“ THE EFFECT OF USING OUT OF CLASS STRATEGY: SPEAKING HOMEWORK TOWARDS STUDENTS’ SPEAKING ABILITY AT THE 10th GRADE OF SMKN 1 MATUR”

Proposal

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PERSETUJUAN PEMBIMBING

Skripsi dengan Judul "**THE EFFECT OF USING OUT OF CLASS STRATEGY: SPEAKING HOMEWORK TOWARDS STUDENTS' SPEAKING ABILITY AT THE 10th GRADE OF SMKN 1 MATUR".** Yang disusun oleh Muhammad Ridwan, NIM 2312.027, telah memenuhi persayaratan ilmiah dan distejui untuk diajukan pada Ujian Munaqosah

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ABSTRACT

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This research was due to discover the effect of using Out of Class Strategy : Speaking Homework towards students speaking ability. It has been done at SMK N 1 Matur because most of the students of Senior High School still encounter problems in mastering English especially speaking. Most of the students are difficult to understand the speaking because they feel a kind of mental block while speaking, the vocabulary that they want to use while speaking is not enough, and they are bored and sleepy in the classroom because of the strategy that the teacher uses is always the same.

This research used experimental research. The researcher used a quasi-experimental design by using the pretest-posttest control group design. The population of this research was at tenth grade of in SMK N 1 Matur. The sample was X TKJ which was treated as experimental class and taught by using Out of Class Strategy : Speaking Homework and X JB was treated as control class and taught by using conventional technique. To determine the sample, the researcher used purposive sampling technique. The data was got through pretest and posttest to experimental and control classes. To analyze the data, the researcher used the normality by using Lilliefors test and the homogeneity test by using F test and to test the hypothesis, the researcher used t-test formula and consulted the result into t-table with level of the significance = 0.05 for the first, second and third hypothesis

From the result and accounting the pre-test and post-test scores of the experimental class, it was found that the t-obtained (3.972) was higher than the t-table (1.67) with the degree of freedom (df) = 36+36-2 = 70 and level of significance (α) = 0.05. So that, the alternative hypothesis (Ha) was accepted which means that there was significant effect of using Out of Class Strategy : Speaking Homework on students‘ speaking ability. Then, the calculation of post-test both classes: experimental and control classes was obtained the (1.438) was bigger than t table (1.67). So that, the alternative hypothesis (Ha) was accepted which means that there is significant difference between using out of class strategy speaking homework and using conventional technique. For the third hypothsis, mean score of the experimental class is bigger than control class (78.31 > 68.5), it means (Ha) was accepted which means that there is significant difference between using Out of Class Strategy : Speaking Homework and using conventional technique. So that, the alternative hypothesis (Ha) was accepted which means that the students who are taught by using Out of Class Strategy : Speaking Homework is better than the students who are taught by using conventional technique. So, it can be concluded that the entire hypothesis is accepted. It is proved that the use of Out of Class Strategy : Speaking Homework on learning speaking can help the students master the speaking well.

Keywords : Speaking Ability, Out of Class Strategy : Speaking Homework

ABSTRAK

Muhammad Ridwa, 2312.027. Pengaruh Penggunaan Strategi Belajar Diluar terhadap Kemampuan Speaking Siswa di kelas Sebelas SMK N 1 Matur. Skripsi, Institut Agama Islam Negeri (IAIN) Bukittinggi, 2018.

Penelitian ini bertujuan untuk menemukan pengaruh penggunaan Strategi Belajar Diluar terhadap kemampuan berbahasa Inggris siswa. Penelitian ini telah dilakukan di SMK N 1 Matur karena tidak bisa di pungkiri bahwa masih banyak siswa di Sekolah Menengah Atas menghadapi masalah-masalah dalam menguasai pelajaran bahasa Inggris teruatama speaking. Kebanyakan dari siswa sulit untuk mengerti speaking karna siswa merasa adanya mental block saat berbicara, kosakata yang kurang cukup untuk praktek speaking, anak anak juga ngantuk dan merasa bosan di dalam kelas karena strategi yang digunakan guru selalu sama.

Jenis penelitian yang digunakan adalah penelitian eksperimen. Peneliti menggunakan penelitian quasi eksperimen dengan menggunakan model pretest-posttest. Populasi dari penelitian ini adalah siswa kelas X di SMK N 1 Matur. Untuk kelas X TKJ diperlakukan sebagai kelas eksperimen yang di ajar dengan menggunakan Strategi belajar diluar. Sedangkan kelas X JB diperlakukan sebagai kelas kontrol yang di ajarkan dengan menggunakan teknik yang biasa. Peneliti menggunakan teknik purposive sampel untuk menentukan sampel penelitian ini. Untuk menganalisis data, peneliti menggunakan tes normalitas dengan memakai uji Lillifors dan menggunakan tes homogenitas dengan menggunakan uji-F. Sedangkan untuk menguji hypothesis, peneliti menggunakan uji-t dan mengkonsultasikan hasilnya dengan tabel derajat significant 0.05 untuk hipotesis pertama kedua, dan ketiga

Dari hasil penelitian dan perhitungan tes awal dan akhir dari kelas eksperimen terhadap hasil uji t-hitung (3.972) lebih tinggi daripada t-tabel (1.67)

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Kata Kunci : Penguasaan Speaking, Strategi Belajar Diluar

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CHAPTER I

INTRODUCTION

A. Background of The Problem

Speaking has an important role in language and one of them is to communicate the idea in the spoken form. Some experts even said that speaking is one of the most important skill in language learning because by speaking students can learn language unconciously which is one of the best strategy to master English. As Maxom states that speaking is the most important skill in English language teaching to be mastered in school. Through speaking, students express their ideas, feelings and desires to others. In school, the student learns how to speak English easier because there are teachers and friends who can be their facilitators and pairs to practice English.[1]In other word speaking is one of skills besides reading that let someone to express their ideas, feelings, and desires. Furthermore learning speaking in school is more easier than learning it alone, because in school there are friends and teachers to practice it.

Speaking is an activity used by people to do communication. It takes every place and has become part of daily activities. When someone speaks, they interact and use the language to express their ideas and feelings. In some situations, speaking is used to give instructions, to describe things or someone, to complain about people's behavior, asking and giving services and others.

However, if students do not learn how to speak or do have a little opportunity to speak in the language classroom, they may soon lose their interest in learning. Students, who do not develop strong oral skills during this time, will find it difficult to keep face with

[1] M.Maxom, *Teaching English as a Foreign Language For Dummies.*(UK : John Wiley & Sons.2010), p.183

their peers in later years. Based on the characteristic of the problems, they can be solved by giving appropriate technique.

There are a lot of strategy that have been used in teaching speaking, for example, using song strategy, debate, video dubbing, and many other strategy. Unfortunately, there are still many problems that found in speaking. However, teachers and researchers are still struggling in finding the effective strategy in order to make speaking easier to be learned.

One of the effective strategies is out of class communication(OOC). According to Jaasma and Koper, OOC not only increases students' academic development but also students' integration with the teacher. OOC is not only beneficial for students, however. It has also been shown to influence higher teaching evaluations; it has benefits for both students and educators as communication becomes unbound from course schedules and more fluid.[2] In short itis a strategyto help students experience the learning environment differently than a traditional classroom. In line with Bason which refers out of class language learning as autonomous learning achievements accomplished at any time and in any place regardless of the conventional classroom borders.[3] So the students will not be bored in the conventional classroom while the can learn the material that the teacher give outside the classroom with some fresh air and mental refreshment.

Out of class communication is a strategy that encourages the student to speak more freely than inside the classroom. According to Provenzano and Yue, conversation outside of class enhance the enjoyment of using English, the studentsfeel more relaxed when speaking English, increasing confidence, and it also improves their fluency. It means that OOC focus on students speaking fluency not accuracy because inside the classroom the teacher has already focused in the accuracy. In conclusion, OOC can be used to complete the student

[2] Jaasma and Koper.*The relationship of student-faculty out-of-class communication to instructor immediacy and trust and to student motivation. Communication Education (*California : California State Unicersity, 1999), p.41

[3]Benson, *Teaching and researching autonomy in language learning.*(England : Longman,.2001), p.

speaking ability. They learn grammar, pronunciation, and vocabulary inside the class which is accuracy and they speak freely outside the classroom which fluency.

One of the activities of OOC is speaking homework. According to Yue&Provenzano speaking homework is an activity to ask students to have similar conversations outside of lass, after which they would reflect upon both their own, and their partner's language use, strategy use, and overall performance. That explicit reflection was then submitted as homework.[4] In other word Speaking homework is an out class activity that give the students a homework to speak freely with their friend outside the class and they have to submit their progress as a homework.

In order to find out the effect of using Out of class communication the researcher conducted the research at 10th grade of SMK N 1 Matur. The researcher did the preliminary research in SMK N 1,the researcher has been a teacher for extracurricular English class since 2017.The first problem researcher found was the student sometimes were afraid to speak in front of their friends, it was kind of mental block for some students. They did not have enough courage to speak English.It happen because of the lack of their ability, such as the vocabulary and maybe their friends laughed at them while performed speaking in front of the class.It make an uncomfortable suppression which is called mental block, this is a kind of unwanted thought or memories.Mental block occur because students tend to be afraid of being a joke in front of the class.

