**USING EXPLORING TECHNIQUE IN IMPROVING STUDENTS'
SPEAKING SKILL AT THE FIRST GRADE IN SMAN 3 KAIRATU
(AMBON-MALUKU)**

THESIS

**In partial Fulfillment of the Requirement for Master's Degree
of English Language Education**

by:

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UNIVERSITY OF MUHAMMADIYAH MALANG
January 2019**

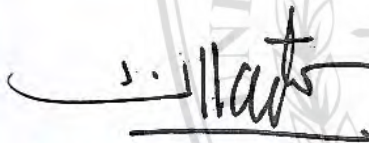# USING EXPLORING TECHNIQUE IN IMPROVING STUDENTS' SPEAKING SKILL AT THE FIRST GRADE IN SMAN 3 KAIRATU (AMBON-MALUKU)

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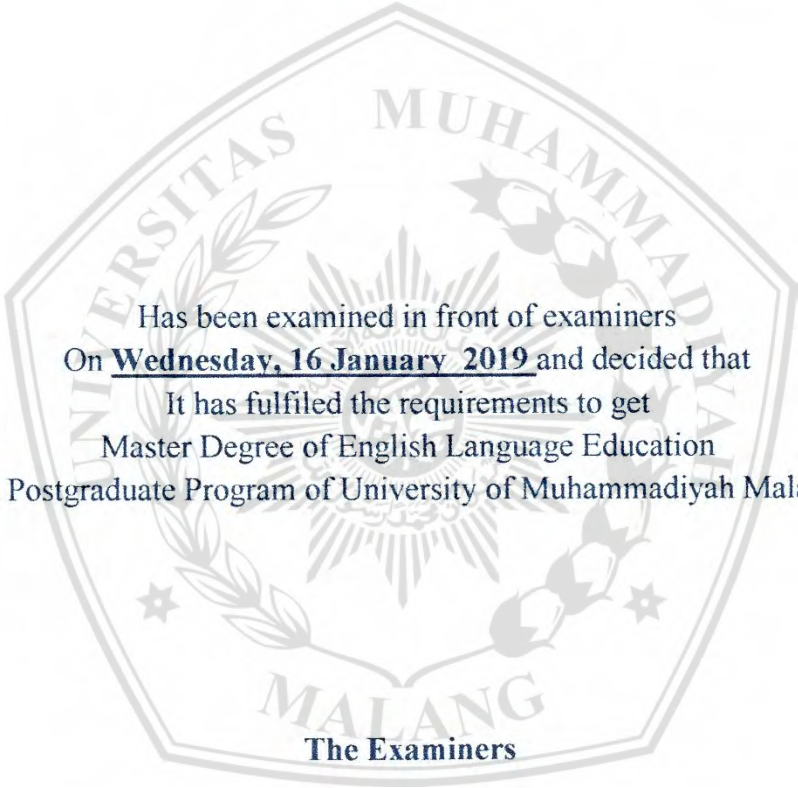............in'am, Ph.D   **Dr. Hartono**

THESIS

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Has been examined in front of examiners
On **Wednesday, 16 January 2019** and decided that
It has fulfiled the requirements to get
Master Degree of English Language Education
in Postgraduate Program of University of Muhammadiyah Malang

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LETTER OF STATEMENT

I, the undersigned :

Name   : ZETTY AQMI AMRIN
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Study Program   : Magister Pendidikan Bahasa Inggris

Hereby, declare that :

1. The thesis entitled : USING EXPLORING TECHNIQUE IN IMPROVING STUDENTS' SPEAKING SKILL AT THE FIRST GRADE IN SMAN 3 KAIRATU (AMBON-MALUKU) is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universitas. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.

2. If this thesis is proven ass a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.

3. This thesis can be used for literature review which can be accessed by others freely (**NON EXLUSIVE ROYALITY**)

Thus, this statement is made truthfully to be used as appropriate.

Malang, 21 January 2019
The Writer,

ZETTY AQMI AMRIN

MOTTO AND DEDICATION

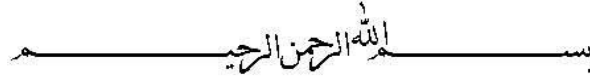## Surely there is ease after hardship. (Al Insyiroh : 6)

Dedication:

This thesis is dedicated to:
my beloved father and mother, my family, and all my lovely friends and all people who never stop to help, support, and pray for me.

Thankyou for everything!

ACKNOWLEDGMENTS

بســــــــــــــــــــــم الله الرحمن الرحيــــــــــــم
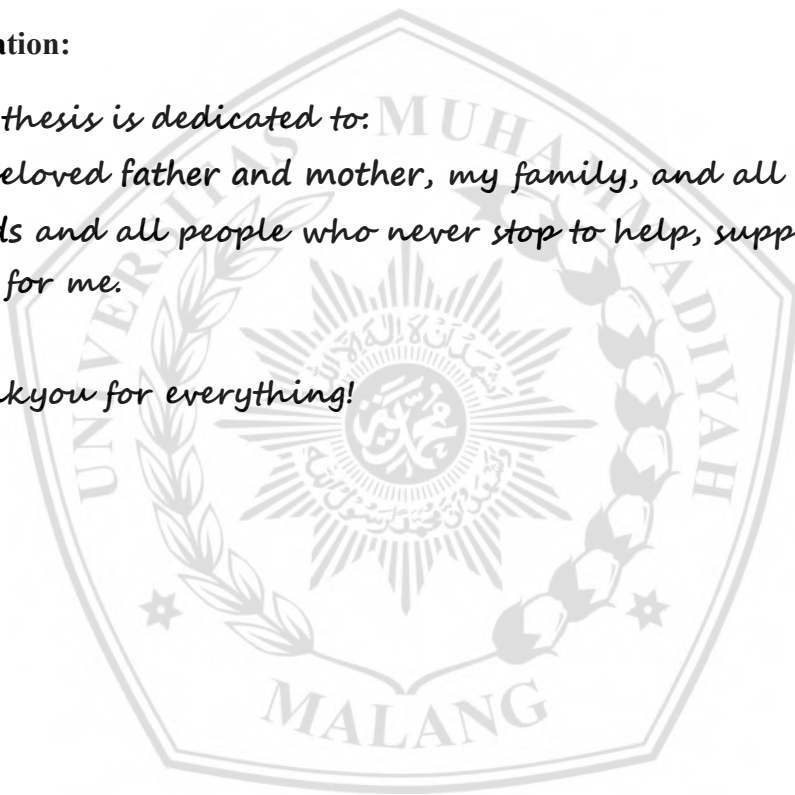
Alhamdulillahi Rabbil Alamin, praise to Allah SWT, the most compassionate and merciful, the cherisher and sustainer of the world. Praise to Him, Shalawat and Salam are addressed to the beloved and chosen messenger, the prophet Muhammad SAW, peace be upon him. As the most influencial prophet who had given us the real example of how to always stick to Allah during the ups and downs.

Furthermore, at this section, the researcher would like to express her best regard and gratitude to her first advisor Dr. Sri Hartiningsih, MM., as the first adviser who guided, gave corrections and advices to writing this thesis and her second advisor Dr. Masduki, M.pd., for his time in guiding, giving corrections and suggestions of this thesis. For their effort and their kindness throughout the guidance, there is nothing much the researcher can do but pray forthem to have long and prosperous life.

The researcher also like to thank for SMA N 3 Kairatu (Ambon), it was very supporting and gave the warm welcome to the researcher to conduct the experimental research in their school.

At this moment the researcher would like to thank her wonderful family and friends. For the beloved Parents Muhammad Amrin Radjab., and Uyun Hehanussa, Thanks for their love, supports, affections, and praying for the researcher's success. For friends, Thanks for their love, togetherness we shared throughout the year.

Malang, December 2018

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USING EXPLORING TECHNIQUE IN IMPROVING STUDENTS' SPEAKING SKILL AT THE FIRST GRADE IN SMAN 3 KAIRATU (AMBON-MALUKU)

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ABSTRACT

This study was intended to know whether the use of exploring technique can improve students' speaking skill at the first grade in SMAN 3 KAIRATU (AMBON-MALUKU). This research employed quasi–experimental design with non-equivalent (pre-test and post-test) control group design. The experimental research was conducted at SMAN 3 KAIRATU (AMBON-MALUKU). two classes were chosen during the research as experimental group and control group. This study using exploring technique for experimental group. Based on the result of the ANOVA table, it was observed that data from table it can be seen it showed that difference was .015 less than .05, it means that there was significance difference of the speaking scores between experimental group and control group. It indicated that there was enough evidence to reject the null hypothesis since the significant difference was less than .05. it can be concluded the alternative hypothesis (Ha) stated that there was a significantly improved students' speaking skill in using exploring technique at the first grade in SMAN 3 KARIRATU-AMBON. The data obtained from the post-test score was computed IBM SPSS by using one-way ANOVA to compare the mean score of the post-test across the two groups.

Keywords: Exploring Technique, Speaking, Problem of Speaking, Teaching Speaking.

