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THE EFFECT OF SELF-DIRECTED LEARNING METHOD ON STUDENTS' SPEAKING SKILL AT THE 8th GRADE OF MTSN 5 JAMBI

THESIS

APRILIA HAYATI
205180027

ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
SULTHAN THAHA SAIFUDDIN JAMBI
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THE EFFECT OF SELF-DIRECTED LEARNING METHOD ON STUDENTS' SPEAKING SKILL AT THE 8th GRADE OF MTSN 5 JAMBI

Submitted as Partial Fulfillment of Requirements to acquire Undergrad (S1) Degree at English Education Program Faculty of Tarbiyah and Teacher Training

THESIS

APRILIA HAYATI
205180027

ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
SULTHAN THAHA SAIFUDDIN JAMBI
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Name	:	Aprilia Hayati
NIM	:	205180027
Department	:	English Education Study Program
Judul Skripsi	:	"The Effect of Self-Directed Learning Method on Students' Speaking Skill at The Grade 8th of MTs N 5 Jambi".

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Jambi, 8 Februari 2023

Advisor I

Wahyuni Fitria, S.Pd, M.Pd
NIP. 198606052015032004

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Name	:	Aprilia Hayati
NIM	:	205180027
Department	:	English Education Study Program
Judul Skripsi	:	"The Effect of Self-Directed Learning Method on Students' Speaking Skill at The Grade 8th of MTs N 5 Jambi".

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Jambi, 18 Januari 2023
Advisor II

Uyun Nafiah, S.Pd, M. Pd.
NIP. 198806272015032006

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Telp/Fax : (0741) 583183 - 584118 website : www.iainjambi.ac.id

THESIS APPROVAL/ FINAL TASK

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The Thesis entitle "The Effect of Self-Directed Learning Method on Students' Speaking Skill at The 8th Grade of MTsN 5 Jambi" has been thesis defense by Education and Teacher Training Faculty (FTK) UIN STS Jambi on:

Day	:	Wednesday
Date	:	01 Maret 2023
Time	:	11.00 – 12.30
Name	:	Aprilia Hayati
Place	:	Ruang Sidang Fakultas Tarbiyah dan Keguruan
Students' Number	:	205180027
Tittle	:	"The Effect of Self-Directed Learning Method on Students' Speaking Skill at The 8th Grade of MTsN 5 Jambi"

Has been approved as the result of thesis defense above and has been accepted as part of the thesis endorsement requirement

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2	Iin Nirwana, M.Pd NIDN.2024028801 (Secretary)		March 04, 2023
3	Desti Anggraini, M.Pd NIDN. 2031128901 (Examiner I)		April 3rd, 2023
4	Sri Ramdayeni Sakunti, M.Sc.,Ed NIDN. 2011029501 (Examiner II)		March 31st, 2023
5	Wahyuni Fitria, M.Pd NIP.198606052015032004 (Advisor I)		March 31st, 2023
6	Uyun Nafiah, M.Pd NIP.198806272015032006 (Advisor II)		April 3rd, 2023

Dean
Education and Teacher Training Faculty and State Islamic University of Sulthan Thaha Saifuddin Jambi

Dr. Hj. Fadilah, M.Pd
NIP.196707111992032004

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Jambi, 03 February 2023

Aprilia Hayati

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DEDICATION

Thanks to Allah SWT the most gracius and merciful for the blessing and leading me, Therefore I can finally this thesis. Do not forget Sholawat to the Prophet Muhammad SAW his coming really change theworld.

Special thanks to :

My parents, my beloved father Syahid and my beloved mother Sumiarsih who always give me everlasting love, guidance, motivation and always praying for me.

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May Allah Subhanallahu Wata'ala bless us.

Aamiin.

MOTTO

لَا يُكَلِّفُ اللّٰهُ نَفْسًا اِلَّا وُسْعَهَا ۗ

"Allah does not burden a person but according to his ability."

(QS. Al- Baqarah : 286)

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The thesis is written to fulfil one of the requirements to get undergraduate degree (S I) at the English Education Study Program of Tarbiyah Faculty and Teacher Training State Islamic University Sulthan Thaha Saifuddin Jambi which is entitle "The Effect of Self -Directed Learning Method on Students' Speaking Skill at The 8th Grade of MTsN 5 Jambi" The researcher realizes that this thesis would have not been completed without the help, advice and guidance from many people. Therefore, in this opportunity the researcher would like to express thanks and gratitude the following paties and their contribution :

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Finally, may Allah SWT deign reply all kindness people who has help and contributing the researcher. The researcher hopes this thesis can be useful for developing of knowledge.

Jambi, 03 February 2023

Aprilia Hayati
205180027

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ABSTRACT

Name : Aprilia Hayati

Major : English Education Study Program

Title : The Effect of Self Directed Learning Method on Studemts' Speaking Skill at the 8th Grade of MTsN 5 Jambi

This study aims to determine to find out whether or not there is a significant effect and significant difference of self directed learning method on students' speaking skill. This research was conducted in the eighth grade of MTsN 5 Jambi. This research is a quantitative research and was carried out by using a quasi experimental design. The data obtained by using a speaking test. The population in this study were eighth grade students' of MTsN 5 Jambi. Class VIII A is the experimental class which used the self-directed learning method and class VIII E is the control class without using the self-directed learning method. To analyze the data, the researcher used paired sample t-test and independent sample t-test. The researcher asked for the help of two raters to obtain data on students' speaking skill. The result of the t test (-5.132) with df = 65 and significance (0.000). the p-value was less than 0.05 (0.000 < 0.05). It means that the result was significant. Thus, there was enough evidence indicating that the null hypothesis is rejected, and it is concluded that by using self directed learning method was effective on students' speaking skill. While, independent sample t-test the means of the differnces is 10,2879 and the significant 2-tailed < 0.05 (0,000 < 0,05). Therefore, the researcher found the different of students' speaking between the experimental class and the control class.

Keyword : Self Directed Learning Method, Speaking Skill.

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ABSTRAK

Nama : Aprilia Hayati

Jurusan : Pendidikan Bahasa Inggris

Judul : Pengaruh Penggunaan Metode Self Directed Learning Terhadap Keterampilan Berbicara Siswa Pada Kelas 8 MTsN 5 Jambi

Penelitian ini bertujuan untuk mengetahui ada atau tidaknya pengaruh yang signifikan dan perbedaan yang signifikan dari metode pembelajaran mandiri terhadap keterampilan berbicara siswa. Penelitian ini dilakukan di kelas VIII MTsN 5 Jambi. Penelitian ini merupakan penelitian kuantitatif dan dilakukan dengan menggunakan desain eksperimen kuantitatif. Data diperoleh dengan menggunakan tes berbicara. Populasi dalam penelitian ini adalah siswa kelas VIII MTsN 5 Jambi. Kelas VIII A merupakan kelas eksperimen yang menggunakan metode self-directed learning dan kelas VIII E merupakan kelas kontrol tanpa menggunakan metode self-directed learning. Untuk menganalisis data, peneliti menggunakan uji-t berpasangan dan uji-t independen. Peneliti meminta bantuan dua rater untuk mendapatkan data keterampilan berbicara siswa. Hasil uji t (-5,132) dengan df = 65 dan signifikansi (0,000). nilai p kurang dari 0,05 (0,000 <0,05). Berarti hasilnya signifikan. Dengan demikian, terdapat cukup bukti yang menunjukkan bahwa hipotesis nol dapat ditolak, dan dapat disimpulkan bahwa penggunaan metode pembelajaran mandiri efektif terhadap keterampilan berbicara siswa. Sedangkan independent sample t-test mean of the difference adalah 10,2879 dan signifikansi 2-tailed < 0,05 (0,000 < 0,05). Oleh karena itu, peneliti menemukan perbedaan kemampuan berbicara siswa antara kelas eksperimen dan kelas kontrol.

Kata Kunci : Metode Self Directed Learning, Keterampilan Berbicara.

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CHART

Chart 4. 1 The Percentage Score of Pre-test in Experimental Class 24
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CHAPTER I

INTRODUCTION

A. Research Background

Speaking is one of the essential tools for communication. Human beings can understand each other because they speak up their mind. Communicating with another means people convey something or exchange information, news, ideas, etc. The way they understand others is through their languages. No matter the language, as long as they know each other, they have already communicated. One of the critical languages that should be mastered worldwide is English. Nowadays, speaking English is a must. Like it or not, need it or not, everybody must be able to communicate in this language. Asakereh & Afshar (2016) Stated that speaking is a skill that is one of the main roles of communication that English learners should improve.

Speaking is a productive skill. It is inseparable from listening. When we speak, we produce text, and it must be meaningful. According to Nunan (1991), speaking is described as the ability to express oneself in a situation, the activity of reporting acts or situations in precise words, or the ability to converse or express a sequence of ideas fluently.

In the teaching and learning process, the teachers give less attention to speaking. Therefore, if students do not learn how to speak or do not get any opportunities to speak in the language classroom, they may soon lose interest in learning. Students, who do not develop strong oral skills during this time, will find it difficult to keep pace with their peers in later years. Based on the results of Armasita's research (2017), it was found data in teaching English from class VII to IX Mts that speaking English skills provided by teachers are dominant by using grammar that makes students know only the form of language tenses, without allowing a student to practicing phrases. This effect those the student has not skilled in communicating in English, which can be seen from the inability of students to answer the question that raised by the teacher in English speaking students.

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In speaking, there are several learning methods, one of which is the self-directed method. Self-directed or independent learning is a method carried out by a person to increase knowledge, skills, and achievements through his initiative in planning, implementing, and evaluating, depending on the individual's ability to manage learning by their autonomy. However, later they need help or advice from others. According to Sunarto (2008), self-directed learning can be interpreted as the nature and attitudes, and abilities of students to carry out learning activities on their own or with the help of others based on their motivation to master a particular competency that can be used to solve problems they encounter in the real world.

Based on the results of researcher observation at Mtsn 5 Jambi in grade 8, the researchers found that many students lost interest in learning English. They do not actively participate in speaking activities. They felt nervous speaking English in class. They were afraid that their grammar and pronunciation were false. They are lacking in vocabulary.

From that statement, it concluded that there are some problems found in speaking skills. In some cases, they perhaps know about some vocabulary they need to express information or expression. However, they are afraid to make mistakes in pronunciation or structure, or they feel shy around their friend when they make a mistake. In other cases, they know about structure but have a limited vocabulary. Lastly, the teacher dominates the teaching activity using Bahasa Indonesia, so it cannot increase students' speaking skills. Besides, students do not understand the lessons delivered by the teacher when teaching and speaking in front of the class. So, the speaking skill of students is not increasing. To make the teaching speaking process more interesting, the teacher can apply some methods in the classroom. One of them is the self-directed learning method. Of this phenomenon, researchers are interested in doing research.

Process of teaching speaking at MTsN 5 Jambi, the teacher chooses discussion as one of her strategies in teaching speaking so that students participate actively. She divided the students into groups or pairs and gave

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them a topic they would typically discuss in a few minutes. After that, the students presented the results of their discussion.

Based on the researcher who has researched previously Huda & Sulistyaningrum (2022) .The results of the data show that the effect of using Self-Directed Learning affects students. The results of the dependent sample t-test reveal that, on average, the subject's English reading comprehension ability before SDL (M = 12.30, SD = 2.76) and after SDL projects (M = 13.33, SD = 3.30) were significantly different (p = 0.01). On average, students' reading comprehension skills in English in the post-test increased significantly from the pretest. Second Manggala (2012) , The results showed that (1) the learning outcomes of students who used the learning model with self-directed Learning with a mean (M) = 28.43 in the high category, (2) the learning outcomes of students who are not with a mean (M) = 22.2 was in the medium category, (3) there were some significant differences in Learning outcomes of mathematic between students who learned to follow the self-directed Learning and students who are not. It is shown based on the t count was higher than the t table. t count = 4,2 > t table = 2,000) Students who learned to follow the model of self-directed learning study showed better learning outcomes than students who are not. The third Aghayani & Janfeshan (2020) research results found that the self-directed learning method had significant effects on the pre-intermediate and intermediate students' performance of English writing ability. The results also indicated a significant difference between the two groups of learners at each level regarding their development of English writing ability. The significant feature of SDL is that the learners are responsible for their Learning, and they monitor their learning processes. This model of Learning makes learners actively participate in classroom activities.