The second problem, they seemed to be bored and sleepy in the classroom. The teacher only usedwhiteboard as the media and teacher centered as the strategy. Using whiteboard is fine as long as the teacher know how to use it perfectly. However not every teacher can use it in effective way and they only use whiteboard as a tool for the student to copy what the teacher write on it. This fact makes the monotonous atmosphere in the classroom which will make the students bored and sleepy in the classroom.

[4]Christie Provenzano & Sorrell Yue. *Take it Outside! - Speaking Homework for English Communication Classes. (*Japan :Fukuoka University.2011), p.220

Based on the fact above, it is necessary to conduct this research to find out the effects of using OOC as strategy in learning speaking which is entitled **"The Effect Of Using Out Of Class Strategy: Speaking Homework Towards Students' Speaking Ability At The 10th Grade Of SMKN 1 Matur."**

B. Identifiction of The Problem

Based on the background above, the researcher identifies that there are several problems found by the researcher. The problems are as follow:

1. Student sometimes feel a kind of mental block while speaking
2. The vocabulary of the student is below averag
3. Students are bored and sleepy in the classroom
4. The strategy that is used by the teacher is not effective

C. Limitation of The Problem

Based on the identification above, this research is limited on the need of new strategy and student's fluency in speaking. The researcher will apply OOC as strategy. This research is done in order to know the effect of OOC strategy towards students' speaking ability.

D. Formulation of The Problem

Based on the limitation of the problem above, the problems formulated in the following question:

1. Is there any significant effect of using OOC towards students' speaking ability?
2. Is there any significant differences of students who are taught by using OOC and students who are not taught by it ?

3. Is students' speaking ability taught by OOC better than students who are not taught by it ?

E. Purpose of The Reasearch

Based on the formulation of the problem above, the purpose of the research formulated in statements:

1. To find out whether there is any significant effects of using OOC towards students' speaking ability
2. To find out whether there is any significant differences of students who are taught by OOC and students who are not taught by it
3. To find outwhether students' speaking ability taught by OOC is better than students who are not taught by it.

F. Significance of The Research

This research hopefully can give valuable contributions to some elements, they are:

1. The teachers

   The result of this study can give solution to the teachers, especially the English teachers at 10th grade of SMK N 1 Matur to improve their students' speaking ability.

2. The students

   This research is expected to help them in improving their speaking ability.

3. The researcher

   This research also gives contribution to the researcher in getting experience in teaching speaking, and it can be applied by the researcher later in the field

G. Definition of the Key Term.

In order to avoid misunderstanding of the key terms, researcher defines them as follows;

1. Out-of-Class Communication

Astrategy that make the students experience the learning environment differently than a traditional classroom. OOC strategy is applied outside the classroom, it can be in the students' house, or market, or park.

2. Speaking Ability

   An ability of someone to speak, whether it is fluent or it is accurate or can be both of them.

3. Strategy

   A set of procedure that researcher or teacher use to improve students' speaking ability

4. Speaking Homework

   An activity of Out of Class Communication that help student improve their speaking ability outside the classroom which will be given feedback by the teacher.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Review of Related Theories

1. The Nature of Speaking

a. Definition of Speaking

Speaking is defined operationally in this study as the ability of English students to speak English appropriately in a given meaningful context to serve both transactional and interactional purposed using correct pronunciation and grammar. Spratt et. al defines speaking as a productive skill. It involves using speech to express meaning to other people.[5]Nunan agrees with Spratt et.al that speaking is a productive oral skill which consists of producing systematic verbal utterances to convey meaning.[6] Brown also adds that speaking is a productive skill in the organs of speech to express meaning which can be directly and empirically observed.[7]

From the definitions above, the researcher concludes that speaking is one of productive skills which is used to communicate with other, and it is not only producing the words, but also having a meaning. And it has purpose to share knowledge, information and ideas.

In addition, related to speaking ability, Nunan states that speaking ability is the ability of the speaker to convey information, express ideas, thoughts,feeling and reaction, in appropriate structure, speech sound, and sound pattern, appropriate vocabulary, according to situation and subject matter and used the language quickly and confidently.[8] It can be concluded that speaking ability is a skill, which is

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[5] M. Spratt, A Pulverness & M. Williams. *The TKT course* (New York: Cambridge: Cambridge University Press.2005), p.34

[6]D. Nunan. *Practical English Language.*Teaching (New York: McGraw Hill, Inc. 2003), p.48

[7]H.D. Brown. *Teaching by principle: An interactive approach to language pedagogy*. (New York: Addison Wesley Longman, Inc. 2004), p.14

[8]*Ibid. p.50*

communicating the speech sound for expressing and conveying a messages or ideas. The ability to speak a language is the same as knowing a language since speaking is the most basic means of the human communication.

b. The Role of Teacher in Speaking Classroom

Jeremy Harmer states that as a teacher it is important to give the students speaking tasks which provoke them to use all and any language at their comment. Such as; rehearsal, feedback, and engagement.[9] Rehearsal is getting students to have a free discussion gives them a chance to rehearse having discussion outside of the classroom; feedback is the speaking tasks where the students are trying to use all and any language they know provide feedback for both of the teachers or the students; and engagement is the good speaking activities and should be highly motivating, because if the students can participate in activities well and the teacher has set up the activity properly and providing sympathetic feedback, they will get satisfaction from it.

Harmer also states that "the teacher have to play the different roles at the same time." He states three roles of the teacher in speaking class. They are;[10]

1) Prompter

The teacher should help his/her students when they get lost, or cannot think of what to say next or in some other way lose the fluency the teacher expects of them. Sometimes, the best option teacher can do is to leave the students to struggle out on their own. However, the teacher may offer discrete suggestions to help the students.

2) Participant

[9]Jeremy Harmer. *How To Teach English* (UK: Longman. 2007), p.275
[10]*Ibid., p.276*

The teachers can participate in discussions or role-plays themselves to prompt covertly, introduce new information to help the activity along, ensure continuing student engagement, and maintain a creative atmosphere.

3) Feedback Provider

Teachers should be aware of when and how to give feedback in speaking activities because over-correction may inhibit students and take the communicativeness out of the activity. On the other hand, positively and encouragingly correction may get students out of difficult misunderstanding. Everything depends upon teacher act and the appropriateness of the feedback provided.

In conclusion, in order to be a good teacher who can handle the classroom nicely, a teacher should play different roles all at once. Especially in speaking class, a teacher should able to become a prompter to help the students when they get lost, a participant that could involve with the students, and as the feedback provider that can correct the students possitively.

c. Aspects of Speaking

According to Hartmann and Stork, "A person is said to be afluent speaker of a language when he can use its structures accurately whilstconcentrating on content rather than form, using the units and patternsautomatically at normal conversational speed when they are needed."[11]

1) Fluency

[11] R. R. K. Hartmann & F.C. Stork .*Dictionary of Language and Linguistics*. (New York: Wiley, 1976), p,86

In teaching speaking, fluency is the main goal in teaching speaking, because itis the main characteristic of the speakers' performance. According to Hartmann and Stork,Fluency is the ability to speak quickly and automatically that has signs including the speed of speaking and few pauses which are used to characterize a person's level of communication proficiency.[12] Related to that statement we can conclude that a person is said to be a fluent speaker of a language if they can use the grammatical structures and patterns accurately, quickly, and automatically at the normal conversation speed when they are needed. The ability to speak spontaneously is also part of fluency. It indicates that the speakers do not spend a lot of time to search or to think the idea when they express the message or the talk.HedgeTricia adds also that:[13]

"The term fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or appropriate slowness, or undue hesitation."

Regarding to Tricia, the researcher points that fluency is the ability to react something in a coherent way through linking words and phrases effectively,pronouncing the sounds clearly, using stress and intonation, and doing all of things quickly. This is supported by Hughes, he explains that fluency and coherence refer to the ability to speak in a normal level of continuity and to link the ideas together in a coherent way (speech rate).[14] Speech continuity and speech rate are the keys indicator of coherence. Many second language speakers think that fluency is speaking fast. Thus, they start speaking rapidly without pauses. Thornbury argues that speed is an important factor in fluency and pausing, because speakers need to relax and take breath.[15] The native speakers also need

[12]*Ibid*, p.86

[13]Hedge Tricia.*Teaching and learning in the language classroom*. (Oxford: Oxford University Press. 2000), p.54

[14]R. Hughes. *Teaching and researching speaking.(*UK: Pearson Education Limited. 2002), p.15

[15]Thornbury,S.How to teach speaking.(London: Longman.2005)

topause from time to time in order to let their interlocutors catch what they said. Nevertheless, pausing in many times can consider as the speaker has problem in speaking. Thornburyalso suggests that as the speakers, they should have the ability to fill the pauses (tricks). The examples of pause fillers are "uh" and "um", vagueness expressions such as "short of and "I mean". And other device for filling the pauses is the reputation of one word when there is a pause.

