**CHAPTER III**

**RESEARCH METHOD**

* 1. **Research Desaign**

The type of research used is research and development (R&D) research methods. The model used is the ADDIE Model. The ADDIE model is an abbreviation for the five stages of the development process, namely analisys, desaign, develop, implement, and evaluate.

Analyze

Revision Revision

Design

Evaluation

Implement

Development

Revision Revision

Figure 3.1 Addie Model

* 1. **Subject, Object and Research Time**

The subjects in this research and development were students in eleventh-grade, totaling 33 students at Muhammadiyah vocational school

10 Kisaran and research time. Research and development will be carried out at Muhammadiyah vocational school 10 kisaran. The implementation of the research is from the beginning of february - April 2023.

* 1. **The Procedure Research Development**

1. **Analysis**

Based on observation conducted in Muhammadiyah vocational school 10 kisaran by giving the questionnaire, the researcher found it was important to develop appropriate materials and more interesting to make students easily master the material as well as additional materials in addition to existing materials.

1. **Design**

In this step, the material developer starts to design the syllabus or the performance objectives based on the standard of competence and basic of competence in Muhammadiyah vocational school 10 kisaran and also based on the result of needs analysis which has been conducted.

After the performance objectives have been written, the material developer then develops the instructional material. The material which will be developed is based on the results of needs analysis and the standard of competence and the basic of competence which has been formulated before.

1. **Development**

In this stage, the result of the design of materials needs to be revised and validated by experts. The researcher develops the reading material by the environment of the research setting, because it can help the researcher to develop the materials. The product formed a book that will motivate and add to students’ interest in learning. The product is used for eleventh-grade students at Muhammadiyah Vocational School 10 Kisaran. Therefore, in this stage students examine based on the design of Speaking materials. The data is gathered from the experts by using close-ended item questionnaires will analyze to know whether the materials are good and appropriate with the students. The product will be revised again. This revision will be finished until the product is validated by the experts and match the students’ need. The experts’ team consists of two experts; they are one material expert and one design expert. The expert’s team will give comments and suggestions through an open-ended item questionnaire.

1. **Implementation**

In implementation, stage is product trials. It means that the product has been revised is implemented for the user of the product. If still found revision then revised again to make a good product. The user of the product is students.

1. **Evaluation**

Evaluation is an important process of this research. This is the completion of the stages. In this stage, action will be taken to improve the development of products and studies. The evaluation results are used to provide feedback to the user model / method. Revisions are carried out according to the new model / method.

* 1. **Data Collection Instruments and Techniques**

Questionnaire one of the data-collecting techniques in this research is a questionnaire. According to Sugiyono (2013, P.199) questionnaire is a technique of data collection conducted by giving statements to respondents to be answered. will be shared to experts, teacher, and students. used to collect data about the feasibility of the book will be filled by experts, the questionnaire for a teacher is given before the learning process, and the questionnaire for student responses is given after the learning process. The instrument, the result of data collection from questionnaire, according to Johnson and Christensen (2008) as cited by Aminah (2016) questionnaire is instrument of data collection that is filled out by research participants. It is analyzed with many aspects of students’attitude. The aspect of students’ need and interest will be concern in this reseach. Besides choose the appropriate answer, the participants also given chance to give comments and suggestions about the product.

Documentation Sugiyono (2013: 240) stated that “a Document is a record of events that had passed. Documents can be in the form of text, images, or the monumental works of someone”. In this study, documentation was used to collect the data of the school, like curriculum, syllabus, and worksheet.

* 1. **Data Analysis**

In order to understand the collected data, the data were analyzed on the basis of their characteristics and purpose. The subjects’ responses to the questionnaire will be calculated in the form of percentages.