MENGGUNAKAN TEKNIK EXPLORING DALAM MENINGKATKAN KETERAMPILAN BERBICARA SISWA DI KELAS PERTAMA DI SMAN 3 KAIRATU (AMBON-MALUKU)

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ABSTRAK

Penelitian ini dimaksudkan untuk mengetahui apakah penggunaan teknik eksplorasi dapat meningkatkan keterampilan berbicara siswa di kelas satu di SMAN 3 KAIRATU (AMBON-MALUKU). Penelitian ini menggunakan desain quasi-eksperimental dengan desain kelompok kontrol non-setara (pre-test dan post-test). Penelitian eksperimental dilakukan di SMAN 3 KAIRATU (AMBON-MALUKU). dua kelas dipilih selama penelitian sebagai kelompok eksperimen dan kelompok kontrol. Penelitian ini menggunakan teknik eksplorasi untuk kelompok eksperimen. Berdasarkan hasil tabel ANOVA, diamati bahwa data dari tabel dapat dilihat menunjukkan bahwa perbedaan adalah 0,015 kurang dari 0,05, itu berarti bahwa ada perbedaan yang signifikan dari skor berbicara antara kelompok eksperimen dan kelompok kontrol. Ini menunjukkan bahwa ada cukup bukti untuk menolak hipotesis nol karena perbedaan yang signifikan kurang dari 0,05. dapat disimpulkan hipotesis alternatif (Ha) menyatakan bahwa ada peningkatan keterampilan berbicara siswa dalam menggunakan teknik mengeksplorasi di kelas satu di SMAN 3 KARIRATU-AMBON. Data yang diperoleh dari skor post-test dihitung IBM SPSS dengan menggunakan ANOVA satu arah untuk membandingkan skor rata-rata post-test di kedua kelompok.

Kata kunci: Teknik Eksplorasi, Berbicara, Masalah Berbicara, Mengajar Berbicara.

INTRODUCTION

Speaking is the basic skill we need to be able to talk with confidence in order to communicate and transact better. Through talking one can convey an idea or purpose so as to be understood by the listener. Speaking is, however, a skill that deserves every bit of attention as much as a literary skill, both in the second and second languages. It is also a medium that many languages study, and which for many people is very conducive to learning (Bygate, 2000).

In speaking has a purpose, the main purpose of talking is to communicate. When students are able to speaking using English, they can understand someone ideas, opinions and information; interact with people around the world; and get job (Gard & Gautam, 2015; Harmer, 2003). Nunan (2003) states that teaching speaking means encouraging students to produce sounds and sounds pattern which requires them to organize ideas in meaningful and logical ways with fluency. Alongside, Kayi (2006) said in teaching oral language skills such as speaking, teacher has to provide maximum opportunity for students to speak the target language. Therefore, teacher has to involve the students in every speaking activity.

Speaking is an interactive process in constructing the meaning that produces, receives, and processes information. The meaning depend on the context in which it occurs, including the participants themselves, their experience, the physical environment, and the purpose of speaking. Often it is polite, open and evolved. Speaking is requiring that students not only know how to produce certain languages such as grammar, pronunciation, or vocabulary ("linguistic competence"), but also that they understand when, why, and in what ways they can produce the language. ("sociolinguistic competence") Nunan, (1999). In teaching oral language skills such as speaking the teacher has to provide maximal opportunity for students to speak the target language. It means teacher has role to involve in every speaking activities done by students (Kayi, 2006).

In speaking we know the various challenges that exist from the students themselves, teachers and the environment. Teaching speaking in High schools poses a lot of challenges. (Rosana, 2003) stated students' challenges are students do not want to speak or say anything, while they keep using their own language. Another challenge is: it is difficult to handle students in large classes, students are not disciplined in the classroom, material does not meet the needs of students and students have low motivation to learn English. (Dil, 2009) in his research also stated that the students felt anxiety and unwillingness to communicate.

Based on the researcher preliminary observation at the first grade in SMAN 3 KAIRATU (AMBON) there are some problems that found by researcher when the teacher teaching speaking in the classroom. Firstly, students always make mistakes in aspects of grammar and pronunciation. And also students do not pay attention to sentence structure and correct pronunciation when the teacher gives them material.

Secondly, students are afraid to make mistakes in speaking English in the classroom. it showed that students have a limited vocabulary which can be seen from their difficulties in spelling and arranging sentences. The teacher dominates in teaching students to use Indonesian so that they cannot improve students' speaking skills. In addition, students lack opportunities to practice, Students lacked motivation to speak. In addition, most of the students could not express themselves adequately and even found difficulty answering simple open-ended questions. Students continued to make the same errors even after being corrected many times. Students are also difficult to speak fluently and it is difficult to understand what they are talking about. The last problems are environmental and family factors also affect like, they come from the village, and they only teach English at school.

The students problems in learning speaking were caused by some factors such us: Being afraid of making mistakes and being criticized as the cause of a inhibition, Having limited background knowledge of the topic as the cause of nothing to say, Lacking exposure

of english, lacking of vocabulary and grammar mastery as the cause of a mother tongue used, and doing uninteresting teaching and learning activity as the cause of a low motivation. This also become a challenge during teaching speaking, teachers' challenges, hard to motivate the students. Furthermore, it is inadequate English exposure and it seen only as an academic subject. Not allowing learners to participate in discourse, whereas students need to build up their knowledge and skills through participation (Ahmed, 2016).

There are many factors that cause difficulties in English. Some of these factors are related to the students themselves, teaching strategies, curriculum, and environment. For example, many learners do not have the vocabulary needed to get their meaning, and as a result, they cannot keep the interaction going. Competency and adequate communication competence can be another reason because they are unable to maintain the interaction. (Rabab'ah, 2015).

Environment challenges, Tuty (2013) said when students speak English with their friends, sometimes people will think they are arrogant students who deliberately communicate in English just to show their cleverness. This is one challenge for students to improve their speaking skills in using English. Meanwhile, in the classroom teacher must give opportunity to students to expose their speaking and to develop the skill that already have. (Rosana, 2003) cited from (Huda, 1999), stated that the lack of exposure to English settings can limit the quantity and quality of inputs. Therefore, teacher can make the classroom as a real situation where students have to communicate each other using English, so they can get exposure from the environment.

Based on the problem above the researcher wants to give the alternative solution through by using exploring technique. This change is expected to be able to improve the teaching quality and the students' competencies including knowledge, skill and attitude. In fact, in teaching and learning process sometimes the students feel confuse and do not understand with teacher say because in teaching English, the teacher must use English when

they explain the materials. Consequently, the students do not keep attention to the lesson because they feel English is difficult to understand. Thus, the teachers have to improve teaching strategy to help the students to understand the materials easily and attract students to pay attention for teacher's explanation.

Kemendikbud (2013), states that there are five steps of applying scientific approach in teaching learning process. They are observing, questioning, experimenting, associating, and communicating. based on the explanation of Kemdikbud it is also related to what is explained by (Hosnan, 2014) the implementation of the scientific approach in learning is engaging the process skill, such as observing, classification, measuring, predicting, explaining, and concluding so the students can actively construct a concept, rule, or a principle. Based on the statements above, it can be concluded that purposes of this approach is to build the students' creativity.

Exploring technique teachers want to see how students play an active role, can work independently. The teacher gives directions before the material or topic is given to the student. Teachers classify students in the classroom, students are asked to discuss independently so that teachers can see whether by giving this approach can improve students' speaking ability. The role of teachers and learners in the classroom becomes very essential to be improved to gain the goal of learning. (Briggs, 2014) stated that the teacher fulfills his/her role as a facilitator in language instruction by providing students with the tools necessary to communicate. Meanwhile, the students fulfill their role by using the input they are given as they interact with others in the target language. This indicates that a teacher is no more a single handler, but they act as facilitator of learning process.

This research is conducted to know whether the use of exploring technique can improve the students' speaking ability. Because we know that most students in their classroom are very difficult to work independently or personally because of the limitations they have for example in vocabulary, grammar, pronunciation and lack of knowledge they have. They also

prefer to use their mother tongue or L1 to communicate with their friends as well as their own teachers. Similarly, it was found in previous research by (Ajeng, 2015). The students had a lack of vocabularies and a curiosity to ask a question. Moreover, they chose to use bahasa indonesia to minimize an error in English. Besides that, there was no interaction and expression of speaking while doing the presentation. Those difficulties were overcome with some activities such as trying to look up the difficult words in the dictionary and practicing communication using English everyday with the teacher and friends.

Relating to the background above, the research question was formulated as follows: "Does the use of exploring technique can improve students' speaking skill at the first grade in SMAN 3 KAIRATU (AMBON-MALUKU)".

REVIEW OF LITERATURE

Concept of Speaking

Due to the requirement of appropriate social interaction skills, speaking a foreign language becomes a problem for learners. Richards and Renandya (2002) state that speaking is among some elements of communication. While the input modality of language acquisition is learning, communication is output modality.

Moreover (Gard & Gautam, 2015; Harmer, 2003). Nunan (2003) stated that teaching speaking means encouraging students to produce sounds and sounds pattern which requires them to organize ideas in meaningful and logical ways with fluency. Alongside, Kayi (2006) said in teaching oral language skills such as speaking, teacher has to provide maximum opportunity for students to speak the target language. Therefore, a teacher has to involve the students in every speaking activity.

Jones (1996:12) classifies four activities involved in speaking and listening. In both, participants happen to get something done, explore ideas, solve some world problems, or merely combine all together. They are not similar to writing where the writers may note a record or simply commit events or moments on the paper.

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Speaking refers to the gap between linguistic expertise and teaching methodology. In one hand, linguistic expertise concerns with language structure and language content. However, teaching speaking is not like that of listening, reading, and writing. It requires habit formation because it is a real communication and a productive skill. Thus, regular and frequent practicing is necessary (Kayi, 2006).

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 2000; Burns and Joyce, 1997). Its form and meaning depend on the context of interactions, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It requires learners to not only know the way to produce specific elements of a language such as grammar in arranging words in sentences, pronunciations to correctly spell the words, or vocabulary as the way to change the source language into target language, but also understand the time, the reason and the ways to produce the language (Cunningham, 1999).