2) Accuracy

The second aspect is related to accuracy. According to Brown accuracy is the ability to produce correct sentences using correct grammar and vocabulary in natural interaction .[16] It means that accuracy is achieved by allowing the speaker to focus on the elements of phonology, grammar, and discourse in their spoken output. The aspect of accuracy in the speaking class is set by providing opportunities for the learners to be engaged in the context of daily life. The teacher should give the students communicative tasks and activities such as games, conversation, role play, debates, etc. Those kinds of activities can engage the learners in the natural interaction process whenever possible.

In conclusion these two aspects of speaking are fluency which is an ability to speak quickly, accuracy that is an abilty to produce correct sentences. In order to master both of them, a student should be able to use proper grammar, enough vocabulary, inteligible pronunciation.

d. Teaching Speaking

Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English

[16]H.D. Brown. *Teaching by principle: An interactive approach to language pedagogy*. (New York: Addison Wesley Longman, Inc. 2004), p.268

language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

1) What is Teaching Speaking?

What is meant by teaching speaking is to teach English language learners to:[17]

a) Produce the English speech sounds and sounds patterns.

b) Use words and sentence stress, intonation patterns and the rhythm of the second language.
c) Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
d) Organize their thoughts in a meaningful and logical sequence.
e) Use language as a means of expressing values and judgments.

f) Use the language quickly and confidently with few unnatural pauses, which is called fluency.

2) How To Teach Speaking

When teaching young learners we constantly have to keep in mind the fact that what we have in front of us is a mixed class with varied abilities, expectations, motivation level, knowledge and last but not least, different learning styles. Thus, we need to vary our approaches and offer as much opportunity as possible to make the whole class find a little something to hold on to, expand and grow. [18]

[17]HayriyeKayi, *Teaching Speaking: Activities to Promote Speaking in a* Second *Language*, The Internet TESL Journal, Vol. XII, No. 11, November 2006. http://iteslj.org/Articles/Kayi-TeachingSpeaking.html. p. 1 - 2

[18]NatasaIntiharKlancar, *Developing Speaking Skills in the Young Learners Classroom*, Internet TESL Journal, Vol. XII, No. 11, November 2006. http://iteslj.org/Techniques/Klancar-SpeakingSkills.html. p. 1

Young learners are like sponges, they soak up everything we say and how we say it. Thus clear and correct pronunciation is of vital importance, since young learners repeat exactly what they hear. What has been learned at an early stage is difficult to change later on. One rule that applied here is slowly and steadily through constant revision and recycling. With the help of mixed activities, such as dialogues, choral revision, chants, songs, poems and rhymes, students speaking abilities grow, their pronunciation gets better and their awareness of the language improves. When applying the above-mentioned tools into the teaching practice, what should be kept in mind is that interaction is an important way of learning. Therefore, increased oral emphasis should be included in our teaching to give thestudents as much speaking time as possible.[19]

Now many linguistics and English as second language (ESL) teachers agree on that students learn to speak in the second language by "interacting". Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real-life situations that require communication. By using this method in ESL classes, students will have the opportunity of communicating with each other in the target language. In brief, ESL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task

e. Test of Speaking

[19]*Ibid*

Test is a method of measuring a person's ability, knowledge, or performance in a given domain.[20] It helped the teachers or the educators in finalizing the result. In this study, the ability of the students' ability was measured by giving the speaking test. Speaking test can be a source of beneficial backwash.[21] It means that, if speaking tested, it can encourage the teaching of speaking in the classroom. There are several types of speaking test according to Thornburry[22]

1) Interview

In this test, the students are called out one by one for their interviews. Interview is relatively easy to set up, but difficult to eliminate the effects of the interviewers questioning style.

2) Live Monologue

The students prepare and present the short talk with the topics that has been selected. This kind of test is easy to handle and the other students can take a job as the audiences. If they want to ask, they can ask to the presenter. This will help the students to speak spontaneously and interactively.

3) Recorded Monologue

Recorded monologue is more stressful than live monologue. This test ismore practicable because the students can record themselves aboutevery things they like. The assignment of the recorded test can be done after the recording.

[20] *ibid*
[21] K. Kitaom S., &K. Kenji, *Testing speaking*. (Document Resume ERIC.1996)
[22] Thornbury,S.How to teach speaking.(London: Longman.2005)

4) Role Play

In this kind of test, the students do the simple role play in the classroom. It is enjoyable, but hard to control. The teacher can use the same format in rating the students' speaking ability.

5) Collaborative task and discussion

This kind of test is same with role play, the students can act freely without instruction. In this test, the learners' interactive skills can be observed in circumstances that close approximate real-life language use.

From the five kinds of the speaking test, the researcher selected the live monologue test. Because it is easy to rate the students performances. The students talk alone in front of the class. So, the teacher can listen the students' speaking performances clearly.

Besides, Kitao and Kenji suggested that testing speaking can use visual material, such as; pictures, maps, diagram, and the other types of visual materials that can be used to test the students' speaking ability.[23] The material should be selectively selected by the teacher, because it will help the teacher/tester to control the vocabulary and grammatical. In this test, the students are given the series of picture which tell the story and are required to put together in coherent narrative.However, Thornburrysuggested two main ways; holistic scoring and analytic scoring. Holistic scoring is giving the single score on the basis on all of impression. This way has advantage of being quicker and probably adequate for informal testing of progress. Analytic scoring is giving the separate scores from different aspects of the task.[24] This way takes longer, but compels the tester to take a variety of factors into

[23]*Opcit*
[24]*Opcit*

account and if these factors are well chosen, is probably both fairer and more reliable

2. Out of Class Communication

a. Definiton of Out of Class Communication

Out-of-class English learning activities are defined as students' activities in listening, speaking reading, writing, vocabulary learning, and grammar learning to improve their English outside of the classroom. Benson defined, *out-of-class learning*, as "any kind of learning that takes place outside the classroom and classified out-of-class learning into three categories: (a) self-instruction (i.e., students' locating resources to help them improve the target language), (b) naturalistic language learning (i.e., students' learning to communicate and interact with the target language group unintentionally), and (c) self-directed naturalistic language learning (i.e., students' creating or searching out a language learning situation).[25] Pickard indicated that listening to the radio, reading newspapers, and novels outside of the classroom appear to rank highest in students' learning activities.[26]However, students made little use of the facilities in out-of-class English learning, such as English newspapers, satellite TV, and self-study materials in the library.

Researchers observed that watching television, going to the cinema, listening to music and interacting with native speakers are the major out-of-class activities students do. Spratt, Humphreys, and Chan discovered that most activities adult learners engaged in are related to communication and entertainment, such as watching movies and television in English and using the internet.[27] Additionally,

[25]Maftoon, P., Daftarifard, P., &Lavasani, M. (2001).*Good language Learner: from Autonomy Perspective.Linguistic and Literary Broad Research and Innovation, 2*,106-111.

[26]Creative Education. 2012. 10 reasons to take learning outside the classroom. *Practical Teaching Advice, Ideas and Opinions*

[27]Shen, .B.,Tseng,C.Y., Kuo,S.W., Su, Y.J.,& Chen, M.Y (2005). *A Preliminary Study of College Students' Out-of-Class English Learning Activities,31,* 465

Shen et, al noted that the activities students do in English are speaking with family members, talking to people in the stores, talking on the phone, speaking with friends, listening to the radio, attending meetings, reading novels, speaking with colleagues, listening to songs, reading newspapers and magazines, watching TV programs, watching videos, surfing the internet, reading academic books, and writing e-mails in ranking order.[28]

Out-of-classroom learning offers fantastic opportunities and rewards to both learners and teachers alike. It makes learning more engaging and relevant. By taking learning beyond the classroom learners will find dozens of opportunities to make learning concepts, real and relevant by putting them into a more realistic context. Many concepts which seem too difficult to get a grasp of in the classroom are a lot easier to understand in the big wide world when they're set in context, and when the learner are more engaged and motivated to understand and learn. It can nurture creativity and imagination. Suddenly their minds are free to explore and the teacher can often end up with some very creative results no matter what subject they are teaching them. Develop learning through play and experimentation,Expose them to new opportunities and they will get the chance to enjoy almost limitless resources

Students in non-English speaking countries may be under the impression that they lack access to an authentic English environment. Outside the classroom, most students are immersed in a first-language environment with limited exposure to English. Out-of-classactivities can be devised to show students that they are surrounded by English if they make a little effort to pay attention to the language as it is used in their daily lives.

