

**THE IMPLEMENTATION OF SCIENTIFIC APPROACH TO  
ENHANCE STUDENTS' SPEAKING ABILITY  
AT SMAN 1 TAKALAR**

*(A Pre-Experimental Research at the Frist Grade of SMAN 1 TAKALAR)*



**ENGLISH EDUCATIONAL DEPARTEMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

**2023**



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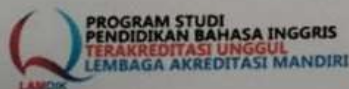
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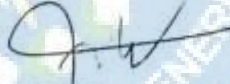
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6/2/23	1-5	Title Abstract (spacing) Table of contents check grammar chapt 1-5	<i>Farisha</i>
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## **MOTTO**

*“Today’s Accomplishments were Yesterday’s Impossibilities.”*

*-Robert H.Schuller*

*“Diwajibkan atas kamu berperang, padahal berperang itu adalah sesuatu yang kamu benci. Boleh jadi kamu membenci sesuatu, padahal ia amat baik bagimu, dan boleh jadi (pula) kamu menyukai sesuatu, padahal ia amat buruk bagimu. Allah mengetahui, sedang kamu tidak mengetahui.”(Q.S Al-Baqarah 216)*



## **DEDICATION**

***I dedicate this thesis to:***

*My beloved parents and family who love me without limits, endless prayers, giving me a lot happiness and always supporting me to achieve my life goals.*

## ABSTRACT

**AWAL MAULANA R**, 2023. “The Implementation of Scientific Approach to Enhance Students’ Speaking Ability at SMAN 1 Takalar (A Pre-Experimental Research at the First Grade of SMAN 1 Takalar)”. A Thesis, English Education Department. Faculty of Teachers Training and Education Makassar Muhammadiyah University. (Under The Supervised by Ummi Khaerati Syam and Farisha Andi Baso).

This research aimed at finding out whether or not the implementation of scientific approach can improve the students’ speaking ability in term of accuracy (vocabulary) and smoothness at the SMAN 1 Takalar. This research was conducted through pre-experimental method. The population of this research consisted of one class of the ten grade and the sample of the research took IPA 4 class which consisted of 23 students in academic year 2022/2023. In collecting the data, the researcher gave a speaking test, the speaking test help into two steps, there were pre-test and post-test. The findings of this research showed that the mean score in pre-test in term of vocabulary was 53.30 and the post-test was 76.56. The mean score in pre-test in term smoothness was 51.86 and the post-test was 80.04 and the total result of vocabulary and smoothness in pre-test was 100.13 and the post-test was 160.08 with the improvement percentage in thier speaking after being taught through scientific approach was 59.87% hence the students ability in speaking became better than before. Based on the result above, the researcher concluded that there was significant improvement of the students’ speaking ability by using scientific approach in SMAN 1 Takalar.

**Keywords:** Speaking, Scientific Approach

## ABSTRAK

**AWAL MAULANA R**, 2023. “The Implementation of Scientific Approach to Enhance Students’ Speaking Ability at SMAN 1 Takalar (A Pre-Experimental Research at the First Grade of SMAN 1 Takalar)”. Skripsi, Jurusan Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muhammadiyah Makassar. (Di Bawah Bimbingan oleh Ummi Khaerati Syam dan Farisha Andi Baso).

Penelitian ini bertujuan untuk mengetahui apakah penerapan pendekatan Scientific Approach dapat meningkatkan kemampuan berbicara siswa dalam hal akurasi (kosa kata) dan kelancaran di SMAN 1 Takalar. Penelitian ini dilakukan melalui metode pra eksperimen. Populasi penelitian ini terdiri dari satu kelas kelas X dan sampel penelitian mengambil kelas IPA 4 yang terdiri dari 23 siswa tahun ajaran 2022/2023. Dalam mengumpulkan data, peneliti memberikan tes berbicara, bantuan tes berbicara menjadi dua langkah, yaitu pre-test dan post-test. Temuan dari penelitian ini menunjukkan bahwa nilai rata-rata pre-test dalam hal kosa kata adalah 53,30 dan post-test adalah 76,56. Nilai rata-rata pre-test dalam kelancaran istilah adalah 51,86 dan post-test adalah 80,04 dan hasil total kosakata dan kelancaran dalam pre-test adalah 100,13 dan post-test adalah 160,08 dengan persentase peningkatan dalam bahasa mereka. berbicara setelah diajar melalui pendekatan saintifik adalah 59,87% sehingga kemampuan siswa dalam berbicara menjadi lebih baik dari sebelumnya. Berdasarkan hasil di atas, peneliti menyimpulkan bahwa terdapat peningkatan yang signifikan pada kemampuan berbicara siswa dengan menggunakan Scientific Approach di SMAN 1 Takalar.

**Kata kunci:** Speaking, Scientific Approach

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Makassar, Jauari 2023

Awal Maulana R



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# CHAPTER I

## INTRODUCTION

This chapter deals with background, problem statement, objective of the research, significance of the research, and scope of the research.

### A. Background

Language is a vital tool for human communication, enabling individuals to convey information from one person to another. Without language, people would be unable to express their thoughts, ideas, and emotions effectively. English is one of the many languages spoken globally, highlighting the diversity of languages in use. (Agustin, 2013, p. 37). In essence, the English language includes the ability to speak. Speaking involves a verbal exchange between a speaker and a listener, where messages are transmitted and received. As Cameron (2001, p. 40) notes, speaking involves actively using language to convey meaning and enable others to understand. It is crucial for learners to acquire speaking skills as it is a fundamental component of the English language. By speaking, individuals are able to effectively communicate their ideas, emotions, feelings, and desires.

Based on the findings from the researcher's interview with an English teacher at SMAN 1 Takalar, it was revealed that speaking is perceived as the most difficult and challenging aspect of English for the students, particularly because of the stark differences between spoken and written English. Furthermore, the students at SMAN 1 Takalar have low proficiency levels in

English, which exacerbates the difficulty of learning to speak the language. The main difficulty faced by students in learning to speak English is their limited vocabulary mastery, which hinders their ability to effectively convey their ideas. As a result, many students consider English to be a difficult subject and lack interest in learning it. Additionally, students lack self-confidence when speaking English due to their fear of making grammar or pronunciation mistakes in front of their peers. In addition to these challenges, students also lack opportunities to practice speaking in the classroom. Instead, they tend to rely on memorizing sentences from conversation books without fully understanding their meaning or how to use them correctly in speech.

The teaching and learning process employs a scientific approach to enhance students' speaking skills. This approach consists of multiple elements that assist teachers in teaching English and improving students' speaking abilities. The teacher incorporates this approach in all activities, particularly speaking activities, and assesses its effectiveness in enhancing students' speaking skills and academic performance. This approach comprises various learning components, and it is expected that the scientific approach is the optimal choice for teachers when teaching English in the classroom.

From the explanation above, the researcher has conducted a research especially on “*The Implementation of Scientific Approach to Enhance Students Speaking Ability at SMAN 1 Takalar*”.

## **B. The Problem Statement**

Based on the background above, the researcher formulates questions are as follows:

1. Does the scientific approach improve the students' speaking accuracy in term of vocabulary at the ten grade IPA 4 of SMAN 1 Takalar?
2. Does the scientific approach improve the students' speaking fluency in term of smoothness at the ten grade IPA 4 of SMAN 1 Takalar?

## **C. Objective of the Research**

Relating to the problem statement mentioned above, the researcher states that objectives of the study are to find out:

1. To find out whether the students' speaking accuracy in term of vocabulary through scientific approach at the ten grade IPA 4 of SMAN 1 Takalar improve.
2. To find out whether the students' speaking fluency in term of smoothness through scientific approach at the ten grade IPA 4 of SMAN 1 Takalar improve.

## **D. The Significance of the research**

In essence, there were three types of research importance. These include the significance in theory, the significance in practice, and the significance for future research and development.

### **a. Theoretical Significance**

The research holds significant theoretical value as it aims to facilitate the introduction and incorporation of a scientific approach towards enhancing the speaking skills of students. Specifically, it endeavors to provide educators with a

comprehensive understanding of how scientific approach can be employed to improve students' English language speaking ability. The findings of this study can be beneficial to teachers, as they can utilize them as a resource to gain further insight into the writing proficiency of their students through the application of scientific approach.

b. Practical Significance

This study offers potential benefits to educational practitioners seeking to incorporate scientific concepts into the 2013 Curriculum as a means of enhancing students' speaking skills. Additionally, the findings may prove valuable to other researchers investigating related topics and seeking to advance the state of knowledge in this field.

c. The further Research and Development

The empirical evidence and references resulting from this research could offer advantages to subsequent research and development endeavors.

**E. Scope of the Research**

Drawing on the aforementioned identification, the researcher directs their attention towards the students' proficiency in oral communication. Specifically, the researcher undertakes an analysis of speaking fluency, examining the degree of smoothness in articulation and accuracy in the deployment of vocabulary, with a particular focus on the utilization of adjectives among first-year students at SMAN 1 Takalar.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter deals with the previous related studies, pertinent ideas, conceptual framework and hypothesis.

#### **A. Previous Related Research Findings**

There are some researchers who have conducted research by using few techniques in speaking. They are:

1. In Sari's (2017) research, a scientific approach was employed with a focus on student-centered interaction to investigate the advantages and disadvantages of the implementation of Scientific Approach in teaching speaking to seventh grade students at SMP N 18 Malang. The research was designed as a descriptive qualitative study, utilizing non-participant observation and semi-structured interviews to collect data from an English teacher who served as the research subject. The study revealed that the five phases of the Scientific Approach were effectively implemented, leading to various benefits, such as increased student interaction, communication, and environmental awareness. However, there were also some drawbacks, including the need for the teacher to prepare multiple teaching media and apply different techniques to avoid student boredom, and challenges in classroom management. Overall, the research found that the Scientific

Approach demonstrated its efficacy when followed according to its procedure, despite the potential challenges in its implementation.

2. Ardiansyah (2020) conducting a study by using classroom action research (CAR) was to improve the students' speaking skills through video based scientific approach at class XI MIPA 1 SMAN 9 Mataram in the Academic Year of 2019/2020. The CAR was conducted in two cycles. Each cycle consisted of three meetings. The steps were reconnaissance, planning, action and observation, and reflection. The researcher worked collaboratively with the English teacher and the students. The data collected were in the forms of qualitative. The qualitative data were gained through observing, interviewing the English teacher and students, and taking photographs. The data were in the forms of vignettes, interview transcripts, and photographs. In addition, this research implemented five criteria of validity namely democratic validity, dialogic validity, outcome validity, process validity, and catalytic validity. To get the trustworthiness, the researcher used some triangulation principles such as time triangulation and investigator triangulation. The results of this research showed that using videos based on scientific approach in the teaching and learning of speaking was proved to improve the students' speaking skills in five aspects: vocabulary, pronunciation, grammar, fluency, and comprehension. The students were more enthusiastic in learning speaking. They could actively involve in the speaking learning process. Moreover, the students were more confident and fluent in speaking practices.



3. Sodik et al (2020) conducting a study that focused on the implementation of scientific approach in teaching speaking with appropriate lesson plan. The steps consist in observing, questioning, associating, experimenting and communicating. This study also focused on the appropriateness of lesson plan viewed from 2013 curriculum guideline. This study used case study in qualitative descriptive. The sample in this study was three English teachers at SMP Negeri 40 Semarang. The result shows that English teachers at SMP Negeri 40 were implementing scientific approach based on 2013. The implementation was in five main steps. They were observing, questioning, associating, experimenting and communicating. All the steps had been implemented well based on 2013 curriculum. There were some problems in implementing scientific approach. The problems in implementing scientific approach in teaching speaking were in communicating step and the difficulties in time management, confidence of the students and also pronunciation. Related to the appropriateness of the lesson plan, all the principles and criteria had been fulfilled except the attention on the students at differences and developing the culture in reading and writing. The finding can be used by as a reference in implementing scientific approach.
4. Anissa's (2017) study aimed to determine whether using the scientific approach in teaching English could lead to a significant improvement in speaking ability compared to conventional teaching methods. The study population consisted of 58 seventh grade students from SMP ISLAM PLUS ASSALAMAH in the academic year of 2017/2018, who were divided into

two classes. One class served as the experimental group (Al Hadi), while the other served as the control group (Al Mustofa). The writer utilized a purposive sampling method to select 30 students from Al Hadi and 28 students from Al Mustofa. The experimental group was taught using the scientific approach, while the control group was taught using conventional methods. The study employed an experimental design with a Pre-test Post-test Non-equivalent Group Design. The research instruments used were tried-out tests and an observation journal, and the data was analyzed using t-test formula. The posttest mean score of the experimental group was significantly higher (61.73) than that of the control group (49.43), with a t-count of 8.50 and a significant value of 0.000, indicating a significant difference in the gain score of learning result in the experimental group. Based on the findings, the scientific approach was deemed more effective in improving students' English-speaking competence than the conventional method, and the writer suggested that English teachers should adopt the scientific approach to enhance their students' speaking abilities.