Based on those definitions, it is summarized that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, persuade, and entertain that can be learned through teaching and learning processes.

Exploring(Experimenting) Technique

Exploring is the activity to internalize knowledge and skills that are previously learned. The learning activities of exploring are reading other sources side of textbooks, observing the object or an event or an activity, and interviewing the informant. The competence that will develop are carefulness, honesty, respectfulness, appreciation towards another person's opinion, the communicative ability, implementation of the ability of collecting the information through the methods that have been learned, development of learning behavior and the learning to the end of live during the steps of this learning approach. Every learner needs to practice what has been learned (Kemendikbud, 2013).

Hosnan (2014) states that Exploring/experimenting is based on a scientific approach to solve problems in detail in order to make student obtain further information about the materials given by the teacher. The students are expected to find other sources and collect some information from them. They can obtain the information through reading or interviewing some informants. According to Majid and Rochman (2014), to gain real or authentic learning, learners have to try or do experiment with authentic materials, especially for materials or substances that are compatible. The learning activities involved in the experimenting include doing experiments, reading sources other than textbooks, observing objects or events or activities, and interviewing the informants (Hosnan, 2014). The activities in experimenting can contribute to developing an honest and polite attitude, the respects to the opinion of others, the ability of communication, the ability to gather information through a variety of learned ways, and the habit of learning and lifelong learning. To obtain authentic learning, learners have to do experiments.

In addition, Daryanto (2014) stated that exploring (experiment) is a process which allows the learners to obtain the result of study authentically from which they must try an experiment towards the materials previously given. It is aimed to develop the learners' attitude, skills and knowledge through developing knowledge around them and using scientific methods to solve the problems related to their experiment. Being critical is not enough to compete in this globalization era. Thus, the learners need to practice what they have criticized in the questioning process. The process which requires them to use the knowledge is called as an exploring process.

Mulyasa (2014) stated that the exploring/experiment is a learning of introducing the material and linking it with the learners' knowledge. In this process, the learners practice to express the materials which have been learned and try to use them in their real life. For instance, the learners are divided into groups. Then, within a group, the learners look for

information about descriptive text, biography, and curriculum vitae. Accordingly, as stated by Kemendikbud (2013), this is to reach the objectives of exploring process.

The Function of Exploring Technique

In the context of Curriculum 2013, it is stated in the Regulation of Minister of Culture and Education Number 103 of 2014 that experimenting is the activity to find out phenomena based on a given treatment. There are five activities concerning exporing/experimenting: encouraging learners to discuss together in group, determining sources of information, finding and collecting necessary information, stimulating learners to give their opinion actively regarding to the object, supervising the learning process to ensure all learners are actively involved in the discussion on each group, and directing the groups that need help (Zaim, 2017).

Furthermore, the objective of exploring technique is to train the learners' language skills and their ability to express new knowledge that has already been learned through simulation, role play, and other activities that are structured. Furthermore, ministry of national education (2013) said that to reach the objectives of the exploring, seven activities need to be fulfilled. *First of all,* the teacher has to formulate the purpose of experiment that will be conducted by the learners. *Secondly*, the teacher and learners prepare the equipment which is used. *Thirdly,* the calculation of the place and time needs to be set up. *Fourth,* the teacher provides worksheet to guide the learners' activity. *Fifth*, the teacher talks about the problem that will be solved in the experiment process. *Sixth,* the teacher must allot worksheet to the learners. Seventh, the learners do the experiment by the teacher guidance. *Lastly*, the teacher collects the learners' result and evaluates it. When it is necessary, the result will be discussed classically.

The Benefits of Exploring Technique

Yanuar (2015), stated that there are several advantages are obtained from the exploring/experiment activity. Among all are described as follows.

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- EXploring/Experimenting is believed as the information gathering activity which helps to improve real or authentic learning outcomes.

- Exploring/Experiments can improve processing skills to develop knowledge about the natural environment and be used as scientific methods to solve problems faced daily.

- Learners feel more interested in the lesson in finding or doing something

- Learners are given the opportunity to prove the truth of their reasoning

- This technique makes the gained science inherent in a long time than directly informed by the teacher.

- It helps to train learners to act thoroughly, responsibly, carefully and cautiously.

Disadvantage of exploring Technique

Yanuar (2015), some disadvantages are found to hinder the exploring. They are:

- Exploring/Experiment conducted by learners are often not followed by a sense of carefulness and caution of the learners.

- There is a need of a longer time in finding the answers to the experiment.

RESEARCH METHOD

Research Design

A Quantitative approach was used in this study. The researcher used quasi experimental research design that consist of pre and post-test design for control and experimental group to identify the improvement of students' speaking ability using exploring technique at the first grade in SMAN 3 KAIRATU-AMBON. The quasi design is used because the classes have already been organized so that the researcher cannot re-organize the new classes.

Research Setting, Population and Sample.

This study was conducted at SMAN 3 KAIRATU (AMBON) especially for first grade. The school was located in Jl. Lintas Seram - Latu, Latu, Kec. Amalatu, Kab. Seram Bagian Barat Prov. Maluku. The place was chosen because this school is the pre-eminent school in the district. And also many students who excellent in the school so that researchers choose the

school for the place of research. The population of this research was SMA NEGERI 3 KAIRATU(AMBON) in 2018-2019 academic years. There were four classes, consists of X1 until X4. Class X1 until class X4 consists of 23 students. So total of the populations is 107 students. The researcher uses two classes as a sample to be experiment class and control class.

Research Instruments

The instrument of the research was used speaking test, which consisted of pretest and posttest as the instrument of the research. Pretest is intended to find out the prior level of students' speaking skill, while the posttest is intended to find out the improvement of the treatment. The test for pretest is the same as for the post-test and the aim of the test used to measure students' speaking skill in exploring technique. In pre test, the test was given to experimental and control class uses subjective test. In this research, the researcher gives oral test to the students. The students introduce their self and talking about their family hobbies and tell their story in front of the class in 3 minutes. After that, the researcher giving the treatment for the students in experimental class using exploring technique and also for the control group about 5 meetings. The topic in treatment are : a. describing people b. narrative text c. expressions of asking and giving direction d. reading text e. expressing happiness. In addition for post-test it was given to the students both of them, experimental and control class using the same test in the pretest. The researcher giving the test about introducing others self, telling about her/his family, hobbies and dreams and same with the pre test introduce in front of the class in 3 minutes.

Research Procedure

The procedure in this reearch of collecting the data from both experimental and control group was presented as follows:

Before do the treatment using exploring technique for experimental group and control group without using exploring technique, the researcher was given speaking pre-test in order to know the students' ability in speaking skill. The test was given to experimental and control

class used subjective test. In this research, the researcher conducted oral test to the students. The students introduce their self and talking about their family hobbies and tell their story in front of the class in 3 minutes. The treatment is conducted for five meetings and the last meeting was used for post-test. every meeting take 90 minutes. In this case, researchers used exploration techniques in the experimental class and for the control class researchers did not use an exploratory approach.

a) Experimental Class

First meeting *(13ᵗʰ August2018)* the researcher used exploring activity in teaching speaking skill to the students. Before the researcher applied exploring technique the researcher explain the material "Describing People" to the students. The teacher showed the students some vocabulary that use in describing people and how to pronounce the words. The students practice and try to pronouncee the words and then found the meaning from their vocabulary. The teacher give the students time to understand vocabulary of the topic, and teacher giving instruction to the students to look at his or her objects in the classroom, then write in the form of a piece of paper of the characteristics of the person or the object. Then scroll the paper, the teacher tells the students to make the random of the paper then the student taught one of thee paper and they try to describe about caracteristics of describing people or object. then the other friend guesses the answer and points to who is being addressed or which item is mentioned. Second meeting *(20ᵗʰ August,2018)* The teacher gave to the students about "expressing happiness" as the topic. The teacher explained material about expressing happiness, After that the teacher tells students to simulate in the front of the class, the teacher gave feedback related to students' speaking, The teacher and students review the result of the learning process. Third meeting *(27ᵗʰ August, 2018)* the teacher explained the material "Expression of Asking and Giving Direction". the teacher put students into pair and applied Asking Direction activity. Fourth Meeting *(3ʳᵈ September, 2018)* The teacher explained about the definition of narrative text, the generic structure and language feature. And the students

are given the picture related to the material about narrative text. Students are asked to make the story related to the picture and the teacher asked the student to tell the story in the front of the class.

b). Control Class

In the control group, the researcher gave the same material to the students in control group, in this class the time also same with the experimental group it was five meetings. From (***13th August,2018***) until (***10th September,2018***) the five meetings conducted also in this group, the teacher applied "lecturing" learning as teaching activity to the students. The teacher explained the materials to the students. The material was same with the materials in experimental class but the teacher give the different technique to the students.

After doing the treatment, the post-test was given to the students both experimental and control class using the same test in the pretest. The researcher giving the test about introducing others self, telling about her/his family, hobbies and dreams and same with the pre test introduce in front of the class in 3 minutes.

Data Analysis

In quantitative research, data analysis is an activity after data from all respondents or other data sources collected. Activities in analyzing data are categorizing data based on variables and types of respondents, processing data based on variables of all respondents, presenting data per variable studied, performing calculations to answer the formulation of the problem, and performing calculations to test the proposed hypothesis. For research that does not formulate a hypothesis, the last step is not done (Sugiyono, 2016).

The data was analyzed by using the following procedures:

a. Scoring the students' answer of pretest and posttest.

b. Classifying the students' score.

c. Calculating the mean score using SPSS 17.0.

d. The data will count by using one-way ANOVA to examine the differences pre and post-test between experimental and control group.

e. Scoring speaking skill using the following scoring system (in appendices).