As researcher mention above, there are a lot of activities that is used in OOC strategy and one of them is speaking homework where the students are asked to

[28]*ibid*

sumbit their conversation with friends in a form that has been made by the teacher. As Christie and Sorrel state, "Each week, students are given a SH paper to complete and submit in the following class. While participants are free to choose their conversation partner, usually the initial pairs remain constant throughout the semester."[29]

b. The importance of Out of Class Communciation

Out-of-classroom learning offers fantastic opportunities and rewards to both learners and teachers alike. It makes learning more engaging and relevant. By taking learning beyond the classroom learners will find dozens of opportunities to make learning concepts, real and relevant by putting them into a more realistic context. Many concepts which seem too difficult to get a grasp of in the classroom are a lot easier to understand in the big wide world when they're set in context, and when the learner are more engaged and motivated to understand and learn. It can nurture creativity and imagination. Suddenly their minds are free to explore and the teacher can often end up with some very creative results no matter what subject they are teaching them. Develop learning through play and experimentation,Expose them to new opportunities and they will get the chance to enjoy almost limitless resources

In Conclusion, OOC offers a fantastic learning atmosphere which are engaging and relevant. It makes learning more realisitic and it makes the material easier to be understod. In OOC students are expected to be creative and motivated which are good for the students to learn language especialy speaking.

c. Speaking Homework

[29]Provenzano, Christie & Yue, Sorrel ,. *Take it Outside!Speaking Homework for English Communication Classes,* (Japan: Fukuoka University. 2011)p. 224

One of the activities of OOC is speaking homework. According to Yue & Provenzano speaking homework is an activity to ask students to have similar conversations outside of lass, after which they would reflect upon both their own, and their partner's language use, strategy use, and overall performance. That explicit reflection was then submitted as homework.30 In other word Speaking homework is an out class activity that give the students a homework to speak freely with their friend outside the class and they have to submit their progress as a homework.

d. Procedure of Using Out Of Class Communication :Speaking Homework (SH)

There are some procedures of using OOC according to Christie & Sorrell.Students are assigned a topic for the Speaking Homework, for example "Senior High School". As far as possible, the topics are connected to the theme of the textbook for that week. In the first one or two classes of the semester, students complete the first part of the SH paper ("Get Ready") in class to ensure they fully comprehend what is required of them.[31]

1. Get Ready

An important tenet of SH however, is the preparation time. This "thinking time" before the actual conversation takes place helps learners consider what they want to talk about, together with the strategies they can employ to keep the conversation moving.

The first part of "Get Ready" encourages students to write any particular words or expressions they might want to use in the conversation. Students look up any words they think may be helpful, in addition to reviewing expressions taught in class. In "Questions I want to ask" and "Things I want to say", participants are asked to consider (and notate) questions they can ask their partner about the topic, together with how to express some of their own thoughts on an aspect of the topic in question. In order to help ensure that they can speak for the allotted time, a minimum of three sentences for each section are usually required.

Finally, the participants are asked to list any communication strategies - referred to in the classes as "Communication Tips" - they hope to utilize in the conversation. Although students are allowed to look at past SH papers and use a dictionary when preparing (interestingly, many elect not to), students are not

[30]Christie Provenzano& Sorrell Yue.*Take it Outside! - Speaking Homework for English Communication Classes. (*Japan :Fukuoka University.2011), p.220

[31]Christie Provenzano& Sorrell Yue.*Take it Outside! - Speaking Homework for English Communication Classes. (*Japan :Fukuoka University.2011), p.224-226

permitted to talk to one another or consult the teacher. It is important to stress that this is not meant to be a written plan or a prepared dialogue, but general support to remind students of how to keep the conversation moving.

2. ***Speaking***

The instructor informs students that they are to meet their partner in a location of their choice outside of regular class time, and speak for the allotted time in English (the minimum requirement being from three minutes at the beginning of semester). They are reminded that the SH paper is there as a reference, and should not be used as a script and no dictionary should beused during the speaking time. As instructors in Japan are well aware, dictionaries can all too easily become a crutch for EFL learners in communication classes, resulting in disjointed and less natural communication.

In addition, since the aim of SH is for students to move toward more natural communicative methods, it is helpful to point out that it would be highly unusual for native speakers to consult a dictionary when conversing on an everyday topic because they manage communication difficulties with a variety of CS. As students speak in class in English throughout the semester for increasing amounts of time and all the pairs carry out SH together on several occasions throughout the semester, they become accustomed to talking with each other in English.

During the conversations, CS usage is encouraged. When learners need access to a word in English with which they are unfamiliar, they try to use circumlocution, an appeal for help, or other CS to manage the obstacle. Although this can be challenging at the outset, confidence increases with time and as their familiarity with CS usage improves.

3. Noticing

After speaking, the students are asked to complete the "Noticing" (reflection) section of their SH. The reflection requires students to note perceptions of where they and their partner have performed well, in conjunction with areas they sense needing improvement. The instructors involved in the research believe this part of the SH to be fundamental in the development of more fluent English communication amongst their learners.

4. ***Teachers' Comments***

At the bottom of the SH paper, there is a comment box referring to the different aspects required and being assessed in the homework. As necessary, the instructor indicates any area where the student needs to pay more attention. This box can also help remind the learners of the types of reflections they can make in their "Noticing" section.

There are some procedure that has to be done in OOC, the first one is Get ready phase where the students prepare their speaking, the second one is speaking phase, where the students parctice in a location with partners, the third one is noticing where the student reflect what they good at and what they not good at, teachers' comment is the final phase where the teacher comment the student "noticing phase" and help them to improve on what they not good at.

Based to the procedures above, the researcher has adjusted the procedures so it can be applied in the research, the procedures are as follows :

Get Ready

1. Encourages students to write any particular words or expressions they might want to use in the conversation.
2. A minimum of three sentences for each section are usually required.

Speaking

3. The instructor informs students that they are to meet their partner in a location of their choice outside of regular class time

Noticing

4. After speaking, the students are asked to complete the "Noticing" (reflection) section of their SH. The reflection requires students to note perceptions of where they and their partner have performed well, in conjunction with areas they sense needing improvement.

Teacher's Comments

5. At the bottom of the SH paper, there is a comment box referring to the different aspects required and being assessed in the homework. As necessary, the instructor indicates any area where the student needs to pay more attention

B. Review of Related Studies

The first research was done by Christie Provenzano & Sorrell Yue in 2011 with the *Take it Outside! - Speaking Homework for English Communication Classes.* He used Action Research in the form of Quantitative, The assignment is outlined and results of a survey completed by 114 students who participated in the assignment were discussed. Participants' own perceptions of the efficacy of this assignment in improving fluency, encouraging use of speaking strategies, increasing confidence in speaking English and enhancing enjoyment of using English were recorded in the survey. Results indicate a majority of students perceived the assignment as being beneficial to their oral English ability and enjoyable. Based on these results and further reflection, authors discussed the limitations of and possible improvements to the assignment. This action research demonstrated that despite limited

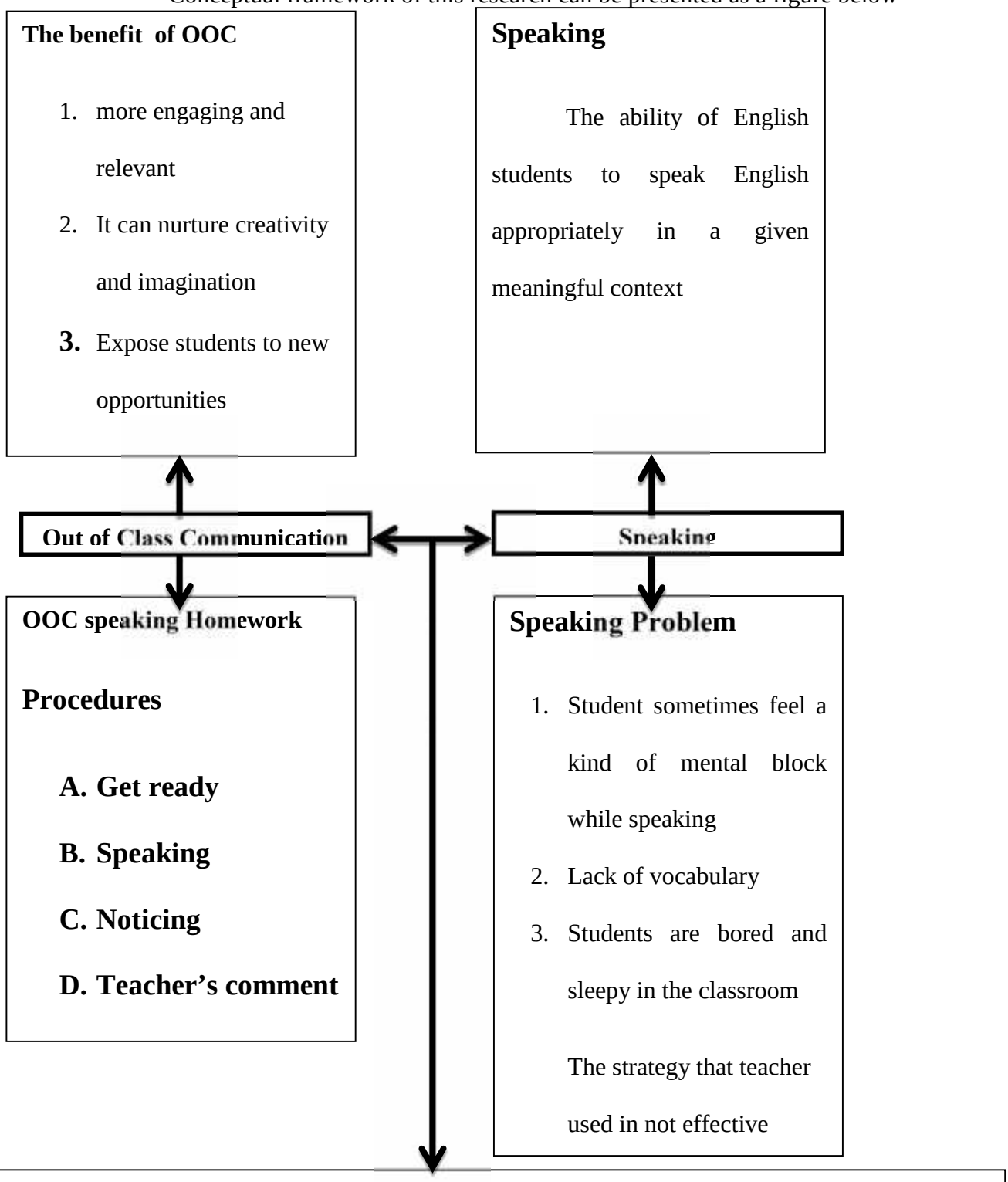
opportunities for oral communication outside the classroom, the strategies and practice recommended could help learners beyond the context of the language classroom

