

The Effectiveness of Situational Language Teaching (SLT) Approach in Teaching Speaking for Islamic Junior High School

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ARTICLE INFO	ABSTRACT
<p>Keywords: <i>Situational, Language Teaching Approach Teaching Speaking</i></p>	<p>SLT approach is an approach that involves the systematic principles of selection (the procedure by which lexical and grammatical content were chosen), graduation (principles by which organization and sequencing of contents were determined), and presentation (technique used for presentation and practice of items in a course). The purposes of this research are to know whether situational language teaching approach effective in teaching speaking for the eighth graders of Islamic junior high school, and then the extent of the effectiveness of situational language teaching. The design is pre-experimental research. The sample is randomly selected as the experimental class of the eighth graders. The data are collected by administering pre-test and post-test to the students. t_{-test} is used to analyze whether the alternative hypothesis is accepted or not. The statistical analysis shows mean of the class on pre-test is 16.43 and post-test is 20.47 by using t_{-test} at the level of significance (α) 0.05, gotten $r_{-test} = 0.561$ and t_{-test} is bigger than t_{-table} that is $t_{-test} = 5.691 > t_{-table} = 2.045$, meaning that there is a significant difference between the students' achievement in speaking before and after SLT approach implemented. It then portrays SLT approach significantly effective in teaching speaking and SLT approach has positive correlation with students' speaking skill at the level of believe 95%. It is suggested that SLT approach in teaching speaking is recommended for the English teachers, but SLT approach is better implemented in small class because teachers are easier in managing the class.</p>

INTRODUCTION

There are many languages used by many people in all over the world and social life such as in the tourism, technology, economy, politic, education, etc. it is also usually used when two or more people from different countries are involved in communication for instance in an international meeting, conference, seminar, workshop, etc. that is why, the teaching of English is started from primary school up to university level as one of compulsory subject. (Wijaya & Sahrul Hafiz, 2023). In learning English there are four skills that should be mastered, namely listening, reading, speaking and writing. These four skills are regarded as the serious problem for them. They comment feel anxious when they are assigned to do the task, especially when they are answered questions. Among these four skills, speaking is one of the skills that should be taught intensively, since this skill is considered as a more difficult skill than other skill (Hafiz et al., 2016).

Many students in Indonesia have a lot of troubles in learning English because they also have parents who are difference education, come from difference income families, live in difference communities, and attend difference achieving schools, with multiple risk factors in place, so the language they speak at home is different they do not mastery speaking well, such as its pronunciation, grammar, vocabulary, and meaning furthermore, they often have difficulties because they do not comprehend the structure of sentences, so they misunderstanding the meaning. They are many approaches that can be used by the teachers to develop and improve speaking ability of their students. In this case the researcher can use situational language teaching (SLT) approach.

Richards and Rodgers (2001: 40) state that SLT approach is an approach which primarily addresses process rather than the condition of learning. Teachings of four language skills are approached through structure and both structure and vocabulary are taught orally by conducting a repetition drill and memorizing words. In this approach the model of teaching involves the systematic principles of selection (the procedures by which lexical and grammatical content are chosen). So, in teaching and learning process, the teachers will be able to teach easier and more interesting for their students, so that the students will find enjoyable to learn. Referring to the problems described, there are some research questions to do; Is there any effect of SLT toward student's speaking ability and to what extent is the effect of situational language teaching (SLT) toward student's speaking ability for the eighth graders of Islamic junior high school.

The SLT should not be confused with the absolute Direct Method (DM) which meant only that the learner was bewildered by a flow of upgraded speech, suffering all the difficulties he would have encountered and losing most of the compensating benefits of better contextualization in the circumstances. Hornby (1950, p.38) states that SLT is an approach that involves the systemic principles of selection (the procedure by which organization and sequencing of contents were chosen), graduation (principles by which organization and sequencing of content were determined), and presentation (technique used for presentation and practice of items in a course).