Regarding the explanation above, the researcher is interested in researching the use of the Self-Directed Learning method in the speaking class because Self-Directed Learning has the advantage that students can be free to learn according to their learning style, their learning speed, according to the direction of their Learning, their interest, and talent in using the multiple

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intelligences they have, and train students to make the ability to communicate with their friends in the team. So far, many studies have been using the Self-Directed Learning method. Researchers must know whether the Self-Directed Learning method has a significant effect on speaking skills, namely grammar, vocabulary, understanding, fluency, and pronunciation in English. From this phenomenon, researchers are interested in researching **"The Effect of Self Directed Learning Method on Students' Speaking Skill at the 8th Grade of Mtsn 5 Jambi."**

B. Identification of the Problem

Based on the observation conducted by the researcher find out some problem from students' to speak in English, to solve this problem, the researcher identification the problem, including :

1. Students' at Mtsn 5 verbally have difficulty communicating in English
2. Students' are less fluent and accurate in pronouncing vocabulary so they feel afraid and embarrassed and choose to be silent
3. Students' lack of vocabulary

C. Limitation of the Problem

Based on the identification of the problem, the researcher want to limit reach of the study. The researcher focus on eight grade students' at MTsN 5 Jambi. Besides the researcher was limited on speaking namely grammar, vocabulary, comprehension, fluency and pronounciation.

D. Formulation of the Problem

Based on the identification and limitation of the problem above, the researcher formulated the problems, as follows :

1. Is there any significant effect on studensts' speaking skill before and after implementing Self-Directed Learning ?
2. Is there any significant differences on students' speaking skiil between those who are taught by using Self-Directed Learning and those who are not ?

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E. The Objective of the Research

To answer formulation of the problem above, the objective of the research are

1. To find out whether or not there is a significant effect on students' speaking skill before and after applying Self-Directed Learning
2. To find out wheter or not there is a significant difference on students' speaking skill between those who are taught by using Self-Directed Learning and those who are not

F. The Significance of the Research

The reseaercher expects this research was give contribution to teaching and learning english in the school, they are :

1. Theoritically
   a. For teachers, this research add information about techniques in English teaching, especially speaking skill
   b. For students, this research gives them improve their speaking skill
2. Practically
   a. For the English teacher this research expected can give contribution to overcome the problems of students' achievement in speaking using self-directed learning method
   b. For the students' this research expects can help them to easily speaking correctly
   c. For the next researcher, this research can be use as a reference for other researcher who wants to conduct the same study in different field.

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CHAPTER II

REVIEW OF LITERATURE

A. Definition of Speaking

Speaking is a form of communication that every person does while dealing with other individuals to convey their feelings, ideas, thoughts, and statistics. The most essential aspect of human existence is speech since it allows for interaction between individuals. Speaking is the proper decision and motivation, or, put another way, we actually need to talk something through to reap certain aspirations, according to McDonough et al. (2013) expressing opinions and criticism, expressing a preference or a want to accomplish something, negotiating and resolving constructive issues, or establishing and maintaining friendships and social bonds.

Speaking is comunication ideas, thoughts, and emotions in a coherent, systematic, and logistical manner by using the speaker to someone or institution of human beings via verbal approach that comprise meaning. in line with Brown (2012) who states that speaking is an interactive process of conducting meaning that involves producing, receiving and processing information.

B. Components of Speaking Skills

For students to learn English speaking abilities more quickly, they must master a number of speaking skills components. There are five aspects of speaking ability that deal with understanding, grammar, vocabulary, pronounciation, and fluency, according to Harris (2012).

1. Comprehension

It is undoubtedly necessary for a topic to respond to speech as well as to initiate it in oral communication. Comprehension, according to Syakur (1987) comprehension is the students' ability in speaking where they can answer or express well and correctly in oral communication.

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2. Grammar

Students' must learn how to construct a proper sentence in discussion. It is consistent with Haeton (2012) justification, according to which pupils' capacity to manipulate structure and recognize suitable grammatical form in appropriateness. Grammar is useful for learning the right approach to become proficient in a language both orally and in writing.

3. Vocabulary

The right diction is referred to as vocabulary and is employed in communication. One cannot communicate successfully or express their ideas in both writing and conversational form without a suitable vocabulary. Another obstacle that prevents learners from acquiring a language is having a restricted vocabulary. Without language, nothing can be communicated, and without grammar, very less can. Thornbury (2002) asserts that "vocabulary might be broadly described as the words we teach in the foreign language. The post office and mother-in-law, which are made up of two or three words but only represent one notion, are two examples of new vocabulary items that may consist of more than just a single word.

4. Pronounciation

How important is pronunciation in English is because it is wrong pronunciation of words in English can be fatal. Mispronouncing one consonants or vowels only in a word can be misunderstood. Gilakjani (2012), pronunciation is one of the basic requirements of learners' competence and it is also one of the most important features of language instruction. Good pronunciation leads to learning while bad pronunciation promotes to great difficulties in language learning.

5. Fluency

The capacity to read quickly, accurately, and properly is known as fluency. According to Richards (2005) the fluency aspect is related to its causes and implications. This aspect of fluency becomes an

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important part of creativity. Its role is to explore the potential possessed by students.

C. Teaching English Speaking in Junior High School

Speaking is a skill that may help pupils communicate with people in a variety of contexts, convey their feelings and communication requirements, and exert influence. Because of this, teaching speaking skills necessitates a unique comprehension of speech. As stated by Nunan in Br Sinaga (2017) teaching speaking is to instruct students on:

1. Produce the English speech sounds and sound styles.
2. Use phrase and sentence stress, intonation patterns and the rhythm of the second language.
3. Pick out suitable phrases and sentences in step with the proper social placing, audience, situation and issue matter.
4. Organize their mind in a meaningful and logical collection.
5. Use language as a method of expressing values and judgments.
6. Use the language quickly and with few unnatural pauses, that is referred to as fluency

Based on the syllabus, in general the material for grade 8 of 2013 curriculum includes:

1. Oral and written texts to
   a) Ask for attention
   b) Check understanding
   c) Reward good performance
   d) Asking for and giving opinion
2. Oral and written texts to state and inquire about
   a) Asking for and stating ability /capability
   b) Asking for and stating wilingness
3. Oral and written texts to
   a) Stating obligation

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b) Prohibition
c) Ask for and giving suggestion

4. Oral and written texts to
   a) Expressions of instructing
   b) Expressions of inviting
   c) Asking for and giving permission
5. Written texts to
   a) Greeting card
6. Oral and written texts to
   a) Presence of people, animals, and things
   b) Quantifier
   c) Preposition of place

D. Definition of Self-directed Learning

A person can increase his or her knowledge and performance through self-directed learning, which involves planning, carrying out, and assessing a person's capacity to manage learning according to their autonomy, even if they afterwards require assistance or guidance from others. Self-directed learning (SDL), according toKirkman et al. (2007), is a process in which students are active in determining what needs to be learnt and take charge of gathering and arranging information. With self-study, teachers are still permitted to give and coordinate instructional materials, but students work alone or in groups without the teacher present.

The SDL learning model will educate students that learning is their own responsibility and that the instructor just facilitates learning activities in order to ensure that the learning process is carried out as effectively as possible, which has an effect on enhancing student learning independence. Multiple facets of autonomous learning may be measured using learning activities that use the self-directed learning paradigm. According to Song & Hill (2009), various factors, such as self-management, a desire for learning, and self-control, are measured in autonomous learning.

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Additionally, SDL will provide students the tools they need to take charge of their education via independent thought, initiative, self-control, and self-exploration. Students will have freedom in their learning activities thanks to SDL, allowing them to become autonomous learners and attain their highest levels of academic success.

E. Aspects of Self-directed Learning

Self-directed learning activities and programs, according to Gibbons (2003), are built around five fundamental principles that are crucial to the process:

1. Students control the number of learning experiences that occur.

   The primary difference between teacher-directed and self-directed learning is a change in the power dynamic from instructor to student. This signals a shift in control for the kids from external to internal. Students start to develop their own beliefs and ideas, make their own choices, accept responsibility for themselves, and start to enter the workforce. Give pupils work to help them learn, grow as individuals, and experience playing increasingly responsible roles. Students who engage in self-directed learning learn more successfully and become more self-reliant.

2. Skill development.

   Without the ability to concentrate and use their skills, pupils cannot exercise internal control. Self-directed learning places a strong emphasis on the development of abilities and procedures for useful tasks. Students gain the skills necessary to complete programs, think for themselves, and organize and carry out their own activities. Students get ready before speaking with their teacher. The goal is to provide a framework that helps students to recognize their interests and equips them with the tools they need to succeed.

3. Change yourself to the best performance.

Without presenting pupils with a challenge, self-directed learning may not succeed. The teacher challenges the pupils first with a task before encouraging them to challenge themselves. In order to complete this challenge, you must either explore in a new location or perform at a higher level in a known environment. Self-challenge entails taking chances to break out from comfortable and safe routines.

4. Student self-management.

In self-directed learning, choice and freedom are linked with self-control and responsibility. By pursuing and committing to interests, goals, and commitments, students develop the ability to demonstrate self-control. Self-directed learning takes bravery, confidence, and a commitment to the required work. Students acquire these qualities and become professionals at allocating their time, effort, and the resources required to complete tasks. When faced with challenges, pupils learn to overcome their issues, look for solutions, and sustain effective production. To manage self-directed learning, a combination of internal sources and performance knowledge is required.

5. Self-motivation and self-assessment.

Many concepts of motivation, such as accomplishing high-interest goals, are designed for self-directed learning. Students who use this approach become the major source of student motivation. They learn to motivate their own efforts by establishing significant goals for themselves, gathering feedback on their work, and succeeding. Students also learn to judge their own development, the caliber of their work, and the methods used to do it. Assessment is a crucial component of learning and learning how to learn in self-directed learning. Students frequently start a self-evaluation of their progress in class, which they then turn in to the teacher along with a description of the benchmark they plan to meet. Self-assessment encourages students to strive for the highest level of performance, just as self-motivation encourages them to generate performance that can be assessed.

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F. Characteristics of Self-directed Learning

Characteristic self-directed learning. Guglielmino (1997) classified into 8 subordinate characteristics that are 1) openness to learning opportunities, 2) self- concept as an effective learner, 3) initiative and independence in learning, 4) responsibility for own learning, 5) love of learning, 6) creativity, 7) positive orientation of the future, and 8) ability to use basic study skills and problem- solving skills.

G. Factors Influency of Self-directed Learning

According to Azizah (2012) , Self-directed Learning (SDL) can be influenced by several factors namely factors Internal (endogenous) and factors that are external (exogenous)

1. Endogen Factors (Internal)

   Endogenous (internal) factors are all influences originates from within himself, such as heredity and the constitution of his body since birth with all equipment attached to it. Everything brought from birth is a basic provision for growth and development further individual development. Various basic properties from father and mother may be found within a person, such as talent, intellectual potential and potential body growth.

2. Eksogen Factors (Eksternal)

   Exogenous (external) factors are all circumstances or influences that come from outside themselves, often also called with environmental factors The environment faced by the individual greatly affect the development of a person's personality, either from a negative or positive perspective. Family and environment good society, especially in the field of values and habits life will shape personality, including in terms of learning independence.

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H. Stages of Self-directed Learning

Accordong to Gibbons (2002), there are three stages in Self-directed Learning:

1. Students think Independently

   At this stage, the classroom with learning methods teacher directed learning, with teacher instructions and student activities directly, changed to directing students who previously depending on the teacher's thinking becomes dependent on their own thinking. Teacher changed from that before explaining becomes asking, and from which before giving instructions becomes giving guidance, teaching students to think and find themselves. In this approach the results of the program become questions to investigate, think about and ask.

2. Learning of Self-Management

   In learning self-management, the teacher changes the program into a learning package where students can work in ways them at their own pace. Study packages get takes many forms but all are explained in students about what is learned, how they should learn, and what they have to do to prove that they have completed a package and are ready to move on to the next package. Packages can use media, connect students to special instructional opportunities. With the readiness of the package, the teacher can design a program to teach students the skills they need to finish it : setting goals, scheduling time, and organize their learning efforts. Every package must includes a meaning of assessment, self-administered or teacher's role in routine monitoring. Learning be equipped; aspects of independent learning include ability students to manage their learning activities effectively.