The answer from each question score based on Likert Scale (Riduwan & Sunarto, 2010, p.21) which are:

|  |  |
| --- | --- |
| **Category** | **Score** |
| Strongly Agree (Sangat Setuju/SS | 4 |
| Agree (Setuju/S) | 3 |
| Disagree (Tidak Setuju/TS) | 2 |
| Sterongly Disagree (Sangat Tidak Setuju/STS) | 1 |

**Table 3.1. Category Convention Table**

To analyze the percentage, the researcher use the following formula:

NA = PS x (100 %) SM

Where : NA = Final Score

PS = Score Obtained SM = Maximum Score

|  |  |
| --- | --- |
| **Score Interpretation Criteria** | **Category** |
| 0 % – 20 % | Very Low |
| 21 % – 40 % | Low |
| 41 % – 60 % | Sufficient |
| 61 % – 80 % | High |
| 81 % – 100 % | Very High |

**Table 3.2 The range of score interpretation criteria proposed by Riduwan (2016: p.41)**

**CHAPTER IV**

**RESEARCH FINDINGS AND DISCUSSION**

This chapter represented the result of the needs analysis and the process of material writing. In this chapter, the writer also represents the results of expert judgments, the evaluation, and the revision of the learning unit in the material which has been designed.

* 1. **Research Findings**
     1. **The Results of Needs Analysis**

1. **Analyzing Target Needs**

The first item which was analyzed was the target needs. The researcher wanted to know the learners’ goal in learning speaking, Target need was defined as the learners' view of the target situation (Hutchinson & Water, 1987). The target needs consisted of the student's needs, lacks, and wants. In this case, the researcher needed to know what kinds of text types they would find, the frequencies of using English as a means of communication in the workplace, and the students’ lack of learning speaking, as explained below.

1. **Goals**

Goals were defined as intentions and desires behind any given learning task. It was related to a range of general outcomes (communicative, affective, or cognitive) or may directly describe teacher

or learner behavior. It could be concluded that besides providing a relation between the task and the curriculum, goals were also related to a range of general outcomes or related to the description of teachers' or learners' behavior.

Based on the result of the needs analysis, 90,9% of students needed to learn English to get a job easily based on their vocational program.

**Table 4.1: the results of needs analysis on goal.**

|  |  |  |  |
| --- | --- | --- | --- |
| Question | Items | N | % |
| The purpose of learning English for my future is …. | 1. To pass the national examination | 33 | 6,1% |
| 1. To get the job based on the vocational program | 33 | 90,9% |
| 1. To get the good passing grade | 33 | 3,0% |
| 1. Others | 33 | 0 |

1. Necessities

Necessities belong to what the learners needed to know to function effectively in the target situation. Related to that, 18,2% of students answer that they would deal with the instructional manual of certain equipment or machines. Meanwhile, 21,2% of students said that they would find some automotive articles in their workplace. Furthermore, 60,6% of them answered that they would find some kind of text related to the business documents.

***Table 4.2 The results of needs analysis on the text type which will be found in the workplace.***

|  |  |  |  |
| --- | --- | --- | --- |
| Question | Items | N | % |
| The type of English text which will be found in the workplace is ... | 1. Instructional manual of certain equipment. | 33 | 18,2% |
| 1. Articles related to automotive | 33 | 21,2% |
| 1. Business documents | 33 | 60,6% |
| 1. Others | 33 | 0 |

Moreover, the researcher asked the students about the possible frequency of using English at the workplace, and around 57,6% of students said seldom. They thought that English would be used seldom or just in some specific cases at the workplace like business documents but it was rarely used in daily communication. as seen in the following table.

***Table 4.3 The results of the possible frequency of using English in the workplace.***

|  |  |  |  |
| --- | --- | --- | --- |
| **Question** | **Items** | **N** | **%** |
| The possible frequency of using English in the workplace when I have graduated from school is | 1. Seldom | 33 | **57,6%** |
| 1. Often | 33 | **39,4%** |
| 1. Never | 33 | **3,0%** |

1. **Lacks**

Lacks were related to the gap between the target proficiency and the existing proficiency. From the result of the needs analysis, around 33,3% of students answer that the main difficulty in learning English was grammar. They said that grammar was the most difficult aspect of learning English. they often faced difficulties in arranging the ideas. Meanwhile, 18,2% of students were lack of vocabulary and the use of expressions. Moreover, 30,3% of students were lack of pronunciation. The data was shown in the following table:

***Table 4.4 The results of needs analysis on the student's difficulties in learning speaking***.

|  |  |  |  |
| --- | --- | --- | --- |
| **Question** | **Items** | **N** | **%** |
| One of my difficulties in learning speaking is ….. | 1. Lack of vocabulary | 33 | 18,2% |
| 1. Incorrect pronunciation | 33 | 30,3% |
| 1. Inappropriate grammar | 33 | 33,3% |
| 1. Inappropriate use of expressions | 33 | 18,2% |
| 1. Others | 33 | 0 |

1. **Wants**

Wants to be related to what the learners need from learning English. From the result of the needs analysis, 48,5% of students answer that they will use English as a means of communication when they work abroad. They claimed that English was an international language. It could provide a chance for the students to work abroad. It could make them easy to communicate abroad as explained in the table below:

***Table 4.5 The results of needs analysis on the students’ wants***

| **Question** | **Items** | **N** | **%** |
| --- | --- | --- | --- |
| After I have graduated, I will possibly use English as a means of communication in …… | 1. Domestic Workplace | 33 | 9,1% |
| 1. University | 33 | 42,4% |
| 1. Abroad Workplace | 33 | 48,5% |
| 1. Others | 33 | 0 |

1. **Learning Needs**

Learning needs were the knowledge and abilities that learners will require to be able to perform to the required degree of competence in the target situation. It was related to input, procedures, setting, learner’s role, and teacher’s role. Therefore, the researcher wanted to describe the results of the needs analysis related to the learners' needs.

1. **Input**

Input related to the learning source which would be included in the material that would be written. From the needs analysis process that had been conducted, 87,9% of the students choose short dialogue as the input for the speaking material. They thought that short dialogue was the input that could make the students understand the material easily, also, they could practice speaking English confidently with their peers. They claimed that it could minimize nervousness in speaking.

***Table 4.6 The results of needs analysis on the learning input.***

|  |  |  |  |
| --- | --- | --- | --- |
| **Question** | **Items** | **N** | **%** |
| The type of input that I need to learn speaking is ….. | 1. Short Dialogue | 33 | 87,9% |
| 1. Monologue text | 33 | 9,1% |
| 1. Pictures | 33 | 3,0% |
| 1. Others | 33 | 0 |

Meanwhile, the length of input which is needed by 72,7% of students to learn speaking is about 150 – 200 words, as shown in the following table:

***Table 4.7 The results of needs analysis on the length of the input.***

|  |  |  |  |
| --- | --- | --- | --- |
| **Question** | **Items** | **N** | **%** |
| The length of input that I need to learn speaking is ….. | 1. Less than 150 words | 33 | 72,7% |
| 1. 150 to 200 words | 33 | 21,2% |
| 1. 200 to 300 words | 33 | 6,1% |
| 1. More than 300 words | 33 | 0 |
| 1. Others | 33 | 0 |

1. **Procedures**

Procedures related to activities that were needed by the students to learn speaking that would be included in the speaking material. From the results of the needs analysis, 42,4% of students choose role–play as the activity which could help them to improve their speaking skills. They claimed that the learning process especially for speaking was easier to be done with the team. They could express and exchange ideas naturally and confidently.

***Table 4.8 The results of needs analysis on the type of learning activities.***

|  |  |  |  |
| --- | --- | --- | --- |
| **Question** | **Items** | **N** | **%** |
| The type of activity that I need to improve my speaking skill is …. | 1. Roleplay | 33 | 42,4% |
| 1. Games | 33 | 27,3% |
| 1. Information gap | 33 | 21,2% |
| 1. Demonstrating certain working steps | 33 | 9,1% |
|  | 1. Others | 33 | 0 |

Meanwhile, the type of role-play which was needed by students was scripted role-play, as shown in the following table:

***Table 4.9 The results of needs analysis on the type of role–playing activities.***

|  |  |  |  |
| --- | --- | --- | --- |
| Question | Items | N | % |
| The type of role–play that I need to learn speaking is ….. | 1. Scripted role–play | 33 | 90,9% |
| 1. Unscripted role–play | 33 | 9,1% |

The type of game that was needed by the students to learn speaking was matching games. They told that matching games could improve their vocabulary. They claimed that learning speaking needed vocabulary enrichment. The data was shown in the table below:

***Table 4.10 The results of needs analysis on the type of game.***

|  |  |  |  |
| --- | --- | --- | --- |
| **Question** | **Items** | **N** | **%** |
| The type of game that I need to learn speaking is ….. | 1. Board games | 33 | 9,1% |
| 1. Guessing games | 33 | 42,4% |
| 1. Survey games | 33 | 18,2% |
| 1. Matching games | 33 | 21,2% |
| 1. Labeling games | 33 | 0 |
| 1. Exchanging games | 33 | 9,1% |

1. **Settings**

Settings refer to the classroom arrangements specified or implied in the task, and it also required consideration of whether the task was to be carried out wholly or partly outside the classroom. From the result of the needs analysis, most students liked to carry out the task in groups, and the rests are in pairs and individually. They said that they could discuss with their group and could make them easier to express their ideas. The data was shown in the following table:

***Table 4.11 The results of needs analysis on how the students carry out the tasks.***

|  |  |  |  |
| --- | --- | --- | --- |
| Question | Items | N | % |
| I like to carry out the tasks … | 1. Individually | 33 | 6,1% |
| 1. In pairs | 33 | 9,1% |
| 1. In group | 33 | 84,8% |

Meanwhile, most of the students answered that they like to do the task at home. They claimed that it could make them a much time to finish it rather than at school. the data was shown in the table below:

***Table 4.12 The results of needs analysis on where the students carry out the tasks***

|  |  |  |  |
| --- | --- | --- | --- |
| Question | Items | N | % |
| The place that I like to do the tasks is …. | 1. In the classroom | 33 | 27,3% |
| 1. At home | 33 | 69,7% |
| 1. In the library | 33 | 3,0% |

1. **Teacher and Students’ Roles**

Roles here belong to the part that learners and teachers were expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants (Nunan, 1990: 79). It meant that both teacher and students had to be active during the teaching and learning process in the classroom. From the results of the needs analysis for the teacher role, most students needed the teacher as the motivator in the teaching and learning process, the data was shown in the table below:

***Table 4.13 The results of needs analysis on the teacher's role***

|  |  |  |  |
| --- | --- | --- | --- |
| Question | Items | N | % |
| The role of the teacher in every teaching and learning process is as | 1. The controller in the teaching and learning process | 33 | 15,2% |
| 1. Motivator for the students in the teaching and learning process | 33 | 84,8% |
| 1. The self–assessment given | 33 | 0 |
| 1. Others | 33 | 0 |

Meanwhile, the appropriate role of students was as a listener and an active participants in the classroom, as shown in the following table:

***Table 4.14 The results of needs analysis on students’ role***

|  |  |  |  |
| --- | --- | --- | --- |
| Question | Items | N | % |
| The appropriate role of the students in the teaching and learning process is as a …. | 1. Listener | 33 | 0 |
| 1. Participant | 33 | 6,1% |
| 1. Listener and participant | 33 | 90,9% |
| 1. Negotiator between teacher and students | 33 | 3,0% |

1. **The Design of Speaking Material**

The design of the speaking material was related to the content of the material and the presentation of the material itself. Therefore, the researcher wanted to describe the results of the needs analysis related to the design of speaking material.

1. **Content of the material**

Content of the material related to the topic and the learning activities which were appropriate to be included in the speaking material. the results of the needs analysis related to the content of the speaking material as described below.

1. **Topic**

The topic was what will be discussed in the speaking material. From the results of the needs analysis, 69,7% of students choose a topic that was related to daily life. They thought that the topic which was related to daily life could be understood easily.

***Table 4.15 The result of needs analysis on the learning topic.***

|  |  |  |  |
| --- | --- | --- | --- |
| Question | Items | N | % |
| The topic which is appropriate for the speaking material is about …. | 1. Daily life | 33 | 69,7% |
| 1. Automotive engineering | 33 | 0 |
| 1. Business | 33 | 12,1% |
| 1. Information technology | 33 | 18,2% |

1. **Learning Activities**

Learning activities were activities that were appropriate for the students to develop their speaking skills. Those activities were divided into warming up activity and main learning activity. For the warming-up activity, 63,6% of students choose short questions, as shown in the following table:

***Table 4.16 The result of needs analysis on the form of warming up activity.***

|  |  |  |  |
| --- | --- | --- | --- |
| Question | Items | N | % |
| For the warming-up activity, the appropriate form is …. | 1. Short questions | 33 | 63,6% |
| 1. Pictures | 33 | 6,1% |
| 1. Vocabulary lists | 33 | 21,2% |
| 1. Expressions lists | 33 | 3,0% |
| 1. Grammar notes | 33 | 6,1% |

Meanwhile, for the main learning activity, 45,5% of students choose role–play and information gap, as shown in the table below:

***Table 4.17 The result of needs analysis on the appropriate learning activities.***

|  |  |  |  |
| --- | --- | --- | --- |
| Question | Items | N | % |
| The kind of learning activity which is appropriate for the speaking material is …. | 1. Roleplay | 33 | 45,5% |
| 1. Information gap | 33 | 45,5% |
| 1. Demonstrating simple working steps | 33 | 12,1% |
| 1. Others | 33 | 6,1% |

Meanwhile, for the level of difficulty of the speaking material, 54,5% of students agreed that there was a variety of difficulty levels, from the easiest to the most difficult one, as presented in the following table:

***Table 4.18 The result of needs analysis on the difficulty level of the speaking material.***

| Question | Items | N | % |
| --- | --- | --- | --- |
| The difficulty level of the speaking material which is appropriate is | 1. Neither too difficult nor too easy | 33 | 54,5% |
| 1. Having varieties, from the easiest to the most difficult one. | 33 | 21,2% |
| 1. Having a variety of difficulty levels. | 33 | 24,2% |

1. **Presentation of the Speaking Material**

Presentation is related to the layout of the material, kinds of pictures, page color, kinds of fonts, and intermezzos. Here are the results of the needs analysis related to the appropriate presentation of the speaking material.

1. **The layout of the material**

Related to the layout, 36,4% of students answered that the appropriate layout for the speaking material was completed by pictures and illustrations, as shown in the table below:

***Table 4.19 The result of needs analysis on the appropriate layout for the speaking material.***

| Question | Items | N | % |
| --- | --- | --- | --- |
| The appropriate layout of the material is … | 1. The pages and cover are colorful. | 33 | 6,1% |
| 1. Completed with pictures and illustrations | 33 | 36,4% |
| 1. Completed grammar and vocabulary exercises | 33 | 21,2% |
|  | 1. Completed with an explanation about expressions for certain situations | 33 | 36,4% |
| 1. Others | 33 | 0 |

1. **Kinds of Appropriate Pictures for the Material**

Related to the appropriate kinds of pictures for the material 21,2% of students answered that the appropriate picture for the material was the photograph. However, 60,6% of students choose illustration as the appropriate one, as shown in the following table:

***Table 4.20 The result of needs analysis for the appropriate picture for the speaking material.***

|  |  |  |  |
| --- | --- | --- | --- |
| Question | Items | N | % |
| The appropriate picture for the speaking material is …. | 1. Photograph | 33 | 21,2% |
| 1. Caricature picture | 33 | 18,2% |
| 1. Illustration | 33 | 60,6% |
| 1. Others | 33 | 0 |

1. **The Appropriate Page Color**

Related to the appropriate page color of speaking material, 78,8% of students answered that the appropriate color is more than one so that the speaking material will be more interesting, as shown in the following table:

***Table 4.21 The result of needs analysis on the appropriate page color***

|  |  |  |  |
| --- | --- | --- | --- |
| Question | Items | N | % |
| The appropriate page color for the speaking material is …. | 1. Only two colors | 33 | 15,2% |
| 1. Only one color | 33 | 6,1% |
| 1. More than one color | 33 | 78,8% |

1. **Kinds of Fonts**

The kinds of fonts belong to the ones which will be used to write the material. 63,6% of students choose Times New Roman as the appropriate font, as shown in the following table:

***Table 4.22 The result of needs analysis on the appropriate kinds of fonts***

| Question | Items | N | % |
| --- | --- | --- | --- |
| The appropriate kind of font which is used to write imperative sentences in every task is ….. | 1. Comic Sans MS | 33 | 15,2% |
| 1. Lucida Handwriting | 33 | 3,0% |
| 1. Times New Roman | 33 | 63,6% |
| 1. Script MT Bold | 33 | 6,1% |
| 1. Brush Script MT | 33 | 0 |
| 1. Cooper Black | 33 | 3,0% |
| 1. Arial | 33 | 9,1% |