The similarity between this research and previous research is the improvement speaking skill by using scientific approach and the differences between this research and previous research is the research scope, the previous research was used quasi-experimental, experimental study, classroom action research and this researcher used pre-experimental research. Previous researcher also conducted the research in the junior high school and the senior high school with KTSP and 2013 curriculum while this research conducts in senior high school with the 2013

curriculum with the scope of this research focuses in analyzing speaking fluency in term of smoothness and speaking accuracy in term of vocabulary through scientific approach.

## **B. Partinent Ideas**

### **1. Concept of Scientific Approach**

#### **a. Definition of Scientific Approach**

Ratnaningsing (2017) posited that the utilization of scientific approach is crucial for enhancing the teaching and learning quality, as it enables students to develop and integrate their attitude, skills, and knowledge. This approach is designed to foster the students' capability to observe, question, experiment, associate, and communicate effectively (Suharyadi, 2013, p.1). Moreover, the 2013 Curriculum highlights scientific approach as one of the recommended learning approaches, emphasizing the importance of the process of knowledge-seeking and the role of students as the subject of learning through the application of scientific principles. As students are regarded as the subject of learning, the "learning by doing" method is widely promoted, which was initially promoted by Dewey, an American educator and philosopher (1859-1952). Given that learning is a pursuit of significance, it is important to establish learning objectives that are linked to vital issues for the students.

Furthermore, an educational framework based on a scientific approach involves a structured learning process where students are actively engaged in constructing concepts, laws, or principles. This process is achieved

through a series of activities, including but not limited to observing, hypothesizing, collecting data, analyzing data, drawing conclusions, and effectively communicating the concepts, laws, and principles derived. The aim is to stimulate students' innate curiosity and promote a search for knowledge from multiple sources, rather than relying solely on teachers for information. Additionally, the scientific approach places a high emphasis on effective communication skills, in addition to a thorough understanding of scientific principles, as noted by Mc Collum (2009).

The scientific approach to learning can be identified based on a set of criteria established by the Ministry of Education and Culture. These include: (1) the use of teaching materials that are grounded in observable facts or phenomena that can be logically explained; (2) teacher explanations and interactions with students are characterized by objectivity, (3) the teaching materials facilitate the development of critical thinking skills and accuracy in problem identification, comprehension, and resolution; (4) the approach encourages hypothetical thinking in examining differences, similarities, and connections among the learning materials presented (5) in fosters the ability to understand apply, and develop patterns of logical and objective reasoning towards the learning materials; (6) the approach should be based on established concepts, theories, and empirical facts; and (2) the learning objectives are presented in a clear concise and engaging manner (Kemendikbud, 2013a, as cited in Nugraha and Suherdi 2017).

## **b. Stage of Scientific Approach**

In the context of the 2013 Curriculum, the scientific approach to learning typically comprises five distinct phases, namely observation, questioning, experimentation, association, and communication. This categorization of learning stages is derived from Permendikbud 103:2014, as referenced in the work of Nugraha and Suhendi (2017).

### 1) Observing

The initial phase of the learning process is characterized by observation. Observation is a systematic and purposeful approach aimed at investigating a social phenomenon or tangible object through the use of the five senses (Hosnan, 2014, p. 40) and necessitates the use of descriptive abilities (Halonen et al., 2003, as cited in Mutaqqin, 2015). In this stage, the educator contextualizes the learning activity within the classroom for the students. In the context of language teaching and learning, observation involves the examination of materials, such as interpersonal or transactional text, specific text, functional text, and linguistic features of text, video, or recording, as described by Kemendikbud (2013).

Teaching materials may take the form of concepts, such as the social function of a text, or procedures, such as the observed structure of the text. The activities in the observation stage can include viewing or listening to a video of a conversation, watching a short film or video, reading a storybook, text, magazine, brochure, or posters. Additionally, activities

that involve "repeating/copying/imitating guided examples are also included in the observation stage, where students not only receive information but also repeat and practice the activities provided by the educator (Mutaqqin, 2015). Therefore, the observation stage plays a critical role in guiding students towards the text stage, and by engaging in the activities, students' curiosity is also piqued.

## 2) Questioning

The second phase of the learning process involves questioning, which entails the construction of knowledge through the creation of social function concepts within a particular context, using structured text procedures and material. This stage is typically executed through group or class discussions, as prescribed by regulations established by the Ministry of Education and Culture (Kemendikbud, 2013; Abidin, 2014; Mulyasa, 2014; Permendikbud No 81a, 2013). During this phase, students generate questions based on observations made in the previous stage, with the objective of acquiring greater comprehension and information about the material. In order to be considered a "good" question, it must be concise, clear, inspiring, focused on a particular subject, probing and divergent, valid and reinforced, cognitive level enhancing and promote interaction. As such, this stage promotes independent knowledge acquisition as students strive to construct a concept, principle, procedure, theory, or law relating to the material through classroom or group discussions (Abidin, 2014, p. 137; Hosnan, 2014, p. 40; Kemendikbud, 2013b).

### 3) Experimenting

The third phase of the learning process involves experimentation, which provides students with real-world learning opportunities that are authentic in nature. According to the regulations set forth by the Indonesia Ministry of Education and Culture under Regulation No. 81/2013, students are required to engage in a variety of information collection methods during experimentation, such as conducting experiments, making observations, conducting interviews, reading texts, books, and other functional sources, as well as exploring new places and trying new things (Dyer et al, 2011). The goal is to develop students' ability to collect and communicate information from a variety of sources. The teacher assumes the roles of director and controller during this stage, as they are responsible for planning and managing the data collection process using a range of resources such as learning materials, worksheets, media, and experimental tools. Additionally, the teacher may provide feedback during the data collection process to guide students' progress (Brown, 2001, as cited in Nugraha, 2015).

### 4) Associating

The fourth phase of the learning process involves association, in which students and teachers engage in various learning activities, including analyzing and categorizing texts. The data collected from the previous experimentation phase must be analyzed to draw conclusions, after which students must process the information provided by their

teachers to draw further conclusions. According to the Policy of Indonesia Ministry of Education and Culture under Policy No. 81a/2013, the association process must involve: (1) processing the information collected from the experimentation and observation activities, and (2) processing the information to find solutions from a variety of sources with different perspectives. Through this process, students are expected to be able to relate their learning and experimentation results to the real-world situations they encounter.

#### 5) Communicating/Networking

The final phase involves networking, where students engage in collaborative learning by communicating, demonstrating, and publishing their learning products. The process involves facing various challenges while maintaining empathy and mutual respect, with learners receiving both constructive and excessive feedback to foster social interaction and meaningful learning. In this phase, the teacher plays a critical role in providing accurate information and reciprocal scaffolding, achieved through dialogues and discussions with students. Students report their findings through oral or written communication or other forms of delivery, allowing others to benefit from their observational, experimental, and analytical conclusions. Previous research by Wahyudin (2015), Nugraha (2015), Abidin (2014), Arauz (2013), Hosnan (2014), and Mulyasa (2014) highlights the importance of interaction and collaboration between teachers and students and among students during the communication stage



of collaborative learning.

**c. The Criteria of Scientific Approach**

1. The acquisition of knowledge based on factual information or observable phenomena that can be logically explained, rather than on conjecture, imagination, myths, or legends.
2. The discourse between educators and learners, including instructional explanations and students responses, is free from bias and subjective thinking that diverts from logical thinking patterns.
3. The promotion and motivation of critical, analytical, and appropriate thinking among students to identify, comprehend, solve problems, and apply learning materials.
4. The stimulation and encouragement of hypothetical thinking among students to discern differences, similarities, and connections among various learning materials.
5. The encouragement and inspiration of students to comprehend, implement, and develop thinking patterns to respond to learning materials.
6. The content of learning is based on established concepts, theories, and empirical facts that can be validated and justified.
7. The objectives of learning are expressed in a concise and clear manner, with an engaging presentation style.

**d. Teacher Role to Apply Scientific Approach in the Classroom**

In the classroom, the teacher functions as a facilitator, not simply as a passive observer of students' self-directed knowledge

acquisition and construction. Rather, the teacher provides necessary support to students, serving as a facilitator who organizes, guides, and directs learning activities, delivers feedback, provides explanations, and shares relevant information.

## **2. Concept of Speaking**

### **a. Definition of Speaking**

Speaking is oral communication that play essential role in human communication and interaction. There are some definitions are given by expert about speaking such as:

Chastian (2006) posited that the act of speaking involves the creation and dissemination of significance via both verbal and non-verbal symbols across diverse situations. In a similar vein, Heuebour contended that language fundamentally encompasses speech and that speech essentially involves the transmission of information through sounds. Building on this, Cameron (2001) argued that speaking involves the active deployment of language to convey meaning in a comprehensible manner to others. To effectively engage in speech, an individual must possess proficient oral language skills that allow for the precise and accurate expression of meaning through appropriate vocabulary and grammar usage. Additionally, effective speakers must skillfully organize their discourse in a way that facilitates audience comprehension.

Another definition is from Harmer (1991) who states that when two people talked to each other, it means that speaker makes a define decision

to address someone. Speaking forced on him in some way probably but still can that they want or intend to speak or they keep silent. He has some communicative purposes namely speaker say things because they want something to happen of what they say. He select from his language store. The teacher has an alternative capacity to create new sentence if he is a native speaker.

## **b. Element of Speaking**

### **1. Pronunciation**

Pronunciation denotes the manner in which the sounds of words are produced, encompassing the enunciation of a word or language. Furthermore, pronunciation comprises elements such as articulation, stress, and intonation.

Pronunciation includes language features (vocabulary and grammar) as well as skills (speaking and listening). When we find new vocabulary, it will be better if we know the correct pronunciation. As previously explained, emphasis is also included in pronunciation. For example, if a word in English has two syllables. The emphasis is usually on the first syllable for nouns and adjective, and on the second syllable for verbs.

#### **a. The Important of Learning Pronunciation**

It is crucial to acquire a proficient command of pronunciation in order to avert miscommunication and misinterpretation of lexical meaning. In English language, erroneous enunciation of words may

result in significant misunderstandings. Despite the possibility of the audience falsely assuming comprehension when only a single word is mispronounced, this can indeed culminate in perplexing and intricate confusions. Thus, it is imperative to recognize and rectify prevalent pronunciation errors. The attainment of accurate pronunciation will undoubtedly enhance one's self-assurance.

#### b. Most Important Element

When acquiring proficiency in English pronunciation, there exist two critical components that demand attention. These two elements comprise stress patterns of words, also known as syllabic emphasis, and the melody or pitch variations in speech, commonly referred to as intonation. For a more comprehensive understanding of these crucial aspects, a detailed elucidation of each element is recommended.

##### 1) Word emphasis

Emphasis is very important in English because it can be used to distinguish the meaning of words, compound word, verb phrases, and idioms that sound similar. This pattern of emphasis will allow pronunciation to sound natural and clearly communicate the intended meaning.