3. Learning of Self Planning

   In learning self-planning, students decide for themselves how they achieve the stated program outcomes. It's as if they wrote their own study guide and follow it. Every student designs his own plan, as

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different plans. This diversity requires two Main program developments: the teacher must introduce multiple ways to study and set study options for put these ways to work. By election program, the teacher's role is to develop a program that teaches students how to find their strengths, plan their learning activities, organize their resources own, and take the initiative yourself. When planning a study open students, they often involve concrete experiences as an investigation, and often directs students to complete their productive activities, a combination of experience, learning, and action.

4. Self-directed Learning

In Self Directed Learning, students choose learning outcomes on their own, they decide what they will learn and how they learn it. They design their own activities and write appropriate proposals being in agreement with teachers and others about what is they will achieve, the schedule they must follow, and the level advantage they will search. The teacher makes a framework for decide, a support to guide progress students, and procedures to follow. Students need support, feedback, and help to succeed in Self-directed learning. It is provided through social support from peers, or meetings with teachers. In Self-directed learning, motivation to be critical, students must find the core of that interest promises and enthusiastic pursuit of values and promises them for the future.

I. Advantages of Using Self-directed Learning

Students who engage in self-directed learning have the chance to use their own words to construct dialogues and conversations. The pupils will comprehend what they are talking about better by using their own words because it is much more familiar to them. Of course, this may be done with the support of the instructor by giving the students the resources they need to create or build verbal conversations.

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The Self-Directed Learning approach requires students to collaborate in pairs. Due to the fact that a small group will allow students more opportunity to practice and utilize the language, the author thinks that this is a beneficial formation.

However, the conversation/dialogue shouldn't last for too long. According to Rivers (1978), brief communication is more beneficial than lengthy discourse. Since the discussion takes place between pairs of students and aids in the students' reduction of their fear and guilt, the Self-Directed Learning strategy of creating dialogue or conversation sentences is the best one to utilize in speaking class. As Disick noted in communicating with close friends might ease the anxiety that language learners have when asked to speak in a foreign tongue. According to Humaira & Hurriyah (2018), The advantages of the self-directed learning method are:

1. Students are free to learn according to their own learning style, according to their learning speed and according to the direction of their interests and talents in using the multiple intelligences they have.
2. Emphasize learning resources more broadly, both from teachers and other learning resources that fulfill educational elements.
3. Students can develop their knowledge, skills and abilities as a whole.
4. Independent learning provides students with a wonderful opportunity to sharpen their awareness of their environment and allows students to make positive choices about how they will solve problems they encounter on a daily basis.
5. Students have the freedom to choose materials according to their interests and needs. Besides that, self-study is also more fun

J. Teaching Speaking Through Self-directed Learning Method

According to Gibbons (2003)How to teach speaking in a classroom using SDL:

In teacher-directed learning, the teacher :

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1. Selects the objectives of the course and the material to be covered
2. Teaches pupils the course material in lessons
3. Assigns homework and tasks to students
4. Checks for correctness and completeness of student work.
5. Exams and evaluations of student performance

In students'-directed learning, the teacher :

1. Encourages pupils to determine their own objectives and final course of study
2. Equips students with the knowledge and techniques needed to define objectives, make strategies, and take action
3. Arranges for student suggestions for performing and learning
4. Leads pupils through independent challenge exercises
5. Examine the verdict given on the pupils' work.

K. The Previous of Research

The first research was conducted by Hafizh Nurul Huda& Siti Drivoka Sulistyaningrum (2022) Universitas Negeri Jakarat. The first study is titled "The Impact of Self-Directed Learning on Students' English Reading Comprehension Ability". This study aimed to determine the impact of SDL on English reading comprehension ability and its size, as well as how SDL enhances English reading comprehension ability of 30 students from one of Jakarta's education institutions. this research using quasi experimental design. The dependent samples t-test reveals that, on average, the English reading comprehension ability of the subject students before the SDL (M = 12.30, SD = 2.76), and that after the SDL project (M = 13.33, SD = 3.30) is significantly different (p = 0.01). This means that, on average, the English reading comprehension ability of the students in the post-test significantly increases from the pretest. The effect size is 0.34, which means that its magnitude is "medium". SDL improves reading ability in terms of "increasing awareness of reading strategy use" (53%), "developing learning responsibility and effort" (20%), "providing freedom

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to learn" (20%), and "building self-confidence to read" (7%). Implications and applications are discussed, and recommendations are provided..

The second study was conducted by Aditya Manggala (2012). This research was conducted at SD LAB UNDIKSHA SINGARAJA entitled "The effect of the self-directed learning model on fourth grade students of SD LAB UNDIKSHA SINGARAJA in the 2012/2013 academic year. This study aimed to determine the differences in learning outcomes between students who were learning mathematics using learning self-directed learning (SDL) and students who are not using learning self-directed learning in SD Lab Undiksha Singaraja in the academic year of 2012/2013.The study was a quasi experiment with The subjects of the study were all students in fourth grade of SD Lab Undiksha Singaraja in the academic year of 2012/2013 amounting to 60 students. The study samples were class IVA and IVB. The data collected was the result of learning mathematics. Form of mathematics achievement test used was an essay test. The results showed that (1) the learning outcomes of students who used the learning model with self-directed learning with mean (M) = 28.43 in the high category, (2) learning outcomes of students who are not with mean (M) = 22.2 was in the medium category, (3) there were some significant differences in learning outcomes of mathematic between students who learned to follow the self-directed learning and students who are not. It shown based on t count was higher than t table. t count = 4,2 > t table = 2,000) Students who learned to follow the model of self-directed learning study showed better learning outcomes than students who are not.

The third research was conducted by Behnam Aghayani&Kamran Janfeshan (2020). This research was entitled "The Effect of Self-Directed Learning on EFL Learners' Writing Performance". This research is a quasi-experimental research. The focus of the present study was to explore the effects of self-directed learning method on Iranian EFL students' writing achievement in two levels of language proficiency. It also attempted to find out if there was any significant difference between two

groups of learners, control and experimental, in each level regarding their development of writing skill. It was found that self-directed learning method had significant effects on the pre intermediate and intermediate students' performance of English writing ability. The results also indicated that there was a significant difference between two groups of learners in each level regarding their development of English writing ability. The significant feature of SDL is that the learners are responsible for their own leaning and they monitor their learning processes. This model of learning makes learners to actively participate in classroom activities.

From the previous description above, it can be seen that the similarity of this research with the research above is to find out effect using of self directed learning on students'.

The difference between this research and theirs is in the research object, method, and place of research. The object of this research is 8th-grade students of MTs N 5 Kota Jambi. The researcher used quantitative methods research and was carried out by using a quasi experimental design and the data obtained by using a speaking test.

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CHAPTER III

RESEARCH METHOD

A. Place and Time of the Research

This research was conducted at MTsN 5 Jambi located at Jl. Lingkar Barat II Kelurahan Bagan Pete Kota Baru Jambi. The time of this research started in October until November. The reason why the researcher chose this school is that the researcher found weaknesses in students' speaking skills, such as lack of motivation, lack of practice, and lack of a confidant.

B. Research Design

This research is a quantitative research and was carried out by using a quasi experimental design. This study had two variables: Self-Directed Learning Method as an independent variable and speaking skill as the dependent variable. In conducting the experimental research design, the sample was divided into two classes, the experimental class was taught using SDL Method VIII A class, and the control class was taught without using SDL Method VIII E class. Both of the classes get pre-test and post-test also with the same items. According to Sugiyono (2019), the types of this research can be designed as follows:

Table 3. 1

Research Design

Class	Pre-test	Treatment	Post-test
Experimental	O_1	X	O_3
Control	O_2	-	O_4

Where:

O_1 : Pre - test of experimental class

O_2 : Pre – test of control class

X : Treatment

O_3 : Post – test of experimental class

O_4 : Post – test of control class

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C. Population and Sample

1. Population

Population is a group of individuals who have the same characteristics Creswell (2018).The population of this research are all of grade students of Mtsn 5 Jambi. The total students of eight grade is 171 students and divided into 5 classes.

Table 3. 2
Population of the Research

No.	Class	Population
1	VIII A	33
2	VIII B	35
3	VIII C	35
4	VIII D	33
5	VIII E	35
	Total	**171**

2. Sample

A sample is a small group in the population. According to Creswell (2012), the sample is the sub-group of the target population that the researcher plans to study for generalizing about the target of the population. The sample was selected using a cluster random sampling technique. 2 classes of 5 classes were selected as a sample. Each class was written on paper and put in a container. The container wass shaken, and two slips selected VIII A as the experimental class and VIII E as the control class. Because it has many classes and each class has an equal opportunity population to be selected, so that it is fair, the researcher used a cluster random sampling technique. The experimental class (VIII-A) consists of 33 students, and the control class (VIII-E) also consists of 33 students. So, the total population is 66 students.

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D. Variabels of the Research

According to Creswell (2012) variable is a characteristic or attribute of an individual or an organization that research can measure or observe and varies among individuals or organizations studied. Two variables were investigated in this research. They are the dependent and independent variables. The dependent variable is students' speaking skill, and the independent variable is the Self–Directed Learning Method.

E. Instrument And Technique Of Collecting The Data

To collect the data, the researcher gave a speaking test. Both the control class and experimental class were given pre-test and post-test. The treatment was conducted after the administration of the pre-test. The experimental class was taught using a self-directed learning method. In contrast, the control group was taught without a self-directed learning method. Then the writer recorded the students' speaking performance. Students were asked to express their ideas on one of the topics provided by the researcher. In pre-test and post-test to know the student's grammar, vocabulary, comprehension fluency, and pronunciation. In pre-test and post-test to know the student's grammar, vocabulary, comprehension fluency, and pronunciation.

In teaching speaking, the sample is divided into two classes, namely the experimental class and the control class. In the experimental class, the researcher taught students by using a self-directed learning method, and in the control class, the researcher taught students without using the self-directed learning method.

a. Pre - Test

   The pre-test was given to both groups (control and experimental) before the treatment to determine the sample's homogeneity. The pre-test was a speaking test given before the treatment.

b. Treatment

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The treatment was conducted after the administration of the pre-test. In experimental group, the researcher taught students by using a self-directed learning method, and in the control group, the researcher taught students without using a self-directed learning method.

c. Post – Test

After the teaching presentation in treatment, the experimental and control groups were given a post-test. It is given to know the difference score and the effect of applying the self-directed learning method on the students' speaking skill.

Table 3. 3
Teaching Procedure

No	Step	Experimental Class	Control Class
1	Pre–activities	1.The teacher greets then prays together then procceds to check the list of students' attendance 2.The teacher give motivation students' by asking question related to the material 3.The teacher explain material to students'	1.The teacher greets then prays together then procceds to check the list of students' attendance 2.The teacher give motivation students' by asking question related to the material 3.The teacher explain material to students'
2	Core activities	1.The teacher reminds students about the previous material 2.The teacher explains the material what will be learned today 3.The teacher divides students' into several groups 4.Learning method The teacher gives information to each group. Within the group has different information 5.The teacher applies	1.The teacher reminds students about the previous material 2.The teacher explains the material what will be learned today 3.The teacher divides students into several groups. Consists of two students 4.Students work on assignments according to the material.

		the learning method using Self-directed Learning -Students study the material on their own in learning resources -Then students make a dialogue dialogue about the topic -Students determine and design their own short dialogues based on the topic -The teacher provides assistance according to special requests -The teacher gives encouragement to students to achieve the desired learning goals -Then students present their own dialogue in front of the class.	
3	Closing activies	1.The teacher asks students what difficulties they face about today's material 2.The teacher asks the students about what conclusion today's material 3. The teacher concludes the material and closes the learning process by praying together.	1.The teacher asks students what difficulties they face about today's material 2.The teacher asks the students about what conclusion today's material 3.The teacher concludes the material and closes the learning

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F. Validity and Reliability

1. Validity

According to Hardani (2020), Validity is the degree of accuracy between data that occurs in the object of research and data that researchers can report. Therefore, valid data "which is not different" between the data reported by the researcher and the data that happened to the object of research.

In quantitative research, to obtain valid, reliable, and objective data, the research was conducted using a valid and reliable instrument, carried out on samples close to the population and collection. Data analysis is done in the right way.