The theory of language in SLT can be characterized as a type of British "Structuralism" Speech was regarded as the basis of language, and structure was viewed as being at the heart of speaking ability. The pedagogical description of the basic grammatical structure of English, and these were to be followed in developing methodology. In this approach the word order, structural word, the few inflexions of English and context word will form the material of our teaching. This approach also emphasized the close relationship between structure of language and the context and also the situation in which language is used. The emphasis is on the description of language activity as a part of the whole complex of event which, together the participant and relevant object make up actual situation (Halliday et al., 1964, p.38).

The SLT approach adopts an inductive approach to the teaching of grammar. The meaning of word or structure is not to be given through explanation in either the native language or the target language but is to be induced from the way the form is used in a situation. If we give the meaning of new word either by translation into the home language or by an equivalent in the same language, as soon as we introduce it, we weaken the impression, which the word makes on the mind (Billows, as cited in Richards and Rodgers, 2001, p. 41) in this case; the learners are expected to deduce the meaning of particular structure or vocabulary items from the situation in which it is presented. The extending structures and vocabulary to new situations takes place by generalization. The learners are expected to apply the language learned in the classroom to the situation outside the classroom.

The SLT employs a situation approach to present new sentences patterns and a drill based on the manner of practicing them. The situation will be controlled carefully to teach the new language material in such a way that there can be no doubt in the learner's mind of the meaning of what they hear. (Pittman, as cited in Richard and Rodger, 2001, p.43) suggested that, the form of new words and sentence patterns is demonstrated with the examples and not through grammatical explanation or description. The meaning of new words and sentence patterns is not conveyed through translation. In this way, the practice techniques employed generally consist of guided repetition and substitution activities, including chorus repetition, dictation, drills, and controlled oral-based reading and writing tasks. Other oral-practice techniques are sometimes used, including pair practice and group work.

In the initial stages of learning, the learner is required simply to listen and repeat what the teacher says and to respond to the questions and commands. The learner has no control over the content of learning and is often regarded as likely to succumb to undesirable behaviours unless skilfully manipulated by the teacher. For example, the learner might lapse into faulty grammar or pronunciation, forget what has been taught, or fail to respond quickly enough; incorrect habits are to be avoided at all costs. Byne, as cited in Richard and Rodger, (2001, p.45) states that in this approach the teacher's function is threefold. In the presentation stage of the lesson, the teacher's functions as a model, setting up the situations in which the need for the target structure is created and then modelling the new structure for the students to repeat. In this way, the teacher becomes more like the skilful conductor of an orchestra who draws music out of performers.

The teacher is required to be a skilful manipulator by conveying some questions, commands and other cues to elicit students correct sentences, when the teaching-learning process conducted the students are given situation, but the teacher have to check out his student's errors especially in grammar and structure. Pitman, as cited in Richard and Rodgers, (2001, p.44) noted that there are six primary responsibilities of the teacher in teaching-learning process such as follows:

1. Timing

2. Oral practice to support the textbook practice
3. Revision
4. Adjustment to special needs of each students
5. Testing
6. Developing language activities other than those arising from the textbook.

Furthermore, Pitman, as cited in Richards and Rodgers, (2001, p.44) elaborates that SLT is dependent on both a text book and visual aids. The textbook organizes the lesson planned around the grammatical structure, and visual aids are produced by the teacher or maybe commercially produced, for examples wall charts, flash card, pictures, stick figures and soon.

According to Davies et al., as cited in Richard and Rodger, (2001, p.46) the procedures is the arrangement of techniques in the teaching and learning process which are conveyed through some sequence of activities such or follows:

1. Listening Practice

In this activity the teacher obtains his student's attention and repeats an example of the patterns or a word in isolation clearly, several times, saying slowly at least once and separating the words.

2. Choral imitations

In this activity the student's all together on in large groups repeat what the teacher has said. In this way, the teacher give a clear instruction and hand signal to mar time and stress.

3. Individual imitation

This activity suggests the teacher to ask the student's individually to repeat the model he has given in order to check their pronunciation.

4. Isolation

The teacher isolates sound, word, or groups of words which cause trouble and goes through technique 1-3 with them before replacing them in context.