FINDINGS AND DISCUSSION

This chapter deals with the findings of this research and the discussion of the findings. The findings were presented in this part consists of the data obtained through test of speaking in order to find out the use of exploring technique in improving students' speaking ability at the first grade in SMAN 3 KARIATU (AMBON). Furthermore, the discussion presents findings and discussions of the students' improvement in speaking skill.

Research Findings

Findings of the research present improving students speaking ability by using exploring technique for the first grade students at Sman 3 Kairatu (Ambon). Discussion section concerns about description and explanation of the findings. To find out clear answer of the problems statement, the researcher analyzes the data from speaking test. The treatment for experimental class was held in four meetings. From the first until fourth meeting the researcher gave exploring technique for the experimental group.

The Result of pre-test using exploring technique

Dealing with the research finding based on the data analysis obtained, in this context presented the result of the post-test in the experimental and control group related to the requirements of the normality and homogeneity data testing by using One Way ANOVA. Each data testing was discussed as follows:

Based on the results of pre-test that have been known in experimental group and control group, for experimental group was 14.13 and 13.91 for the control group. It can see the difference in the table in table 1

Based on the table above, the students from the experimental group had a difference from 11.00 to 18.00 and had the standard deviation was 1.48 Then, students who have pretest results from the control group was 12.00 to 16.00 and also have a standard deviation was 1.20

Table 1. The difference between the experimental group and control group

pre_test					
group_class	Mean	N	Std. Deviation	Minimum	Maximum
experimental group	14.1304	23	1.48643	11.00	18.00
control group	13.9130	23	1.20276	12.00	16.00
Total	14.0217	46	1.34146	11.00	18.00

To find out about normal data, the Kolmogorov Smirnov test was used. Normal data has a very significance difference higher than 5% of its significant level. Normal test results for speaking scores from pre-test experimental group and control group can be seen them in table 2

Table 2 Test of Normality data of pre-test between the experimental group and the control group

		pre_test
N		46
Normal Parameters[a,b]	Mean	14.0217
	Std. Deviation	1.34146
Most Extreme Differences	Absolute	.158
	Positive	.146
	Negative	-.158
Kolmogorov-Smirnov Z		1.074
Asymp. Sig. (2-tailed)		.199

Based on the table above, it can be explained that the Asymp. Sig. (2-failed) of experimental group and control group showed .199, which is higher than .05. it can be the data had fulfilled the normality assumption. The result of homogeneity by levene's statistic and Anova can be seen the table 3.

Table 3. The result of pre-test using one – way ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.543	1	.543	.297	.588
Within Groups	80.435	44	1.828		
Total	80.978	45			

From table it can be seen it showed that difference was .588 it is higher than .05, it means that there was significance difference of the speaking scores between experimental group and control group. It indicated that there was enough evidence to reject the alternative hypothesis since the significant difference was higher than .05.

The Result of post-test using exploring technique

Based on the results of post-test that have been known in experimental group and control group, for experimental group was 14.34 and 12.86 for the control group. It can be see the difference in the table in table 4

Table 4. The difference Post test between the experimental group and control group

group_class	Mean	N	Std. Deviation	Minimum	Maximum
Experiment	14.3478	23	1.58426	12.00	18.00
Control	12.8696	23	2.30226	9.00	18.00
Total	13.6087	46	2.09208	9.00	18.00

Based on the table above, the students from the experimental group had a difference from 12.00 to 18.00 and had the standard deviation was 1.58. Then, students who have post test results from the control group was 9.00 to 18.00 and also have a standard deviation was 2.30.

1. Normality of the data

To find out about normal data, the Kolmogorov Smirnov test was used. Normal data has a very significance difference higher than 5% of its significant level. Normal test results for

speaking scores from post test experimental groups and control groups are biased to see them in table 5.

Table 5. Test of Normality

		post_test
N		46
Normal Parameters[a,b]	Mean	13.6087
	Std. Deviation	2.09208
Most Extreme Differences	Absolute	.123
	Positive	.123
	Negative	-.118
Kolmogorov-Smirnov Z		.831
Asymp. Sig. (2-tailed)		.494

Based on the table above, it can be explaining that the Asymp. Sig. (2-failed) of experimental group and control group showed .494, which is higher than .05. it can be the data had fulfilled the normality assumption.

2. Homogeneity of the data

To find out about homogeneity data, this test has been known by using SPSS 21.0. Additional information, for a significant level of the test is .05. in this case, if the analysis result is more than 0.05 then the data is homogeneous, or there is no significant difference between the two groups that have been tested. However, if the analysis is less than .05, then the data is not homogeneous or there is a very significant difference between the experimental group and the control group. We can see the results of the homogeneity test speaking post test data from experimental group and control group in table 6.

Table 6. Test of Homogeneity using levene statistic.

Levene Statistic	df1	df2	Sig.
2.508	1	44	.120

The significant level of homogeneity test in experimental group and control group was .120, this indicates that the significance level of homogeneity test is very high from .05. it can be seen this data is homogeneous.

In this case it can be said all things are considered, parametric statistical analysis is used to test the hypotheses as all assumptions have been met. Data are distributed normally and homogeneous.

3. Hypothesis testing

In this study it is very needed to test the hypothesis. In this case hypothesis testing is the main purpose of doing research. Because using exploring technique in speaking instruction can provide to an increase in student exchange compared to not using exploring technique in spelling learning. To find out whether the hypothesis is accepted or not, this test used ANNOVA analysis to know the difference between experimental group and control group.

In this study it is necessary to establish two statistical hypotheses at a 5% significance level, as follows:

HO = by using exploring technique in speaking cannot improve the ability to speak the students compared to providing exploring technique.

H1 = in this study by using exploring technique in student speaking learning, in improving student speaking ability.

From ANNOVA test results, can be seen in table 7.

Table 7. The result of post-test using one – way ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	25.130	1	25.130	6.435	.015
Within Groups	171.826	44	3.905		
Total	196.957	45			

From table it can be seen it showed that difference was .015 less than .05, it means that there was significance difference of the speaking scores between experimental group and control group. It indicated that there was enough evidence to reject the null hypothesis since the significant difference was less than .05.

The alternative hypothesis (Ha) stated that there was a significant on the students' speaking improvement in using exploring technique at the first grade in SMAN 3 KARIRATU-AMBON. The data obtained from the post-test score was computed IBM SPSS by using one-way ANOVA to compare the mean score of the post-test across the two groups. Thus, the result of the analysis revealed that the students who were treated by using exploring technique had a significantly better achievment than students who were treated without exploring technique. In this context, by using exploring technique could give a significant effect of the students' speaking improvement in the teaching of speaking skill. In short, the statistical analysis result showed that null hypothesis was rejected and the alternative hypothesis was accepted.

Discussion

Based on the results of the data described in this study, we can explain that using exploring techniques in learning speaking in senior high school can improve students' speaking skills. The two groups show significance different. The difference can be explained as follows:

This study showed several factors that make students more active by exploring technique in learning in the classroom. According to Hosnan (2014), exploring technique is an information gathering activity that helps improve learning outcomes. Then Yanuar (2015), also finds that students feel more interested in learning about finding or doing something. Exploring technique can improve processing skills to develop knowledge about the natural environment and be used as a scientific method to solve problems faced every day.

In addition, Daryanto (2014) states that experimenting is a process which allows the learners to obtain the result of study authentically from which they must try an experiment towards the materials previously given. It is aimed to develop the learners' attitude, skills and knowledge through developing knowledge around them and using scientific methods to solve the problems related to their experiment. Being critical is not enough to compete in this globalization era. Thus, the learners need to practice what they have criticized in the questioning process. The process which requires them to use the knowledge is called as an exploring process.

Additionally, in this research, another factor that make experimental group different from the control group was the treatment. In the experimental group, the students' speaking accuracy, pronunciation and vocabulary were improved. In pre-test, the students mean score was low because they always making mistake to pronounced the words when they presented the topic. However, the result of score in post-test was greater than pre-test. After the treatment, the students' achievement improved. As the explanation above, in this study by using exploring technique in teaching speaking can improved students' speaking ability. According to Seken Ahmad (2013), who has done a research about teaching speaking stated that in order to improve the accuracy of English communicative, the teaching of speaking skill has become increasingly important in the English as a foreign language context. Besiddes, Hutchinson and Waters (2000) finds that teaching speaking is needed to help the students to fulfill their needs to make a progress in order to improve their quality in communicating of their life or work.

CONCLUSION AND SUGGESTION

Based on the result of data analysis, the researcher comes to the following conclusions:

It can be concluded that there was improving students' speaking ability using exploring technique in SMAN 3 KAIRATU –AMBON. Based on the result of the ANOVA table, it was observed that data analysis and conclusion, in the post-test results for the experimental group that used exploring technique better than the control group students were used without exploring technique. Thus, it can be concluded thta Exploring technique could enhance the speaking ability. They can be more independent or autonomous in the classroom.

Based on the conclusions above, the researcher gives some suggestions as follows: Based on the conclussion above, the researcher gives some suggestions to the teachers as follows:

For the teachers

a) As the professional teachers, they have to be creative in conducting good teaching in teaching learning process especially in using technique in learning. So, the students are not easy to be bored in learning English.

b) In teaching and learning process, the English teachers should make the effective situations. In other words the English teachers applied in teaching learning process suitable with the students' need and the time they have.

c) The teachers must give special attention to the students' needs in teaching and learning process such as good materials and good technique.

For the students

a) The students should be active and serious in studying English especially in speaking skill because it is very important to improve the English subject.

b) The students are expected to improve their intensity in learning Speaking through Exploring technique.