1. **Intermezzos**

Intermezzo in the learning material was very needed to make the students not getting get bored during the learning process. Based on the need analysis, 42,4% of students wanted quotes as the appropriate kinds of intermezzos for the speaking material. The data was shown in the following table:

***Table 4.23 The result of needs analysis on the appropriate kind of intermezzos for the speaking material.***

|  |  |  |  |
| --- | --- | --- | --- |
| Question | Items | N | % |
| The appropriate kind of intermezzos for the speaking material is …. | 1. Quotes | 33 | 42,4% |
| 1. Cartoon pictures | 33 | 30,3% |
| 1. Crossword puzzle | 33 | 27,3% |
| 1. Others | 33 | 0 |

Meanwhile, the appropriate position of intermezzo in the material was on every page, as shown in the table below:

***Table 4.24 The result of needs analysis on the appropriate position for intermezzo in the speaking material.***

| Question | Items | N | % |
| --- | --- | --- | --- |
| The appropriate position for intermezzo in the material is …. | 1. In every page | 33 | 78,8% |
| 1. On every page | 33 | 6,1% |
| 1. Every two pages | 33 | 15,2% |
| 1. Every three pages | 33 | 0 |
| 1. Others | 33 | 0 |

* + 1. **Existing Materials**

After gathering the data, the researcher identified existing materials used by the students in Muhammadiyah Vocational School 10 Kisaran. The students used the textbook entitled "*Bahasa Inggris Seri HOTS*”. Then, the researcher observed and read the textbook to analyze the relevancy of the book. The researcher found the English-speaking materials in the textbook were less relevant.

There were fewer explanations about the materials and the lack of tasks that made students practice English. Therefore, the students were difficult to understand the materials. Each material followed the learning activities according to curriculum 2013, namely: observation, questioning, exploring, associating, and communicating but the activity in each unit still did not provide the standard competency. Therefore, the students did not have broad knowledge and were passive learners. In addition, each unit of the materials provided a little task and the task focused on writing and reading. The kind of tasks in this book such as fill in the blank, vocabulary meaning, and writing. As a result of the need analysis, the students needed more practice in speaking English by utilizing integrated tasks like dialogue. Also, they wanted a discussion task (grouping practice) to boost their confidence in speaking English and their critical thinking. However, in that book, there were no grouping tasks.

The next data was this book did not provide many pictures. Only some units provided it and the color of the pictures were black and white. It could not attract the students' attention to learning. Also, the students faced difficulties to understand the material due to they could not see the pictures. As shown in the data of need analysis, the students needed media such as pictures and videos to make them understand the materials easily. Therefore, it could not make them feel bored learning English. In addition, there was no video or link to the video. The video was needed by the students to enrich their vocabularies, train their pronunciation, and understand the content easily. It also made the classroom atmosphere fun and joyful.

* + 1. **The Course Grid**

After the needs analysis was conducted, for the next step, the researcher would write the course grid. It contained seven sections; those were units, topics, indicators, language functions, input text, language focus, and procedures.

**a. Unit 1**

The topic for the first unit was *“Do You Agree with That? Giving Your Opinion”*. This unit title indicated the expressions of asking and giving an opinion and telling how to give an opinion, how to accept someone's opinion, or how to refuse someone's opinion. The unit title was also based on the result of the needs analysis that students needed more conversation practice about the material.

The achievement indicators for Unit 1 were that students could ask and give their opinion, and understand how to agree and disagree with someone’s opinion politely. This was in line with the language functions for this unit generated from the basic competence and the syllabus for English teaching at the vocational high school Kisaran.

For the input text, the inputs were in the form of short dialogues which contain the expressions of asking and giving opinions. Also, agreement and disagreement. Besides that, role play also being the input for this material. Role play and conversation were the students’ needs for developing their English speaking skills. Meanwhile, the procedures were divided into four parts: *lead–in*, *let’s practice*, *evaluation*, and *homework*.

