

**THE EFFECT OF USING EXPERIENTIAL LANGUAGE TEACHING
STRATEGY ON STUDENTS' SPEAKING ABILITY
AT SMPN 17 PEKANBARU**



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PEKANBARU
1435 H/2014 M**

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Thesis

Submitted as Partial Fulfillment of the Requirements for
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(S.Pd.)



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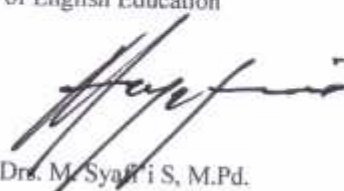
SUPERVISOR APPROVAL

The thesis entitled *The Effect of Using Experiential Language Teaching Strategy on Students' Speaking Ability at SMPN 17 Pekanbaru*, is written by Ari Yunanda. ES, SIN. 11014101658. It is accepted and approved to be examined in the meeting of final examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.


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ABSTRACT

Ari Yunanda. ES, (2014): The Effect of Using Experiential Language Teaching Strategy on Students' Speaking Ability at SMPN 17 Pekanbaru.

The problem faced by the students at junior high school 17 Pekanbaru in speaking English really needed help and solution. In this case, appropriate strategy was one of the good solutions to improve the students' speaking ability by applying experiential language teaching strategy better than previous strategy.

The purpose of this research was to know whether or not there was significant difference by using experiential language teaching strategy on students' speaking ability of the second year students at junior high school 17 Pekanbaru.

The researcher carried out the formulation of the problem that would be answered by using quantitative research. That was quasi-experimental research by using non-equivalent control group design. The design based on pre-test, post-test and the use of control group were employed in this research. To analyze the data, the researcher used independent t-test formula by using SPSS 19.

The result of analyzing data of t-test was 18,220. It was compared $t_{\text{ot-table}}$ at significant level 5% (2.00) and significant level 1% (2.65), $t_{\text{observation}}$ was higher than t_{table} . In conclusion, null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted which showed $2.00 < 18,220 > 2,65$. It means that there was significant effect of using experiential language teaching strategy on students' speaking ability of second year at junior high school 17 Pekanbaru. In other words, it indicated that the implementation of experiential language teaching strategy was effective from the data above, it can be concluded that students' ability in speaking had been improved by using experiential language teaching strategy.

ABSTRAK

Ari Yunanda. ES, (2014): Pengaruh Penggunaan Strategi Experiential Language Teaching terhadap Kemampuan Berbicara pada Siswa Kelas 2 SMP N 17 Pekanbaru.

Permasalahan yang dialami oleh siswa SMP N 17 Pekanbaru sangat membutuhkan jalan keluar yang tepat dan jitu. Strategi yang bagus merupakan salah satu solusi untuk dapat meningkatkan kemampuan siswa dalam berbicara yaitu dengan menggunakan strategi experiential language teaching sebagai sebuah strategi pengganti yang digunakan sebelumnya.

Adapun tujuan penelitian ini dilakukan adalah untuk mengetahui apakah ada pengaruh yang signifikan penggunaan strategi experiential language teaching terhadap kemampuan berbicara pada siswa kelas dua SMP N 17 Pekanbaru.

Peneliti mengangkat rumusan masalah yang akan dijawab dengan menggunakan penelitian kuantitatif. Jenisnya adalah kuasi experiment yang menggunakan rancangan kelompok control nonequivalent. Rancangan ini berdasarkan pada pra-test, pasca-test dan penggunaan kelas control yang berperan dalam penelitian ini. Untuk menganalisa data, peneliti menggunakan independent t-test formula.

Hasil analisa data adalah 18.220. Hasil ini dibandingkan dengan t-table pada level signifikan 5% (2.00) dan pada level signifikan 1%, t_o (tobservation) lebih besar dari t-table. Sehingga dapat disimpulkan bahwa hypothesis nol (H_o) ditolak dan hypothesis alternative (H_a) diterima yang menunjukkan $2.00 < 18.220 > 2,65$. Dengan kata lain, ada pengaruh yang signifikan pada penggunaan strategi experiential language teaching terhadap kemampuan berbicara pada siswa kelas dua SMP N 17 Pekanbaru.

أرى يونندا أس، () :استخدام استراتيجية خبرة تعليم اللغة إلى مهارة الكلام لدى الطلاب
الفصل الثانى بالمدرسة المتوسطة الحكومية السابع عشر باكنبارو

يوجه طلاب المدرسة المتوسطة الحكومية السابع عشر باكنبارو مشكلات كثيرة و لا شك أنهم
يحتاجون النفذ الحيد. الاستراتيجية الجيدة كيفية من كفيات لترقية مهارة الطلاب فى الكلام و هى ب
استراتيجية خبرة تعليم اللغة مبدلا من استراتيجية قبله.

و أما الأهداف لهذه الدراسة هى لمعرفة تأثير استخدام استراتيجية خبرة تعليم اللغة إلى مهارة الكلام
لثانى بالمدرسة المتوسطة الحكومية السابع عشر .

و أخذ الباحث تكوين المشكلة الذى سيجيب بدراسة كمية و هى من دراسة شبه التجربة باستخدام
الخطة الفرقة الضابطة غير مكافئ . وبناء على هذه الخطة هى قبل الاختبار
الفصل الضابط المشترك فى هذه الدراسة. و لتحليل البيانات استخدم الباحث عينة مستقلة T .

و الحاصلة عن تحليل البيانات 18.220 "t"
2.00 < 18.220 > 2.65 صة منها أن H_0 "t"
2.00 < 18.220 > 2.65 H_0 1% t_0
Ho . فى كلمة أخرى أن هناك تأثير جيدة باستخدام استراتيجية خبرة تعليم اللغة إلى مهارة
الكلام لدى الطلاب الفصل الثانى بالمدرسة المتوسطة الحكومية السابع عشر .

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The title of this thesis is the use of experiential language teaching strategy on students' speaking ability at SMPN 17 Pekanbaru.

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Finally, the writer is really conscious that there are still some weakness on this thesis. Therefore, critique and suggestion are needed to improve this thesis. May Allah Almighty, the lord of the universe blesses you all. Amin.

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The Writer

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