The second research was done by WU Man-fat in 2012 with title *Beliefs and Out-of-class Language Learning of Chinese-speaking ESL Learners in Hong Kong*, The participants of this research are 324 Hongkong ESL students. He found that learners held mostly positive beliefs. Watching films and television, reading, listening to English songs, music and radio channels, formal learning and practising speaking with others were the out-of-class language-learning activities reported by subjects that they carried out most frequently. There is an association between BALLs and the implementation of activities. Learners who regarded out-of-class language-learning activities as useful were found to possess more positive beliefs regarding their English learning in terms of BALLI (Beliefs About Language Learning Inventory) items. Learners who implemented out-of-class language-learning activities were found to have more positive beliefs in terms of two factors, *Perceived value and nature of learning spoken English* and *Self-efficacy and expectation about learning English*.

From those studies, the researcher do the research that focus on student's speaking ability, the researcher uses OOC strategy especially speaking homework and the researcher will do the research by the title "The Effect of Using OOC strategy towards Students' speaking ability at The 10^{th} Grade of SMKN 1 Matur" In order know the effect of OOC strategy towards students speaking ability at 10^{th} grade students of SMKN 1 Matur.

C. Conceptual Framework

Conceptual framework of this research can be presented as a figure below



A workinghypothesis is a provisionally accepted hypothesis proposed for further research. According to this fact, the hypothesis of this research will be formulated as follow:

1. Ha : There is a significant effect of using OOC towards students' speaking ability

   H0 : There is no significant effect of using OOC towards students' speaking ability

2. Ha : There are any significant difference of students who are taught by OOC and students who are not taught by OOC

   H0 : There is no significant difference of students who are taught by OOC and students who are not taught by OOC

3. Ha : Students' speakingability taught by OOC isbetter than students who are not taught by it

H0: Students' speaking ability taught by OOC isnot better than students who are not taught by it

CHAPTER III

RESEARH METHOD

A. Design of the Research

The researcher used the quantitative research. The quantitative research is a kind of research that collects the data in the form of number. According to Sugiono, a research is called as quantitative because of the data of the research is use numeric and using statistic analysis.[32] There are many types of quantitative research; they are survey research, correlational research, causal-comparative research and experimental research.

The design of this research is experimental research because it has the purpose to know the effect of using OOC in teaching speaking. Gay statesin Emzirs' book that experimental research is the one of research method that can truly test the hypothesis concerning cause and effect relationship.[33]There are two major classes of experimental designs, single-variable designs, which involve one independent variable, and factorial designs, which involve two or more independent variables. Factorial designs are classified as pre-experimental, true experimental and quasi experimental.In this case, the researcher choosed the Quasi Experimental Design because in this design, the researcher can control all out variables which influence the process of the experimental. According to Suryabrata, True experimental design divided into two kinds, Posttest-Only Control Design and Pretest- Posttest Control Design. Posttest- Only Control Design is a type of true experimental design where test units are randomly allocated to an experimental group and a control group. The experimental group is exposed to a treatment and both groups are measured afterwards. Pretest- Posttest Control Design is type of true experimental design where test units are randomly allocated to an experimental group and a control group. Both groups are measured before and after the experimental group is

[32]Sugiono, *MetodePenelitianPendidikan (Pendekatan, Kuantitatif, Kualitatif, dan R&D),* (Bandung: Alfabete, 2009). P. 13

[33]Emzir, *Metodologipenelitianpendidikan: kuantitatifdankualitatif, (*Jakarta:RajawaliPers, 2012). P. 63

exposed to a treatment.[34] The different between both designs is the pretest. Posttest- Only Control Design does not have pre-test while Pretest- Posttest Control Design has both pre- test and post- test.

However in this research, researcher choosed the Pretest Posttest Control Design, which in this design there were two groups in this research. Experimental group that is treated by using OOC strategy and the control group which is treated without using OOC strategy betweeen pretest and postttest. Related to experimental and control, Gay states," The experimental group usually gets new treatment or treatment under investigation, while the control groupgets different treatment or treated like usual".[35]The control group is needed to know whether the new treatment under investigation is more effective than the use the unusual one. These two groups have been given the same length of the time and the same materials in teaching. This research used the pretest to determine a student's baseline knowledge or preparedness for an educational experience or course of study and posttest to know whether there would be differences of the students' speaking ability.

Table1. The design of the research

Class	Pretest	Treatment	Posttest
Experimental class	T1C	X	T2C
Control class	T2D	-	T2D

Where:

T1C = Thepretest for experimental class

T2D =The pretest for the control class

X = The treatment that is given to the experimental group by using OOC strategy

[34]Suryadi Suryabrata.*PsikologiPendidikan*. (Jakarta: PT Rajawali.. 1990), p,32-36

[35] L. R. Gay, *Educational Research*, (Republic of Singapore: Merrill Publishing Company, 1990), p.261

T2C = Theposttestfor the experimental class

T2D = the posttest for control class

Based on the research design above, special treatment is only given to the experimental class. The post-test has beeen administrated after the implementation of OOC strategy as the special treatment for the students in the experimental class. It has been given in order to observe students' speaking ability in both classes.

B. Population and Sample

1. Population

Population and sample are two important elements in doing a research. Margono states that the population is the whole data which become our focus in the certain place and time.[36] The population was all students at the tenth grade of SMK N 1 Matur

Table 2. The population of first gradeSMK N 1 Matur

No	Class	Students totality
1	X. Teknik Komputer Jaringan (TKJ)	36
2	X. Akutansi (AK)	37
3	X. Usaha Pariwisata (UPW)	35
4	X. Jasa Boga (JB)	36
5	X.Usaha Perhotelan (UP)	37
	Total	181

Source: English teacher of SMK N 1 Matur

From this table, the population from this research was 182 students that are the total of the students in the 10th grade in SMK N 1 Matur.

2. Sample

The sample of this research was determined by using purposive sampling. According to Margono, the purposive sampling is the selection of a group based on

[36]Margono.*MetodologiPenelitianPendidikan*.(Jakarta:PT. Rineka Cipta.2007).p.118

certain characteristic are deemed have a close relation with the characteristics of the population that has been previously known.[37]Thesamples of this research were two class of tenth grade of SMK N 1 Matur. Researcher willchoose X.JB and X.TKJ because they have some problems with speaking, which have the close relation with the characteristic of the population, and because it is also suggested by the teacher in the school. Thus, one of two classes has been chosen to be a control class and one class to be experimental class, the researcher followed the steps below:

a. Collected the score of English student's speaking test in the 10th grade of SMK N 1 Matur.

   Before doing the experiment, the researcher collected the score of students' Speaking test to test the normality and homogeneity of the data.

b. Test the normality of the data.

   The purpose of testing the normality of the data is to know whether the data spreads out normally or not. Normality of the data is tested by using Liliefors test. It can be done in SPSS 22. if Lo<Ltab or if Ltab>Lo it can be concluded that the data is distributed normally with the degree of freedom in (α) 5%.[38]

c. Test the homogeneity of the data

   The purpose of homogeneity test is to know whether the population is homogeneous or not. This test is done by using F test. The homogeneity test by using F test was done in SPSS 22, if the sig value obtained is bigger than significant value 0.05, then the data is homogenous

C. Instrumentation

The instrument use in this research was speaking test that has been given as pretest and posttest. The test was role play which the students are given several topics and they have to make a conversation with 3 – 4 minutes duration. The topics are related to the material that student already learned. There are 35 students in each classroom so it

[37]*Ibid* ..p.128
[38]Sudjana, *MetodaStatistika*, (Bandung PT. Tarsito, 2001),p.239

took maximal 72 minutes each class. In order to make that test become valid and reliable; the researcher has done the validity and reliability of the test. According to Sugiono, a valid research result is if there are similarities between the data collected with the data actually happened on the object under study.[39]The students' speaking scores in pre-test and post-test were assessed by using speaking rubric that proposed by Madsen.