For the next researchers

For the next researchers who does a related research9 to this case, they can use this thesis as reference. Although, this research is completely done, but it still has many

weakness. And There are still many things have to be observed by the next researcher related to the English subject, especially in speaking skill.

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Pre – Test

The test is in the form of individual oral presentation

Instruction;

Please introduce yourself, talking about **your family, your hobbies and what your dreams will be** and why do you choose it! Tell your story in front of the class in 3 minutes!
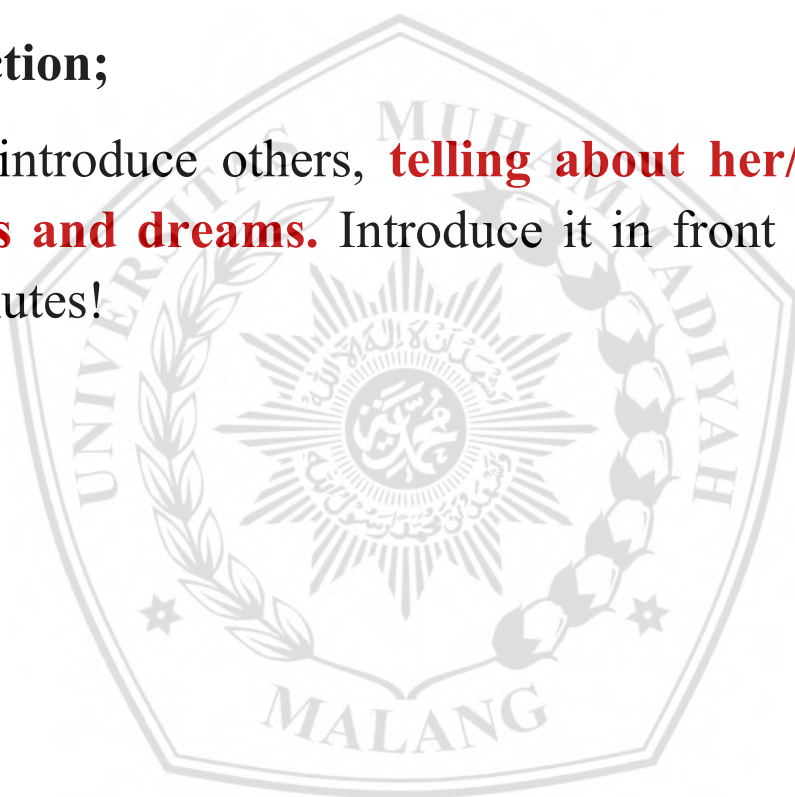
Post – Test

The test is in the formof individual oral presentation

Instruction;

Please introduce others, **telling about her/his family, hobbies and dreams.** Introduce it in front of the class in 3minutes!

APPENDIX 2 SCORING RUBRIC

Scoring Rubric

The form of Assesment on the Students' Speaking Performance (Adapted from Heaton, 1988: 100).

Score	Accuracy	Fluency	Comprehensibility
6	Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors.	Speak without too great and effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.	Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions or clarifications required.
5	Pronunciation is slightly influenced by the mother-tongue. A few minor grammatical and lexical errors but most utterances are correct.	Has to make an effort at times o search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.	The sepakers' intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
4	Pronunciation is still moderately influenced by the mother –tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.	Although he has to make an effort and search for words, there are not to many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.	Most of what the speakers says is easy to follow. His intention is always clear but several interruptions are neccesaary to help him to convey the message or to seek clarification.
3	Pronunciation is influenced by the mother tounge but only a few serious phonological errors. Several grammatical and lexical errors. lexical errors some of which cause confusion..	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.	The listener can understand a lot of what is said, but he must constatantly seek clarification. Cannot understand many of the speakers' more complex or longer sentences.
2	Pronunciation seriously influenced by the mother- tongue with errors causing a breakdown in communication. Many "basic" grammatical and lexical errors.	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at times. Limited range of expression.	Only small bits (usually short sentences and phrases) can be understood- and then with considerable effort by someone who is used to listening to the speaker.
1	Serious pronunciation errors as well as many "basic" grammatical and lexical errors. No evidence of having mastered any of language skills and areas practised in the course.	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said.

The obtained score = n1+ n2 + n3

The score conversion		
Speaking aspect	Weight (%)	score
Accuracy	30%	6
		5
		4
		3
		2
		1
Fluency	40%	6
		5
		4
		3
		2
		1
Comprehensibility	30%	6
		5
		4
		3
		2
		1
		Ideal Score	Obtained Score
The Minimum Score	(n1+n2+n3)	65	54
The Maximum Score		100	89

Speaking Level	Score
Very Good	6
Good	5
Very well	4
Well	3
Fair	2
Very poor	1

APPENDIX 3: Lesson Plan of Experimental Group

LESSON PLAN

School	: SMA N 3 KAIRATU (Ambon)
Class/semester	: X/1
Subject	: English
Skill	: Speaking
Topic	: Describing People
Allocation Time	: 2 x 45 minutes

A. MAIN COMPETENCY

KI 1:	Appreciating and practicing religious teachings.
KI 2:	To live and practice honest behavior, discipline, responsibility, care (mutual assistance, cooperation, tolerance, and peace), politeness, responsiveness and pro-active character and to show attitude as a part of the solution to various problems in interacting effectively with the social and natural environment as well in placing themselves as a reflection of the nation in the association of the world.
KI 3:	Understanding, applying, analyzing factual, conceptual, and procedural knowledge based on the curiosity of science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization related causes of phenomena and events, and applying procedural knowledge to the field of study specific in accordance with his talents and interests to solve problems.
KI 4:	Processing, reasoning and chanting in the realm of concrete and abstract realms are linked to the development of the self-study in schools independently, and capability of using methods according to scientific rules.

B. BASIC COMPETENCIES

2.1	Be thankful for the opportunity to learn English as the language of international communication, which is manifested in the spirit of learning.
2.2	Demonstrate polite and caring behavior in carrying out interpersonal communication with teachers and friends.
2.3	Analyze social function, text structure, and linguistic elements in the exposure text of identity, according to the context of its use.
2.4	Capture the meaning of the oral expression

C. LESSON OBJECTIVES

1. Students can use the expressions used in the greeting dialogue (greeting)
2. Students can use the expressions used to introduce the identity (introduction)
3. Students can use simple present forms appropriately to respond to identity exposure.
4. Students can use the present capital used to respond to identity.
5. Students can use the personal pronoun form used in the dialogue to respond to self-exposure.

D. INDICATORS
1. The phrase expressions are used to address a person (greeting) in the dialogue in response to identity
2. The phrase expressions are used in the dialogue in response to identity
3. The verb form of simple present is used correctly in the dialogue to respond to identity
4. The present capital form is used in the dialogue to respond to identity
5. The vocabulary about family tree, kinds of profession, names of day, month, and date is used efficiently.

E. APPROCH OF TEACHING
1. Approach: Communicative Language Teaching (CLT)
2. Technique: Exploring

F. TEACHING AND LEARNING ACTIVITY

	Description	Time Allotment
Pre-speaking Activity	• The teacher enters the room, greets, and checks student's readiness to learn English. • The teacher invites the students to guess what the topic to be learned today is. • The teacher tells the students about today's topic.	10 minutes
Whilst speaking activity	**Observing** • Students listen/read the exposure of identity by showing social function, text structure, linguistic element, or format of delivery/writing • Students try to imitate the pronunciation of the exposure of the used identity **Questioning** • With the guidance and direction of the teacher, students question, among other things, the differences between the various expressions of identity in English and the difference with those in Indonesian. • Students question the pronunciation of the text that describes identity. **Exploring** • Students seek exposure of identity from various sources • Students practice explaining identity with friends through a simulation **Associating** • Students analyze the expression of identity by grouping it based on the usage • In groups, students discuss the expression of the identity they encounter from other sources and bathe it with what the teacher uses • Students obtain feedback from the teacher and friends about social functions and linguistic elements conveyed in the group work. **Communication** ▪ Students demonstrate the use of verbal exposure of identity in the classroom by demonstrating social functions, phrases, and linguistic elements that are true and context-	70 minutes

	appropriate	
	▪ Students write problems in using English to express identity in learning journals.	
	• Students are given a task of recording a situational dialogue.	
Post-speaking activity	• The teacher and students review the result of the learning process.	10 minutes
	• Students do reflection on learning activities that they have been given	
	• The teacher gives feedback related to students' answer	

G. TEACHING MATERIAL

✚ Adjectives used
Eyebrow
Round Face
Calm
Shy
Kind
Smart
Helpful
Friendly
Stubborn
Pointed Nose
Tall
Short
Skinny
Blonde Hair
Chubby

H. SOURCES OF LEARNING

• Internet: The sources were taken from the internet that is suitable for the material

I. TEACHING MEDIA
a) Powerpoint
b) Video
c) Picture related to the material
d) LCD Projector

J. ASSESSMENT

Each learning done by the teacher has been completed, teacher directly evaluates the learning outcomes, and the teacher provides feedback for improvement in order to achieve the learning objectives. In evaluations made only to see the process of student upgrading in learning.

