɛdukeɪtə(r) ɔ:(r) 'tɪʃəz 'dʒenrəli 'mændətəri ɪn ən 'efət tə kri'eɪt st'ju:dnts hu: ɪk'sprɪəriəns 'prəʊgres 'ɑ:ftə(r) ɪk'sprɪəriənsɪŋ ðə 'prəʊses trʌf 'lɜ:nɪŋ

3) The Low Value

Name: Rizky Andika

1) Hospital

I think a hospital is a place for sick treatment, and a place for people to cure their illnesses.

2) School

I think School is place where students get knowledge and a place for students to Study.

Transcript**1) 'hɒspɪtl**

aɪ θɪŋk ə 'hɒspɪtl ɪz ə pleɪs fə(r) sɪk 'tri:tmənt ənd ə pleɪs fə(r) 'pi:pl tə kjuə(r) ðeə(r) 'ɪlnəsɪz.

2) sku:l

aɪ θɪŋk sku:l ɪz pleɪs weə(r) st'ju:dnts get 'nɒlɪdʒ ənd ə pleɪs st'ju:dnts tə 'stʌdi.

Appendix 8 Documentation



Picture 1. The researcher was conducting pre-test through oral speaking test



Picture 2. The researcher was explaining about speaking skill

BIOGRAPHY



Ewin Arruan was born in Tana Toraja on 23th October 2002, from the marriage of her parents, Petrus Joni Tallulembang and Ratmawati. She is the second child of three siblings. She has one brother and one sister named Winegin Nugraha Sambolangi and Vearly Gita Rahayu. She started her education in elementary school in 2007 at SDN Negeri 179 Ratte and graduated in 2013. She continued her study at SMP Negeri 5 Bittuang and finished in 2017. At the same time, she continued her school at SMA Kristen Makale and graduated in 2019. After graduating, she continued her study in Bosowa University in English Education study program Faculty of Education and Literature.

She was active student in her campus by joining some campus internal and external organization. In 2021, she joining an association, she namely HIMAPBING UNIBOS. In this assosiasiton, she was a committee of event in an activity namely English Camp that was held in 2021. And she finished her study in 2023