In this study, to determine the Validity, the researcher tested the students' speaking skills by giving them several tests about asking and giving an opinion. Then the test would be said to be invalid if the test only evaluated grammar and pronunciation on students' speaking competence. And the test was said to be valid if the test refers to all aspects of the components of speaking comprehension, grammar, vocabulary, pronunciation, and fluency.

2. Reliability

According to Budiastuti & Bandur (2018), Reliability is the consistency of research results using various research methods in different conditions (places and times). Specifically, the concept of Reliability refers to consistent score results on the items in your questionnaire so that the reliability test tests the accuracy of the measurement scales of research instruments.

Therefore, the main purpose of testing the Reliability of research instruments is to measure the consistency of the measuring instruments used by quantitative researchers. In this study, the researcher gave the same test to the same student on two occasions. The test should produce similar results. Reliable means that the instrument used provides a constant

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score. The test results are reliable if they can provide consistent scores in each assessment.

In this research, the researcher used inter-rater Reliability to measure the speaking test. To assess speaking skills, the researchers used a rubric and rater. Bernie avoids and Nancy Pickett (2001) in Wahyuni & Hakim (2017). There are four factors in speaking skills. They are Pronunciation, fluency, syntax, and vocabulary. The scale varies from 1 to five, and the most score is 100. Creswell (2012) viewed inter-rater Reliability as the procedure used to observe behavior. The behavior of the examiner, the mental and physical condition of the student, and the condition under which the test is given have a great influence on the Reliability of the result of any test. If there is strong Reliability, one can then assume with reasonable confidence that raters are judging the same set of data as representing the same phenomenon. It is believed that raters must be able to give the score objectively. Therefore, the rater must be professional in terms of mastering English. Before the raters scored the actual research data, the researcher conducted try-out non sample students and asked the rater to score the try-out result to find consistency in their scoring. The result of statistical analysis of inter-rater Reliability. To make the validity of the test, the researcher used two raters. The two raters were Rima Melati, S. Pd and Helda Ningsih, S. Pd, an English teacher at MTs Laboratorium Jambi. The reason why the researchers used inter-rater Reliability is to avoid human error, subjectivity, lack of attention to scoring criteria, inexperience, and unclear scoring criteria.

G. The Technique of Analyzing Data

This study was applied with quantitative data. The quantitative data was used to analyze the score of the students. It was collected by computing the score of the students during the oral test. To analyze data to find out the differences in the mean of the experimental and control group scores, the researcher assessed the students' speaking abilities. The researcher considered speaking grammar, vocabulary, pronunciation,

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fluency, and understanding to measure the students' speaking ability. Therefore there is an instruction in speaking performance tests based on the k13 curriculum related to competency standards and essential competencies in MTsN 5 Jambi.

Table 3. 4
Criteria of Scoring System

Range 100	Category	Qualification
80-100	Very Good	Successful
66-79	Good	Soccessful
56-65	Statisfactory	Successful
40-55	Poor	Failed
30-39	Very Poor	Failed

Source : The Scoring System by MTsN 5 Jambi

The data was calculated with IBM SPSS, before applying T-test the researcher are going to carry out perequisite analysis with contained of normality test and homogeneity test.

a. Normality

A normality test is a statistical process used to determine if a sample or data group fits a standard normal distribution. This test is carried out to check whether or not the data is expected. If the data is regular, the parametric test is used. Meanwhile, the nonparametric test is used if the data is not standard. In this research, the researcher used statistical computation by using IBM SPSS (Statistical Program for Social Science) to conduct the normality of the test.

The hypothesis fortesting normality as follow :

H_O : The data are normally distributed.

H_a : The data are not normally distributed.

The criteria approved and eliminated of hypothesis were :

H_O : is approved when the significance value is > 0,05

H_a : is eliminated when the significant value is < 0.05

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b. Homogeneity

Homogeneity test is down to see whether the score of each variable has a homogeneous variance or not. The researcher used IBM SPSS for homogeneity of test.

Statistic hypothesis for testing the homogeneity as follow :

H_O : The variance of data is homogeneus.

Ha : The variance of data is not homogeneous.

The criteria of the test:

H_O : is approved when the significance value is > 0,05

H_a : is eliminated when the significant value is < 0.05

c. T-test

T-test is a statistic used to test the truth or falsity of a hypothesis that states no significant difference exists between two mean samples taken randomly from the same population. The researcher used paired sample t-test as a technique of data analysis. The independent t-test aims to determine whether there is an effect of using the self-directed learning method on students' speaking skills in two members of different class groups: class A as an experimental class and class E as a control class. At the same time, the paired sample t-test desire to find out the effect of the self-directed learning method on students' speaking skill in two members, but the members of both groups are the same. The researcher took an example in class A as an experimental class. Two data collection techniques were carried out in the class: a pre-test and a post-test to compare students' achievement in class A before and after using self-directed learning. To calculate the results of the paired sample t-test and independent sample t-test, the researcher uses IBM SPSS.

H. Procedure of Analyzing the Data

The data was analyzed by using some steps, they were:

1. Calculating the data from the scoring of the experimental and control group

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2. Identifying the score of the students who are being treated and who are not
3. Comparing the score
4. Drawing the conclusion and answering the hypothesis

I. Statistical Hypothesis

In this study, the researcher is going to make alternative hypothesis (H_a)

1. H_{a1} : There is significant effect of using self-directed learning on students' speaking skill
2. Ho_1 : There is no significant effect of using self-directed learning on students' speaking skill
3. H_{a2} : There is significant difference of using self-directed learning on studemts' speaking skill.
4. H_{o2} : There is no significant difference of using self-directed learning on studemts' speaking skill.

J. Decission Criteria

a. If t count > t table means that H_a is rejected, there is an effect of applying the self-directed learning method on students' speaking skill,
b. If t count < t table means that H_a is rejected, there is no effect between of applying the self-directed learnong method on students' speakingskill.

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CHAPTER IV

FINDINGS AND DISCUSSION

A. Finding of the Research

In this chapter, to collect the data, the researcher used pre-test and post-test as research instruments. The purpose of this research is to determine whether or not there is a significant effect of the self-directed learning method on students speaking skills in the 8th grade of MTsN 5 Jambi. The researcher did the research for six meetings. The researcher got the data on students' speaking skills in the pre-test and post-test were accounted for by two raters. To get the data, the researcher occupied SPSS (Statistical Program for Social Science) version 22.

1. Descriptive Analysis

Researchers conducted this research at MTsN 5 Jambi in the 2022/2023 school year. The researcher gave a pre-test and post-test using a speaking ability test to 66 students in classes VIII A and VIII E. Therefore, the researcher used a scoring system by MTsN 5 Jambi, which has several aspects, such as pronunciation. , grammar, vocabulary, fluency, and comprehension to calculate the data on students' English speaking skill test results.

This study aimed to determine whether there was a significant effect of using the Self-directed learning method on students' speaking skills by giving a pre-test and post-test to determine students' speaking skills before and after treatment.

The researcher analyzed the data from the pre-test and post-test, which were explained as follows :

a. The researcher gave two pictures to the students to ask for giving and asking opinions. Then the students explained by asking and giving an opinion about the pictures in pairs in front of the class. The duration was 3-5 minutes for the pre-test and post-test in the experimental and control classes, pre-test and post-test.

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b. Researchers scored data based on the scoring system by MTsN 5 Jambi.

Table 4. 1
Criteria of Scoring System

Range100	Category	Qualification
80 –100	Very Good	Succesful
66 – 79	Good	Succesful
56 – 65	Statisfactiory	Succesful
40 – 55	Poor	Failed
30 – 39	Very Poor	Failed

Source : The Scoring System by MTsN 5 Jambi

a. The Students' Score In Experimental Class

1) Pre-test and Post-test in Experiment Class

The researcher found that the results of the pre-test increase on the post-test in the experimental class. Based on the data, the researcher found that the higher pre-test score in the experimental class was 53,5. It means the score was categorized poorly. While the higher score in the post-test was 64,0. It means the score was categorized as statisfactory. However, the mean score in the pre-test was 46,985. It means the score was categorized as poor. While the mean score in the post-test was 56,500. Which means the score was categorized as statisfactory. Then, the lower score in the pre-test was 38,5. It means the score could have been categorized as better. While the lower score in the post-test was 50,5. It means the score was categorized poorly. The data of students speaking skills on the pre-test and post-test in the experimental class were obtained from the result of their speaking test. All the data were calculated by using SPSS 22 version. The data could be described as follows:

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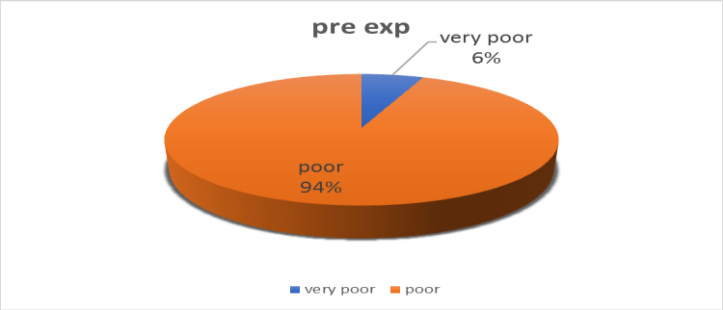
Table 4. 2 The Students' Speaking Result of Pre-test in Experimental Class

Result

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	38,5	1	1,5	3,0	3,0
	39,5	1	1,5	3,0	6,1
	41,0	1	1,5	3,0	9,1
	42,0	2	3,0	6,1	15,2
	42,5	1	1,5	3,0	18,2
	44,0	1	1,5	3,0	21,2
	44,5	1	1,5	3,0	24,2
	45,5	3	4,5	9,1	33,3
	46,0	2	3,0	6,1	39,4
	46,5	2	3,0	6,1	45,5
	47,0	3	4,5	9,1	54,5
	47,5	1	1,5	3,0	57,6
	48,0	3	4,5	9,1	66,7
	49,0	2	3,0	6,1	72,7
	50,5	3	4,5	9,1	81,8
	51,5	1	1,5	3,0	84,8
	52,0	4	6,1	12,1	97,0
	53,5	1	1,5	3,0	100,0
	Total	33	50,0	100,0	

Chart 4. 1
The percentage score of Pre-test in Experimental Class



It can be seen from Table 4.2 and Chart 4.1, 1 student got a score of 38.3 (1,5%), and it was categorized as very poor. 1 student got 39.5 (1,5%), 1 student got 41.0 (1,5%) 2 students got 42.0 (3,0%), 1 student got 42.5 (1,5%), 1 student got 44.0 (1,5%), 1 student got 44.5 (1,5%), 3 students got 45.5 (4,5%), 2 students got 46, (3,0%), 2 students got 46.5 (3,0%), 3 students got 47.0 (4,5%), 1 student got 47.5 (1,5%), 3 students got 48.0 (4,5%), 2 students got 49.0 (3,0%), 3 students got a score of

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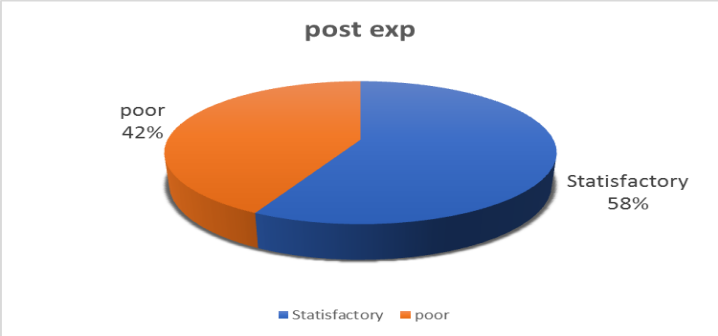
50.5 (4,5%) , 1 student got a score of 51.5 (1,5%), 4 students got a score of 52.0 (6,1%), 1 student got a score of 53.5 (1,5%) and it was categorized as poor.