5. Building up a new model

The teacher gets the students' to ask and answered question by using patterns they already know in order to bring about the information to introduce the new model.

6. Elicitation

The teacher is suggested using mime, prompt words, gesture etc, to get student's asking questions, making statements or giving examples of the patterns.

7. Substitution Drilling

The teacher uses cue card (word, pictures, numbers, names, etc), to get individual students to mix the examples of the new patterns.

8. Question-Answer Drilling

The teacher gets one student to ask question and one there to answer until most students in the class have practices asking and answering the new question form. (Terasne, 2022)

9. Correction

The teacher indicates by shaking his hand, repeating the errors, etc. That there is a mistake and invite the students or different students to correct it. He gets the students to correct themselves so they will be encouraged to listen to teach other carefully. Speaking is the capability to articulate the sound expressing and delivering thought, opinion, and wish Tarigan (1985, p.21). In daily life, speaking is an activity to express thought and feeling orally. It means that, speaking is the fundamental medial to convey messages, knowledge, emotions, feelings, ideas and opinions directly to the others. So, speaking is an activity delivering language and communicating ideas, thought orally.

Meanwhile, Hornby (1995, p.78) stated that "capacity or power to do something physically or mentally. This ability is already existed when the people is born. Therefore, ability is also a capacity which is existed in people itself. Furthermore, speaking ability is the capability of human to speak well and right in delivering a message, a wishes, a thought and an opinion. The capability of human to speak well, is very needed in delivering a wish, thought, messages, ideas, and emotion orally. In order to the opposite of speaker can comprehend what the speaker talks about. Referring the important of speaking ability Hariyanto (1998, p.26) says when human delivers messages and it is accepted by the communicant, so it had been occurred a communication between communicator and communicant.

It is the communicant does not understand what messages is given about, it will be occurred misunderstanding. The opinion indicated that speaking ability is very important for everyone, because speaking is as an instrument of social interaction. Furthermore, Richard and Willy (2001, p.1) say that speaking is a works constitute a complex problem and so important, also cannot be separated from practice in daily life. Speaking ability is very important for human, because it is multifunction.

Richard and Rodgers (2001, p.47) elaborate some function of speaking as following:

1. Representative Function.

In this section, speaking has important role to make statement and for sending information about knowledge.

2. Directive function

In this view, speaking is used for expressing orally, suggestion and advices.

3. Evaluative Function

In this case, the speaking is used to know and evaluate comprehension degrees of speakers and listeners about substantive of speaking.

Referring to the aspect of ability, Tarigan (1985, p.42) states that speaking activity may viewed from appropriateness of utterance, placement of stress, appropriateness of word choice, appropriateness of speaking target. While, Nurhadi (1987, p.23) suggested that "the aspect of speaking consist of utterance, grammar, vocabulary, fluency, content, and comprehension". Based on the above opinions, it can be said that aspect of speaking ability is determined by utterance, vocabulary, grammar content, fluency, comprehension, and the appropriate of words choice, familiarity, and placement of stress. However, not all of them will be described below, but to focus on the problem, the present researcher limits on the aspects of speaking namely word pronunciation accuracy, grammatical accuracy, lexical accuracy, fluency and intelligibility (comprehension).