When used in a linguistic context, word stress basically refers to which syllable in the word is stressed the most. Most language, like Spanish, use accents to show stress, but English doesn't offer the

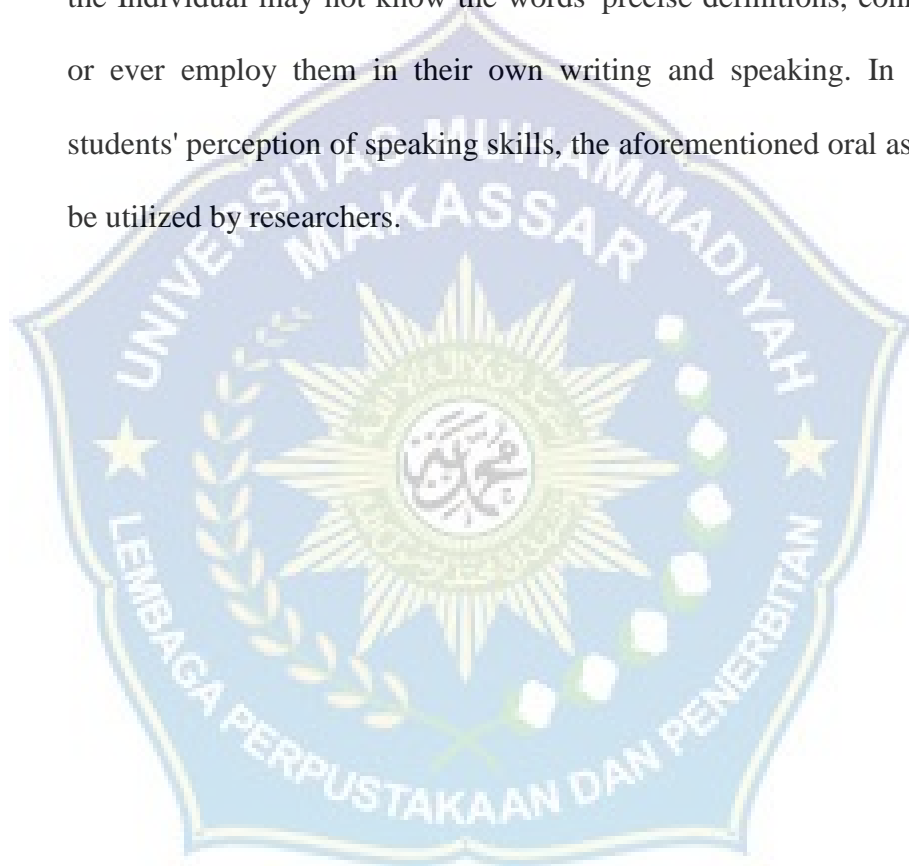
same. Emphasis is very important when speaking in English because it can completely change the meaning, depending on where we put the stress. In other words, the difference on the choice of place of emphasis will also change the meaning.

## **1. Vocabulary**

Mastery of vocabulary is a fundamental component that must be achieved prior to achieving proficiency in the English language. There exist various definitions of vocabulary put forward by experts in the field. According to Hornby (2006:1645), vocabulary is an all-encompassing term that refers to the words that an individual is familiar with or employs, and extends to all words that exist within a given language. Alternatively, Hatch and Brown (1995:1) define vocabulary as a collection or inventory of words that are unique to a particular language, or a list of words that speakers of a language may utilize.

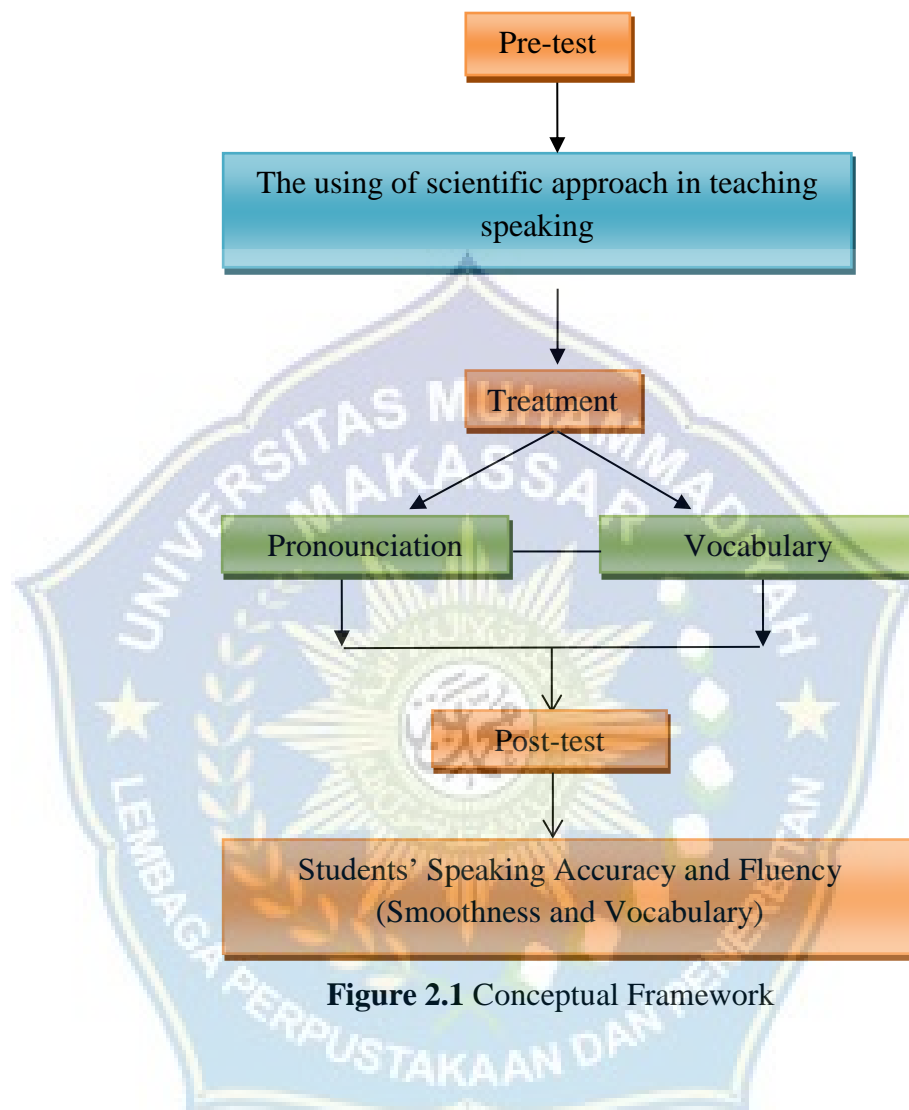
From the above definitions, it is evident that vocabulary pertains to all words within a language that are familiar and employed by an individual for the purpose of communication. Vocabulary is comprised of an individual's understanding of the meanings of words, as well as the words themselves. However, vocabulary is a more intricate construct than the definition implies. Firstly, words can be categorized into two forms: oral and print. Oral vocabulary encompasses words that are recognizable and utilized in the context of reading and writing. Secondly, word knowledge can be categorized into two forms: receptive and productive.

Receptive vocabulary encompasses words that are identifiable upon hearing or viewing them, whereas productive vocabulary refers to words that an individual uses when speaking or writing. Receptive vocabulary is generally more extensive than productive vocabulary, and may consist of numerous words to which an individual attributes some meaning, although the Individual may not know the words' precise definitions, connotations, or ever employ them in their own writing and speaking. In assessing students' perception of speaking skills, the aforementioned oral aspect may be utilized by researchers.



### C. Conceptual Framework

The conceptual framework of this research



**Figure 2.1** Conceptual Framework

In this study, the researcher analyzes the ability in speaking by using scientific approach. First, the researcher would give a pre-test to the students in the form of a speaking test. After giving a pre-test, the researcher gave treatment by using scientific approach. During giving treatment, researcher focuses on improving students' speaking skills in terms of speaking accuracy and fluency in term of smoothness and vocabulary. After using scientific approach, researchers

provides a final test or a post-test to find the data of the students by using scientific approach that would help the improvement of students' speaking skills.

#### **D. Hypothesis**

Based on the review of related literature, the researcher put forward the hypothesis of the research as follow:

- a. Null hypothesis (H<sub>0</sub>) means that there is no an improvement between the pre-test and the post-test of the students' score before and after the treatment by the implementation of the Scientific approach for the students' speaking skill at SMAN 1 Takalar.
- b. Alternative hypothesis (H<sub>1</sub>) means that there is an improvement between the pre-test and the post-test of the students' score before and after the treatment by the implementation of the Scientific approach for the students' speaking skill at SMAN 1 Takalar.



## **CHAPTER III**

### **RESEARCH METHOD**

This chapter consists of research design, variables, population and sample, instrument of the research, procedure of collecting data, and technique of data analysis.

#### **A. Research Design**

This study employed a pre experimental research design, specifically utilizing a one-group pre-test and post-test design. This approach involved measuring or observing a single group both before and after exposure to a particular treatment or intervention. The pre-test served to establish a baseline measurement of the attribute or characteristic of interest prior to the treatment, while the post-test measured changes in the same attribute or characteristic after the treatment.

To analyze the data collected, the researcher employed a quantitative approach, which follows the post-positivist paradigm and emphasizes the use of cause-and-effect thinking, reduction to specific variables and hypotheses, measurement and observation, and theory testing. Quantitative research often involves the use of experiments and surveys, and data is typically collected using predetermined instruments that yield statistical data. The design of this study can be visualized as follows:

**Table 3.1** One-Group Pre-test–Post-test Design

Pre Test	Treatment	Post test
Y1	X	Y2

(Creswell, 2003:18)

Where:

Y<sub>1</sub> : Students' achievement on speaking skill before teaching by using scientific approach.

X : Scientific approach treatment

Y<sub>2</sub> : Students' speaking skill after teaching by using scientific approach.

The procedures of the research described as follow:

#### 1. Pre-test

Pre-test was administered on the first meeting. The steps of pre test were:

- a. The researcher explained the material and also talked to the students what they have to do.
- b. The researcher asked the students to read a descriptive text based on the topic that given by the researcher.

#### 2. Treatment

After pre-test, the students was given a topic of descriptive text by using scientific approach. Treatment was given 5 meetings. The first until fifth meetings have been given individually to students. The steps of first until the fifth treatment were:

- a. The researcher introduced and explained the material about descriptive text.

- b. The researcher explained about scientific approach and explained about content that used in descriptive text.
- c. The researcher collected ideas of each students about the topic.
- d. The researcher shows some example of text in form descptive text. The researcher used text.
- e. The researcher and students discussed about topic that researcher gave to students in pre-test.
- f. The students presented their understanding of the topics by speaking and recorded it.

## **B. Research Variable**

### 1. Independent Variable

Independent variable in this study was the implementation of scientific approach.

### 2. Dependent Variable

Dependent variable in this research was the students' speaking skill.

## **C. Population and Sample of Research**

In this part, the researcher described about sample and population of the research:

### 1. Population

Population is a generalization area consisting of objects/ subjects that have certain qualities and characteristic determined by researcher to be studied and then drawn to their conclusion (Sugiyono: 2018).

The population in this research are the students of SMAN 1 Takalar that consisting of 8 classes for IPA and 4 classes IPS. The total numbers of population are 360 students.

## 2. Sample

The researcher used one class as the sample and respondent of this research. Namely class X IPA 4. The number of the sample is 23 students in the second year. This sample are taken cluster sampling technique.

### **D. Instrument**

In this research, researcher used speaking test with pronunciation and vocabulary aspect as an instrument. In collecting the data, the students were given pictures about describing people, animals, and things. They were asked to talk about a picture that they had chosen.

### **E. Data Collection Procedure**

In collecting the data, researcher conducted research on students of the first grade of SMAN 1 Takalar through the following steps:

#### 1. Giving the pre-test

- 1) Preparing the pre-test materials by asking the students using the questions of the instrument of pre-test about describing family, animal, and things in the vacation.

#### 2. Giving treatment

##### 1) Observing

- a. The teacher showed the students a set of pictures
- b. The teacher began to explain picture by picture.

- c. The teacher said the words.
- d. The students repeated what the teacher said and spoken correctly.
- e. The teacher displayed the same image, but without words.
- f. The teacher asked all the students what the picture is.
- g. The students answered about the picture.