Table 4. 3 The Students' Speaking Result of Post-test in Experimental Class Result

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50,5	1	1,5	3,0	3,0
	51,0	2	3,0	6,1	9,1
	51,5	1	1,5	3,0	12,1
	52,5	1	1,5	3,0	15,2
	53,0	2	3,0	6,1	21,2
	53,5	3	4,5	9,1	30,3
	54,0	1	1,5	3,0	33,3
	55,0	2	3,0	6,1	39,4
	55,5	1	1,5	3,0	42,4
	56,0	1	1,5	3,0	45,5
	56,5	1	1,5	3,0	48,5
	57,0	3	4,5	9,1	57,6
	57,5	1	1,5	3,0	60,6
	58,0	2	3,0	6,1	66,7
	58,5	2	3,0	6,1	72,7
	59,0	3	4,5	9,1	81,8
	59,5	1	1,5	3,0	84,8
	60,5	1	1,5	3,0	87,9
	62,0	1	1,5	3,0	90,9
	62,5	2	3,0	6,1	97,0
	64,0	1	1,5	3,0	100,0
	Total	33	50,0	100,0	

Chart 4. 2
The percentage score of Post-test in Experimental Class



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After receiving the treatment (using the self directed learning method), the students showed good improvement in this class. This can be seen from Table 4.3 and Chart 4.2, 1 student got 50.5 (1.5%) 2 students got 51.0 (3.0%), 1 student got 51.5 (1.5%) , 1 student got 52.5 (1.5%), 2 students got 53.0 (3.0%), 3 students got 53.5 (4.5%), 1 student got 54.0 (1.5 %) %), 2 students got 55.0 (3.0%), and it was categorized as poor. 1 student gets 55.5 (1.5%), 1 student got 56.0 (1.5%), 1 student got 56.5 (1.5%), 3 students got 57.0 (4.5%), 1 student got 57.5 (1.5%), 2 students got 58.0 (3.0%), 2 students got 58.5 (3.0%), 3 students got 59.0 (4.5%), 1 student scored got 59.5 (1.5%), 1 student scored got 60.5 (1.5%), 1 student scored got 62.0 (1.5%), 2 students got a score of 62.5 (3.0%), 1 student got a score of 64.0 (1.5%) and it was categorized as statisfactory.

b. The Students' Score in Control Class

2) Pre-test and Post-test in Control Class

The researcher found that the pre-test results increased on the post-test in the control class. Based on the data, the researcher found that the pre-test score higher in the control class was 49.5. This means that the score was categorized as poor. Meanwhile, the higher the score on the post-test is 52.5. This means that the score was categorized as poor. However, the average score on the pre-test was 43.682, which means the score was categorized as poor. In contrast, the average value in the post-test is 46.212. This means that the score is categorized as poor. Then, the lowest score on the pre-test was 37.5. This means that the score was categorized as very poor. At the same time, the lowest score in the post-test is 39.0. This means that the score was categorized as very poor. Data on students' speaking ability pre-test and post-test in the control class were obtained from the results of their speaking test. All data is calculated using SPSS version 22. The data can be described as follows:

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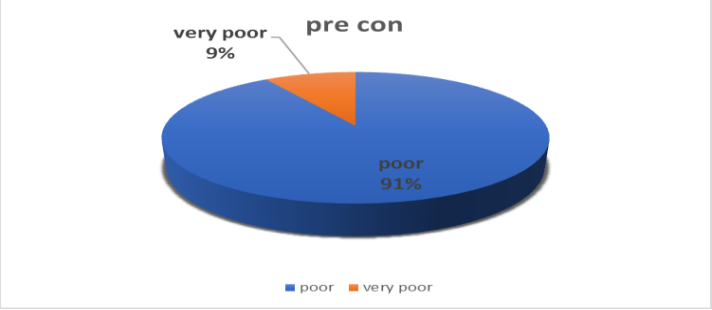
Table 4. 4 The Students' Speaking Result of Pre-test in Control Class Result

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	37,5	1	1,5	3,0	3,0
	38,5	2	3,0	6,1	9,1
	41,0	1	1,5	3,0	12,1
	42,0	4	6,1	12,1	24,2
	42,5	5	7,6	15,2	39,4
	43,0	4	6,1	12,1	51,5
	44,0	3	4,5	9,1	60,6
	44,5	1	1,5	3,0	63,6
	45,0	2	3,0	6,1	69,7
	45,5	2	3,0	6,1	75,8
	46,0	3	4,5	9,1	84,8
	46,5	3	4,5	9,1	93,9
	49,0	1	1,5	3,0	97,0
	49,5	1	1,5	3,0	100,0
	Total	33	50,0	100,0	

Chart 4. 3
The percentage score of Pre-test in Control Class



It can be seen from Table 4.4 and Chart 4.3, 1 student got 37.5 (1.5%), 2 students got 38.5 (3.0%) and it was categorized as very poor. 1 student got 41.0 (1.5%), 4 students got 42.0 (6.1%), 5 students got 42.5 (7.6%), 4 students got 43.0, (6.1 %), 3 students got 44.0 (4.5%), 1 student got 44.5 (1.5%), 2 students got 45.0 (3.0%), 2 students got 45.5 (3 .0%), 3 students got 46.0 (4.5%), 3 students got 46.5 (4.5%), 1 student got 49.0 (1.5%), 1 student got 49 .5 (1.5%) and it was categorized as poor.

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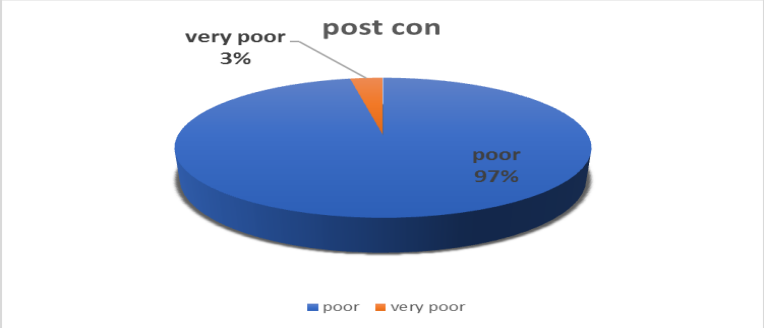
Table 4. 5 The Students' Speaking Result of Post-test in Control Class Result

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	39,0	1	1,5	3,0	3,0
	41,5	1	1,5	3,0	6,1
	42,0	2	3,0	6,1	12,1
	43,0	1	1,5	3,0	15,2
	43,5	1	1,5	3,0	18,2
	44,0	3	4,5	9,1	27,3
	44,5	2	3,0	6,1	33,3
	45,5	5	7,6	15,2	48,5
	46,0	3	4,5	9,1	57,6
	47,0	4	6,1	12,1	69,7
	48,0	1	1,5	3,0	72,7
	49,0	3	4,5	9,1	81,8
	49,5	2	3,0	6,1	87,9
	50,5	1	1,5	3,0	90,9
	51,0	1	1,5	3,0	93,9
	51,5	1	1,5	3,0	97,0
	52,5	1	1,5	3,0	100,0
	Total	33	50,0	100,0	

Chart 4. 4

The percentage score of Post-test in Control Class



This class was without treatment (not using the self directed learning method) and the results can be seen in Table 4.5 and Chart 4.4, 1 student got 39.0 (1.5%), and it was categorized as very poor. 1 student got 41.5 (1.5%), 2 students got 42.0 (3.0%), 1 student got 43.0 (1.5%), 1 student got 43.5 (1.5%), 3 students got 44.0 (4.5%), 2 students got 44.5 (3.0%), 5 students got 45.5 (7.6%), 5 students got 46.0 (4, 5%), 4 students got 47.0 (6.1%), 1 student got 48.0 (1.5%), 3 students got 49.0 (4.5%) 2 students

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got 49.5 (3 .0%), 1 student got 50.5 (1.5%), 1 student got 51.0 (1.5%), 1 student got 51.5 (1.5%), 1 student got 52.5 (1.5%) and it was categorized as poor.

The findings showed that after accepting the treatment, students' speaking scores on the post-test in the experiment class compared to the pre-test in the experimental before and the pre-test and post-test in the control class. The post-test of the experimental class showed significant progress. Students' were categorized as only satisfactory in the pre-test. However, in the experimental class post-test, the percentage of samples categorized increased as satisfactory. Moreover, the minimum score in the post-test of the experimental class (50,5) was higher than the pre-test and post-test of the control class. The maximum score in the post-test of the experimental class (64,0) was also higher than the experimental classes, the control class's pre-test, and the control class's post-test. This finding indicates that after using the self-directed learning method, the students' speaking skill was significantly increased, proven by the progress of score from the pre-test and post-test.

After scoring the frequency and percentage of scores from the pre-test and post-test, the means, the standard deviations, and the minimum and the maximum of the speaking pre-test and post-test scores of the sample were calculated using IBM SPSS 22. To see the results are in Table following:

Table 4. 6

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PreExp	33	38,5	53,5	46,985	3,8314
PostExp	33	50,5	64,0	56,500	3,6120
PreCon	33	37,5	49,5	43,682	2,6950
PostCon	33	39,0	52,5	46,212	3,1126
Valid N (listwise)	33				

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Table 4.6 shows the average post-test score of the experimental class (56,500) it indicated was categorized as satisfactory. This suggests that the use of the self-directed learning method has caused an improvement in students' scores. However, it was essential to know that such a conclusion was only a descriptive conclusion. It should be tested about being meaningful this progress.

Therefore, to investigate whether there are any significant effects on students' speaking skills before and after applying the self-directed learning method and whether there is any significant difference in students' speaking skills between those who are taught by using the self-directed learning method and those who are not, the researcher tested the result of pre-test and post-test by using Paired Sample Test and Independent Sample Test was used to compare the means of one variable for two groups of case SPSS 22.

Table 4. 7

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreTestExperiment	46,985	33	3,8314	3,4290
	PostTestExperiment	56,500	33	3,6120	3,3943

The data shown above represent students' performance scores before and after using the self-directed learning method as a treatment. The average pre-test score was 46,985, while the average post-test score was 56,500. There are 66 (N) Students' in the pre-test and post-test. The mean error is 3,4290, and the pre-test standard deviation is 3,8314. During the test, the mean error was 3,3943, and the standard deviation was 56,500. As the results show, the post-test scores are different from the pre-test scores. Therefore, it can be concluded that the post-test scores are higher than the pre-test.

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Table 4. 8

Group Statistics

	KELAS	N	Mean	Std. Deviation	Std. Error Mean
NILAI	Experimental Class	33	56,500	3,6120	,6288
	Control Class	33	46,212	3,1126	,5418

The data presented above represent the performance scores of a sample of students after being taught using the self-directed learning method as the treatment and students who were not. The post-test mean score of the experimental class was 56,500, while the post-test mean score control class was 46,212. The error means the experimental class was 0,6288, and the standard deviation was 3,6120. The control class's error means was 0,5418, and the standard deviation was 3,1126. According to the mean result, the score of the experimental class is different from the score of the control class. Therefore, it can be concluded that the average score of the experimental class is higher than that of the control class.

2. Statistical Analysis

a) Normality Test

Table 4. 9

Tests of Normality with One-Sample Kolmogorov-Smirnov

		PreExperimental	PostExperimental	PreControl	PostControl
N		33	33	33	33
Normal Parameters[a,b]	Mean	46,985	56,500	43,682	46,212
	Std. Deviation	3,8314	3,6120	2,6950	3,1126
Most Extreme Differences	Absolute	,107	,100	,145	,103
	Positive	,065	,100	,115	,103
	Negative	-,107	-,070	-,145	-,088
Test Statistic		,107	,100	,145	,103
Asymp. Sig. (2-tailed)		,200[c,d]	,200[c,d]	,076[c]	,200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

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According to Kolmogrov Smirnov normality in table 4.8, the significance value from each pre-test and post-test was higher than 0,05. The sig/p-value on pre-test of experimental class was 0,200 and it was higher than 0,05 (0,200 > 0,05), means that the data was in normal distribution, the p-value on post-test of experimental class was 0,200 and it was higher than 0,05 (0,200 > 0,05), means the data was in normal distribution. The p-value on pre-test of control class was 0,076 and it was higher than 0,05 (0,076 > 0,05), the p-value on post-test of control class was 0,200 and it was higher than 0,05 (0,200 > 0,05), means that the data was in normal distribution. Therefore, it also means that H0 was accepted and Ha was rejected. So it could be interpreted that each of data was in normal distribution

b) Homogeneity Test

To know the homogeneity, the researcher used test of homogeneity of variance with SPSS. 22 by the value of significance (α) = 0,05. The result could be seen below:

Table 4. 10

Result Homogeneity Test in Pre-test of Variances

Levene Statistic	df1	df2	Sig.
3,181	1	64	,079

Based on the table above, the significance of the pre-test scores between the experimental class and the control class was 0,79 that higher than 0,05 (0,79 > 0,05). Therefore, it can be concluded the sample variance of data was homogeneous.