Speaking ability constitutes one of language skills which are derived from learning result. In general, there are two factors in learning process and learning result namely: internal and external factor. Munir, as cited in Cahyono (1997, p. 2) expresses two factors, namely internal factor is an element that effect learning process where this element exists on the learner and it is called entering behaviour. There are some components of internal factor such as; (1) physical factor, (2) intelligence factor, (3) emotional factor, and (4) talent. Purwanto (1985, p.35). Physical condition of a person may affect in part of his/her activities. For example, having fat body may need longer movement rather than thin body. It means that, people physical condition has very important role to capture knowledge and information. It is a place where the knowledge and information is processed. If the physical condition is un-compliable, it cannot receive knowledge and convey it to the others. Intelligence constitutes a unique characteristic possessed by people. It is already existing since the people is born. However, it cannot out from environment because it is one of the factors to shape the intelligence itself. For example, even the student is big potency, but if there are not any supports from his/her environment, the student's intelligence is not maximum. It is in line with the above statement, it means that the development of person is determined by the characteristic factors to the person itself, so that this factor importance role to develop student's speaking ability. The happiness, safeness and afraid are kinds of emotions. It can give effect to students' activities in learning process. He/she can do everything enthusiastically as long as he/she feels happy and safe. So, the emotion of the learners is very influent. Talent is an ability of someone to solve his/her task well, without having a certain exercise and success in giving a good result for what she/he has done. This indicated that, talent is already existed since the people were born. Suryabrata (2002, p. 161) defines "aptitude as predictable achievement and it can be measured by specially devised test". Furthermore, Suryabrata, (2002, p.160) defines aptitude as a person's capacity, or hypothetical potential, for acquisitions of a certain more or less well-defined pattern of behaviours in valves in the performance of a task respect to which the individual is little or no previous training. Then, to know the person's talent, it can be measured by special test.

External factor constitutes a factor comes from outside of the learner. Referring to this problem, Paiman (1997, p.249) states that "the factors come from outside of learner are non-social factor and social factor". Non-social factor consists of weather, times including morning, afternoon or night, condition of building and instruments used for learning. Those factors are very determined in learning and teaching process. Social factor is things accepted or acquired from the community particularly in family environment Purwanto (1987, p.78). In this case, social development is very complex and relates to each other. Most of students learn from out of school, he/she can acquire many things of how behaviours are shaped, how relationship is built up and how to know each other.

Based on the explanation above, it can be concluded that social factor is the most importance factor which is determined the development of the learners in term of behaviours, relationship among the others.

According to Penny Ur (1999, p.131) noted that there are four techniques in teaching speaking, namely: This is a traditional language learning technique that has gone somewhat out of fashion in recent years. The learners are taught a brief dialogue which they learned by heart. They then perform it; privately in pairs of publicly in front of whole class. Particularly for beginners or

the less confident, the dialogue is a good way to get learners to practice saying target language utterances without hesitation and within a wide variety of contexts; and learning by heart increases the learner's vocabulary of ready-made combination of words or 'formulae'. These are an expansion of the dialog technique, where a class learns and performs a play. This can be based on something they have read; or composed by them or the teacher; or an actual play from the literature of the target language. Rehearsals and other preparation are rather time-consuming but the result can contribute a great deal both to learning and to learners confidence and moral.

The production of the class play is perhaps most appropriate for the end of a course or a year's study, performed at final party or celebration. In simulations the individual participants speak and react as themselves, but the group role, situation and imaginary one. They usually work in small groups, with no audience. For learners who feel self-conscious about acting someone else, this type of activity is less demanding? But most such discussion does not usually allow much latitude for the use of language to express different emotion or the relationship between speakers, or to use interactive speech. Participants are given a situation plus problem or task, as in simulation; but they are also allotted individual role, which may be written out on cards. This is virtually the only way we can give our learners the opportunity to practice improvising a real-life spoken language in the classroom, and is an extremely effective technique if the students are confident and cooperative; but more inhibited or anxious people find role play difficult and sometimes even embarrassing. Factor that contributed to a role play's success are: making sure that the language demanded is well within the learners' capacity; your own enthusiasm careful and clear presentation and instruction. A preliminary demonstration or rehearsal by you together with a student volunteer can be very helpful. Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students' express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

The technique in teaching speaking by using SLT approach in the classroom is the present researcher wants to describe the dialogue as teacher's techniques in teaching speaking. However, dialogue is the interaction between people with different viewpoints, intent on learning from one another. The purpose of this learning is to lay the foundation for creating new solution. Any reasons practicing dialogue because it is effective way to providing conditions for the appropriation of newly encountered language feature. A balance needs to be found, however, between security and challenge. Making the task too easy, as when the students are given unlimited time to simply read a dialogue aloud, is unlikely to motivate the students to make the kind of adjustments in the current state of their knowledge that are needed in order to integrate new knowledge. On the other hand, placing too much performance pressure on learners too soon may have the risk-taking that is necessary if their competence is to be extended; one way to ease pressure on learners is to give the students sufficient time to rehearse before asking the students to perform in front of the class.

