USING SITUATIONAL APPROACH IN TEACHING ENGLISH AT SMP NEGERI 1 SIAU TIMUR

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Abstract: The application of a situational approach in English and its impact on student accomplishment are the main subjects of this study. The aim of this study is to determine whether the academic performance of students who get English instruction through a situational approach differs significantly from that of students who do not receive such instruction. In this study, 58 seventh-grade students from SMP Negeri 1 Siau Timur served as samples. This research uses a quantitative research design which is an experimental research. Data collection was carried out through tests to obtain information about student achievement in English. The test consists of 3 parts with a total of 25 questions. The T-test formula was utilized for data analysis. To ascertain whether the observed T value is significant in relation to the critical value of t, the value was 5.79. The authors utilize a miscellaneous table with level of significance = 0.025 to examine the critical t. Degrees of freedom (df) = 56 is the outcome. At a significance level of 0.025, the critical value of t for 56 is 2.004. 5.79 is the observed value of t. Use the H0 criteria to examine whether the null hypothesis is accepted or rejected. If t observed is less than or equal to t critical, then H0 is accepted; otherwise, it is rejected. In this case, since t observed 5.79 ≥ t critical 2.004, Hence, the null hypothesis is disproved. Since there is a statistically significant difference between the experimental group's and the control group's scores among seventh-grade students at SMP N 1 Siau Timur, the writer's alternative hypothesis is supported.

Keywords: *Situational Approach, Students Achievement, Significant Difference*.

INTRODUCTION

A means of communication is language. Man can fully convey his ideas, thoughts, and feelings through language. One of the languages used for communication that is spoken all over the world is English. English is a global tongue that is crucial for communication. It is also considered as scientific language because most of the science, and technology, are written in English. Many people want to learn English for grasping science, technology and information written in that

language. Studying for a second language in English. As a result, the Indonesian government mandated that English be taught in junior high schools, colleges, and universities as a required subject during a specific semester. In teaching English, there are many problems will be faced by teachers and student. As teachers of English, we are not only concerned with developing the students knowledge about the aspects of language, but we need to teach them how to use the language. So far, it is not easy for teachers to develop methods as well as techniques that will induce the students to have the knowledge of language.

Beside teachers as one of many factors that influence students success in learning language, there are also some influential factors. They may come from students, families, learning activity, teaching techniques, instructional aids, and social environment. A considerable factor that comes from students side is that they often have a feeling that English is difficult to be learned because the way of presentation does not suit to them, so they loose their interest in learning English. The effect of this, students get bad results in English. From the teaching point of view, Norrish (1983 : 21) said that : "It is not always students fault if they get bad result, perhaps the material and or style of presentation do not suit to them". The above quotation indicates that as teachers, we can not only blame the students, but we must find a way to overcome that problem. Basically, the teachers have to create or change the way in presenting the lesson, so that the students may enjoy the teaching learning process and they will get better results. And student attitudes toward English and their English achievement in classes. Because of this, the author wishes to use a method known as the Situational Approach when instructing SMP Negeri 1 Siau Timur students in English.

The writer is inspired to use this approach to teaching English since all students participate in the process of teaching and learning. By this approach, interaction between a teacher and students, and among students will also take place. The application of the situational approach can help both the teacher and the students overcome obstacles and make the process of teaching and learning engaging and harmonious. The seventh-grade students at SMP Negeri 1 Siau Timur find it challenging to construct well-formed English sentences. The lack of vocabulary and

knowledge about English structure is the cause of this problem. In order to solve this problem, the writer tries to apply the Situational Aproach in teaching English process. In applying this approach more pactices in vocabulary and structure can be done. The situation in the classroom the teacher's role is also important in relation to student motivation. Can be a good example to improve the ability to learn English. Students are bored with monotonous learning so they are slow to understand the material being taught. In situational the material being taught is deduced to the situation, for example in the era that is already famous for the digital world, the use of mobile phones under the supervision of the teacher, students can hear the pronunciation of English. Another example when learning speaking students can learn through videos, when learning simple present students can be taken out of the classroom to learn real objects. There is a discernible difference between the academic performance of students taught English through the situational approach and that of students taught English without it.