Table 4. 11

Result Homogeneity Test in Post-test

Test of Homogeneity of Variances

NILAI

Levene Statistic	df1	df2	Sig.
1,172	1	64	,283

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Based on the table above, the significance of the pre-test scores between the experimental class and the control class was 0,283 that higher than 0,05 (0,283 > 0,05). Therefore, it can be concluded that the different sample of the data are the same.

Based on tables 4.9 and 4.10 it is known that the sig/p value of each data is greater than 0.05. This means that H0 is rejected and Ha is accepted. Therefore, it can be interpreted that the data is homogeneous.

c. T-test

1) Paired Sample T-test

Table 4. 12

Paired Samples Test

Paired Samples Test

	Paired Differences					t	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PreTestExperiment - PostTestExperiment	-17,3485	27,4652	3,3807	-10,5967	-24,1003	-5,132	65	,000

Based on the Table 4.11 The Output of Paired Sample t-test, showed that the results of the compare analysis with using t-test. The output showed of mean pre-test (-17,3485), standard deviation (27,4652), mean standard error (3,3807), the lower different (-10,5967), while the upper different (-24,1003). The result of t test (-5,132) with df = 65 and significance (0.000). It means as Table 4.11 showed, the p-value was less than 0.05 (0.000 < 0.05). It means the result was significant. Thus, there was enough evidence indicating that the null hypothesis could be rejected, and it could be concluded that using self directed learning method was effective on students' speaking skill. We could see that the value t was 5,132 by means of a test whether the null hypothesis could be rejected by comparing the results of t count and t table. If the result of t count is higher

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than t table at a significance level of 0.05 then the null hypothesis could be rejected. The researcher conclude by pre-test and post-test evaluation of experimental class of sig. (two -side value is less than 0,05 (0.000 < 0.05. This means that the null hyphothesis can be rejected or that the use of self directed learning method has a significant impact on students' speaking skill.

2) Independent Sample T-test

Table 4. 13

Independent Sample t-test

Independent Sample T-test

	Levene's Test for Equality of Variances		t-test for Equality o fMeans						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
NILAI Equal variances assumed	1,172	,283	12,395	64	,000	10,2879	,8300	8.6297	11,94060
Equal variances not assumed			12,395	62,633	,000	10,2879	,8300	8,6290	11,94067

Based on the data result above, it offers that the means of the differnces is 10,2879 and the significant 2-tailed < 0.05 (0,000 < 0,05). Therefore, the researcher found the effect of students' speaking between the experimental class and the control class in conclusion, the researcher found that there was a significant differnce in the effect of students' speaking skill beteween students' who were taught using self directed learning method and students' who were taught using teacher's strategy at MTsN 5 Jambi.

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B. Discussion

Data from the pre-test and post-test results of the experimental and control classes using SPSS version 22 were calculated and analyzed. In both cases, the researcher represents the researcher's interpretation of the results. The fact that the use of the Self Directed Learning Method on students' speaking skills at MTsN 5 Jambi for the 2022/2023 school year is effective is based on the research hypothesis.

The aims of this study is to find out whether or not there was any significant effect on students' speaking skill at MTsN 5 Jambi. The output data of Paired Samples Statistic in Experimental class showed that the mean of pre-test and post-test was increased from 46,98 to be 56,50. The standard deviation was to measure how much the variance of the sample. The standards deviation of pre-test was 3,83<56,50 and the post-test was 3,612<45.00. Meanwhile, the output data of Paired Samples Statistic in control class showed that the mean of pre-test and post-test wasn't increased from 43,68 to be 46.21 The standard deviation was to measure how much the variance of the sample, the standards deviation of pre-test was 2,69<46.21 and the post-test was 3,11<46.21 where if the standard deviation was getting higher than the mean it means that the mean was not homogeny, while if the standard deviation was getting smaller than the mean it means that the mean was homogeny. So, it could be concluded that standard deviation of pre-test and post-test was homogeny. Means that the sample of this research almost had the same mean. Based on the output data of Paired Samples ttest it was found that the p-value was less than 0.05 (0.000<0.05). It means the result was significance.

The result showed that there was any significant between control class and experimental class. This could be seen from the result of pre-test and post-test in both of groups. The mean score of pre-test in experimental class was 46, 98 and the mean score of post-test was 56,50. Meanwhile, the mean score of pre-test of control groups was 43,68 and the mean score

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of post-test was 46,21. It could be concluded that there was significance different between the students' by using self directed learning method and those who were not, and there was significant effect of the students' speaking skill of the 8th grade students of MTsN 5 Jambi before and after using self directed learning method.

The current study states that learning using the Self Directed Learning method can help students perform better in speaking. This is in line with research conducted by Huda & Sulistyaningrum (2022), The results of the data show that the effect of using Self-Directed Learning affects students. The results of the dependent sample t-test reveal that, on average, the reading comprehension students' reading comprehension skills in English in the post-test increased significantly from the pretest. The second study is related to Manggala (2012), by applying the Self Directed Learning Method has helped them to be more active in learning to speak and express their ideas.

Meanwhile, several studies also state that the Self Directed Learning Method can increase students' motivation to learn English. On the other hand, the Self Directed Learning Method makes student achievement in speaking more active and interactive, this is related to the research conducted Aghayani & Janfeshan (2020), research results found that the self-directed learning method had significant effects on the pre-intermediate and intermediate students' performance of English writing ability.

However, In this research the difference between experimental class and control class were the students' speaking in experimental class was got score higher than control class because in experimental class the researcher used Self-directed Learning Method. Moreover, the students in experimental could more active and work together or sharing ideas in learning process with self directed learning method.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the calculations presented in Chapter IV, there are several conclusions that can be drawn as follows:

a. Self directed learning method has a significant effect on students' speaking skill at MTsN 5 Jambi. to investigate whether any significant effective on students' speaking skill before and after applying self directed learning method The researcher used paired t-test . The result of the t test (-5.132) with df = 65 and significance (0.000). the p-value was less than 0.05 (0.000 < 0.05). It means the result was significant . So, the result of this research were the students in English lesson especially in Speaking got the score higher after using self-directed learning method.

b. There was significant difference between control class and experimental class. The result of students' Speaking in pre-test was 46,98 and the result of students' Speaking in post-test was 56,50 (56,50 > 46,98). It means that the mean of the post-test was higher than pre-test, and the result of students' Speaking in control class was 43,68 while, the result of students' Speaking in experimental class was 46,21 (46,21 > 43,68). The result independent sample t-test the means of the differnces is 10,2879 and the significant 2-tailed < 0.05 (0,000 < 0,05). Therefore, the researcher found the effect of students' speaking between the experimental class and the control class. It means that the result of control class was different with experimental class. It show that the Speaking skill of the students after study significant effect after being taught by self directed learning method. Based on the research, it could be concluded that Using self directed learning method could Enhance Students' Speaking skill at MTsN 5 Jambi.

B. Suggestions

Based on the conclusions above, the researcher proposes the following suggestions :

First, students' speaking skills will increase if it is used frequently. Therefore, practice and use English in class should be improved to get used to it. Do not be afraid to make mistakes.

Second, given that the implementation of learning using the self-directed learning method can improve students' speaking skills, it is hoped that applying this method can be an alternative way to be applied in order to improve students' english skills. The application of self directed learning method is suggested to the teacher in teaching English because can be make students free to learn according to their learning style, their learning speed, and talent in using the multiple intelligences they have in the classroom.

Third, future researchers may further study this topic to this research because many quality output is needed. Other researchers also may further develop instruments that have not been developed in this study.

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APPENDIX 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

For Experiment Class

Nama Sekolah	MTsN 5 Jambi
Mata Pelajaran	Bahasa Inggris
Kelas	VIII
Materi Pelajaran	Asking and Giving Opinion

A. Standar Kompetensi

Mengungkapkan makna tuturan fungsional pendek sederhana. dalam bentuk bertanya dan memberikan pendapat untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar

Mengungkapkan makna dan memahami fungsi sosial, struktur teks, dan kebahasaan unsur-unsur dengan menyatakan dan menanyakan tentang nama dan jumlah benda dan publik bangunan yang dekat dengan siswa sehari-hari.

C. Indikator

1. Siswa mampu menerapkan struktur teks tentang Bertanya dan memberi pendapat.
2. Siswa dapat mengungkapkan dan bertanya tentang hal-hal yang ada pada teks.
3. Siswa dapat mengidentifikasi nama dan nomor hewan atau bangunan di dalam lingkungan sekitar
4. Siswa mampu mengungkapkan ekspresi.

D. Metode Pembelajaran

Self-Directed Learning Method

- pertama, peneliti membagi siswa menjadi beberapa kelompok. Terdiri dari dua siswa

- kedua, peneliti memberikan teks dengan informasi yang berbeda kepada siswa A dan siswa B
- kemudian siswa saling bertanya untuk meminta dan memberi pendapat mereka tentang gambar yang diberikan oleh peneliti.

E. Langkah-langkah Kegiatan Pembelajaran

Langkah-langkah Kegiatan Pembelajaran	Alokasi Waktu
Kegiatan Pendahuluan a. Guru mengucapkan salam kemudian berdoa bersama lalu dilanjutkan dengan mengecek daftarkehadiran siswa b. Guru memberikan motivasi kepada siswa dengan cara bertanya pertanyaan yang berhubungan dengan materi c. Guru menyampaikan materi kepada siswa	5 Menit
Kegiatan Inti a. Guru mengingatkan siswa tentang materi sebelumnya b. Guru menjelaskan materi Yang akan dipelajari hari ini c. Guru membagi siswa menjadi beberapa kelompok. Terdiri dari dua siswa d. Guru menjelaskan tentang metode pembelajaran menggunakan Self-Directed Learning - peneliti menjelaskan pengertian metode Self-	65 Menit

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Directed Learning e. Guru memberikan informasi kepada masing-masing kelompok. Di dalam kelompok memiliki informasi yang berbeda f. Guru menerapkan metode pembelajaran menggunakan Self-Directed Learning - Siswa mempelajari sendiri materi yang ada di sumber belajar - Kemudian siswa membuat dialog percakapan tentang topik tersebut - Siswa menentukan dan merancang sendiri dialog pendek berdasarkan topik - Guru memberikan bantuan sesuai dengan permintaan khusus - Guru memberikan dorongan kepada siswa untuk mencapai tujuan pembelajaran yang diinginkan - Kemudian siswa mempresentasikan dialog buatannya sendiri di depan kelas.	
Kegiatan Penutup a. Guru bertanya kepada siswa apa kesulitan yang mereka hadapi tentang materi hari ini	10 Menit

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b. Guru menanyakan kepada siswa kesimpulan tentang apa materi hari ini c. Guru menyimpulkan materi dan menutup proses pembelajaran dengan berdoa bersama.	

F. Sumber Belajar

Internet dan buku LKS kelas VIII

G. Materi Pembelajaran

Dalam kegiatan ini, guru meminta siswa untuk membuat dialog pendek tentang Asking and Giving Opinion berdasarkan gambar yang ada pada buku LKS halaman 42.

H. Penilaian

Teknik : Speaking test

Bentuk : Speaking test product

Instrumen : Asking and Giving Opinion

I. Kriteria Skor Penilaian

Range100	Category	Qualification
80 –10	Very Good	Succesful
66 – 79	Good	Succesful
56 – 65	Statisfactiory	Succesful
40 – 55	Poor	Failed
30 – 39	Very Poor	Failed

Source : The Scoring System by MTsN 5 Jambi

Jambi, November 2022

Mengetahui

Kepala Sekolah,

Ahmad Faisol, S.Pd.I,M.M

NIP.19771107199901002

Guru Mata Pelajaran,

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Peneliti

Aprilia Hayati

NIM. 205180027

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State Islamic University of Sulthan Thaha Saifuddin Jambi

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

For Experiment Class

Nama Sekolah	MTsN 5 Jambi
Mata Pelajaran	Bahasa Inggris
Kelas	VIII
Materi Pelajaran	Asking and Giving Opinion

A. Standar Kompetensi

Mengungkapkan makna tuturan fungsional pendek sederhana. dalam bentuk bertanya dan memberikan pendapat untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar

Mengungkapkan makna dan memahami fungsi sosial, struktur teks, dan kebahasaan unsur-unsur dengan menyatakan dan menanyakan tentang nama dan jumlah benda dan publik bangunan yang dekat dengan siswa sehari-hari.