METHOD

The research design in this study is pre-experimental design, by using one group experiment; those are pre-test and post-test design. In this case; the researcher analyses students' speaking ability before and after giving treatment by using SLT approach.

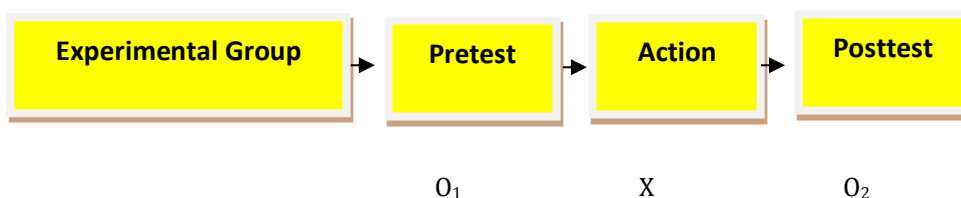


Figure 1. Research Design

In this design, observation had been done two twice; they were before and after treatment. Observation was done before treatment (O₁) called pre-test and observation was done after treatment (O₂) called post-test Suharsimi (2006, p.85). The target population of this study was all of the eighth graders of Islamic junior high

school. The eighth graders are divided into three classes, and the students are still actively learning English as one of the compulsory subject, as shown in table 1:

Table 1. The Population of the Study

No.	Class	Sum of Population
1	VIII A	25 Students
2	VIII B	29 Students
3	VIII C	30 Students
TOTAL		84 Students

There is one class from the total of population by using cluster random sampling of homogeneous samples which is VIII-C consisting of 30 students. Based on the title of this study, there was a variable in this study; namely situational language teaching (SLT) approach in teaching speaking. To know the effectiveness of teaching speaking by using SLT approach, the students were administrated oral test, so the present researcher divided the score into five criteria, namely word pronunciation accuracy, grammatical accuracy, lexical accuracy, fluency, and intelligibility (comprehension). After that, to get the mean, the scores from all criteria were sum and divided into four criteria. The pre-test was administrated before the treatment implemented. Moreover, the post-test had been administrated after the researcher implemented the treatment to the experimental class. An instrument used in one research must be valid. Validity refers to the degree to which a test measures what is supposed to be measured (Gay 1992, p.161). Suharsimi (2010) noted that an instrument will be valid if it is able to measure what should be measured (p.168).

Based on the theory above, the researcher used speaking test that had been taken from English course book for Junior High School. The researcher did not try out the test but the present researcher used two kinds of validity namely; construct validity and content validity. According to Nurgiyantoro (2009, p.104), construct validity refers to the extent to which the results of the data collection process can be interpreted in terms of underlying psychological construct. Meanwhile, Purwanto (2008, p.138) noted that the test has construct validity if the test correlated to the theory and concept of the material that has been taught. The instrument has construct validity if there is a relationship between theory and concept of the competence needed to accomplish the tests in this study. The instrument was consulted to English teacher, and a course book is being used for Junior High School level. So, it was categorized into a valid test. Nurgiyantoro (2009, p.103) describes content validity refers to the extent to which data collection process measures a representative sample of the subject matter or behavior that should be encompassed by the operational definition. In addition, Purwanto (2008: 138) states that the test has content validity if the scope and content of the test based on the curriculum that has been taught. Related to this study, the content English speaking test was describing about the picture and made a dialogue. (Sahrul et al., n.d.).