## 2) Questioning

- a. The teacher showed the students the pictures of family, animal, and things in the vacation.
- b. The teacher selected the student to ask the other student's question regarding the picture.
- c. The teacher appointed other students to perform the same task.
- d. The teacher helped and corrected the student if they had mistaken.

## 3) Associating

- a. The teacher divided the students into groups of 6 students.
- b. The teacher distributed 1 descriptive text for each group.
- c. The teacher asked the student to analyze the text.
- d. After completing the assignment, students would be asked to bother verbally about the results of the discussion.
- e. Teachers did an attention and provided input on student performance.

## 4) Experimenting

- a. Teachers asked the students to think and choose their own favorite topic.

- b. The teacher asked the students to prepare to describe their topic orally.
- c. The teacher asked the students to barter their work to the friend sitting next to them.
- d. Students must check their friends' speaking with each other.
- e. The students would give suggestion regarding the speaking of their friends.
- f. The teacher appointed a student to present their speaking regarding the topic.
- g. The teacher asked the other students if there were any questions or not about what their friend had presented.
- h. The teacher reviewed what had been discussed and provided some additional notes about the new vocabulary coming in from the topic.

5) Communicating

- a. The teacher appointed students to come in front of the class.
- b. The teacher asked the students to present their speaking regarding the topic that had given to them.
- c. When one student presenting, the teacher would ask the other student if there were any questions or not about what their friend had presented.
- d. The teacher would correct the student if there was an error while presenting regarding the vocabulary.

e. The teacher gave an example of how to speak regarding the topic fluently.

### 3. Giving Post-test

Post-test would be given to the students after giving the treatment, to find out the speaking improvement.

## F. Technique of Data Analysis

The techniques of data analysis used as follows:

### 1. Scoring rubric

This Scoring include pronunciation scoring and vocabulary scoring. Where both of these are aspects of speaking skill.

**Table 3.2** Speaking Fluency (Smoothness)

Classification	Score	Criteria
Excellent	6	Their speaking is very understandable and high of smoothness.
Very Good	5	Their speaking is very understandable and very good of smoothness.
Good	4	They speak effectively and good of smoothness.
Fairly Good	3	They speak sometimes hasty but fairly good of smoothness
Fair	2	They speak sometimes hasty, fair of smoothness
Poor	1	They speak hasty and more sentences are not appropriate in smoothness

(Heaton, 1989)

**Table 3.3** Speaking Accuracy (Vocabulary Scoring)

Classification	Scoring	Criteria
Excellent	6	Speak without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
Very Good	5	Has to make an effort at time to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural.
Good	4	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.
Fairly Good	3	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.
Fair	2	Long pauses while he searched for the desired meaning. Frequently and halting delivery. Almost gives up making the effort at times limited range of expression.
Poor	1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

(Heaton.1989)

2. Scoring the students' answers of their speaking, the researcher used formula:

$$\text{Scoring} = \frac{\text{Answer Score}}{\text{Maximum Score}} \times 100\%$$

(Sudjana in Firtriana)

3. Classifying the students' score into seven levels as follows:

**Table 3.4** Scoring Classification

No	Score	Classification
1	96-100	Excellent
2	86-95	Very Good



3	76-85	Good
4	66-75	Fairly Good
5	56-65	Fair
6	46-55	Poor
7	0-45	Very Poor

(Depdiknas as cited in Susanti,2018)

3. Calculating the collecting data from the students in answering the test, the researcher used formula to get mean score:

$$\bar{X} = \frac{\sum x}{N}$$

Where:

$X$  = mean score

$\sum x$  = the total score

$N$  = the total number of samples

(Gay, 2006)

4. Calculating the percentage of students' improvement based on the pre-test and post-test, the researcher used:

$$P (\%) = \frac{x^2 - x^1}{x^1} \times 100$$

Where:

$P$  : the percentage of the students' increase score

$x1$  : the total score of pre-test

$x2$  : the total score of post-test

(Gay, 1987)

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter expounds on the outcomes of the conducted research as well as its subsequent discussion. The results were formulated in accordance with the problem statement articulated in the introductory section, while the discussion segment elaborates on the elucidation of the findings.

#### **A. Findings**

The results of the pre-experimental investigation pertain to the resolution of the research inquiry centered on enhancing students' lexical precision and oral proficiency through a scientific approach to spoken communication. These findings encompass an evaluation of the students' speaking competency.

##### **1. The students' mean score of vocabulary and smoothness in Pre-Test and Post-Test**

A pre-test was conducted to find out the data of the students' speaking skill before the treatment was given. The result of the test showed the students' achievement in speaking before the treatment. The highest score was 66 and the lowest score was 41 and the mean ( $\bar{X}$ ) was 100.13.

The post-test was also conducted to find out the data of the students' speaking skill after the treatment was given. The highest score was 91 and the lowest score was 74 and the mean ( $\bar{X}$ ) was 160.08 hence the improvement percentage was 59.87% and can be seen in the following table.

**Table 4.1 Improvement Percentage of Pre-test and Post-test Score**

Variable: Speaking Skill	Mean Score		Improvement (%)
	Pre-Test	Post-Test	
Accuracy (vocabulary) and fluency (smoothness)	100.13	160.08	59.87%

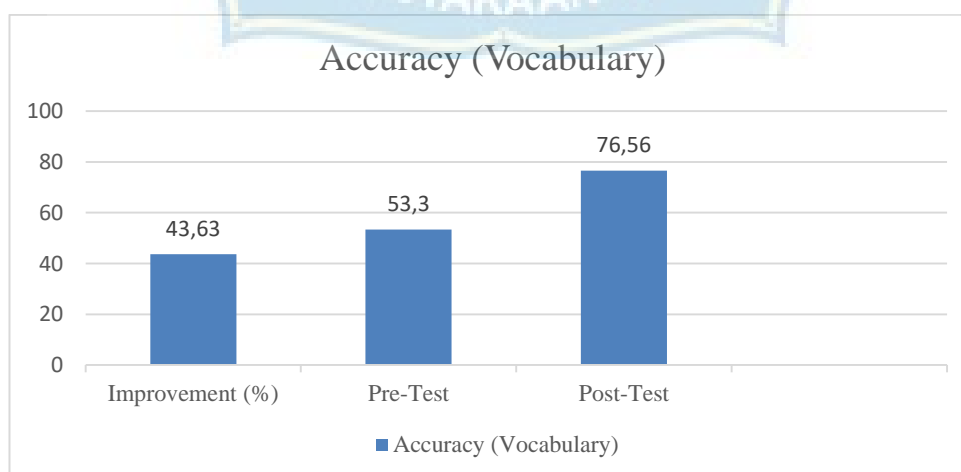
## 2. The Improvement of Students' Speaking skill in accuracy (vocabulary)

The improvement of the students' speaking skill in vocabulary of the topic presented in the table below:

**Table 4.2. The Mean Score of Vocabulary in Pre-Test and Post-Test**

Speaking	Accuracy (Vocabulary)		Improvement (%)
	Pre-Test	Post-Test	
	53.30	76.56	43.63 %

The table shows that there were significant different between the Pre-test and the Post-test, the mean score in pre-test was 53.30 and the mean score in post-test was 76.56. Based on the result, there was an improvement as much as 43.63%

**Figure 4.1 The Improvement of Students' Speaking Skill in Vocabulary**

The data in figure and table shows that the improvement in content score as the result calculating the pre-test and post-test of the students' vocabulary by using scientific approach where the students' score in the pre-test (52.30) was different from the post-test (76.56) which means that there were improvement (43.53 %) of the students' speaking skill especially about vocabulary.

### 3. The Improvement of students' speaking skill in smoothness

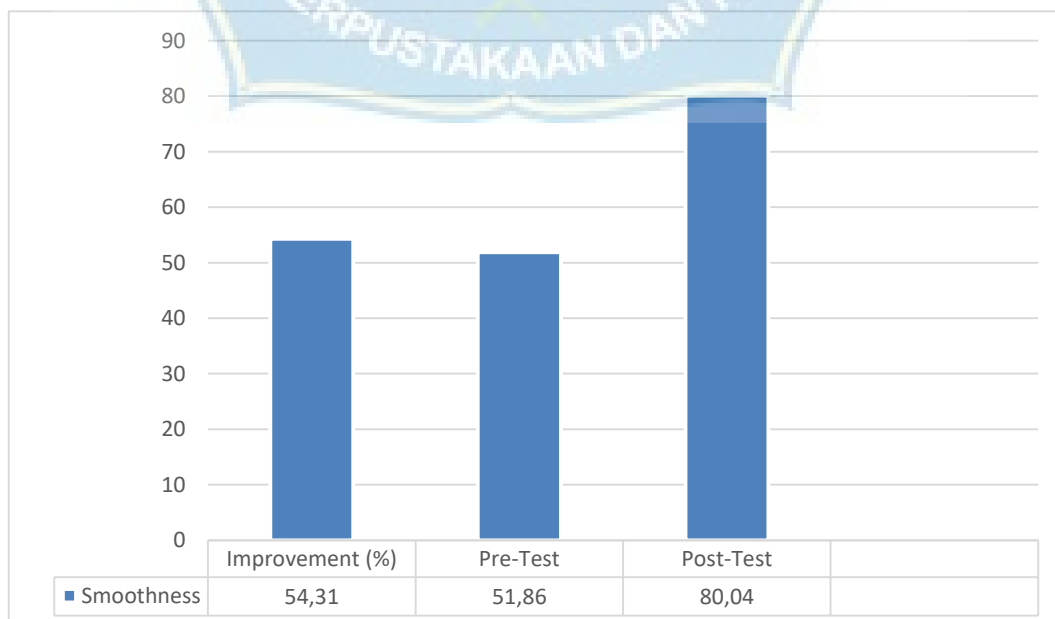
The result of the students' smoothness of the speaking skill that presented in the table, below:

**Table 4.3 The Mean Score of Smoothness in Pre-Test and Post-Test**

Speaking	Smoothness		Improvement (%)
	Pre-Test	Post-Test	
	51.86	80.04	54.31 %

The table shows there were significant different between the pre-test and the post-test, the mean score in pre-test was 51.86 and the post-test was 80.04. Based on the result, there was an improvement as much as 54.31 %

**Figure 4.2 The Improvement of Students' Speaking Skill in Smoothness**



The data in figure and table shows that the students' improvement in smoothness score as the result of calculating the students' pre-test and post-test at the students' speaking skill where the students' score in pre-test (51.86) was lower than the post-test (80.04) which means that there was an improvement as much as 54.31 % of the students' speaking skill after taught by using scientific approach.

#### 4. The Rate Percentage of the Students' Score

The rate percentages of the students' pre-test scores were presented in the following table.

**Table 4.4 the Rate Percentage of Pre-test and Post-test Score**

No.	Classification	Pre-Test		Post-Test	
		F	%	F	%
1.	Excellent (96-100)	0	0%	0	0%
2.	Very Good (86-95)	0	0%	5	21,73%
3.	Good (76-85)	0	0%	5	21,73%
4.	Fairly Good (66-75)	4	17.39%	13	56,52%
5.	Fair (56-65)	8	34.78%	0	0%
6.	Poor (46-55)	3	13,04%	0	0%
7.	Very Poor (0-45)	8	34.78%	0	0%
Total		23	100%	23	100%

Table 4.4 showed that in the pre-test, which was done before treatment, which 4 students (17.39%) belonged to 'fairly good' category, 8 students (34.78%) who belonged to 'fair' category, 3 students (13.04%) who belonged to 'poor' category, and 8 students (34.78%) belonged to 'very poor' category.

While in the post-test that had done after the treatment, from 23 students, there was 5 students (21.73%) who belonged to 'very good' category, 5 students (21.73%) who belonged to 'good' category, and 13 students (56.72%) who belonged to 'fairly good' category. Based on the result, it can be concluded that the rate percentage in the post-test was higher than the rate percentage of the pre-test hence there was an improvement between the pre-test and the post-test.