C. Indikator

1. Siswa mampu menerapkan struktur teks tentang Bertanya dan memberi pendapat.
2. Siswa dapat mengungkapkan dan bertanya tentang hal-hal yang ada pada teks.
3. Siswa dapat mengidentifikasi nama dan nomor hewan atau bangunan di dalam lingkungan sekitar
4. Siswa mampu mengungkapkan ekspresi.

D. Metode Pembelajaran

Self-Directed Learning Method

- pertama, peneliti membagi siswa menjadi beberapa kelompok. Terdiri dari dua siswa

- kedua, peneliti memberikan teks dengan informasi yang berbeda kepada siswa A dan siswa B
- kemudian siswa saling bertanya untuk meminta dan memberi pendapat mereka tentang gambar yang diberikan oleh peneliti.

E. Langkah-langkah Kegiatan Pembelajaran

Langkah-langkah Kegiatan Pembelajaran	Alokasi Waktu
Kegiatan Pendahuluan a. Guru mengucapkan salam kemudian berdoa bersama lalu dilanjutkan dengan mengecek daftarkehadiran siswa b. Guru memberikan motivasi kepada siswa dengan cara bertanya pertanyaan yang berhubungan dengan materi c. Guru menyampaikan materi kepada siswa	5 Menit
Kegiatan Inti a. Guru mengingatkan siswa tentang materi sebelumnya b. Guru menjelaskan materi Yang akan dipelajari hari ini c. Guru membagi siswa menjadi beberapa kelompok. Terdiri dari dua siswa d. Guru menjelaskan tentang metode pembelajaran menggunakan Self-Directed Learning - Guru menjelaskan pengertian metode Self-	65 Menit

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
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Directed Learning e. Guru memberikan informasi kepada masing-masing kelompok. Di dalam kelompok memiliki informasi yang berbeda f. Guru menerapkan metode pembelajaran menggunakan Self-Directed Learning - Siswa mempelajari sendiri materi yang ada di sumber belajar - Kemudian siswa membuat dialog percakapan tentang topik tersebut - Siswa menentukan dan merancang sendiri dialog pendek berdasarkan topik - Guru memberikan bantuan sesuai dengan permintaan khusus - Guru memberikan dorongan kepada siswa untuk mencapai tujuan pembelajaran yang diinginkan - Kemudian siswa mempresentasikan dialog buatannya sendiri di depan kelas.	
Kegiatan Penutup a. Guru bertanya kepada siswa apa kesulitan yang mereka hadapi tentang materi hari ini	10 Menit

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b. Guru menanyakan kepada siswa kesimpulan tentang apa materi hari ini c. Guru menyimpulkan materi dan menutup proses pembelajaran dengan berdoa bersama.	

F. Sumber Belajar

Internet dan buku LKS kelas VIII

G. Materi Pembelajaran

Dalam kegiatan ini, guru meminta siswa untuk membuat dialog pendek tentang Asking and Giving Opinion berdasarkan gambar yang ada pada lembar kerja siswa.

H. Penilaian

Teknik : Speaking test

Bentuk : Speaking test product

Instrumen : Asking and Giving Opinion

I. Kriteria Skor Penilaian

Range100	Category	Qualification
80 –10	Very Good	Succesful
66 – 79	Good	Succesful
56 – 65	Statisfactiory	Succesful
40 – 55	Poor	Failed
30 – 39	Very Poor	Failed

Source : The Scoring System by MTsN 5 Jambi

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NIP.19771107199901002

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Suryeni, S.Pd

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Peneliti

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NIM. 205180027

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

For Control Class

Nama Sekolah	MTsN 5 Jambi
Mata Pelajaran	Bahasa Inggris
Kelas	VIII
Materi Pelajaran	Asking and Giving Opinion

A. Standar Kompetensi

Mengungkapkan makna tuturan fungsional pendek sederhana. dalam bentuk bertanya dan memberikan pendapat untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar

Mengungkapkan makna dan memahami fungsi sosial, struktur teks, dan kebahasaan unsur-unsur dengan menyatakan dan menanyakan tentang nama dan jumlah benda dan publik bangunan yang dekat dengan siswa sehari-hari.

C. Indikator

1. Siswa mampu menerapkan struktur teks tentang Bertanya dan memberi pendapat.
2. Siswa dapat mengungkapkan dan bertanya tentang hal-hal yang ada pada teks.
3. Siswa dapat mengidentifikasi nama dan nomor hewan atau bangunan di dalam lingkungan sekitar
4. Siswa mampu mengungkapkan ekspresi.

D. Metode Pembelajaran

Diskusi dan Tanya Jawab

E. Langkah-langkah Kegiatan Pembelajaran

Langkah-langkah Kegiatan Pembelajaran	**Alokasi Waktu**

Kegiatan Pendahuluan a. Guru mengucapkan salam kemudian berdoa bersama lalu dilanjutkan dengan mengecek daftarkehadiran siswa b. Guru memberikan motivasi kepada siswa dengan cara bertanya pertanyaan yang berhubungan dengan materi c. Guru menyampaikan materi kepada siswa	5 Menit
Kegiatan Inti a. Guru mengingatkan siswa tentang materi sebelumnya b. Guru menjelaskan materi Yang akan dipelajari hari ini c. Guru membagi siswa menjadi beberapa kelompok. Terdiri dari dua siswa d. Siswa mengerjakan tugas sesuai materi	65 Menit
Kegiatan Penutup a. Guru bertanya kepada siswa apa kesulitan yang mereka hadapi tentang materi hari ini b. Guru menanyakan kepada siswa kesimpulan tentang apa materi hari ini c. Guru menyimpulkan materi dan menutup proses pembelajaran	10 Menit

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dengan berdoa bersama.	

F. Sumber Belajar

Internet dan buku LKS kelas VIII

G. Materi Pembelajaran

Buku LKS Kelas VIII Chapter 3 tentang Asking and Giving Opinion

H. Penilaian

Teknik : Speaking test

Bentuk : Speaking test product

Instrumen : Asking and Giving Opinion

I. Kriteria Skor Penilaian

Range100	Category	Qualification
80 –10	Very Good	Succesful
66 – 79	Good	Succesful
56 – 65	Statisfactiory	Succesful
40 – 55	Poor	Failed
30 – 39	Very Poor	Failed

Source : The Scoring System by MTsN 5 Jambi

Jambi, November 2022

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Ahmad Faisol, S.Pd.I,M.M

NIP.19771107199901002

Guru Mata Pelajaran,

Suryeni, S.Pd

NIP.197308201996032001

Peneliti

Aprilia Hayati

NIM. 205180027

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State Islamic University of Sultan Thaha Saifuddin Jambi
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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

For Control Class

Nama Sekolah	MTsN 5 Jambi
Mata Pelajaran	Bahasa Inggris
Kelas	VIII
Materi Pelajaran	Asking and Giving Opinion

A. Standar Kompetensi

Mengungkapkan makna tuturan fungsional pendek sederhana. dalam bentuk bertanya dan memberikan pendapat untuk berinteraksi dengan lingkungan sekitar

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C. Indikator

1. Siswa mampu menerapkan struktur teks tentang Bertanya dan memberi pendapat.
2. Siswa dapat mengungkapkan dan bertanya tentang hal-hal yang ada pada teks.
3. Siswa dapat mengidentifikasi nama dan nomor hewan atau bangunan di dalam lingkungan sekitar
4. Siswa mampu mengungkapkan ekspresi.

D. Metode Pembelajaran

Diskusi dan Tanya Jawab

E. Langkah-Langkah Kegiatan Pembelajaran

Langkah-langkah Kegiatan	Alokasi

Pembelajaran	Waktu
Kegiatan Pendahuluan d. Guru mengucapkan salam kemudian berdoa bersama lalu dilanjutkan dengan mengecek daftarkehadiran siswa e. Guru memberikan motivasi kepada siswa dengan cara bertanya pertanyaan yang berhubungan dengan materi f. Guru menyampaikan materi kepada siswa	5 Menit
Kegiatan Inti e. Guru mengingatkan siswa tentang materi sebelumnya f. Guru menjelaskan materi Yang akan dipelajari hari ini g. Guru membagi siswa menjadi beberapa kelompok. Terdiri dari dua siswa h. Siswa mengerjakan tugas sesuai materi	65 Menit
Kegiatan Penutup d. Guru bertanya kepada siswa apa kesulitan yang mereka hadapi tentang materi hari ini e. Guru menanyakan kepada siswa kesimpulan tentang apa materi hari ini f. Guru menyimpulkan materi dan menutup proses pembelajaran dengan berdoa bersama.	10 Menit

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F. Sumber Belajar

Internet dan buku LKS kelas VIII

G. Penilaian

Teknik : Speaking test

Bentuk : Speaking test product

Instrumen : Asking and Giving Opinion

H. Kriteria Skor Penilaian

Range100	Category	Qualification
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56 – 65	Statisfactiory	Succesful
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Source : The Scoring System by MTsN 5 Jambi

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Appendix 2

The Score Distribution

Table Scoring Rubric

Source : O'Malley and Pierce (1990)

Aspects	Score	Criteria	Indicator
Pronounciatiton and Intonation	1	Poor	Makes frequent problems with pronounciatiton and intonation
	2	Fair	Pronounciation andintonation are sometimes not clear or accurate
	3	Good	Pronountiation and intonation are clear or accurate
	4	Excellent	Pronountiation and intonation are almost always clear or accurate
Fluency	1	Poor	Hesitates too often when speaking, which interferes the communication
	2	Fair	Speaks with some hesitation, which often interferes the communication
	3	Good	Speaks with some hesitation, which seldom interferes the communication
	4	Excellent	Speaks smoothly, with little hesitation that does not interfere the communication
Accuracy	1	Poor	Use basis structures and makes frequent errors
	2	Fair	Use a variety of structure with frequent errors, or uses basic structure occasionallly
	3	Good	Use a variety of grammatical structures, but makes some errors
	4	Excellent	Uses a variety of structures with only occasional grammatical errors
Vocabulary	1	Poor	Uses only basic vocabulary and expressions
	2	Fair	Uses limited vocabulary and expressions

	3	Good	Use a variety of vocabulary and expressions, but makes some errors in the word choice
	4	Excellent	Uses a variety of vocabulary and expressions and almost never makes some errors in the word choice

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Appendix 3

Instrument For Pre-Test and Post Test

Instrument for Pre-test

Make a Dialogue.

Make a short dialogue using your own sentences and insert the expression of asking and giving opinion, at least 2 expressions of asking and giving opinion. Then, act it out.

Optional : What do you think about ? …

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
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Instrument for Post- test

Make a Dialogue.

Make a short dialogue using your own sentences and insert the expression of asking and giving opinion, at least 2 expressions of asking and giving opinion. Then, act it out.