LESSON PLAN

School	: SMA N 3 KAIRATU (Ambon)
Class/semester	: X/1
Subject	: English
Skill	: Speaking
Topic	: Narative text
Allocation Time	: 2 x 45 minutes

A. MAIN COMPETENCY

KI 1:	Appreciating and practicing religious teachings.
KI 2:	To live and practice honest behavior, discipline, responsibility, care (mutual assistance, cooperation, tolerance, and peace), politeness, responsiveness and pro-active character and to show attitude as a part of the solution to various problems in interacting effectively with the social and natural environment as well in placing themselves as a reflection of the nation in the association of the world.
KI 3:	Understanding, applying, analyzing factual, conceptual, and procedural knowledge based on the curiosity of science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization related causes of phenomena and events, and applying procedural knowledge to the field of study specific in accordance with his talents and interests to solve problems.
KI 4:	Processing, reasoning and chanting in the realm of concrete and abstract realms are linked to the development of the self-study in schools independently, and capability of using methods according to scientific rules.

B. BASIC COMPETENCIES

2.1	Be thankful for the opportunity to learn English as the language of international communication, which is manifested in the spirit of learning.
2.2	Demonstrate polite and caring behavior in carrying out interpersonal communication with teachers and friends.
2.3	Analyze social function, text structure, and linguistic elements in the exposure text of identity, according to the context of its use.
2.4	Capture the meaning of the oral expression

C. LESSON OBJECTIVES
   1. By giving the narrative text, the students in class X are able to know the definition of narrative text.
   2. By giving the example of narrative text, the students in class X are able to identify the language features and generic structure.
   3. By using pair work, the students in class X are able to tell the story in front of the class.

D. INDICATORS
   1. Students can understand the meaning of narrative text
   2. Students can mention the language feature and generic structure of narrative text.
   3. Students can tell the story in front of the class.

E. APPROACH OF TEACHING
      3. Approach: Communicative Language Teaching (CLT)
      4. Technique: Exploring

F. TEACHING AND LEARNING ACTIVITY

	Description	Time Allotment
Pre-speaking Activity	• The teacher enters the room, greets, and checks student's readiness to learn English. • The teacher starts the learning process by showing a picture. • The teacher invites the students to guess what the topic to be learned today is. • The teacher tells the students about today's topic.	10 minutes
Whilst speaking activity	**Observing** • Students listen to samples of the narrative-shaped audio text provided by the teacher, showing the social function, text structure, and linguistic elements • The teacher guides the students to understand the examples given **Questioning** • With the teacher direction, students are questioning about social functions, text structure and linguistic elements of narrative text. • Students gain additional knowledge about social functions, text structure, and linguistic elements of narrative text. **Exploring** • Students are divided into groups (three or four people) • The teacher shows an audio text in a narrative form • Students discuss the text that has been shown with the group **Associating** • With the teacher guidance, students discuss with the group to retell the contents of the text that the teacher has shown and determine the text structure • The student receives feedback from the teacher and his friends about each one he or she presents in the discussion. **Communication** • Students present the results of the discussion in front of the class • Students obtain feedback from the teacher and friends about the outcome of the discussion • Students answer questions related to the text content	70 minutes
Post-speaking	• The teacher and students review the result of the learning	10 minutes

activity	process. • Students do reflection on learning activities that they have been given • The teacher gives feedback related to students' answer	35

G. TEACHING MATERIAL

1. Definition of Narrative Text:

A text that tells something imaginative or something that is only illusory and aims only to entertain the reader.

2. Generic Structure:
  1. **Orientation :** introducing the participants and informing the time and places.
  2. **Complication :** describing the rising crises which the participants have to do.
  3. **Resolution :** showing the way the participants solve the crises, better or worse, or solution to the problems.

3. Language features
  a) Using Simple Past Tense
  b) It usually starts with Adverbs of Time such as: long time ago or once upon a time.

H. SOURCES OF LEARNING

  ● Internet:

I. TEACHING MEDIA
  a) Powerpoint
  b) Video
  c) Picture related to the material (narrative text)
  d) LCD Projector

J. ASSESSMENT

Each learning done by the teacher has been completed, teacher directly evaluates the learning outcomes, and the teacher provides feedback for improvement in order to achieve the learning objectives. In evaluations made only to see the process of student upgrading in learning.

<h1 style="text-align:center">LESSON PLAN</h1>

School   : SMA N 3 KAIRATU (Ambon)
Class/semester   : X/1
Subject   : English
Skill   : Speaking
Topic   : Expression and Giving Direction
Allocation Time   : 2 x 45 minutes

A. MAIN COMPETENCY

KI 1:	Appreciating and practicing religious teachings.
KI 2:	To live and practice honest behavior, discipline, responsibility, care (mutual assistance, cooperation, tolerance, and peace), politeness, responsiveness and pro-active character and to show attitude as a part of the solution to various problems in interacting effectively with the social and natural environment as well in placing themselves as a reflection of the nation in the association of the world.
KI 3:	Understanding, applying, analyzing factual, conceptual, and procedural knowledge based on the curiosity of science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization related causes of phenomena and events, and applying procedural knowledge to the field of study specific in accordance with his talents and interests to solve problems.
KI 4:	Processing, reasoning and chanting in the realm of concrete and abstract realms are linked to the development of the self-study in schools independently, and capability of using methods according to scientific rules.

B. BASIC COMPETENCIES

2.1	Understand foreign words and foreign terms as well as simple phrases based on formulas

C. LESSON OBJECTIVE
1. Students can pronounce an expression about asking and giving directions/locations verbally.
2. Students can express expressions about asking and giving directions/locations verbally.
3. Students can use expressions about asking and giving directions/locations verbally

D. INDICATOR
1. Speak expression about asking and giving directions/location verbally
2. Express the expressions about asking and giving directions/locations verbally
3. Use expressions about asking and giving directions/locations verbally.

E. APPROACH OF TEACHING
Approach　　　: Communicative Language Teaching (CLT)
Technique　　 : Exploring

F. TEACHING AND LEARNING ACTIVITY

	Description	Time Allotment
Pre-speaking Activity	• The teacher enters the room, greets, and checks student's readiness to learn English. • The teacher invites the students to guess what the topic to be learned today. • The teacher tells the students about today's topic.	10 minutes
Whilst speaking activity	**Observing** • Students listen/read the exposure of identity by showing social function, text structure, linguistic element, or format of delivery/writing • Students try to imitate the pronunciation of the exposure of the used identity **Questioning** • With the guidance and direction of the teacher, students question, among other things, the differences between the various expressions of identity in English and the difference with those in Indonesian. • Students question the pronunciation of the text that describes identity. **Exploring** • Students practice asking and giving direction • The teacher invites students to join role-play. • The teacher gives exercise for the students • Students present their exercises **Associating** • Students analyze the expression of identity by grouping it based on the usage • In groups, students discuss the expression of the identity they encounter from other sources and bathe it with what the teacher uses • Students obtain feedback from the teacher and their friends about social functions and linguistic elements conveyed in the group work **Communication** ▪ Students demonstrate the use of verbal exposure of identity in the classroom by demonstrating social functions, phrases, and linguistic elements that are true and context-appropriate ▪ Students write problems in using English to express identity in learning journals. • Students are given a task of recording a situational dialogue.	70 minutes
Post-speaking activity	• The teacher and students review the result of the learning process.	10 minutes

	• Students do reflection on learning activities that they have been given • The teacher gives feedback related to students' answer	

G. TEACHING MATERIAL

Asking direction	Giving direction
• How can I get there? • Can you help me? • Do you know where…? • Any other place to visit? • Can you show me how to go to…?	• What can I do for you? • My pleasure • Go straight • Turn left • Turn right • Go down • Behind • Beside • Across to • Pass the • Go down • Two blocks away from • In front of • Next to

H. SOURCES OF LEARNING

Internet :

http://www.bukuinggris.co.id/asking-giving-direction-pengertian-jenis-cara-dan-contoh-dialog-asking-direction/

I. TEACHING MEDIA
   a) Powerpoint
   b) Video
   c) Picture related to the material (narrative text)
   d) LCD Projector.

J. ASSESSMENT

Each learning done by the teacher has been completed, teacher directly evaluates the learning outcomes, and the teacher provides feedback for improvement in order to achieve the learning objectives. In evaluations made only to see the process of student upgrading in learning

LESSON PLAN

School	: SMA N 3 KAIRATU (AMBON)
Class/semester	: X/1
Subject	: English
Skill	: Speaking
Topic	: Descriptive text
Allocation Time	: 2 x 45 minutes

A. MAIN COMPETENCY

KI 1:	Appreciating and practicing religious teachings.
KI 2:	To live and practice honest behavior, discipline, responsibility, care (mutual assistance, cooperation, tolerance, and peace), politeness, responsiveness and pro-active character and to show attitude as a part of the solution to various problems in interacting effectively with the social and natural environment as well in placing themselves as a reflection of the nation in the association of the world.
KI 3:	Understanding, applying, analyzing factual, conceptual, and procedural knowledge based on the curiosity of science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization related causes of phenomena and events, and applying procedural knowledge to the field of study specific in accordance with his talents and interests to solve problems.
KI 4:	Processing, reasoning and chanting in the realm of concrete and abstract realms are linked to the development of the self-study in schools independently, and capability of using methods according to scientific rules.

B. BASIC COMPETENCIES

2.1	Be thankful for the opportunity to learn English as the language of international communication, which is manifested in the spirit of learning.
2.2	Demonstrate polite and caring behavior in carrying out interpersonal communication with teachers and friends.
2.3	Analyze social function, text structure, and linguistic elements in the exposure text of identity, according to the context of its use.
2.4	Capture the meaning of the oral expression

C. LEARNING OBJECTIVES
1. Students can identify the general description and specific and detailed information of the descriptive text on lot ground
2. Students can describe the general description and certain information of the descriptive text on lot ground.
3. Students can find the main idea of descriptive text on lot ground.

D. INDICATORS
1. Identify the general description and specific and detailed information of the descriptive text on lot ground
2. Describe the general description and certain information of the descriptive text on lot ground.
3. Find the main idea of descriptive text on lot ground.