## **B. Discussion**

As illustrated in the preceding section, the implementation of a scientific approach in the classroom has led to a notable improvement in the students' speaking ability. The current investigation employed recording and other instrumentation to collect data, which indicated that the students' speaking proficiency was enhanced following the use of the scientific approach technique. Prior to the intervention, the students' speaking aptitude, specifically in regards to vocabulary and fluency, was found to be inferior compared to their post-intervention performance.

### **1. The Students' Speaking Skill by Using Scientific Approach had Improved**

The researcher found that the students' speaking skill in the scientific approach had increased by 59.87% from the mean score of 100.13 on the pre-test to be 160.08 on the post-test. The fact that the students' speaking skill in the scientific approach had a higher mean score post-test than pre-test. Since the mean score on the post-test was higher than the mean score on the pre-test, the scientific approach may help students' speaking skill in term of vocabulary and smoothness.

### **2. The Improvement of the Students' Speaking Skill in Accuracy**

After calculating the results, the researcher discovered that the students' speaking skill in accuracy (vocabulary) had increased by 43.63 % from the mean score 53.30 on the pre-test to be 76.56 on the post-test.

This improvement was supported by the finding that the scientific approach could improve students' speaking skill because the mean score of the post-test was higher than the mean score of the pre-test.

### 3. The Improvement of the Students' Speaking Skill in smoothness

The researcher found that the students' speaking skill in smoothness had increased by 54.31% from the mean score of 51.86 on the pre-test to reach 80.04 on the post-test. The scientific approach could help students' speaking skill because the mean score of the post-test was higher than the mean score of the Pre-test.

This study discovered that the scientific approach helped students to gained their understanding of materials as a part of speaking skill. Similar to earlier studies done by Sari (2017), Ardiansyah (2020), and Sodik et al (2020), that conducted the scientific approach in learning of speaking skill and they found that the strategy could improve the students' speaking skill, also, effective and proper to be applied in context of text narrative for speaking skill.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

##### 1. The Students' Speaking Ability in Accuracy (Vocabulary)

Following the utilization of the scientific approach in the classroom, there was a considerable enhancement in the students' speaking proficiency, indicated by a 43.63% increase in the mean score, which rose from 53.3 in the pre-test to 76.56 in the post-test. Additionally, the students' vocabulary acuity was found to be considerably improved after the application of the scientific approach technique. The students demonstrated the ability to effectively convey their ideas and communicate effortlessly with their peers, while simultaneously exhibiting an enhanced level of comprehensibility.

##### 2. The Students' Speaking Ability in Fluency (Smoothness)

The students' ability to speak smoothly improved after using the scientific approach. There was a significant improvement in their speaking skills when they were taught with this approach. The students' smoothness in speaking improved by 54.31%, from an average score of 51.86 in the pre-test to 80.04 in the post-test. Learning through the scientific approach can enhance student performance, particularly in group work. Students can work independently, discuss a topic and take responsibility for individual and group assignments. The students at SMAN 1 Takalar had a positive

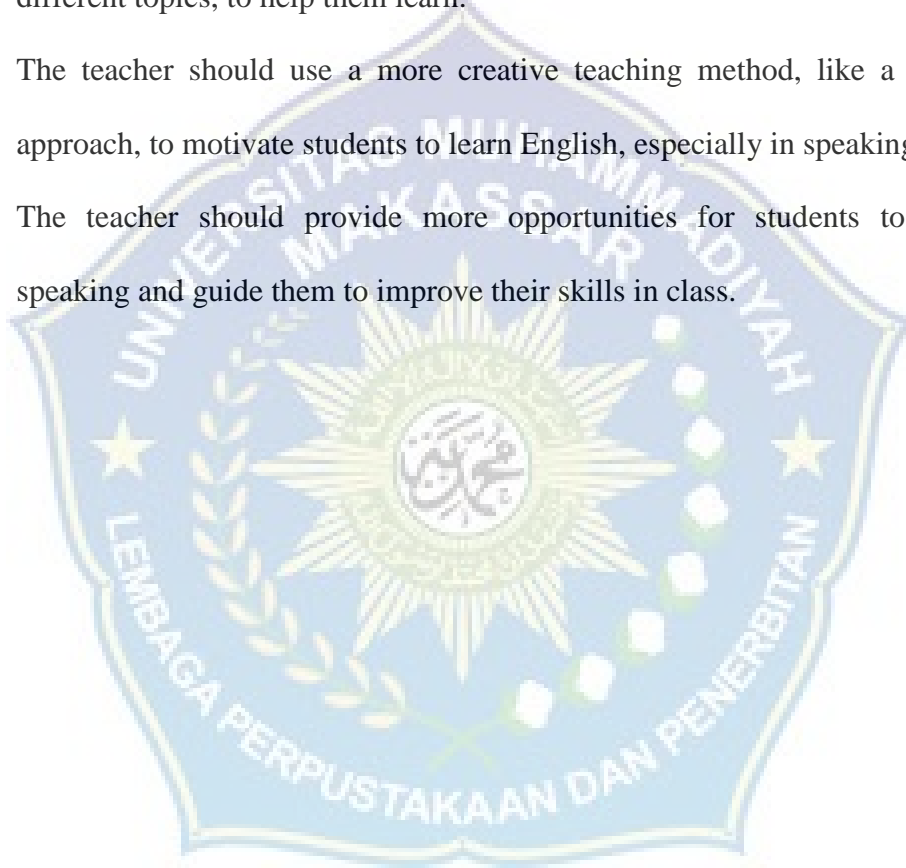


attitude towards learning English speaking with the scientific approach, and were interested in this method of learning.

### **B. Suggestion**

Based on the conclusion, the researcher has a few suggestions:

1. The teacher should give students some reading materials, like sheets with different topics, to help them learn.
2. The teacher should use a more creative teaching method, like a scientific approach, to motivate students to learn English, especially in speaking.
3. The teacher should provide more opportunities for students to practice speaking and guide them to improve their skills in class.



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## **APPENDIX 1. TEACHING MATERIALS**

### **Descriptive Text**

#### **A. Pengertian Text Descriptive**

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. (Kane (2000: 352).

Descriptive Text (Teks Deskripsi) adalah suatu teks atau bacaan yang menggambarkan/ menjelaskan sesuatu (Orang, benda, hewan, atau tempat) secara rinci dan detail. Baik dari segi penggambaran bagian tubuh, sifat ataupun yang lainnya.

#### **B. Tujuan Descriptive Text (FUNGSI SOSIAL)**

Untuk menjelaskan, mendeskripsikan, atau menggambarkan sesuatu yang bisa nama orang, benda, tempat ataupun hewan secara rinci.

#### **C. Generic Structure of Descriptive Text (Bagian-bagian teks) Struktur Teks**

Dalam Descriptive text ada 2 bagian pokok yaitu Identification dan Description.

1. Identification (Pendahuluan) Memperkenalkan/Menjelaskan tokoh utama yang akan dideskripsikan. Bagian ini terletak pada paragraf pertama.
2. Description (Penjabaran) Dalam bagian ini dijelaskan secara jelas dan khusus tentang ciri- ciri, sifat, kebiasaan atau hal-hal lain yang berkaitan dengan objek yang akan dideskripsikan.

#### **D. Language features (Ciri-ciri Kebahasaan)/ Unsur Kebahasaan**

1. Using Simple Present Tense (Menggunakan kalimat Simple Present Tense)
2. Using tobe (Is, am, are)

3. Fokus pada satu objek

4. Using adjective (Menggunakan kata sifat) ex: slim, beautiful, big, etc

### **Materi Pembelajaran Pengayaan:**

#### **1. Word bank for describing people**

Figure	Plump, stocky, skinny, slim, obese, muscular, average weight,...
Personality	Attractive, charming, cute,...
Facial features	Round oval, slanted eyes, chubby, big moustache, clean shaven,...
Specific Features	Sweet dimple, big mole, long pointed nose, aquiline nose,...

#### **2. Word bank for describing animals**

Figure	Big, tiny, tall, short,...
Personality	Big, small, long legs,...
Quality	Tame, wild, friendly, obedient,...
Colour	Light fur, red tail, brown fur,...

#### **3. Word bank for describing things**

Colour	Red, white, blue, golden,...
Shape	Square, oval, round, diamond, rectangular,...
Material	Wood, bamboo, metal, leather,...
Size	Small, tiny, big, long,...

Contoh penggunaan dalam kalimat :

- ◆ My sister has a round face. She is a long haired girl with glasses.
- ◆ It is made of bamboo and full of stickers

## 1. Pertemuan pertama (Describing aktor, artis, dan tokoh Publik)

### a. Artis

#### Maudy Ayunda



Maudy Ayunda is my favorite artist. She very is beautiful and smart. She make me fall in love with her since first I saw her at TV. My first time see her is when she promote a beauty product on a TV's advertisement. Since then, she play movies and also become a singer. Her voice is also wonderful. I like the song since the first time I heard it. She has a long black hairs and black eyes.

Maudy is also an artist that care about her education. I hear now she is studying somewhere at foreign university. I hope she will make new movies and songs soon.

**b. Tokoh publik**

K. H. Abdurrahman Wahid or familiarly called Gus Dur is a figure who is remembered as the most humorous president. He was born on August 4, 1940 in Jombang, East Java. He comes from a family of students who are the founders of Nahdlatul Ulama. Gus Dur had studied at Al-Azhar University and Baghdad University. During his youth, he wrote in several media such as Kompas, Tempo, and Horizon Magazine. The peak of his career, from 1999 to 2001 he served as President of the Republic of Indonesia. He is known as an intelligent president, upholding human rights and diversity.

**2. Pertemuan kedua (describing teman kelas)**

This is Anton. Anton is my classmate. Now, Anton is thirteen years old.

He is so active and likes to hang out with his peers. He has blue eyes with short



black hair. He looks slim and tall. He likes wearing a cap everytime. He goes out.

He is a boy with a grey hat.

### 3. Pertemuan ketiga (describing things in the vacation)



Kuta Beach is located on the western side of the island's narrow isthmus and is considered Bali's most famous beach resort destination. Kuta Beach is also minutes away from the Ngurah Rai International Airport in Tuban. The nearby resorts of Tuban, Legian and Seminyak are all within close walking distance. Once a simple, rustic and quiet fishing village, Kuta Beach has witnessed a transformation over the past years due to the rise of various accommodations, dining and shopping options. The rapid growth owes much to visitors, beachcombers and art lovers from nearby Australia. Expatriates also helped pioneer surfing in Kuta, as well. Although a rather frenzied traffic scene has become commonplace here, Kuta Beach continues to attract thousands of visitors every year with its unique charm. During the peak season from July to August and the holiday season for Christmas and New Year, Kuta Beach is regularly fully-booked by travellers looking forward to a pleasant and affordable Bali escape.

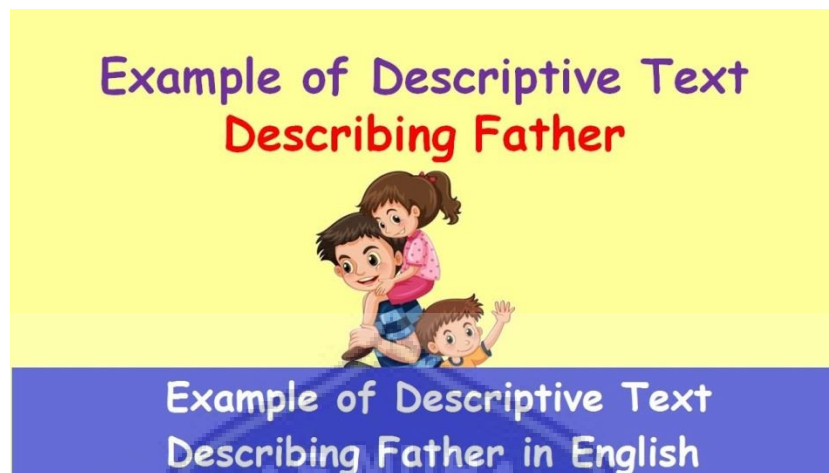
#### 4. Pertemuan ke empat (describing benda di lingkungan sekolah)

##### Blackboard



A blackboard is a wooden board with a surface that can be rewritten using chalk. Old whiteboards were made of thin slabs of black or gray slate. Blackboards are now made of sheets of board that are painted with non-glossy paint, usually black or green. Blackboards are usually used in schools and educational or training institutions. Writing or drawing made with chalk is easily erased with a damp cloth or a blackboard eraser made from a piece of carpet attached to a piece of wood. While writing made from wet chalk is usually more difficult to erase. Whiteboard manufacturers usually recommend that the surface of a newly purchased whiteboard be filled with chalk widths. After the streaks are removed, the whiteboard is ready to use.