Optional : What do you think about ? …

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Appendix 4

The Results of Experimental Class Rater 1

NO	Initial Students'	Pre-test Experiment	Post-test Experiment
1	AA	55	62
2	AAP	55	53
3	AD	50	63
4	AL	53	47
5	AN	50	55
6	AS	40	56
7	AS	51	56
8	DA	46	51
9	DL	50	51
10	EO	52	47
11	FS	39	50
12	HB	53	63
13	IR	48	60
14	JA	47	50
15	KA	39	64
16	MA	42	54
17	MA	52	58
18	MAP	41	62
19	MGK	48	62
20	MI	45	49
21	MIN	54	58
22	MR	49	60
23	MT	42	60
24	MTYP	54	63
25	RJP	44	52
26	RIS	48	54
27	RIS	52	52
28	RSD	49	47
29	RSAR	49	52
30	RWD	52	46
31	SNP	53	54
32	SS	42	62
33	TS	42	63

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The Results of Control Class Rater 1

NO	Initial Students'	Pre-test Control	Post-test Control
1	AF	**40**	**53**
2	AF	**42**	**53**
3	APR	**38**	**42**
4	AS	**42**	**48**
5	AUD	**46**	**47**
6	DEA	**45**	**42**
7	DS	**50**	**47**
8	HR	**50**	**44**
9	IE	**44**	**50**
10	IL	**48**	**49**
11	ISW	**51**	**50**
12	KF	**48**	**50**
13	MD	**44**	**41**
14	MJ	**42**	**45**
15	MS	**39**	**49**
16	MZ	**41**	**54**
17	NF	**41**	**42**
18	NH	**44**	**51**
19	NI	**39**	**51**
20	NJ	**38**	**48**
21	NNJ	**49**	**45**
22	NRH	**41**	**46**
23	NW	**48**	**53**
24	MTYP	**51**	**43**
25	RS	**45**	**46**
26	RS	**50**	**43**
27	RZ	**39**	**52**
28	SH	**37**	**52**
29	SU	**41**	**49**
30	TS	**46**	**51**
31	TC	**50**	**49**
32	SS	**50**	**44**
33	VA	**45**	**51**

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The Results of Experimental Class Rater 2

NO	Initial Students'	Pre-test Experiment	Post-test Experiment
1	AA	49	50
2	AAP	52	65
3	AD	44	55
4	AL	51	61
5	AN	43	59
6	AS	52	65
7	AS	53	54
8	DA	38	64
9	DL	39	59
10	EO	49	60
11	FS	38	56
12	HB	38	61
13	IR	48	57
14	JA	54	51
15	KA	40	64
16	MA	43	53
17	MA	40	61
18	MAP	47	52
19	MGK	46	51
20	MI	46	56
21	MIN	47	56
22	MR	42	51
23	MT	52	56
24	MTYP	50	62
25	RJP	40	65
26	RIS	50	64
27	RIS	43	55
28	RSD	49	59
29	RSAR	44	50
30	RWD	51	56
31	SNP	43	49
32	SS	54	54
33	TS	40	62

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The Results of Control Class Rater 2

NO	Initial Students'	Pre-test Control	Post-test Control
1	AF	37	43
2	AF	49	38
3	APR	44	46
4	AS	35	41
5	AUD	44	44
6	DEA	40	49
7	DS	34	47
8	HR	35	43
9	IE	49	49
10	IL	36	50
11	ISW	48	42
12	KF	36	48
13	MD	47	37
14	MJ	42	43
15	MS	47	43
16	MZ	47	48
17	NF	34	42
18	NH	49	43
19	NI	47	52
20	NJ	47	50
21	NNJ	44	49
22	NRH	49	52
23	NW	44	52
24	MTYP	47	41
25	RS	43	43
26	RS	35	43
27	RZ	49	39
28	SH	49	42
29	SU	44	42
30	TS	46	37
31	TC	39	52
32	SS	36	39
33	VA	47	41

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Appendix 5

The Students' Speaking Result of Pre-test of Experimental Class

PreExp

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	38,5	1	1,5	3,0	3,0
	39,5	1	1,5	3,0	6,1
	41,0	1	1,5	3,0	9,1
	42,0	2	3,0	6,1	15,2
	42,5	1	1,5	3,0	18,2
	44,0	1	1,5	3,0	21,2
	44,5	1	1,5	3,0	24,2
	45,5	3	4,5	9,1	33,3
	46,0	2	3,0	6,1	39,4
	46,5	2	3,0	6,1	45,5
	47,0	3	4,5	9,1	54,5
	47,5	1	1,5	3,0	57,6
	48,0	3	4,5	9,1	66,7
	49,0	2	3,0	6,1	72,7
	50,5	3	4,5	9,1	81,8
	51,5	1	1,5	3,0	84,8
	52,0	4	6,1	12,1	97,0
	53,5	1	1,5	3,0	100,0
	Total	33	50,0	100,0	
Missing	System	33	50,0		
Total		66	100,0		

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The Students' Speaking Result of Post-test of Experimental Class

PostExp

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50,5	1	1,5	3,0	3,0
	51,0	2	3,0	6,1	9,1
	51,5	1	1,5	3,0	12,1
	52,5	1	1,5	3,0	15,2
	53,0	2	3,0	6,1	21,2
	53,5	3	4,5	9,1	30,3
	54,0	1	1,5	3,0	33,3
	55,0	2	3,0	6,1	39,4
	55,5	1	1,5	3,0	42,4
	56,0	1	1,5	3,0	45,5
	56,5	1	1,5	3,0	48,5
	57,0	3	4,5	9,1	57,6
	57,5	1	1,5	3,0	60,6
	58,0	2	3,0	6,1	66,7
	58,5	2	3,0	6,1	72,7
	59,0	3	4,5	9,1	81,8
	59,5	1	1,5	3,0	84,8
	60,5	1	1,5	3,0	87,9
	62,0	1	1,5	3,0	90,9
	62,5	2	3,0	6,1	97,0
	64,0	1	1,5	3,0	100,0
	Total	33	50,0	100,0	
Missing	System	33	50,0		
Total		66	100,0		

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The Students' Speaking Result of Pre-test in Control Class

PreCon

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	37,5	1	1,5	3,0	3,0
	38,5	2	3,0	6,1	9,1
	41,0	1	1,5	3,0	12,1
	42,0	4	6,1	12,1	24,2
	42,5	5	7,6	15,2	39,4
	43,0	4	6,1	12,1	51,5
	44,0	3	4,5	9,1	60,6
	44,5	1	1,5	3,0	63,6
	45,0	2	3,0	6,1	69,7
	45,5	2	3,0	6,1	75,8
	46,0	3	4,5	9,1	84,8
	46,5	3	4,5	9,1	93,9
	49,0	1	1,5	3,0	97,0
	49,5	1	1,5	3,0	100,0
	Total	33	50,0	100,0	
Missing	System	33	50,0		
Total		66	100,0		

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The Students' Speaking Result of Post-test in Control Class

PostCon

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	39,0	1	1,5	3,0	3,0
	41,5	1	1,5	3,0	6,1
	42,0	2	3,0	6,1	12,1
	43,0	1	1,5	3,0	15,2
	43,5	1	1,5	3,0	18,2
	44,0	3	4,5	9,1	27,3
	44,5	2	3,0	6,1	33,3
	45,5	5	7,6	15,2	48,5
	46,0	3	4,5	9,1	57,6
	47,0	4	6,1	12,1	69,7
	48,0	1	1,5	3,0	72,7
	49,0	3	4,5	9,1	81,8
	49,5	2	3,0	6,1	87,9
	50,5	1	1,5	3,0	90,9
	51,0	1	1,5	3,0	93,9
	51,5	1	1,5	3,0	97,0
	52,5	1	1,5	3,0	100,0
	Total	33	50,0	100,0	
Missing	System	33	50,0		
Total		66	100,0		

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Appendix 6

Statistical Analysis of The Data

A. Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PreExp	33	38,5	53,5	46,985	3,8314
PostExp	33	50,5	64,0	56,500	3,6120
PreCon	33	37,5	49,5	43,682	2,6950
PostCon	33	39,0	52,5	46,212	3,1126
Valid N (listwise)	33				

B. Test Normality

One-Sample Kolmogorov-Smirnov Test

		PreExperimental	PostExperimental	PreControl	PostControl
N		33	33	33	33
Normal Parameters[a,b]	Mean	46,985	56,500	43,682	46,212
	Std. Deviation	3,8314	3,6120	2,6950	3,1126
Most Extreme Differences	Absolute	,107	,100	,145	,103
	Positive	,065	,100	,115	,103
	Negative	-,107	-,070	-,145	-,088
Test Statistic		,107	,100	,145	,103
Asymp. Sig. (2-tailed)		,200[c,d]	,200[c,d]	,076[c]	,200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

C. Test Homogeneity in Pre-test

Test of Homogeneity of Variances

NILAI

Levene Statistic	df1	df2	Sig.
3,181	1	64	,079

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penulisan kritik atau tinjauan suatu masalah.

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ANOVA

NILAI

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	180,015	1	180,015	16,408	,000
Within Groups	702,152	64	10,971		
Total	882,167	65			

D. Test Homogeneity in Post-test

Test of Homogeneity of Variances

NILAI

Levene Statistic	df1	df2	Sig.
1,172	1	64	,283

ANOVA

NILAI

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1746,367	1	1746,367	153,629	,000
Within Groups	727,515	64	11,367		
Total	2473,883	65			

E. T-test Paired Sample T-test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreTestExperiment	46,598	66	3,4854	,4290
	PostTestExperiment	29,250	66	27,5755	3,3943

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uatu masalah.

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PreTestExperiment & PostTestExperiment	66	,095	,449

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	PreTestExperiment – PostTestExperiment	-17,3485	27,4652	3,3807	-10,5967	-24,1003	-5,132	65	,000

F. T-test Independent Sample T-test

Group Statistics

	KELAS	N	Mean	Std. Deviation	Std. Error Mean
NILAI	Experimental Class	33	56,500	3,6120	,6288
	Control Class	33	46,212	3,1126	,5418

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper
NILAI	Equal variances assumed	1,172	,283	12,395	64	,000	10,2879	,8300	8,6297	11,9460
	Equal variances not assumed			12,395	62,633	,000	10,2879	,8300	8,6290	11,9467

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Appendix 7

Information of the Raters

Rater 1

Nomor: 952150/PT37/02/31/1995

DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN
INSTITUT KEGURUAN DAN ILMU PENDIDIKAN PADANG

dengan ini menyatakan bahwa:

Rima Melati Zuchri
NIM: 03863

lahir di *Sungai Penuh*, tanggal *20 Agustus 1973*, telah menyelesaikan dengan baik dan memenuhi segala syarat pendidikan pada Program Studi *Pendidikan Bahasa Inggris*, oleh sebab itu kepadanya diberikan gelar

SARJANA PENDIDIKAN (S.Pd.)

beserta segala hak dan kewajiban yang melekat pada gelar tersebut.
Diberikan di Padang pada tanggal *dua September seribu sembilan ratus sembilan puluh lima*

Dekan Fakultas
Pendidikan Bahasa dan Seni,

Dr. H. Agustiar Syah Nur, M.A.
NIP. 130215598

Rektor
IKIP Padang,

Drs. Mohd. Ansyar, Ph.D.
NIP. 130280100

Rater 2

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI
SULTHAN THAHA SAIFUDDIN
JAMBI

IJAZAH SARJANA (S.1)
Fakultas Tarbiyah

Menerangkan bahwa:

Nama	: HELDA NINGSIH
Tempat/Tgl. Lahir	: Tiaro, 22 Juli 1990
NIM	: TE. 070. 203
Jurusan / Tadris	: Pendidikan Bahasa Inggris

Telah memenuhi syarat-syarat yang diperlukan dan dinyatakan LULUS dalam menempuh ujian Sarjana (S.1) pada tanggal Dua Puluh Empat Mei Tahun Dua Ribu Sebelas MEMPERTAHANKAN SKRIPSI DENGAN JUDUL: "The Application of Inquiry Strategy in English Learning at Junior High School 9 Merangin" dan kepadanya diberikan gelar: SARJANA PENDIDIKAN (S.Pd)

Sebagai tanda bukti kepadanya diberikan ijazah ini berikut segala hak dan sesuai dengan peraturan yang berlaku.

Jambi, 27 Juni 2011

DEKAN

Prof. Dr. H. Fauzi M.O. Bafadhal, MA
NIP. 19501125 197803 1 001

REKTOR

Prof. Dr. Daud Rosyeda, MA
NIP. 19631005 198703 1 003

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Appendix 8

Documentation

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Appendix 9

Curriculum Vitae

Name : **Aprilia Hayati**

Date of Birthday : **Batam, April 28th, 2000**

Address : **Jl. Abadi, Simpang Rimbo Jambi**

Religion : **Moeslim**

Email : **apriliahayati20@gmail.com**

Contact Person : **085268533691**

Education

No	Level of Education	Addreess	Graduated Years
1	MI. Hidayatul Mubtadiin	Inhil, Riau	2012
2	MTs. Hidayatul Mubtadiin	Inhil, Riau	2015
3	MA. Hidayatul Mubtadiin	Inhil, Riau	2018
4	Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi	Sei. Duren, Kec. Jaluko, Kab. Muaro Jambi	2023