Collecting the data in this study, the researcher used oral test. The present researcher administrated the way to collect data by pre-test by administrating pre-test to the students. The pre-test was in oral test form. The scores were taken in four criteria, namely; word pronunciation accuracy, lexical accuracy, grammatical accuracy, fluency and intelligibility (comprehension). Then, to get the mean, the scores from all criteria were summed and divided into five. The researcher asked each student about the material for experimental in pre-test and post-test. In this case, the present researcher used Situational Language Teaching (SLT) approach. The researcher administrated post-test to the students. The test was similar with the pre-test. However, the post-test was given after the treatment, in teaching speaking by using SLT approach. The scores were taken in five criteria, which were the scores of word pronunciation accuracy, lexical accuracy, grammatical accuracy, fluency and intelligibility (comprehension). The whole of the kinds of test above were evaluated by present researcher as the following speaking assessment that was noted by Moedjito (2009) shown in table 2:

Table 2. Speaking Assessment

Word Pronunciation Accuracy	Sound accuracy refers to the ability to produce individual sounds (consonants and vowels)				
	1	2	3	4	5
	A great number of mispronunciations are present.	Many mispronunciations are present.	Some mispronunciations are present.	Few mispronunciations are present.	Almost no mispronunciations are present.
Lexical Accuracy	Lexical accuracy refers to the ability to use vocabulary properly.				
	1	2	3	4	5

	A great number of lexical errors are present.	Many lexical errors are present.	Some lexical errors are present.	Few lexical errors are present.	Almost no lexical errors are present.
Grammatical Accuracy	Grammatical accuracy refers to the ability to use grammatical structures properly.				
	1	2	3	4	5
	A great number of grammatical errors are present.	Many grammatical errors are present.	Some grammatical errors are present.	Few grammatical errors are present.	Almost no grammatical errors are present.
Fluency	Fluency refers to the property of a person that delivers information smoothly and effortlessly.				
	1	2	3	4	5
	A great number of pauses and corrections occur.	Many pauses and corrections occur.	Some pauses and corrections occur.	Few pauses and corrections occur.	Almost no pauses and corrections occur.
Intelligibility (Comprehension)	Intelligibility refers to the property of a speaker which can be understood with little or no conscious effort on the part of listener.				
	1	2	3	4	5
	Not intelligible at all; great listener effort is required.	Little intelligible; much listener effort is required.	Reasonably intelligible; some listener effort is required.	Largely intelligible; little listener effort is required.	Fully intelligible; no listener effort is required.

In analyzing data, descriptive Statistics is used to collect, the researcher found the descriptive statistic, but before it done, the present researcher found the mean score (M) and standard deviation (SD) of students' score. To get mean score of pretest and posttest, the present researcher used the following formula:

$$\bar{X} = \frac{\sum Xi}{n} \tag{1}$$

Where:

- \bar{X} = the mean score
- Xi = the number of each data
- n = the number of data

Riduwan and Sunarto (2010, p.38)

Meanwhile, to get the standard deviation of sample, the present researcher used the following formula:

$$s = \sqrt{\frac{\sum x^2}{n-1}} \tag{2}$$

Where:

- S = standard deviation
- $\sum x^2$ = the number of deviation

Riduwan and Sunarto (2010, p.54)

To analyse the hypothesis testing manually which was aimed to know whether the alternative hypothesis was accepted or not, the present researcher found *r-test* first before analysed *t-test*. To know the extent of the effectiveness of SLT approach in speaking ability, it can be used the following formula:

$$r = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{n \cdot \sum X^2 - (\sum X)^2\} \{n \cdot \sum Y^2 - (\sum Y)^2\}}} \tag{3}$$

Riduwan and Sunarto (2010, p.80)

To know the effectiveness of SLT approach in teaching speaking from experimental group, the present researcher used the formula as follows:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{s_1}{n_1} + \frac{s_2}{n_2}\right) - 2r\left(\frac{s_1}{\sqrt{n_1}}\right)\left(\frac{s_2}{\sqrt{n_2}}\right)}} \tag{4}$$

Where:

r = correlation score of X₁ and X₂

n = the number of sample

\bar{x}_1 = mean score of pretest

\bar{x}_2 = mean score of posttest

s₁ = standard deviation of pretest

s₂ = standard deviation of posttest

S₁ = variant of pretest

S₂ = variant of posttest

The hypothesis criteria, if:

t_{table} ≤ t_{test}, it means that Ha is accepted and Ho is rejected

t_{table} ≥ t_{test}, it means that Ha is rejected and Ho is accepted

(Sugiyono, 2009: 124) All data were calculated by using computer package SPSS 17 for Windows.