## 5. Pertemuan kelima (describing parents)



When we think of words to describe a father figure in our lives, we may think of words such as hard-working, loving and supportive. We may also think of a dad as someone who is strict, grumpy, loud or embarrassing. Obviously, a person's life experiences will change the way they view things. Sometimes those changes can be positive or negative depending on the events that have occurred throughout their life. No matter what your experience, the following list of adjectives can be used to describe a father-figure. Understanding what makes your father unique can help you to figure out how to better connect with him, heal a painful past, express feelings and emotions to him.

### **List of Adjectives to Describe a Dad or Father-Figure**

Able, accepting, active, affectionate, agreeable, aloof, amazing, appreciative, astounding, athletic, awesome, awkward, beaming, beloved, best, blessed, calculating, careful, caring, charismatic.

**RENCANA PELAKSANAAN PEMBELAJARAN****(RPP)**

Sekolah : SMAN 1 TAKALAR

Mata pelajaran : Bahasa Inggris

Kelas/Semester : X / 1 (Ganjil)

Materi : Descriptive text

Alokasi Waktu : 4 pertemuan

**A. Kompetensi Inti**

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa inginnya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

## **B. Tujuan Pembelajaran**

Setelah mempelajari materi, siswa diharapkan mampu:

1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.
2. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.
3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.
4. Membuat teks descriptive sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.
5. Menceritakan kembali teks descriptive sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.

## **B. Kompetensi Dasar**

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar

2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional

3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.

4.10 Menyusun teks deskriptif lisan dan tulis sederhana tentang benda, orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

### **C. Indikator Pencapaian**

1.1.1 Berdo'a sebelum dan sesudah pembelajaran.

1.1.2 Mengucapkan salam sebelum dan sesudah menyampaikan pendapat/presentasi.

1.1.3 Memanfaatkan kesempatan belajar dengan sebaik-baiknya untuk meraih kesuksesan.

2.3.4 Mensyukuri kesempatan belajar dengan belajar keras.

2.3.1 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional

2.7.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.

2.7.2 Menyusun teks deskriptif lisan dan tulis sederhana tentang benda, orang, tempat wisata, dan bangunan bersejarah terkenal.

2.8.1 Menceritakan teks deskriptif lisan dan tulis sederhana tentang benda, orang, tempat wisata, dan bangunan bersejarah terkenal

#### **D. Materi pembelajaran**

##### *Fungsi sosial*

Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan, dsb.

##### *Struktur text*

- (1) Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan
- (2) Penyebutan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan bagiannya, dan
- (3) Penyebutan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.

yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.

##### *Unsur kebahasaan*

- (1) Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal
- (2) Kata sifat yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal
- (3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
- (4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
- (5) Rujukan kata

##### *Topik*

Keteladanan tentang perilaku toleran, kewirausahaan, nasionalisme, percaya diri.

### E. Metode Pembelajaran

1. Saintifik

### F. Media/Alat, Bahan dan Sumber Pembelajaran

1. Media/alat

-Gambar

2. Bahan

- Lembar Kerja Peserta didik

3. Sumber Pembelajaran

- a. Kementerian Pendidikan dan Kebudayaan.2015.Bahasa Inggris *Think Globally Act Locally* SMP/MTs Kelas X. Jakarta: Kementerian Pendidikan dan Kebudayaan.

### G. LANGKAH PEMBELAJARAN

#### Pertemuan 1

Kegiatan	Deskripsi	Alokasi Waktu
Pembuka	<ul style="list-style-type: none"> <li>• Ketua kelas menyiapkan seluruh siswa untuk berdoa sebelum belajar.</li> <li>• Guru melakukan kegiatan apresepsi.</li> <li>• Menjelaskan tema pembelajaran.</li> </ul>	7 menit
Inti	<p><b>Observing</b></p> <ul style="list-style-type: none"> <li>• Siswa mengamati penjelasan guru mengenai Descriptive Text.</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>• Guru bertanya kepada siswa tentang jenis teks descriptive</li> <li>• Siswa diminta untuk membaca materi tentang descriptive text dan membuat pertanyaan tentang materi tersebut.</li> </ul> <p><b>Experimenting</b></p>	75 menit



	<ul style="list-style-type: none"> <li>Siswa diminta untuk memahami materi tentang Descriptive text yang diberikan oleh guru.</li> </ul> <p><b>Associating</b></p> <ul style="list-style-type: none"> <li>Guru memberikan beberapa gambar aktor, artis, tokoh politik.</li> <li>Siswa memilih satu gambar dengan menutup kedua mata.</li> </ul> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>Siswa mendeskripsikan gambar yang telah mereka pilih di depan kelas.</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>Guru mengevaluasi dan memberi feedback tentang pencapaian siswa</li> <li>Guru menyampaikan tentang rencana dipertemuan berikutnya</li> </ul>	8 menit

## Pertemuan 2

Kegiatan	Deskripsi	Alokasi Waktu
Pembuka	<ul style="list-style-type: none"> <li>Ketua kelas menyiapkan seluruh siswa untuk berdoa sebelum belajar.</li> <li>Guru melakukan kegiatan apresepsi.</li> <li>Menjelaskan tema pembelajaran.</li> </ul>	7 menit
Inti	<p><b>Observing</b></p> <ul style="list-style-type: none"> <li>Siswa mengamati penjelasan guru mengenai descriptive text serta kaitannya dengan pronunciation dan vocabulary.</li> <li>Guru memberikan contoh kepada siswa bagaimana mendeskripsikan sebuah objek di depan kelas dengan</li> </ul>	75 menit

	<p>pronunciation dan vocabulary yang tepat.</p> <ul style="list-style-type: none"> <li>• Guru melafalkan contoh tersebut dan meminta siswa untuk mengikutinya.</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>• Siswa diminta untuk membuat pertanyaan tentang hal yang tidak dipahami tentang descriptive text.</li> </ul> <p><b>Experimenting</b></p> <ul style="list-style-type: none"> <li>• Siswa diminta membuat teks descriptive tentang orang, yakni mendeskripsikan teman kelas.</li> </ul> <p><b>Associating</b></p> <ul style="list-style-type: none"> <li>• Guru meminta siswa untuk menceritakan teks descriptive yang mereka buat didepan kelas dengan menggunakan pronunciation dan vocabulary yang tepat.</li> </ul> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>• Setiap siswa menanyakan kepada guru kesulitan yang dialami dalam membuat teks descriptive.</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>• Guru mengevaluasi dan memberi feedback tentang pencapaian siswa</li> </ul>	8 menit

### Pertemuan 3

Pembuka	<ul style="list-style-type: none"> <li>• Ketua kelas menyiapkan seluruh siswa untuk berdoa sebelum belajar.</li> <li>• Guru melakukan kegiatan apresepsi.</li> </ul>	7 menit
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	<ul style="list-style-type: none"> <li>• Menjelaskan tema pembelajaran.</li> </ul>	
Inti	<p><b>Observing</b></p> <ul style="list-style-type: none"> <li>• Siswa menirukan contoh pengucapan kata dan kalimat yang ada dalam teks descriptive tentang tempat wisata dunia dengan bimbingan guru.</li> <li>• Siswa membaca beberapa dekripsi yang terdapat dalam buku teks tentang tempat wisata dunia dengan bimbingan guru.</li> <li>• Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks yang dibaca.</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>• Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris terutama tentang fungsi sosial, struktur teks, dan unsur kebahasaan.</li> <li>• Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif tentang tempat wisata.</li> </ul> <p><b>Experimenting</b></p> <ul style="list-style-type: none"> <li>• Siswa mengeksplor berbagai gambar tempat wisata dunia.</li> <li>• Siswa mendeskripsikan gambar tentang tempat wisata dunia.</li> </ul>	75 menit

	<ul style="list-style-type: none"> <li>• Siswa berpasangan menemukan informasi tertentu serta fungsi sosial dari teks deskriptif yang dilihat.</li> </ul> <p><b>Associating</b></p> <ul style="list-style-type: none"> <li>• Guru membagi siswa kedalam beberapa group.</li> <li>• Dalam kerja kelompok terbimbing siswa menganalisis gambar tempat wisata dunia dengan fokus pada fungsi sosial, struktur teks, dan unsur kebahasaan</li> <li>• Siswa mengelompokkan teks deskriptif sesuai dengan fungsinya.</li> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang siswa sampaikan dalam kerja kelompok.</li> </ul> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>• Guru meminta perwakilan setiap group untuk mempresentasikan hasil kerjanya didepan kelas.</li> <li>• Guru meminta kelompok lain mengajukan pertanyaan kepada kelompok lain.</li> <li>• Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan tempat wisata dunia dan termasuk menyebutkan kendala yang dialami siswa.</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>• Guru mengevaluasi dan memberi</li> </ul>	8 menit

	feedback tentang pencapaian siswa	
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#### Pertemuan 4

Pembuka	<ul style="list-style-type: none"> <li>• Ketua kelas menyiapkan seluruh siswa untuk berdoa sebelum belajar.</li> <li>• Guru melakukan kegiatan apresepsi.</li> <li>• Menjelaskan tema pembelajaran.</li> </ul>	7 menit
Inti	<p><b>Observing</b></p> <ul style="list-style-type: none"> <li>• Siswa mengamati penjelasan guru mengenai teks descriptive.</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>• Siswa diminta untuk membuat pertanyaan tentang materi yang belum dipahami.</li> </ul> <p><b>Experimenting</b></p> <ul style="list-style-type: none"> <li>• Siswa diminta membuat teks deskriptive tentang benda yang ada di lingkungan sekolah.</li> <li>• Guru dan siswa mengoreksi bersama hasil identifikasi siswa.</li> </ul> <p><b>Associating</b></p> <ul style="list-style-type: none"> <li>• Guru membagi siswa kedalam beberapa group.</li> <li>• Guru memberikan setiap kelompok satu objek random dan meminta setiap kelompok untuk mendeskripsikannya</li> <li>• memberikan kode kelas kepada siswa</li> </ul> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>• Guru meminta perwakilan setiap group</li> </ul>	75 menit

	<p>untuk mempresentasikan hasil kerjanya didepan kelas.</p> <ul style="list-style-type: none"> <li>• Guru meminta kelompok lain mengajukan pertanyaan kepada kelompok lain.</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>• Guru mengevaluasi dan memberi feedback tentang pencapaian siswa</li> </ul>	8 menit

### Pertemuan 5

Pembuka	<ul style="list-style-type: none"> <li>• Ketua kelas menyiapkan seluruh siswa untuk berdoa sebelum belajar.</li> <li>• Guru melakukan kegiatan apresepsi.</li> <li>• Menjelaskan tema pembelajaran.</li> </ul>	7 menit
Inti	<p><b>Observing</b></p> <ul style="list-style-type: none"> <li>• Siswa mengamati penjelasan guru mengenai teks descriptive.</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>• Siswa diminta untuk membuat pertanyaan tentang materi yang belum dipahami.</li> </ul> <p><b>Experimenting</b></p> <ul style="list-style-type: none"> <li>• Siswa diminta membuat teks deskriptive tentang personality.</li> <li>• Guru dan siswa mengoreksi bersama hasil identifikasi siswa.</li> </ul> <p><b>Associating</b></p> <ul style="list-style-type: none"> <li>• Guru membagi siswa kedalam beberapa group.</li> <li>• Guru memberikan setiap kelompok satu objek random dan meminta setiap</li> </ul>	75 menit

	kelompok untuk mendeskripsikannya <ul style="list-style-type: none"> <li>• memberikan kode kelas kepada siswa</li> </ul> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>• Guru meminta perwakilan setiap group untuk mempresentasikan hasil kerjanya didepan kelas.</li> <li>• Guru meminta kelompok lain mengajukan pertanyaan kepada kelompok lain.</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>• Guru mengevaluasi dan memberi feedback tentang pencapaian siswa</li> </ul>	9 menit

#### H. PENILAIAN

Penilaian diambil dari observation sheet of students and teachers' activity mengenai partisipasi siswa dan guru dalam proses belajar mengajar serta field notes untuk menilai proses kegiatan belajar mengajar dikelas terkait dengan respon dan keaktifan siswa maupun situasi dan kondisi kelas selama pembelajaran berlangsung.