Table 3.1: Speaking Rubric Proposed by Madsen[40]

NO.	FACTOR	DESCRIPTOR	SCORE
1	Accent/ Pronunciation	Pronunciation is frequently unintelligible.	1
		Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.	2
		'foreign accent' requires concentrated listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.	3
		Marked 'foreign accent' and occasional mispronunciation that do not interfere with understanding.	4
		No conpicious mispronunciation, but would not be taken for a native speaker.	5
		Native pronunciation with no trace of 'foreign accent'.	6
2	Grammar	Grammar almost entirely inappropiate or inaccurate, except in stock phrases.	1
		Constant errors showing control of very few conversational microskills or major patterns, and frequently preventing communication.	2
		Frequent errors showing inappropiate use of some conversational microskills or some major patterns uncontrolled, and causing occasional irritation and misunderstanding.	3
		Occasional errors showing imperfect control of some conversation microskills or some patterns, but no weakness that causes misunderstanding.	4
		Few errors, with no patterns of failure.	5
		No more than two errors during conversation.	6
3	Vocabulary	Vocabulary limited to minimum courtesy requirements.	1
		Vocabulary limited to basic personal areas and very familiar topics (autobiographic information, personal experiences, etc.)	2

[39]Sugiono, *MetodePenelitianPendidikan (Pendekatan, Kuantitatif, Kualitatif, dan R&D…….… p.172*
[40]Madsen, *Techniques In Testing, London:Oxford University Press, 1983, p. 169-170.*

		Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common familiar topics.	3
		Vocabulary adequate to discuss special interest and any nontechnical subject with some circumlocutions. Vocabulary broad, precise, and adequate to cope with complex practical problems and varied topics of general	4
		interest (current events, as well as work, family, time, food, transportation).	5
		Vocabulary apparently as accurate and extensive as that of educated native speakers.	6
4	Fluency	Speech is so halting and fragmentary that conversation is virtually impossible.	1
		Speech is very slow and uneven, except for short or routine sentences; frequently punctuated by silence or long pauses.	2
		Speech is frequently hesitant and jerky; sentences may be left uncompleted.	3
		Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping of words.	4
		Speech is effortless and smooth, but perceptibly nonnative in speed and evenness.	5
		Speech on all general topics as effortless and smooth as native speakers.	6
5	Comprehension	Understanding is too little to respond to conversation initiations or topic nominations.	1
		Understanding is only slow, very simple speech on topics of general interest; requires constant repetition and rephrasing.	2
		Understanding is careful, somewhat simplified speech directed to him or her, with considerable repetition and rephrasing.	3
		Understanding is quite well normal educated speech directed to him or her, with considerable repetition and rephrasing.	4
		Understanding is everything in normal educated conversation, except for very colloquial or low frequency items or exceptionally rapid or slurred speech.	5
		Understanding is everything in informal and colloquial speech to be expected of an educated native speaker.	6
		MAXIMAL SCORE	30

1. Validity

Test is true if it measures accurately what is intended to be measured. As Gay stated validity is the most important quality of any test. Validity is concerned with what a test measures and for whom it is appropriate.[41] He also stated, for any test it is important to seek appropriate type of validity. It means the teacher should consider the purpose of test and choose the appropriate validity that will be used in order the test can be evaluated based on lesson objective.

Expert Validity

To know whether the test is good or not, the researcher consulted it with the lectures and the English teacher. By consulting it to the them, the researcher would get more information about how to make good test.

2. Reliability

Test is reliable if it gives the constant result if the test is given to the some individual in another time. According to Gay, reliability is the degree to which a test consistently measure whatever it measures. In other hand, if a test can give the current result as same as the previous test that had been conducted, that means that the test has a high reliability.

The reliability is done by using test retest. Test retest is a techinque to find the realbility of the test by testing the tes to the same respondents in different time.

General description of coefficient correlation as follows:

$0.80 < r_{ii} 1.00$: Very high

$0.60 < r_{ii} 0.80$: High

$0.40 < r_{ii} 0.60$: Moderate

$0.20 < r_{ii} 0.40$: Low

$0.0 \ r_{ii} 0.20$: Very low

[41] L.R. Gay, Educatinal Research, Competencies for analysis and Application,…p.161

D. Technique of the Data Collection

This research used the pretest to determine a student's baseline knowledge or preparedness for an educational experience or course of study. then, the researcher will collect the data based on the score of students' speaking test. The data will be collected after the posttest of students. The researcher will give posttest to both experimental and control groups. The posttest will be given in order to know the significant effect of students' speakingmastery after giving the treatment to the experimental group.

The researcher took the scores students' speaking based on scoring and measuring students' speaking posttest.Then the researcher compared the result of the test gained by the experimental and control groups in order to know whether the using of OOC strategy can give significant effect or not in improving the students' speaking ability.

E. Technique of the Data Analysis

This research has been done by using the t-test in analyzing the data. There are four formulas that used to analyze the data in this research. The first is used to find the average score of each group. The second is sum of square or variance. The third calculate standard deviation. The last calculate t-test formulate. Gay says that it uses to see significance of the different mean square between the two groups.[42]Furthermore, Margono says to test the large sample is used average and variation.

The average score is calculated by using the formula as follows:

$$\bar{x} = \frac{\sum x}{n}$$

Where :

$\bar{x}$ = average score

$\sum x$ = sum of data

N = Number of data

[42] L. R. Gay, *Educational Research*, (Republic of Singapore: Merrill Publishing Company, 1990), p.399

After that The t-test is used as suggested by margono, which was done by using SPSS 22. When The p-value is less than the alpha level: p <.05. We can reject the null hypothesis that there is no difference between means.

To find whether there is significant difference and whether OOC is better then conventional strategy using SPSS 22. when The p-value is less than the alpha level: p <0.05. We can reject the null hypothesis that there is no difference between means.

While for hypothesis3To know whether students' speaking mastery taught by OOC is better than students who are not taught by comparing the mean of posttest of both classes

$\bar{x}_A > \bar{x}B$

$\bar{x}_A$ = mean score of the posttest of the experimental class

$\bar{x}_B$ = mean score of the posttest of the Control class

It means that Ha is accepted and H0 is rejected

While if

$\bar{x}_A < \bar{x}B$

$\bar{x}_A$ = mean score of the posttest of the experimental class

$\bar{x}_B$ = mean score of the posttest of the Control class

It means that H0 is accepted and Ha is rejected

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

The findings of this research showed; 1) The use of Out of Class Strategy: Speaking Homework in teaching speaking to the tenth grade students of SMK N 1 Matur had significant effect in increasing the students test result in speaking. (2) There was significant difference between the students who were taught by using Out of Class Strategy: Speaking Homework and the students who were not taught by using Out of Class Strategy: Speaking Homework. (3) The score of students who used Out of Class Strategy: Speaking Homework was better than without Out of Class Strategy: Speaking Homework.

1. Description of the Data

The data of this research were gotten from the research that had been done by the researcher at the tenth grade of SMK N 1 Matur. The scores of the students' test result in speaking were collected after conducting the pre-test at the beginning of the research and the post-test at the end of the research, both the experimental and control classes were used as the data of this research.

a. Data from Test Retest

To know the instrument reliable or not were needed to test retest the test before the research was done. In this research, try out test was given to the students in other class that still in same level. This class consists of 36 students. After giving the test, the result was analyzed to determine the test reliability.

Then, this test is reliable because the result reliability was in score 0.86 which is range 0.80-1.00 (very high). The analysis of this test can be seen in **appendix 1**. So, before giving pre and post-test, the data had been analyzed in test retest.

b. Data from the Pre-test of Experimental and Control Group

Pre-test was the data analysis that had been given by the researcher at the

first meeting before conducting the treatment for experimental class by using Out of Class Strategy: Speaking Homework and treatment for control class without using Out of Class Strategy: Speaking Homework.