RESULTS AND DISCUSSION

The research result in this study is description about students speaking improvement for the eighth graders of Islamic junior high school after treatment implemented and after students followed oral test in pretest and posttest. The treatment used in this research was situational language teaching (SLT) approach. In collecting data of the study, the present researcher used oral test by using SLT approach. In scoring the tests, the students called out in turn and the present researcher tested them by giving the dialogues relating to the material. In giving the scores, the present researcher evaluated the students' speaking ability by using Moedjito (2009). It showed five elements were important to be scored; those were word pronunciation accuracy, lexical accuracy, grammatical accuracy, fluency, and intelligibility (comprehension). In this study, the students only memorize the given dialogue.

Before the treatment implemented, the present researcher administrated pretest to the students and collected the results. The purpose of pretest was to know how far the students' achievement by performing dialogue relating to the material was given by their teacher. After pretest was done, the treatment implemented in teaching and learning process, in this study the treatment was SLT approach. At the end of treatment, the present researcher administrated the post-test to the students and collected the results of students' speaking achievement to know whether the SLT approach effective or not in speaking skill for the eighth graders .

Based on the data analysis in pre-experimental design, it can be seen that from pre-test up to post-test increased. Referring to the data in pre-test, the result of the students speaking test by referring to Moedjito (2009) speaking assessments as follow: the lowest and the highest scores of student's word pronunciation accuracy were 2 and 5, the students' score of grammatical accuracy, 2 was the lowest and 5 was the highest. Lexical accuracy score found by the present researcher was 2 for the lowest category and 5 was the highest, the fluency was 1 and 5, and intelligibility (comprehension) was 1 and 5. In post-test, the students' scores based on the data were gained as follows: the lowest and the highest scores for the students' word pronunciation accuracy were 3 and 5, the students' scores of grammatical accuracies were 3 for the lowest and 5, for the highest, the lowest and the highest scores of lexical accuracies were 3 for the lowest and 5 for the highest, for fluency was 3 and 5, and intelligibility (comprehension) the lowest scores were 3 and 5, for the highest.

Furthermore, the scores of the students' speaking performance of pre-test and post-test were calculated and then the scores were converted into Moedjito (2009) speaking assessment. In pre-test, the score was 8 and 20, for the lowest and the highest, mean score of pre-tests was 16.43, and the standard deviation was 4.561. And then in post-test, it was 17 and 23 were the lowest and the highest, mean score of post-tests was 20.47, and the standard deviation was 1.655. It can be deduced that there was the development of students' proficiency in speaking ability. To make clearer, the following is a detail description.

Table 3. *Descriptive statistic of speaking on pre and post*

Experimental Design	Subject	Mean	SD
Pre-test	30	16.43	4.561
Post-test	30	20.47	1.655

Based on the result of study, the present researcher got the mean score and standard deviation from pre-test and post-test score of the experimental class. The mean, standard deviation and variance of the score were computed by SPSS 17.0 for Windows. To be clearer, it can be seen on Table 4:

Table 4. *Students' Scores on Pre-test and Post-test*

Pre-test		Post-test	
N ₁	30	N ₂	30
x ₁	16.43	x ₂	20.47
s ₁	4.561	s ₂	1.655
S ₁	20.803	S ₂	2.739

Source: Research Data

Explanation:

- N = Number of students
- x = Mean score
- s₂ = Standard deviation
- S₂ = Variance