Guru Mata Pelajaran

.....

Takalar, January 2023

Peneliti

.....

### APPENDIX 2. TEACHINGS' SCHEDULE

No	Day, Date	Time Allocated	Activity
1	Tuesday, 10 January 2023	2x60 Minutes	Pre-test
2	Wednesday, 11 January 2023	2x60 Minutes	Treatment
3	Friday, 13 January 2023	2x60 Minutes	Treatment
4	Monday, 16 January 2023	2x60 Minutes	Treatment
5	Tuesday, 17 January 2023	2x60 Minutes	Treatment
6	Wednesday, 18 January 2023	2x60 Minutes	Treatment
7	Friday, 20 January 2023	2x60 Minutes	Post-Test





### APPENDIX 3. PRE-TEST AND POST-TEST WORKSHEET

#### Test 1 (Pre-Test)

ACTIVITY : SPEAKING TEST (Adjectives for personality)

1. Please describe one of your family about his/her personality like figure, personality, facial features, specific features (your father, mother, etc.)!
2. Please describe about an animal you know with its figure, personality, quality, and colour!
3. Have you ever been in a vacation? Where is it? Tell me a thing that you meet in there, its colour, shape, material, and size!

#### Test 2 (Post-Test)

ACTIVITY : SPEAKING TEST

1. Do you know our Indonesian former president Abdurrahman Wahid? Please describe him about his personality or other public figure in the government you know!
2. Do you know Maudy Ayunda? Yes! She is one of the popular artist, educator, and influencer. Know, please describe her personality or another popular artist you know!
3. Please describe one of your classmate!
4. When visiting one of the popular palace, you might see a incredible things, please describe one of them that you remember!
5. What is the things in the classroom that you like most? Please describe one of them!
6. What is your favorite animal? Please describe about an animal you like with its figure, personality, quality, and colour!

#### APPENDIX 4. SCORING RUBRIC

##### The assessment of Smoothness

Classification	Score	Criteria
Excellent	6	Their speaking is very understandable and high of smoothness.
Very Good	5	Their speaking is very understandable and very good of smoothness.
Good	4	They speak effectively and good of smoothness.
Fairly Good	3	They speak sometimes hasty but fairly good of smoothness
Fair	2	They speak sometimes hasty, fair of smoothness
Poor	1	They speak hasty and more sentences are not appropriate in smoothness

##### The assessment of Vocabulary

Classification	Scoring	Criteria
Excellent	6	Speak without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
Very Good	5	Has to make an effort at time to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural.
Good	4	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.
Fairly Good	3	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.
Fair	2	Long pauses while he searched for the desired meaning. Frequently and halting delivery. Almost gives up making the effort at times limited range of expression.
Poor	1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

#### APPENDIX 5. THE STUDENTS' SCORE IN PRE-TEST

<b>STUDENTS</b>	<b>VOCABULARY</b>	<b>SMOOTHNESS</b>
<b>S-01</b>	3	4
<b>S-02</b>	4	4
<b>S-03</b>	2	3
<b>S-04</b>	3	3
<b>S-05</b>	4	3
<b>S-06</b>	4	4
<b>S-07</b>	3	2
<b>S-08</b>	2	3
<b>S-09</b>	3	2
<b>S-10</b>	4	4
<b>S-11</b>	3	2
<b>S-12</b>	3	3
<b>S-13</b>	4	3
<b>S-14</b>	4	3
<b>S-15</b>	3	4
<b>S-16</b>	2	4
<b>S-17</b>	3	2
<b>S-18</b>	4	4
<b>S-19</b>	4	3
<b>S-20</b>	3	4
<b>S-21</b>	2	3
<b>S-22</b>	3	2
<b>S-23</b>	4	3

**THE STUDENTS' SCORE IN POST-TEST**

<b>STUDENTS</b>	<b>VOCABULARY</b>	<b>SMOOTHNESS</b>
S-01	4	5
S-02	5	6
S-03	4	5
S-04	5	4
S-05	5	5
S-06	5	6
S-07	5	4
S-08	4	5
S-09	5	4
S-10	5	6
S-11	5	4
S-12	5	5
S-13	5	4
S-14	5	4
S-15	5	5
S-16	4	5
S-17	5	4
S-18	5	5
S-19	6	5
S-20	5	5
S-21	4	5
S-22	5	4
S-23	5	5

To know the final score of the student was:

$$Scoring = \frac{Answer\ Score}{Maximum\ Score} \times 100\%$$

**APPENDIX 6. TABLE OF SCORING OF THE STUDENTS' SCORE IN  
PRE-TEST (THE FINAL SCORE OF THE STUDENTS' SPEAKING  
ABILITY) IN PRE-TEST**

**THE RESULT OF STUDENTS' SPEAKING ABILITY IN PRE-TEST**

NO.	CODE	SCORE		
		VOCABULARY	SMOOTHNESS	TOTAL SCORE
	S-01	50	66	116
	S-02	66	66	132
	S-03	33	50	83
	S-04	50	50	100
	S-05	66	50	116
	S-06	66	66	132
	S-07	50	33	83
	S-08	33	50	83
	S-09	50	33	83
	S-10	66	66	132
	S-11	50	33	83
	S-12	50	50	100
	S-13	66	50	116
	S-14	66	50	116
	S-15	50	66	116
	S-16	33	66	99
	S-17	50	33	83
	S-18	66	66	132
	S-19	66	50	116
	S-20	50	66	116
	S-21	33	50	83
	S-22	50	33	83
	S-23	66	50	116
	<b>TOTAL</b>	<b>1226</b>	<b>1193</b>	<b>2303</b>
	<b>MEAN</b>	<b>53,30</b>	<b>51,86</b>	<b>100,13</b>

**APPENDIX 7. TABLE OF SCORING OF THE STUDENTS' SCORE IN  
POST-TEST  
(THE FINAL SCORE OF THE STUDENTS' SPEAKING ABILITY)**

**THE RESULT OF STUDENTS' SPEAKING ABILITY IN POST-TEST**

NO.	CODE	SCORE		
		VOCABULARY	SMOOTHNESS	TOTAL SCORE
	<b>S-01</b>	66	83	149
	<b>S-02</b>	83	100	183
	<b>S-03</b>	66	83	149
	<b>S-04</b>	83	66	149
	<b>S-05</b>	83	83	166
	<b>S-06</b>	83	100	183
	<b>S-07</b>	83	66	149
	<b>S-08</b>	66	83	149
	<b>S-09</b>	83	66	149
	<b>S-10</b>	83	100	183
	<b>S-11</b>	83	66	149
	<b>S-12</b>	83	83	166
	<b>S-13</b>	83	66	149
	<b>S-14</b>	83	66	149
	<b>S-15</b>	83	83	166
	<b>S-16</b>	66	83	149
	<b>S-17</b>	83	66	149
	<b>S-18</b>	83	83	166
	<b>S-19</b>	100	83	183
	<b>S-20</b>	83	100	183
	<b>S-21</b>	66	83	149
	<b>S-22</b>	83	66	149
	<b>S-23</b>	83	83	166
	<b>TOTAL</b>	<b>1761</b>	<b>1841</b>	<b>3.682</b>
	<b>MEAN</b>	<b>76,56</b>	<b>80,04</b>	<b>160,08</b>

**APPENDIX 8. THE MEAN SCORE OF VOCABULARY AND  
SMOOTHNESS ASPECT OF PRE-TEST**

NO.	CODE	MEAN SCORE	
		VOCABULARY AND SMOOTHNESS ASPECT	CLASSIFICATION
	<b>S-01</b>	58	Fair
	<b>S-02</b>	66	Fairly Good
	<b>S-03</b>	41	Very Poor
	<b>S-04</b>	50	Poor
	<b>S-05</b>	58	Fair
	<b>S-06</b>	66	Fairly Good
	<b>S-07</b>	41	Very Poor
	<b>S-08</b>	41	Very Poor
	<b>S-09</b>	41	Very Poor
	<b>S-10</b>	66	Fairly Good
	<b>S-11</b>	41	Very Poor
	<b>S-12</b>	50	Poor
	<b>S-13</b>	58	Fair
	<b>S-14</b>	58	Fair
	<b>S-15</b>	58	Fair
	<b>S-16</b>	49	Poor
	<b>S-17</b>	41	Very Poor
	<b>S-18</b>	66	Fairly Good
	<b>S-19</b>	58	Fair
	<b>S-20</b>	58	Fair
	<b>S-21</b>	41	Very Poor
	<b>S-22</b>	41	Very Poor
	<b>S-23</b>	58	Fair
<b>TOTAL</b>		<b>1205</b>	
<b>MEAN</b>		<b>53.39</b>	

**APPENDIX 9. THE MEAN SCORE OF VOCABULARY AND  
SMOOTHNESS ASPECT OF POST-TEST**

NO.	CODE	MEAN SCORE	
		VOCABULARY AND SMOOTHNESS ASPECT	CLASSIFICATION
	<b>S-01</b>	74	Fairly Good
	<b>S-02</b>	91	Very Good
	<b>S-03</b>	74	Fairly Good
	<b>S-04</b>	74	Fairly Good
	<b>S-05</b>	83	Good
	<b>S-06</b>	91	Very Good
	<b>S-07</b>	74	Fairly Good
	<b>S-08</b>	74	Fairly Good
	<b>S-09</b>	74	Fairly Good
	<b>S-10</b>	91	Very Good
	<b>S-11</b>	74	Fairly Good
	<b>S-12</b>	83	Good
	<b>S-13</b>	74	Fairly Good
	<b>S-14</b>	74	Fairly Good
	<b>S-15</b>	83	Good
	<b>S-16</b>	74	Fairly Good
	<b>S-17</b>	74	Fairly Good
	<b>S-18</b>	83	Good
	<b>S-19</b>	91	Very Good
	<b>S-20</b>	91	Very Good
	<b>S-21</b>	74	Fairly Good
	<b>S-22</b>	74	Fairly Good
	<b>S-23</b>	83	Good
<b>TOTAL</b>		<b>1.760</b>	
<b>MEAN</b>		<b>76.53</b>	



**APPENDIX 10. THE DATA ANALYSIS OF THE FINAL SCORE OF THE RESEARCH**

NO.	CODE	Score and Classification			
		Pre-Test	Classification	Post-Test	Classification
	<b>S-01</b>	58	Fair	74	Fairly Good
	<b>S-02</b>	66	Fairly Good	91	Very Good
	<b>S-03</b>	41	Very Poor	74	Fairly Good
	<b>S-04</b>	50	Poor	74	Fairly Good
	<b>S-05</b>	58	Fair	83	Good
	<b>S-06</b>	66	Fairly Good	91	Very Good
	<b>S-07</b>	41	Very Poor	74	Fairly Good
	<b>S-08</b>	41	Very Poor	74	Fairly Good
	<b>S-09</b>	41	Very Poor	74	Fairly Good
	<b>S-10</b>	66	Fairly Good	91	Very Good
	<b>S-11</b>	41	Very Poor	74	Fairly Good
	<b>S-12</b>	50	Poor	83	Good
	<b>S-13</b>	58	Fair	74	Fairly Good
	<b>S-14</b>	58	Fair	74	Fairly Good
	<b>S-15</b>	58	Fair	83	Good
	<b>S-16</b>	49	Poor	74	Fairly Good
	<b>S-17</b>	41	Very Poor	74	Fairly Good
	<b>S-18</b>	66	Fairly Good	83	Good
	<b>S-19</b>	58	Fair	91	Very Good
	<b>S-20</b>	58	Fair	91	Very Good