**b. Unit 2**

The topic for unit 2 was *"To Whom is the Letter Addressed?”.* This topic was chosen based on the needs analysis which showed that the students wanted English for daily life and their future career. Therefore, in this unit, the students would write a personal letter about their daily life. In addition, they could write a business letter for their career.

Achievement indicators for this unit are developed based on the syllabus, that was, students were expected to write the letter. The input text for unit 2 was role play which showed the letter function. Procedures for Unit 2 are the same as in Unit 1, those are *lead–in*, *let’s practice*, *evaluation*, and *homework*.

a. Lead–in:

The function of this first section is to introduce the students to the topic of the unit and provide background knowledge and context before the students do the real tasks.

b. Lesson proper:

This section provides tasks to the students by which students can achieve the objectives of learning.

c. Evaluation:

This section provides an evaluation of the student's performance after doing the tasks in a unit.

d. Homework:

This section provides self–assessment for the students to know how much they have learned from the units.

e. Reflection:

This section provides self–evaluation for the students to know how much their improvement of speaking skills was after learning one unit.

1. Summary:

This section presents the summary of the language items taught in the unit.

**4.1.4 Expert Validation**

After designed the new materials were developed, the materials were evaluated by the experts to know if they had been appropriate or not. It was an activity to validate the design. The evaluation was conducted by giving a questionnaire to the expert. There was an expert who evaluate the new English-speaking materials based on Project-Based Learning, He is a professor at Universitas Muslim Nusantara Al Washliyah Medan. His name is Prof. Dr. Ahmad Laut Hasibuan, M.Pd. The experts determined whether it has been proper or not.

The questionnaire was adapted from *Badan Standard Nasional Pendidikan* and consisted of four aspects. They were content appropriateness, language appropriateness, and layout appropriateness. It could be seen in Appendix A.3.

**4.1.5 Revising the Materials**

The expert judged the materials. He said that the materials were good enough. It could full fill the standard of the student's competency. It also provides some activities related to enhancing the students' speaking skills. The materials involved the curriculum process in teaching and learning. In addition, the materials could full fill the students' needs based on the questionnaire of need analysis. However, there was a revision from the expert about the picture in the materials and the cover. The picture should be bigger and could attract the students. Then, the cover should be more colorful and add the picture. Therefore, it could attract the students' attention to learn to speak.

**4.1.6 Final Product**

The last step of this research was writing the final product of the materials. After validating and revising the materials, the researcher designed the final Product of the materials. The final product of the materials was revised based on the suggestion from the expert. After the material was validated by the expert, the result showed that the materials are appropriate and significant to be used by the vocational students at Muhammadiyah Vocational School 10 Kisaran.

**4.1.7 The Effectiveness of Speaking Material by Using Discussion Technique**

* + 1. **Students’ Speaking fluency in Terms of Pronunciation**

The findings of this research deal with the students’ score. They were the mean scores of pre test and post test, the rate percentage and frequency of pre test and post test and the t-test value. These findings described as follows:

## Table 4.25 The Mean Score the Students’ Fluency in Terms Pronunciation

|  |  |  |  |
| --- | --- | --- | --- |
| **Variable** | **The Students’ Score** | | **Percentage (%)** |
| **Pre Test** | **Post Test** |
| Pronunciation | 4,43 | 5,9 | 35% |

The table 4.25 above showed that there was an improvement of the students’ speaking fluency from the pre-test and post-test which in pre-test the mean score of the students’ in speaking fluency was 4,43 after giving a treatment, the mean score of the students’ of the students’ speaking fluency became 5,9. So the percentage improvement of the students’ speaking fluency from pre-test to post-test was 35%.

From the data above proved that the application of Discussion technique to improve speaking skill was able to improve the students’ fluency dealing with pronunciation at the Eleventh Grade of Muhammadiyah vocational school 10 Kisaran.

To see clearly the improvement of the students’ speaking fluency dealing with pronunciation, the following chart was presented.

7

6

5

4

3

Post-Test

Pre-Test

2

1

0

Pre-Test

Post-Test

Figure 4.1: The Mean Score and Improvement of the Students’ Speaking Fluency

The graphic figure 4.2 above showed that was an improvement of the students’ speaking fluency from the pre-test with the mean score was 4.43. The post-test with mean scores was 5.9, so the improvement from pre-test to post-test was 35%.