E. LEARNING METHODS

Approach   : Scientific approach
Technique   : Exploring

F. TEACHING AND LEARNING ACTIVITY

	Description	Time Allotment
Pre-speaking Activity	• The teacher enters the class and check the attendance of the students. • The teacher motivates students to learn • The teacher gives brainstorming in the form of questions appropriate to the material to be taught such as: (the teacher shows pictures and asks: Do you know this place?, What part of the place will you describe?) • The teacher asks the students about the material to be studied *(based on the pictures presented previously, please, guess).* • The teacher presents the scope of the material to be learned today.	10 minutes

Whilst speaking activity	**Observing**
	  • Students pay attention/read some examples of texts on the depiction of historic buildings.
	  • Students read to find the main idea, detailed information and certain information from the text.
	
	Questioning
	  • With the guidance and direction of the teacher, the students question, among other things, differences between the various descriptive texts present in English and the differences in the English text with those in the Indonesian language.
	  • Students question key ideas, detailed information and specific information from the descriptive text.
	
	Exploring
	  • In groups, students read out other descriptive texts from various sources with appropriate pronunciations, pressures and intonations
	  • Students in pairs find key ideas, detailed and certain information, and social functions of the read / heard description text.
	
	Associating
	  • In guided group work, students analyze the texts by comparing the various texts that illustrate the famous historical awakening by focusing on the structure of the text and the linguistic element.
	  • Students group descriptive text according to their social function.
	  • Students receive feedback from teachers and friends about each one they deliver in the group work.
	
	Communicate
	  • Students make an oral evaluation report about the lot
		70 minutes

	lottery building they have read.	
Post-speaking activity	• The teacher asks students to evaluate today's learning. • The teacher gives feedback to students' answers • The teacher gives assignments and concludes today lessons • The teacher says good-bye to the students	10 minutes

G. TEACHING MATERIAL

Pink Beach

Pink Beach or *Pantai Merah Muda* is one of the beaches in Komodo island, East Nusa Tenggara. The beach is called Pink Beach because the sand beach is pink. The pink color of its beach is a mixture of white sand beach colors mixed with crushed coral, shells, and calcium carbonate from very small marine invertebrates and also Foraminifera, microscopic amoeba that has a red body shell.

At Pink Beach, there are so many marine organisms. No fewer than 1,000 species of fish, 260 species of coral, and 70 species of sponge can be found here. Having so much marine life, this place is a proper spot for snorkeling and diving for sea sports lovers.

H. SOURCES OF LEARNING
Kurikulum 2013. Buku Bahasa Inggris Siswa dan Guru Kemendikbud 2014, dan Internet.

I. TEACHING MEDIA
    a) Powerpoint
    b) Video
    c) Picture related to the material(Descriptive text)
    d) LCD Projector.

J. ASSESSMENT

Each learning done by the teacher has been completed, teacher directly evaluates the learning outcomes, and the teacher provides feedback for improvement in order to achieve the learning objectives. In evaluations made only to see the process of student upgrading in learning.

LESSON PLAN

School	: SMA N 3 KAIRATU (AMBON)
Class/semester	: X/1
Subject	: English
Skill	: Speaking
Topic	: Expressing Happiness
Allocation Time	: 2 x 45 minutes

A. MAIN COMPETENCY

KI 1:	Appreciating and practicing religious teachings.
KI 2:	To live and practice honest behavior, discipline, responsibility, care (mutual assistance, cooperation, tolerance, and peace), politeness, responsiveness and pro-active character and to show attitude as a part of the solution to various problems in interacting effectively with the social and natural environment as well in placing themselves as a reflection of the nation in the association of the world.
KI 3:	Understanding, applying, analyzing factual, conceptual, and procedural knowledge based on the curiosity of science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization related causes of phenomena and events, and applying procedural knowledge to the field of study specific in accordance with his talents and interests to solve problems.
KI 4:	Processing, reasoning and chanting in the realm of concrete and abstract realms are linked to the development of the self-study in schools independently, and capability of using methods according to scientific rules.

B. BASIC COMPETENCIES

2.1	Be thankful for the opportunity to learn English as the language of international communication, which is manifested in the spirit of learning.
2.2	Demonstrate polite and caring behavior in carrying out interpersonal communication with teachers and friends.
2.3	Analyze social function, text structure, and linguistic elements in the exposure text of identity, according to the context of its use.
2.4	Capture the meaning of the oral expression

C. LESSON OBJECTIVE

1. Students can respond to various speech acts in interpersonal/transactional oral discourse: in giving instructions.
2. Time can be allocated to conduct various speech acts in interpersonal/transactional speech discourse: in giving instructions.

D. INDICATORS

1. Respond to various speech acts in interpersonal/transactional speech discourse: in various happy events

2. Conduct various speech acts in interpersonal / transactional verbal discourse: in various happy events

E. APPROACH OF TEACHING

Model   : Discussion (Sharing)
Technique   : Exploring

F. TEACHING AND LEARNING ACTIVITY

	Description	Time Allotment
Pre-speaking Activity	• The teacher enters the class to say hello, pray together, and check the attendance of the students • The teacher motivates students to learn. • The teacher gives brainstorming in the form of questions appropriate to the material to be taught • The teacher presents the scope of the material to be learned today.	10 minutes
Whilst speaking activity	**Observing** • Students pay attention/read some examples of texts on the depiction of historic buildings. • Students read to find the main idea, and detailed and certain information from the text. **Questioning** • With the guidance and direction of the teacher, the students question, among other things, differences between the various descriptive texts present in English and the differences in the English text with those in the Indonesian language. • Students question key ideas and detailed and specific information from descriptive text. **Exploring** • Students in groups read out other descriptive texts from • In groups, students read out other descriptive texts from various sources with appropriate pronunciations, pressures and intonations • Students in pairs find key ideas, detailed and certain information and social functions of the read/heard description text. **Associating** • In guided group work, students analyze by comparing the various texts that illustrate the famous historical awakening by focusing on the structure of the text, and the linguistic element. • Students group the descriptive texts according to their social function. • Students receive feedback from the teacher and their friends about each one they deliver in the group work.	70 minutes

| | Communicate
• Students make an oral evaluation report about the lot lottery building they have read. | |
|---|---|---|
| Post-speaking activity | • The teacher asks students to evaluate today's learning.
• The teacher gives feedback to students' answers
• The teacher gives assignments and cover lessons today
• The teacher greets the students | 10 minutes |

G. TEACHING MATERIAL

Expression of Happiness	Responses
• I'm happy to hear that • I'm glad you think so • That would be great • That sounds nice • Fantastic • What a wonderful day • It's the most beautiful place I've ever seen. • I love it • I like it very much	• I'd love too • You are right • I think so • I do, too • Thank you.

Dialogue

Najmi : Have you ever heard that Icha and Doni are getting married?

Hilal : Oh, really? What a surprise. I'm very pleased to hear that. When is the wedding?

Najmi : Next week. Will you come to their wedding party.

Hilal : Of course. How about you?

Najmi : I'll go there with my husband. Well, if you want we can go there together.

Hilal : All right. Pick me up at 1 o'clock.

H. SOURCES OF LEARNING
https://www.jagoanbahasainggris.com/2017/02/materi-expressing-happiness-contoh.html

I. TEACHING MEDIA
   a) Powerpoint
   b) Video
   c) LCD Projector

J. ASSESSMENT

Each learning done by the teacher has been completed, teacher directly evaluates the learning outcomes, and the teacher provides feedback for improvement in order to achieve the learning objectives. In evaluations made only to see the process of student upgrading in learning.

APPENDIX 4 STUDENTS' ATTANDANCE LIST

APPENDIX 4b: Students' Attandance List of Experimental Group

PEMERINTAH PROVINSI MALUKU
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 3 KAIRATU
Jln. Lintas Seram – Latu (Kode Pos. 97566)

Kelas : **X MIA 2**
Jumlah Siswa : **23 Siswa**

No Urut	Nama Siswa	Keterangan Hadir				
		13 Agustus 2018	*20 Agustus 2018*	*27 Agustus 2018*	*3 September 2018*	*10 September 2018*
1)	AISP	√	√	s	a	√
2)	AL	√	i	√	√	√
3)	AR	√	√	√	√	√
4)	AM	√	√	√	√	√
5)	ARHS	√	√	√	i	√
6)	CAS	√	√	i	√	√
7)	FA	√	i	√	√	√
8)	FU	√	√	a	√	√
9)	ISYP	√	√	√	√	√
10)	MAM	√	S	√	√	√
11)	NJA	√	√	√	i	√
12)	NS	√	√	√	√	√
13)	NH	√	i	s	√	√
14)	NT	√	√	√	√	√
15)	RW	√	√	√	s	√
16)	RA	√	√	√	√	√
17)	SY	√	√	√	√	√
18)	SW	√	√	√	√	√
19)	WP	√	√	√	√	√
20)	YB	√	√	√	i	√
21)	YP	√	√	i	√	√
22)	JR	√	√	√	√	√
23)	NVI	√	s	√	√	√

Keterangan:

√ : Hadir
i : Izin
s : Sakit
a : Tidak Hadir

APPENDIX 4a: Students' Attandance List of Control Group

PEMERINTAH PROVINSI MALUKU
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 3 KAIRATU
Jln. Lintas Seram – Latu (Kode Pos. 97566)