	<b>S-21</b>	41	VeryPoor	74	Fairly Good
	<b>S-22</b>	41	VeryPoor	74	Fairly Good
	<b>S-23</b>	58	Fair	83	Good
	<b>TOTAL</b>	<b>53.39</b>		<b>76.52</b>	



**APPENDIX 11. CLASSIFYING THE FREQUENCY AND THE RATE**  
**PERCENTAGE OF THE STUDENTS' FINAL SCORE**

No	Classification	Pre-test	
		F	%
1	Excellent (96-100)	0	0%
2	Very Good (86-95)	0	0%
3	Good (76-85)	0	0%
4	Fairly Good (66-75)	4	17,39%
5	Fair (56-65)	8	34,78%
6	Poor (46-55)	3	13,04%
7	Very Poor (0-45)	8	34,78%
Total		23	100%

Calculate the frequency and the rate percentage using the following formula:

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

1. For 'Fairly Good' Category

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

$$P = \frac{4}{23} \times 100\%$$

$$P = 0,17 \times 100\%$$

$$P = 17,39\%$$

2. For 'Fair' Category

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

$$P = \frac{8}{23} \times 100\%$$

$$P = 0,34 \times 100\%$$

$$P = 34,78\%$$

3. For 'Poor' Category

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

$$P = \frac{3}{23} \times 100\%$$

$$P = 0,130 \times 100\%$$

$$P = 13,04\%$$

4. For 'Very Poor' Category

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

$$P = \frac{8}{23} \times 100\%$$

$$P = 0,34 \times 100\%$$

$$P = 34,78\%$$

No	Classification	Post-test	
		F	%
1	Excellent (96-100)	0	0%
2	Very Good (86-95)	5	21,73%
3	Good (76-85)	5	21,73%
4	Fairly Good (66-75)	13	56,52%
5	Fair (56-65)	0	0%
6	Poor (46-55)	0	0%
7	Very Poor (0-45)	0	0%
Total		23	100%

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

1. For 'Very Good' Category

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

$$P = \frac{5}{23} \times 100\%$$

$$P = 0,21 \times 100\%$$

$$P = 21,73\%$$

**2. For 'Good' Category**

$$P = \frac{F}{N} \times 100\%$$
$$P = \frac{5}{23} \times 100\%$$

$$P = 0,21 \times 100\%$$

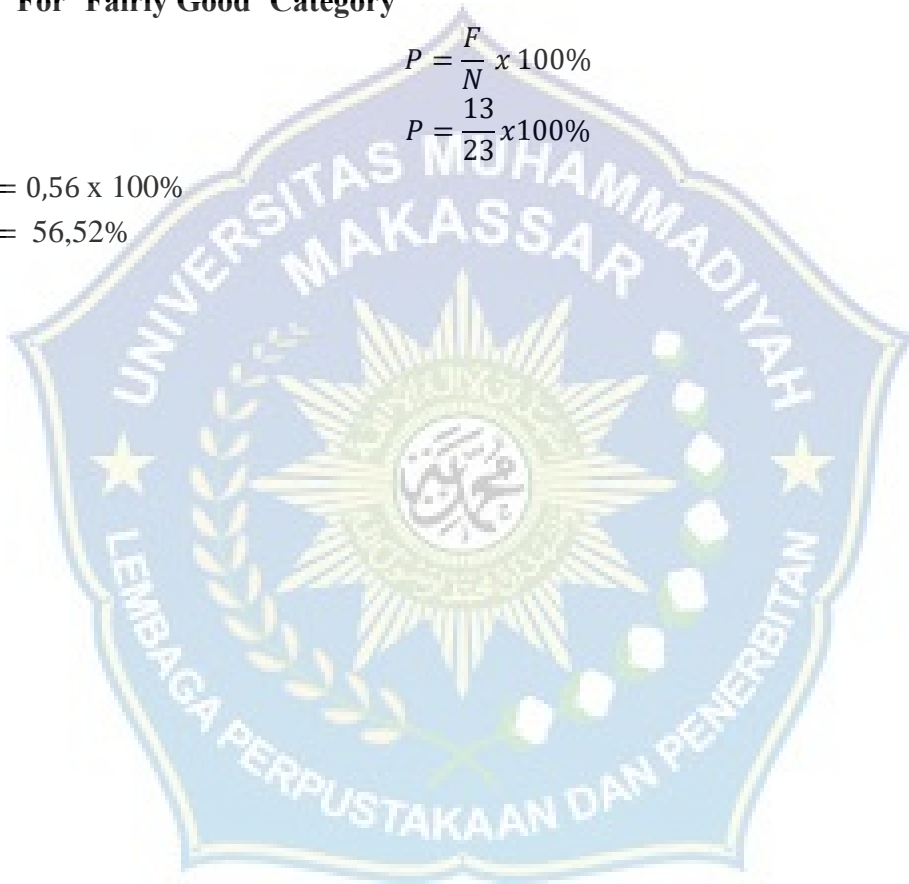
$$P = 21,73\%$$

**3. For 'Fairly Good' Category**

$$P = \frac{F}{N} \times 100\%$$
$$P = \frac{13}{23} \times 100\%$$

$$P = 0,56 \times 100\%$$

$$P = 56,52\%$$



## APPENDIX 12. MEAN SCORE AND IMPROVEMENT PERCENTAGE OF PRE-TEST AND POST-TEST

### A. Mean Score

#### 1. Mean Score of Pre-Test

$$X = \frac{\sum x_1}{N}$$

$$X = \frac{2303}{23}$$

$$X = 100,13$$

#### 2. Mean Score of Post-Test

$$X = \frac{\sum x_1}{N}$$

$$X = \frac{3.682}{23}$$

$$X = 160,08$$

### B. Improvement Percentage

$$P (\%) = \frac{x_2 - x_1}{x_1} \times 100$$

$$P (\%) = \frac{3682 - 2303}{2303} \times 100$$

$$P (\%) = \frac{1379}{2303} \times 100$$

$$P (\%) = 0.59 \times 100$$

$$P (\%) = 59.87\%$$

### APPENDIX 13. MEAN SCORE AND IMPROVEMENT PERCENTAGE OF PRE-TEST AND POST-TEST OF ACCURACY (VOCABULARY)

#### A. Mean Score

##### 1. Mean Score of Pre-Test

$$X = \frac{\sum x_1}{N}$$

$$X = \frac{1226}{23}$$

$$X = 53.30$$

##### 2. Mean Score of Post-Test

$$X = \frac{\sum x_1}{N}$$

$$X = \frac{1761}{23}$$

$$X = 76.56$$

#### B. Improvement Percentage

$$P (\%) = \frac{x_2 - x_1}{x_1} \times 100$$

$$P (\%) = \frac{1761 - 1226}{1226} \times 100$$

$$P (\%) = \frac{535}{1226} \times 100$$

$$P (\%) = 0.43 \times 100$$

$$P (\%) = 43.63 \%$$

## APPENDIX 14. MEAN SCORE AND IMPROVEMENT PERCENTAGE OF PRE-TEST AND POST-TEST OF SMOOTHNESS

### A. Mean Score

#### 1. Mean Score of Pre-Test

$$X = \frac{\sum x_1}{N}$$

$$X = \frac{1193}{23}$$

$$X = 51.86$$

#### 2. Mean Score of Post-Test

$$X = \frac{\sum x_2}{N}$$

$$X = \frac{1841}{23}$$

$$X = 80.04$$

### B. Improvement Percentage

$$P (\%) = \frac{x_2 - x_1}{x_1} X 100$$

$$P (\%) = \frac{1841 - 1193}{1193} X 100$$

$$P (\%) = \frac{648}{1193} X 100$$

$$P (\%) = 0.54 X 100$$

$$P (\%) = 54.31 \%$$





MAJELIS DIKILITBANG PP MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
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Email : prodi.fkg@unismuh.ac.id  
Web : www.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : **Awal Maulana R**  
NIM : **10535640215**  
Judul Penelitian : **THE IMPLEMENTATION OF SCIENTIFIC APPROACH TO ENCHANCE STUDENTS' SPEAKING ABILITY AT SMAN 1 TAKALAR**  
Tanggal Ujian Proposal : **19 November 2022**  
Tempat/Lokasi Penelitian : **SMA NEGERI 1 TAKALAR**

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Tuesday, 10 January 2023	Pre-test	Nurlia MK. Unjung, S.Pd	<i>Nurlia</i>
2	Wednesday, 11 January 2023	Treatment	Nurlia MK. Unjung, S.Pd	<i>Nurlia</i>
3	Friday, 13 January 2023	Treatment	Nurlia MK. Unjung, S.Pd	<i>Nurlia</i>
4	Monday, 16 January 2023	Treatment	Nurlia MK. Unjung, S.Pd	<i>Nurlia</i>
5	Tuesday, 17 January 2023	Treatment	Nurlia MK. Unjung, S.Pd	<i>Nurlia</i>



MAJELIS DIKILITBANG PP MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
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6	Wednesday, 18 January 2023	Treatment	Nurlia MK. Unjung, S.Pd	<i>Nurlia</i>
7	Friday, 20 January 2023	Post-test	Nurlia MK. Unjung, S.Pd	<i>Nurlia</i>

Takalar, 20 Januari 2023

Mengetahui,

Ketua Program Studi,  
FKIP Unismuh Makassar

*Dr. Ummi Khaerati Svam, S.Pd., M.Pd*  
NBM. 977.807

Pimpinan Kepala sekolah



*Dr. Ummi Khaerati Svam, S.Pd., M.Pd*  
NIP. 197208201998031009





**PEMERINTAH PROVINSI SULAWESI SELATAN  
DINAS PENDIDIKAN  
UPT.SMA NEGERI 1 TAKALAR**

Alamat : Jl. Tikolla Dg Leo No. Telp. (0418) 323611 Fax (0418) 323611 Takalar,  
Email : smanestakalar.Sekolahku@gmail.com Web. www.smans1takalar.sch.id

**SUR AT KETERANGAN PENELITIAN**

NO : 421.3/67 /UPT.SMA.1/TKL/DISDIK/2023

Yang bertanda tangan di bawah ini Kepala UPT. SMA Negeri 1 Takalar :

Nama : Azis Basir,S.Pd.M.Pd  
NIP. : 19720820 199803 1 009  
Pangkat / Gol Ruang : Pembina TK 1/ IV/b  
Jabatan : Kepala UPT SMA Negeri 1 Takalar

Menerangkan bahwa :

Nama : Awal Maulana R  
NIM : 10535640215  
Fakultas : Ilmu Keguruan dan Ilmu Pendidikan  
Jurusan : Pendidikan Bahasa Inggris  
Perguruan : Universitas Muhammadiyah (UNISMUH)

Menerangkan bahwa nama yang tersebut diatas telah melaksanakan penelitian di UPT SMA Negeri 1 Takalar dalam rangka penyelesaian skripsi pendidikan strata satu (S1) yang berjudul “ ***THE IMPLEMENTATION OF SCIENTIFIC APPROACH TO ENCHANCE STUDENTS SPEAKING ABILITY AT SMAN 1 TAKALAR***” yang dilaksanakan pada Tanggal 12 s.d. 25 Januari 2023

Demikian surat keterangan ini di buat, untuk di pergunakan sebagaimana mestinya

Takalar, 08 Februari 2023

Kepala UPT SMA Negeri 1 Takalar



Azis Basir, S.Pd.M.Pd

NIP. 19720820 199803 1 009



#BerAHKLAK  
# SIPAKATAU

#CERDASKI  
Cekatan berEtika berintegritas berkolaborasi

berDedikasi inovatif

SETULUS HATI, SEPENUH JIWA, SEKUAT RAGA  
MENCERDAKAN SULAWESI SELATAN

**APPENDIX 15. CLASSROOM MEETING**