## Students’ Speaking Accuracy in Terms Vocabulary

The finding of the research deal with the students’ scores of pre test and post test, the rate percentage and accuracy of pre test and post test and t-test value. these findings describe as follow:

## Table 4.26 The Mean Score the Students’ Accuracy in Terms of

***Vocabulary***

|  |  |  |  |
| --- | --- | --- | --- |
| **Variable** | **The Students’ Score** | | **Percentage (%)** |
| **Pre Test** | **Post Test** |
| Vocabulary | 4,76 | 6,0 | 28% |

The data in table 4.26 showed that the students’ Vocabulary in speaking as the calculating of students pre test and post test after taught by used Discussion technique.

The mean score of the students in pre test was (4.76) the mean score of the post test was (6.0). Therefore the used of Discussion technique could enhance the students vocabulary in pre test and post test. The students’ vocabulary in post test was greater than in pre test.

7

6

5

4

3

* Post-Test

Pre-Test

2

1

0

Pre-Test

Post-Test

## Figure 4.2: The Mean Score and Improvement of The Students’ Speaking Accuracy

The graphic figure 4.3 above shows that was improvement of the students’ speaking accuracy from the pre-test with the mean score is 4.76. The post-test with mean scores is 6.0.

## Test of Significance Testing

To know the significance of the pre-test and post-test for the students’ speaking skill in terms of speaking fluency dealing with pronunciation and speaking accuracy dealing with vocabulary, the researcher used t-test analysis in the level of significance p (0.050) with the degree of freedom (df) = N-1, where N number of subject (26) students then the value of t-table was 2.05553.

In other to know whether or not the mean score was different from two test (pre-test and post-test), the researcher used the table, The following table showed the result of the t-test calculation:

## Table 4.27 : The t-Test and t-Table of Students’ achievement

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Variable** | **t-Test** | **t-Table** | **Comparison** | **Classification** |
| Pronunciation | 15 | 2.05553 | t-Test> t-Table  15>2.05553 | Significant |
| Vocabulary | 9.29 | 2.05553 | 9.29 >2.05553 | Significant |

If the test value was greater than t-table at the at the level of significance

0.050 and degree of freedom 27, thus alternative hypothesis (H1) would be accepted and null hypothesis (H0) would be rejected. In contrary if the t-test value was lower than t–table at the level of significance 0.050 and degree of freedom 27, thus the alternative hypothesis would be rejected.

The result of data analysis was the t-test value (24.29) was greater than t- table value (2.05553). Based on the result, hypothesis test showed that H0 was rejected and H1 was accepted.

**4.2 Discussion**

The researcher was focused on developing English-speaking materials based on discussion techniques for students. The ADDIE model was used in this research. The needs analysis was conducted during one week, it was 1-8 June 2023. The questionnaire was administered to the students. There were 25 questions were distributed to 30 students. Those were used to get information about students‘ needs. The needs analysis was divided into two parts, those were target needs and learning needs.

As the result of the need analysis, the researcher found that students' goal in learning English was for getting a better career in the future. Therefore, they needed to learn more about the business documents. They thought it was really important to be learned. However, in the background, we found that the teacher taught monotonously. It made them lack English, especially in pronunciation. They needed speaking time. They wanted a group setting to discuss to create a short dialogue or to create a roleplay. They assumed that those kinds of practice could improve their speaking skills.

To full fill the students' needs, the researcher developed English-speaking material. The researcher would add attractive pictures, explanations, and speaking practice to the material. There were 6 units developed by the researcher namely; *“Do You Agree with That? Giving Your Opinion”, “To Whom is the Letter Addressed?”, “What Can I Do for You?”, “Would You Attend to My Event?”, “Why Should We Care about the Phenomenon?”, and “Show Me Your Good Voice”.* It showed the effevtiveness from the result of pre-test and post-test.The result of data analysis was the t-test value (24.29) was greater than t- table value (2.05553). Based on the result, hypothesis test showed that H0 was rejected and H1 was accepted.