Kelas : **X MIA 1**
Jumlah Siswa : **23 Siswa**

No Urut	Nama Siswa	Keterangan Hadir				
		13 Agustus 2018	20 Agustus 2018	27 Agustus 2018	3 September 2018	10 September 2018
1)	NIP	√	√	s	a	√
2)	NISU	√	i	√	√	√
3)	SW	√	√	√	√	√
4)	SNT	√	√	√	√	√
5)	AGP	√	√	√	√	√
6)	AM	√	√	i	√	√
7)	AW	√	i	√	√	√
8)	ASM	√	√	√	√	√
9)	ZZM	√	√	√	√	√
10)	NW	√	√	√	√	√
11)	FYW	√	√	√	√	√
12)	TAT	√	√	√	√	√
13)	BH	√	√	√	√	√
14)	RMU	√	√	√	√	√
15)	PKK	√	√	√	√	√
16)	NST	√	√	√	√	√
17)	AGP	√	√	√	√	√
18)	ZFP	√	√	√	√	√
19)	MYW	√	√	√	√	√
20)	FU	√	√	√	i	√
21)	IAH	√	√	i	√	√
22)	WC	√	√	√	√	√
23)	DAP	√	s	√	√	√

Keterangan:

√ : Hadir
i : Izin
s : Sakit
a : Tidak Hadir

APPENDIX 5 THE STUDENTS SPEAKING SCORE

APPENDIX 5c : The students Speaking score of pre-test of Experimental Group

No	Name of students	Score			Total
		Accuracy	Fluency	Comprehensibility	
1)	AISP	4	3	4	11
2)	AL	5	5	5	14
3)	AR	5	5	5	15
4)	AM	4	5	5	14
5)	ARHS	5	5	5	15
6)	CAS	5	4	4	13
7)	FA	5	5	5	15
8)	FU	5	5	5	15
9)	ISYP	5	5	5	15
10)	MAM	4	4	4	12
11)	NJA	5	4	5	14
12)	NS	4	5	5	14
13)	NH	4	4	5	13
14)	NT	4	4	5	13
15)	RW	6	6	6	18
16)	RA	5	5	5	15
17)	SY	5	5	6	16
18)	SW	5	5	5	15
19)	WP	5	4	5	14
20)	YB	4	5	5	14
21)	YP	5	5	5	15
22)	JR	4	4	4	12
23)	NVI	4	4	5	13

APPENDIX 5 THE STUDENTS SPEAKING SCORE

APPENDIX 5d : The students Speaking score of post-test of Experimental Group

No	Name of students	Score			Total
		Accuracy	Fluency	Comprehensibility	
1)	AISP	5	6	6	17
2)	AL	5	5	5	15
3)	AR	5	5	6	16
4)	AM	4	5	6	15
5)	ARHS	5	6	6	17
6)	CAS	5	5	6	16
7)	FA	6	6	6	18
8)	FU	6	6	5	17
9)	ISYP	5	5	5	15
10)	MAM	4	5	4	13
11)	NJA	6	6	6	18
12)	NS	4	5	5	14
13)	NH	4	5	5	14
14)	NT	4	5	5	14
15)	RW	6	6	6	18
16)	RA	5	6	5	16
17)	SY	5	5	6	16
18)	SW	6	5	5	16
19)	WP	5	4	5	14
20)	YB	4	5	5	14
21)	YP	5	5	5	15
22)	JR	4	6	6	16
23)	NVI	4	4	6	14

APPENDIX 5 THE STUDENTS SPEAKING SCORE

APPENDIX 5a : The students Speaking score of pre-test of Control Group

No	Name of Students	Score			Total
		Accuracy	Fluency	Comprehensibility	
1)	NIP	4	4	5	13
2)	NISU	4	4	5	13
3)	SW	4	4	4	12
4)	SNT	4	4	4	12
5)	AGP	5	5	5	15
6)	AM	4	5	5	14
7)	AW	5	4	5	14
8)	ASM	4	4	5	13
9)	ZZM	4	5	5	14
10)	NW	6	4	5	16
11)	FYW	5	5	5	15
12)	TAT	5	5	5	15
13)	BH	4	5	5	14
14)	RMU	5	5	5	15
15)	PKK	3	5	5	13
16)	NST	5	5	6	16
17)	AGP	4	4	4	12
18)	ZFP	4	4	5	13
19)	MYW	5	5	4	14
20)	FU	4	4	5	13
21)	IAH	5	5	5	15
22)	WC	4	4	6	14
23)	DAP	5	5	5	15

APPENDIX 5 THE STUDENTS SPEAKING SCORE

APPENDIX 5b : The students Speaking score of Post-test of Control Group

No	Name of Students	Score			Total
		Accuracy	Fluency	Comprehensibility	
1)	NIP	5	4	5	14
2)	NISU	4	5	5	14
3)	SW	4	4	4	12
4)	SNT	4	4	4	12
5)	AGP	5	5	5	15
6)	AM	4	5	5	14
7)	AW	5	4	5	14
8)	ASM	4	4	5	13
9)	ZZM	4	5	5	14
10)	NW	6	6	6	18
11)	FYW	5	5	5	15
12)	TAT	5	5	5	15
13)	BH	4	5	5	14
14)	RMU	5	5	5	15
15)	PKK	3	5	5	13
16)	NST	6	6	6	18
17)	AGP	4	4	5	13
18)	ZFP	4	4	5	13
19)	MYW	5	5	4	14
20)	FU	4	4	5	13
21)	IAH	5	5	5	15
22)	WC	4	4	6	14
23)	DAP	5	5	5	15

APPENDIX 6: STATISTICAL ANALYSIS OF PRE-TEST

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
pre_test * group_class	46	100,0%	0	0,0%	46	100,0%

Report

pre_test

group_class	Mean	N	Std. Deviation	Minimum	Maximum
experimental group	14,1304	23	1,48643	11,00	18,00
control group	13,9130	23	1,20276	12,00	16,00
Total	14,0217	46	1,34146	11,00	18,00

NPar Tests

One-Sample Kolmogorov-Smirnov Test

		pre_test
N		46
Normal Parameters[a,b]	Mean	14,0217
	Std. Deviation	1,34146
Most Extreme Differences	Absolute	,158
	Positive	,146
	Negative	-,158
Kolmogorov-Smirnov Z		1,074
Asymp. Sig. (2-tailed)		,199

a. Test distribution is Normal.

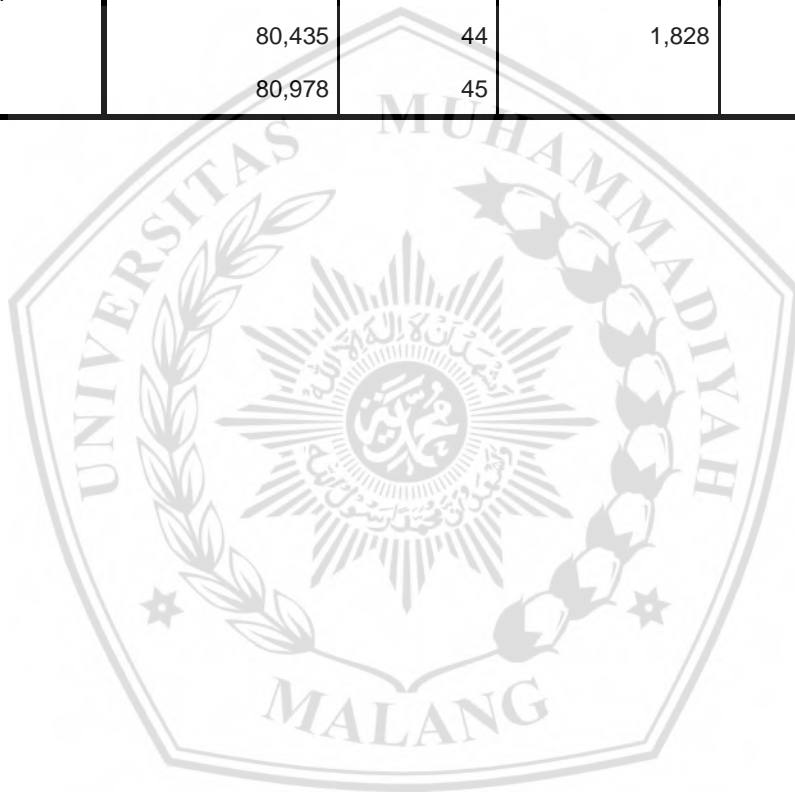b. Calculated from data.

Oneway

Test of Homogeneity of Variances

pre_test

Levene Statistic	df1	df2	Sig.
,274	1	44	,603

Oneway ANOVA

pre_test

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	,543	1	,543	,297	,588
Within Groups	80,435	44	1,828		
Total	80,978	45			

APPENDIX 6: STATISTICAL ANALYSIS OF POST-TEST

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
post_test * group_class	46	100,0%	0	0,0%	46	100,0%

Report

post_test

group_class	Mean	N	Std. Deviation	Minimum	Maximum
experiment	14,3478	23	1,58426	12,00	18,00
control	12,8696	23	2,30226	9,00	18,00
Total	13,6087	46	2,09208	9,00	18,00

One-Sample Kolmogorov-Smirnov Test

		post_test
N		46
Normal Parameters[a,b]	Mean	13,6087
	Std. Deviation	2,09208
Most Extreme Differences	Absolute	,123
	Positive	,123
	Negative	-,118
Kolmogorov-Smirnov Z		,831
Asymp. Sig. (2-tailed)		,494

a. Test distribution is Normal.

b. Calculated from data.

Test of Homogeneity of Variances

post_test

Levene Statistic	df1	df2	Sig.
2,508	1	44	,120

ANOVA

post_test

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	25,130	1	25,130	6,435	,015
Within Groups	171,826	44	3,905		
Total	196,957	45			