The analysis of raw pre-test scores attained by the experimental group is as follows:

Table 4.1

Pre-test Score of the Control and Experiment Class

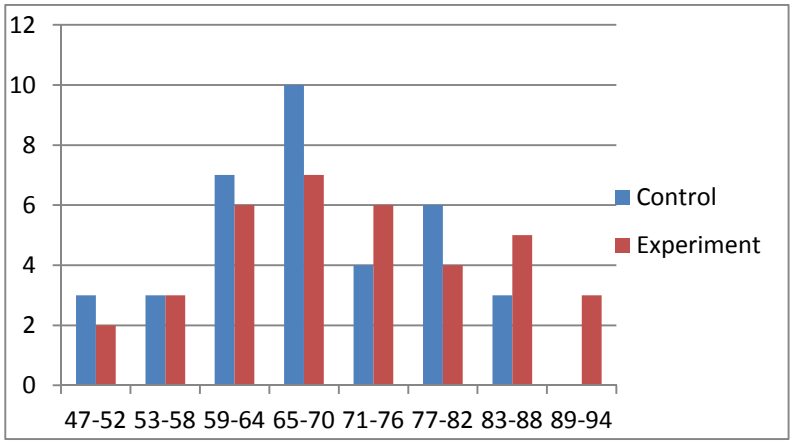
Range	Control	Experiment
47-52	3	2
53-58	3	3
59-64	7	6
65-70	10	7
71-76	4	6
77-82	6	4
83-88	3	5
89-94	0	3
	36	36

Based on table 4.1, in the range 47-52, there were 3 students from control class and 2 students from experiment class. In the range 53-58, there were 3 students from each class. In the range 59-64 there were 7 students from control class and 6 students from experiment class. In the range 65-70, there were 10 students from control class and 7 students from experiment class. In the range 71-76, there were 4 students from control class and 6 students from experiment class. In the range 77-82, there were 6 students from control class and 4 students from experiment class. In the range 83-88, there were 3 students from control class and 5 students from experiment class. In the range 89-94, there was no student from control class and there were 3 students from experiment class

The graphic of pre-test scores attained by the control and experiment class is as follows:

Figure 4.1

Pre-test Score of the Control and Experiment Class



Based on the calculation from the data that researcher got from pre-test, the lowest score of pre-test gained by the control class was 47 and the highest score was 87.The mean of the class was 67.56, the median was 67, standard deviation was 10.166, and the variance was 102.34. For the experiment class, the lowest score of pre-test gained by the control class was 50 and the highest score is 90. The mean of the class was 71.11, the median was 71.5, standard deviation was 10.812, and the variance was 116.902.

The data above can be looked at the table below:

Table 4.2

The Result of the Calculation of Scores Gained from the Pre- test

	Control	**Experiment**
Minimum	47	50
Maximum	87	90
Mean	67.56	71,11
Median	67	71.5
Standard Deviation	10.166	10.812
Variance	103.34	116.902

c. Data from the Post-test of the Experimental and Control Group

Based on chapter three, the post-test was conducted at the end of the treatment in order to find out the effect of Out of Class Strategy: Speaking Homework toward students' test result in speaking. The post-test was given to the experiment and control group after treatment. Both group were given the same test material and time allocation. The data from the post-test score of the control and

experimental class are as follows:

Table 4.3

Post-test Score of the Control and Experiment Class

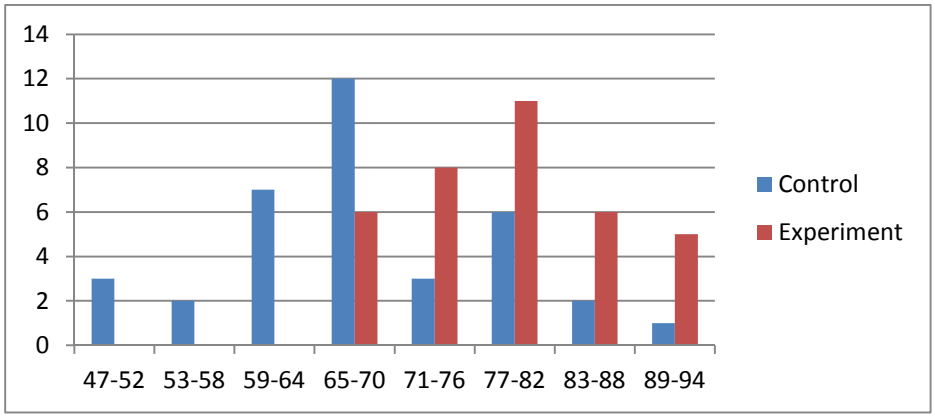
Range	Control	Experiment
47-52	3	0
53-58	2	0
59-64	7	0
65-70	12	6
71-76	3	8
77-82	6	11
83-88	2	6
89-94	1	5
	36	36

Based on table 4.3, in the range 47-52, there were 3 students from control class and there was no student from experiment class. In the range 53-58, there were 2 students from control class and there was no student from experiment class. In the range 59-64 there were 7 students from control class and there was no student from experiment class. In the range 65-70, there were 12 students from control class and 6 students from experiment class. In the range 71-76, there were 3 students from control class and 8 students from experiment class. In the range 77-82, there were 6 students from control class and 11 students from experiment class. In the range 83-88, there were 2 students from control class and 6 students from experiment class. In the range 89-94, there was only 1 student from control class and there were 5 students from experiment class.

The graphic of post-test scores attained by the control and experiment class is as follows:

Figure 4.2

Post-test Score of the Control and Experiment Class



Based on the calculation from the data that researcher got from post-test, the lowest score of post-test gained by the control class was 47 and the highest score was 90. The mean of the class was 68.5, the median was 67, standard deviation was 10.528, and the variance was 110.829. For the experiment class, the lowest score of post-test gained by the control class was 67 and the highest score was93. The mean of the class was 78.31, the median was 78.5, standard deviation was 7.638, and the variance was 58.333.

The data above can be looked at the table below:

Table 4.4

The Result of the Calculation of Scores Gained from the Pre- test

Data	Control	Experiment
Minimum	47	67
Maximum	90	93
Mean	68.5	78.31
Median	67	78.5
Standard Deviation	10.528	7.638
Variance	110.829	58.333

After doing the pre-test and post-test, the researcher compared both of the result of the pre-test and post-test from the experimental and the control class. The comparison test result of pre- test and post-test from the experimental and the control class are showed in the following table:

Table 4.5:
The Comparison of Pre-test and Post-test
of the Experimental and the Control Class

Data	Control	Experiment
Pre-test	67.56	71.11
Post-test	68.5	78.31

Based on table 4.5, the post-test result of the experimental class is higher than its pre-test result (78.31>71.11). It means that the treatment that has been used by the researcher can help the students in improving the students' test result in speaking. The comparison of the post-test results between experimental and control class shows that the control class test result is lower than experimental class. It is indicated by the mean score of the post-test result of control class (68.5) is lower than the experimental's post-test result (78.31). It means that the students who were treated by using Out of Class Strategy: Speaking Homework gave better result than the students who were taught without using Out of Class Strategy: Speaking Homework.

2. Analysis of the Data

In analyzing the data of this research, the researcher used two kinds of data analysis; pre-test and post-test from the experimental and the control class. The pre-test of the two classes showed that the two classes both experimental and control classes were equal at the beginning of the research because they are normal and homogeneous. The researcher used the Liliefors test to find out whether the data were distributed normally or not and uses F-test to obtain whether the data of two classes were homogenous or not.

a. Normality Test of Pre-test Score of Control and Experiment Class

After analyzing the data using SPSS 22, the result used to find out whether the instrument was distributed normally or not. The Data is normal if Sig. (p value) > 0.05 and is not normal if Sig. (p value) < 0.05. The output of normality test using SPSS 22 is shown in table 4.6

Table 4.6

Test Normality Using SPSS 22

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest control	,117	36	,200*	,968	36	,385
Pretest experiment	,098	36	,200*	,967	36	,354

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

a. Lilliefors Significance Correction

Based on the table above the Sig. (p value) of both class is 0.2 which is bigger than 0.05, it means that the data distributed normally. on the table above there are Kolmogorov-Smirnov and Shapiro-Wilk, if the data is more than 50, it is better to use Kolmogorov-Smirnov. Since the data is more than 50, the researcher used Kolmogorov-Smirnov

b. Normality Test of Post-test Score of Control and Experiment Class.

After analyzing the data using SPSS 22, the result used to find out whether the instrument was distributed normally or not. The Data is normal if Sig. (p value) > 0.05 and is not normal if Sig. (p value) <0.05. The output of normality test using SPSS 22 is shown in table 4.7

Table 4.7

Test Normality Using SPSS 22

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Posttestcontrol	,110	36	,200*	,971	36	,439
posttestexperiment	,145	36	,053	,942	36	,061

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

a. Lilliefors Significance Correction

Based on the table above the Sig. (p value) of post-test control is 0.2 which is

bigger than 0.05, it means that the data distributed normally and the Sig. (p value) of post-test experiment is 0.53 which is bigger than 0.05, it means that the data also distributed normally.

The normality of the post-test data was used to test the hypothesis was accepted or not. This data showed the improving of this research after comparing with the pre-test. When the data had improving, it proved that there was significant effect in this research.

The normality of pre-test data was used as the condition for the data can be analyzed by using t test or not. This data were comparing with the post-test of experimental data for analyzing the hypothesis. So, by comparing both of the test, the hypothesis showed that there was significant different between experiment and control class.

c. Homogeneity Test of the Pre-test Score from the Control and the Experiment Class.

The data from the pre-test of the experimental and control class were homogeny as presented in the table 4.8:

Table 4.8:

Test Homogenity test of Pre-testUsing SPSS 22

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	T	Df
data	Equal variances assumed	.194	.661	-1.438	70
	Equal variances not assumed			-1.438	69.736

One of the ways to determine the data is homogenous or not is to compare the Sig.(p value) with the level of significance which is 0.05. The Sig. (p value) is

0.661 > 0.05, then the data is homogenous.