Based on the data on Table 4, it can be seen there was difference between students' speaking skills before and after SLT approach implemented. Mean of the students' score after SLT approach implemented was higher than mean of the students' score before treatment implemented. To analyze whether there was a significant difference between students' speaking skill before and after the implementation of SLT approach, the present researcher used *t*-test method to get answer the hypothesis. The hypothesis criteria, if: $t_{table} \leq t_{test}$, it meant that Ho was rejected and $t_{table} \geq t_{test}$, it meant that Ho was accepted. The result of *t*-test was to know whether the hypothesis was accepted or rejected. The hypothesis in this study was SLT approach significantly effective in speaking skills for the eighth graders. The result of hypothesis testing after analyzed by using SPSS 17 for Windows. To be clearer, it can be seen on Table 5:

Table 5. *The Result of Hypothesis Testing*

r-test	t-test	t-table	df	Conclusion
0.561	5.691	2.045	29	Hypothesis is accepted

Source: Research Data

After analysing the data by using *t*-test at the level of significance (α) 5%, the present researcher got *r*-test was 0.561 and *t*-test was 5.691, it showed that there was a significant difference between the students' speaking skills before and after SLT approach implemented and there was a positive correlation between SLT approach and students' speaking skill. It can be seen from the result of *r*-test that was 0.561. Based on the result of the study, the present researcher found students' speaking skill before using SLT approach, and students' speaking skills after using SLT approach. The data of students' speaking skills before SLT approach conducted, the present researcher found mean score of pre-tests was 16.87 and mean score of post-tests was 20.47.

It was clear from the results of students' score after SLT approach implemented better than before it implemented in speaking skill. The subjects showed a satisfactory improvement with four aspects in speaking; those were vocabulary, grammar, fluency, and comprehension. It was noticed that SLT approach was effective in students' speaking skills. The results also showed from hypothesis testing, the present researcher got *r*-test = 0.561 and *t*-test = 5.691 at the level significance (α) 5%, it showed that there was a significant difference between the students' achievement in speaking before and after SLT approach implemented. It meant that SLT approach was significantly effective in speaking skill and such Sugiyono (2009, p.231) noted that there was positive correlation between SLT approach and students' speaking skills. The results also indicated that providing the subjects with chance and time to practice speaking improved their speaking skills of the students.

Furthermore, the implemented of SLT approach provide the students' opportunity to deal with variety procedure in teaching speaking, thereby develop their speaking skills. During the experiment of the current study, the subjects (experimental class) were involved in the processes of interaction between teacher and learners. This activity made the students more active in teaching and learning process because all students had chance to practice their speaking with their friends and teacher. Thus, it can be said that SLT approach able to make atmosphere of class being fun and active. SLT approach is usable for teacher and students. Teacher can use SLT approach to analyze students' improvement in speaking skill. The "Findings" section gives a concise explanation regarding the result of the researcher's data collection. Meanwhile, the "Discussion" section displays the researcher's analysis of the obtained data, which also includes citations from relevant, supporting sources.

CONCLUSION

Based on results, the present researcher can conclude that there is significantly different in the mean score between students' speaking skill before and after treatment conducted. It also shows from the result of hypothesis testing which are computed by SPSS 17.0 program for windows that is $0.000 < 0.01$ (2-tailed) and based on *t*-test criteria, if *t*-test is bigger than *t*-table, it means that Ha is accepted and Ho is rejected. Besides students' speaking achievement with SLT approach is better than the students' speaking achievement without SLT approach at the

level of believe 95%. SLT approach has positive correlation with students' speaking skill, it shows from the result of r_{-test} is 0.561, meaning that the level of correlation between SLT approach and students' speaking skill is there is a positive correlation.

This research describes the effectiveness of situational language teaching (SLT) approach in teaching speaking. Based on the result of this study, the present researcher has some recommendations. In implementing SLT approach in teaching and learning process, the teacher should more pay attention the students' creativity in making conversation with their friends. Using SLT as both teaching and learning approach in EFL speaking classes make the students more active. Opportunities should be provided for students to practice speaking in order to improve their speaking skill. SLT approach is better implemented in small class because teacher will be easier in managing the class especially in testing students' speaking. The headmaster should take a close look at teacher's salary because this is an important approach to make students' speaking skill improve.

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