

**THE EFFECT OF GOUIN AND SERIES METHOD ON STUDENTS
SPEAKING SKILL IN PROCEDURE TEXT AT SMAN 4 TANJUNGPINANG**

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ABSTRACT

This research is aimed to see the effect of Gouin and Series Method on students' speaking skills in procedure text at Tanjungpinang at SMAN 4 Tanjungpinang. This study uses quasi-experiments. In this study involves 60 students which divided into 2 classes, 30 students in class XI MIPA 3 as experimental class and taught using the Gouin and Series method and 30 students in class XI MIPA 5 as control class and taught using Grammar Translation method. The research instrument used was an oral test. The researcher conducted a pre-test then applied the methods in both classes, Then, the researcher gave a post-test to see the increase of the mean score after the treatment. The results of the pre-test and posttest were analyzed using normality, homogeneity and hypothesis testing.

The results of this research showed that the class that was taught using the Gouin and Series Method has higher mean which is 80.53 while the mean score of control class is 74.80. It can be seen that the Gouin and Series method has significance effect on students' speaking ability in procedure text. Based on the data in the table, Sig. (2 tailed) is 0.004 and alpha is 0.05 ($p < \alpha$). That

means that p is lower than α . Therefore it can be concluded that there is a significant effect of the use of the Gouin and Series method on students' speaking ability in procedure text at SMAN 4 Tanjungpinang. Finally the researcher concluded that the Gouin and Series method is effective on students' speaking ability in procedure text.

Keywords: Gouin Series Method, Speaking Skill

INTRODUCTION

Many students have difficulties in speaking in procedure text because some of them are lack of motivation to learn, lack of vocabularies, and lack of grammatical structures. They also cannot understand how to share their idea in procedure text, the teacher doesn't use appropriate method in teaching procedure text and the teacher doesn't give appropriate and various speaking task. Speaking is important skill, according to Webster (2005) defines speaking as the way to carry out our feeling through words, conversation with other. Speaking also used to communicate as by talking, to make a request, to make a speech.

There are many methods that can help the teacher to teach procedure text and one of the methods which can be implemented to solve the problem is Gouin and Series method. This is one of teaching methods that facilitates the students get better in mastering speaking. Gouin and Series method is one of the methods that can make students more active through gesture.

Gouin and Series method is a method that emphasis on actions. It is used with pictures series as its media,. According to Harmer (2001: 135) states that pictures can be used for several ways. It can be used as aids in drilling vocabulary, playing

communication games, giving understanding, putting ornamentation, making prediction, and leading a discussion.

That is why Gouin Series method is suitable to teach procedure text. By using this method students hopefully will be able to speaking in procedure text. The writer intends to conduct how effective Gouin and Series method to student's speaking skill especially in procedure text. This study is conducted to focus on students lack in speaking skill in procedure text at SMAN 4 Tanjungpinang. This research is made to see the effect of using Gouin and Series method in teaching procedure text on student's speaking skill. The purpose of study is to find out wheter or not Gouin and Series method has some effect on students' speaking skill in procedure text at SMAN 4 Tanjungpinang.

METHODOLOGY

In this study, the researcher used quantitative research. The researcher used quasi experimental design as the method, the research was conducted at eleventh grade students of SMAN 4 Tanjungpinang. There are 300 populations with 60 samples that were taken with cluster random sampling. The data collection technique is oral test with pre-test and post-test. There were two classes and 60 students that involved in this research; one class as an experimental class with 30 students and one as a control class with 30 students. The experimental class was taught using Gouin Series method as the treatment while the control class was taught through grammar translation method. Then, the result of pre-test and post-test of both classes was compared to examine whether or not the treatment was effective to students speaking

ability in procedure text. The research instrument in this research was oral test about “how to make banana and strawberry smoothie” In this research, after got the data of pre-test and post-test score of experimental and control class, then the researcher analyzed the data using SPSS 20 to find out the descriptive statistics, normality test, homogeneity test, statistical hypothesis and hypothesis test.

DISCUSSION

In this research after got the data of pre-test and post-test of experimental and control class, then the researcher analyzed the data using SPSS 20 to find out the descriptive statistic.

Table 1

Statistic Descriptive

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test experiment class	30	52	88	72.40	11.331
Post-test experiment class	30	60	96	80.53	10.170
Pre-test control class	30	48	88	71.73	11.694
Post-test control class	30	52	92	74.80	11.321
Valid N (listwise)	30				

Based on the table above it can be seen that the number of students in both classes are 30. The minimum score of pre-test in experimental class was 52 and the maximum score was 88. Mean 72.40 .In post-test experimental class was 30, minimum score was 60, the maximum score was 96, mean 80.53. Minimum pre-test control score was 48, maximum score was 88, mean is 71, for the post test in control class, minimum score was 52, the maximum score was 92, mean 74.80

After conducted the descriptive statistic of students' score in both classes, then the researcher conducted normality test.