This sample was also used to test the hypothesis. Before testing the hypothesis by using t test, the sample had to homogenous. So, the hypothesis can be analyzed because both pre and post-test had been homogenous.

d. Homogeneity Test of the Post-test Score from the Experiment Class and the Control Class

The data from the post-test of the experimental and control class also homogenous, it can be seen in the table 4.9:

Table 4.9:

Test Homogenity test of Post-test Using SPSS 22

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	T	Df
data	Equal variances assumed	1.959	.166	-4.523	70
	Equal variances not assumed			-4.523	63.851

One of the ways to determine the data is homogenous or not is to compare the Sig.(p value) with the level of significance which is 0.05. The Sig. (p value) is 0.166 > 0.05. Then it can be concluded that the data is homogenous.

This homogeneity of both post-test and control class had function to see between the two classes are homogenous or not. When they are homogenous, the t test as the formula to test the hypothesis can be analyzed.

3. Testing the Hypothesis

After finding the mean score, the standard deviation, and the value of the $t_{obtained}$ by using t-test of the both classes, the hypothesis was tested. The hypothesis of this research was tested as follow:

a. The first hypothesis

The first hypothesis in this research, there is any significant effect of Out of Class Strategy: Speaking Homework toward students test result in speaking. To measure whether the researcher accepted or rejected the hypothesis, the researcher used the formula to find whether H_0 was accepted or rejected, the value of the t $_{obtained}$ was compared with the value of the t $_{table}$. If the value of the t obtained is the same or less than the value of the t $_{table}$ or $t_{obtained}$ located between $-t_{table}$ and + t_{table}, the null hypothesis (H_0) is accepted.

The calculation of pre-test and post-test scores of the experimental class, the mean score of the post-test ($\bar{X}2$) is 78.31. It was greater than the mean score of the pre-test $\bar{X}1$),71.11. It can be viewed in the table 4.10

Table 4.10
T test For Pre-test and Post-test Experimental Class

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	T	Df
Data	Equal variances assumed	3,202	,078	-3,261	70
	Equal variances not assumed			-3,261	62,966

Then, the standard deviation of each class was obtained and they were analyzed by using SPSS to find the value of the t $_{obtained}$. It was found that t $_{obtained}$ is -3.261 and the t $_{table}$ for degrees of freedom (df) = (na + nb – 2) = (36+ 36 – 2) = 70 with level of significance α0.05= is 1.667. Through comparing the t $_{obtained}$ (-3.262) andt_{table}(1.667), it was found that the - t $_{obtained}$(negative) was smaller than the t_{table}.

From the data, it means that the descriptive hypothesis (H_a) is accepted or the null hypothesis (H_0) is rejected because the - t $_{obtained}$ is smaller than the t table. So, it

can be concluded that there is a significant effect of using Out of Class Strategy: Speaking Homework toward students' test result in speaking especially in past tense.

b. The second hypothesis

There is any significant difference of the students' test result in speaking between the students who are taught by using Out of Class Strategy: Speaking Homework and the students who are not taught by using Out of Class Strategy: Speaking Homework or there is no any significant difference of the students test result in speaking who are taught by using Out of Class Strategy: Speaking Homework and the students who are not taught by using Out of Class Strategy: Speaking Homework. To measure whether the researcher will accept or reject the hypothesis, the researcher used the formula to find whether H_0 is accepted or rejected, the value of the $t_{obtained}$ was compared with the value of the t_{table}. If the value of the $t_{obtained}$ is the same or less than the value of the t_{table}, the null hypothesis (H_0) is accepted.

From the calculation of post-test scores of the both classes, the mean score of the post-test ($\bar{X}2$) of the experimental class is 78.31. It is higher than the mean score of post-test of the control class ($\bar{X}1$),68.5. It is shown in the table 4.11

Table 4.11
T test For Post-test of Control and Experimental Class

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	T	Df
data	Equal variances assumed	1.959	.166	-4.523	70
	Equal variances not assumed			-4.523	63.851

Then, the standard deviation of each class was obtained and they were analyzed by using SPSS 22 to find the value of the $t_{obtained}$. It was found that $t_{obtained}$

is -4.523 and the t_{table} for degrees of freedom (df) =(36+36– 2) = 70 with α=0.05 is 1.667. Through comparing the $t_{obtained}$ (-4.523) and t_{table} (1.667), it was found that the - $t_{obtained}$ was smaller than the t_{table}.

From the data above, it shows that the descriptive hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected because the $t_{obtained}$ is greater than the $t_{table.}$ So, it can be said that there is any significant difference of the students' test result in speaking especially in pastperfect tense between the students who are taught by using Out of Class Strategy: Speaking Homework and the students who are not taught by using Out of Class Strategy: Speaking Homework.

c. The third hypothesis

The third hypothesis, is the students test result of the students who are taught by using Out of Class Strategy: Speaking Homework is better than the students' test result of the students who are not taught by using Out of Class Strategy: Speaking Homework or is the students' test result of the students who are taught is not better than the students' test result who are not taught by using Out of Class Strategy: Speaking Homework.

The post-test mean score of experimental class is bigger than the post-test mean score of the control class (78.31 >68.5). It means that the alternative hypothesis (H_a) was accepted and it can be concluded that the speaking test result of the students who were taught by using Out of Class Strategy: Speaking Homework was better than the speaking test result of the students who were not taught by using Out of Class Strategy: Speaking Homework.

B. Discussions

Based on the hypothesis result, researcher found that using Out of Class Strategy: Speaking Homework toward students' test result in speaking gave significant effect on students test speaking test result especially in past tense. It can be shown from the mean of pre-test and post-test in experimental class. The mean post-test of experimental class is

higher than the mean of pre-test of experimental class.

This finding were supported by Marlyana Maros and Nor Sazai Mat Sat, Malyasia. The result of his research showed that there was a significant difference between the speaking skill of students who were taught by using Out of Class Strategy: Speaking Homework.[43] The other finding was by Yue abnd Paverenzo, Japan. This study found that there was a significant difference between the mastery of English learning of the students who were taught without Out of Class Strategy: Speaking Homework and taught by using Out of Class Strategy: Speaking Homework. They found that Out of Class Strategy: Speaking Homework was more effective than without it.[44]

This difference also happened to the researcher when taught in the classroom. In experimental class which taught by using Out of Class Strategy: Speaking Homework, the students were more active in learning process. When the researcher taught them about present tense, they were motivated to raise their hand in giving example and asking question. In contrast, the students who were taught without using Out of Class Strategy: Speaking Homework were passive and less motivated in learning process.

In conclusion, “using Out of Class Strategy: Speaking Homework” can increase the students’ ability in speaking. Out of Class Strategy: Speaking Homework is almost appropriate for all level including weak students. This can be proven from the score of post-test in experimental class of this research.

[43] Marlyana Maros and Nor Sazai Mat. International Journal of Asian Social Science.(Malaysia : AESS Publication. 2016), p.1

[44] C Provenzano & Sorrel Yue. Take it outside Speaking homework English Communication Class. (Japan : Fuoka University. 2011), p.1

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the findings and the discussions in the previous chapter, the researcher concludes :

The use of project based learning in teaching speaking to eleventh grade of scientific major in SMK N 1 Matur has the significant effect in improving students‘ speaking. It is supported by the data Out of Class Strategy : Speaking Homework can help increase student activeness, grade, and understanding. For teachers, Out of Class Strategy : Speaking Homework can help increase professionalism and collaboration. It means that the alternative hypothesis (Ha) of this research could be accepted that Out of Class Strategy : Speaking Homework gave the significant effect toward students‘ speaking.

There is significant difference between the students who were taught by Out of Class Strategy : Speaking Homework and students who were taught without using Out of Class Strategy : Speaking Homework. It was found that the value of Out of Class Strategy : Speaking Homework can be used by teacher on teaching English language learning at the classroom. It was found that the value of Sig.Value-obtained 1.438 was higher than the value of significant level 0.05. It is beneficial to improve mastery on planning, communicating, problem solving, and decision making.

The use of Out of Class Strategy : Speaking Homework in teaching speaking is better than conventional technique. It is proved by the data of the post-test of both classes where the mean score of experimental class is 78.31 and the mean score of control class is only 68.5 meanwhile both of classes have the same level of ability in the pre-test. Out of Class Strategy : Speaking Homework is effective strategy in teaching and learning, help students solve the problem and improve professionalism and collaboration.

B. Suggestions

Based on the findings of the research, the researcher would like to propose some suggestions as following:

1. Based on the result of the research, the English teacher is recommended to use Out of Class Strategy : Speaking Homework as an alternative teaching especially teaching speaking. The teachers are hoped to bring out the students outside the classroom
2. The teachers are hoped to guide students in using Out of Class Strategy : Speaking Homework as strategy to help them mastering the speaking.
3. Further researchers are suggested to conduct a study on the effect of using Out of Class Strategy : Speaking

Homework in teaching other aspect to explore and use of this research in other aspect.

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