Table 2

Normality Test

Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
hasil belajar siswa	Pre-test experiment class	.115	30	.200 [*]	.939	30	.086
	Post-test experiment	.102	30	.200 [*]	.959	30	.290
	Pre-test control	.127	30	.200 [*]	.945	30	.128
	Post-test control	.125	30	.200 [*]	.949	30	.155

Based on the table above, it can be seen that normality test with Kolmogorov Smirnov, sig. 2 tailed of pre-test in experimental class is $0.200 > 0.05$ and with Shapiro Wilk, Sig.2 tailed is $0.86 > 0.05$, for the post-test with Kolmogorov smirnov, sig 2 tailed of experimental class is $0.86 > 0.05$. For the control class with Kolmogorov Smirnov, sig 2 tailed the pre-test of control class is $0.200 > 0.05$ and with saphiro wilk, sig 2 tailed is $0.290 > 0.05$. For the post test of control class with Kolmogorov Smirnov, sig 2 tailed is $0.200 > 0.05$ and with Shapiro Wilk is $0.128 > 0.05$. it can be concluded that the Sig 2 tailed of those data of pre-test and post-test in both classes are higher than 0.05. It can be concluded that the data is in normal distribution.

After the normality test, then researcher conducted homogeneity test Homogeneity Test.

Table 2

Homogeneity Test

		Levene Statistic	df1	df2	Sig.
hasil belajar siswa	Based on Mean	.602	1	58	.441
	Based on Median	.625	1	58	.433
	Based on Median and with adjusted df	.625	1	57.884	.433
	Based on trimmed mean	.584	1	58	.448

Based on the table above, it can be seen that Significance (Sig) mean of post-test experimental class and control class is 0.441 which is higher than 0.05, $0.441 > 0.05$. So, It can be concluded that the data of post-test experimental and post-test control is homogeneous.

After conducted the homogeneity test, then the researcher conducted paired sample T-test.

Table 4

Paired Sample Statistic

		Mean	N	Std. Deviation	Std. Error Mean	N Gain Score
Pair 1	Pre Test experiment class	72.40	30	11.331	2.069	31.6715
	Post-test experiment class	80.53	30	10.170	1.857	
Pair 2	pretest control class	71.73	30	11.694	2.135	11.0293

	post test control class	74.80	30	11.321	2.067	
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Based on the table above, it shows that the mean score of experimental class' post-test is higher than mean score of control's class post-test ($80.53 > 74.80$). The gained score of experimental is 31.6715 and control class is 11.029 which is the gained score of experimental class is higher than the control class ($31.6715 > 11.029$).

Then the researcher conducted the independent sample t-test using SPSS 20, the result is discussed as follows:

Table 5
Paired Sample T-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
hasil belajar siswa	Equal variances assumed	.602	.441	2.063	58	.044	5.733	2.778	.172	11.295
	Equal variances not assumed			2.063	57.346	.044	5.733	2.778	.170	11.296

If Sig. (2 tailed) is lower than α (0.05) (Sig. (2 tailed) < 0.05), H_0 is rejected and H_a is accepted. It means there is significance effect of applying Gouin and Series Method in teaching Speaking in procedure text.

If Sig. (2 tailed) is higher than α (0.05) (Sig. (2 tailed) > 0.05), H_0 is accepted and H_a is rejected. It means there is no significance effect of applying Gouin and Series Method in teaching Speaking in procedure text.

Because our data is homogeneous, we choose equal variance assumed. Based on the table, it shows that Sig. (2 tailed) equal variance assumed of is lower than 0.05 ($0.004 < 0.05$).

From the paired sample T-test it is known that H_a is accepted and H_0 is rejected. So, we can conclude that there is an effect of Gouin Series method towards students' speaking skill in procedure text because the mean score of post- test experimental is higher than the post-test control.

Based on the data on the table and data interpretation above, the post test of experimental class was 80.53 while mean in post-test control class is 74.80. It can be concluded there is significance effect of Gouin and Series method on students speaking skill in procedure text at SMAN 4 Tanjungpinang. Based on the observation when during the research at SMAN 4 Tanjungpinang, the researcher found that the students who taught using Gouin and series method were more curious and excited. They could follow the class better than the control class. They also became more creative and active, and when doing the treatment they were feel free and enjoy the class. Hence the researcher concludes that there is any effect of

Gouin and Series method on students speaking skill in procedure text at SMAN 4 Tanjungpinang.

CONCLUSION

Based on the result of data analysis, it is found that there is a different effect between students' speaking skill in procedure text in the experimental class after having treatment of Gouin and Series method and the controlled class which is not given the treatment of Gouin and Series method in procedure text. It can be seen from students' pre-test and post-test score in both classes. The mean score of experimental and control class post-test it can be seen that experimental has higher mean (80.53 > 74.80). It can be concluded that there is any effect of Gouin and series effect on students' speaking skill in procedure text.

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