RESEARCH METHOD

The British structuralism, according to which speech is the foundation of language and structure is the key to speaking ability, serves as the theoretical underpinning of the Situational Approach. According to Pitman (1963: 179) the main class activity in the Situational Approach is the practicing orally this sentence structures and patterns of English. The sentence patterns are given in appropriate situations and the students are given considerable practices English speech. Frisbi, for example (Frisbi 1957: 136) quotes the view of Palmer which asserts that there are three steps involved in teaching a language: acquiring information or material; encoding repetition helps commit it to memory, and you can use it in practical settings to hone your application until it becomes a personal skill. That is also the case with the view of French (1950 :9) who says that the teaching of language as the formation of habit in which the fundamental aspect or the fundamental thing in the teaching of language is the habit of speaking correctly. The words should be easy for students to incorporate into appropriate sentence structures. In this approach, translation does not provide the meaning of words or sentence structures, but they should be taught in situation, which according to Pitman, the meaning of situation is the use of real

objects, pictures, gestures, and actions. Davies et al, (1975: 3) also made the point that examples rather than grammatical explanations are used to show how new words and sentence patterns should be formed. Additionally, the definitions of new words and sentence structures are not translated but rather made visually clear through objects, pictures, actions, and mime. Techniques of doing exercises applied in the situational Approach include repetition, subtitution, dictation and question and answers conducted in a group or individually. The researcher used a quantitative research design for this study. In quantitative research, numerical data were statistically analyzed and measured objectively in order to explain phenomena. Both experimental and non experimental research use quantitative methods.

The pre-experimental design was used by the researcher as an intact group comparison design. About the concept of population, Anderson (1976: 79) highlights that every element that possesses one or more intriguing qualities is considered to be a part of a population. SMP Negeri 1 Siau Timur students make up the population of this study. About the concept of population, Anderson (1976: 79) emphasizes that a population is a set or collection of all elements that possess one or more interesting characteristics. SMP Negeri 1 Siau Timur students make up the population of this study. According to Arikunto (2006: 126) the tool the researcher uses to gather data is called an instrument. The test is the research primary tool. It is presented as a pre-test, an instrument, and a post-test. Additionally, both at the end of the lesson, both the experimental and control classes take the same kind of written post-test to gauge their progress.

The writer used the T-Test for two variables with either an equal-sized sample or a sample with a different size when analyzing the research data (Shavelson, 1981:424). The data were analyzed to see whether the hypotesis was rejected or not. The T-Test formula is:

$$t = \frac{X_1 - X_2}{\sqrt{\frac{(n1-1)\ S1^2 + (n2-1)\ S2^2}{n1+n2-2}}} \quad \frac{1}{n1} + \frac{1}{n2}$$

$X1$ = The experimental group's average score

$X2$ = The control group's mean score

$n 1$ = The entire count of the experimental group

$n 2$ = Total number of control group

$S1$ = computation of the experimental group's variance

$S2$ = computation of the control group's variance

In Situational Approach, there are three important roles in teaching process, namely : roles of the teacher, the student, and the role of the learning materials.

1. Learner's role

In the beginning of the lesson, the students must listen, repeat what the teacher says, and comply with all of the teacher's instructions and questions.

Example like this :

Teacher : (listen) she pronounces vocabulary, like: book, pencil, pen, unbrella, etc.

Teacher : pronounce each word (3x) and ask students to repeat after her : book (3x), pencil (3x) and so on.

Teacher : it is a book (2x) repeat after me

Students : It is a book (2x)

Teacher : it is a blackboard (2x)

A student : it is blackboard

2. Teacher's roles

A teacher in a situational approach has three roles: first, she as a model, second, she acts as an orchestra skilled conductor and third she must be an expert manipulator.

The teacher serves as an example during the lesson's presentation phase, it means she sets up the situation which supports her lesson, and then she becomes the central of student's attention. What she wants to each she demonstrates it first correctly so the students can copy easily what she has done. Examples : She pronounces words like, blackboard, umbrella, etc and the students repeat after her; then, modelling new stucture, like : It is not a blackboard.

The teacher's function as the skillful conductor of an orchestra, means the teacher must be clever to see the students attention to her lesson, skillful to use the gesture or showing pictures so that the students can formulate good sentences easily or repeat what the teacher has done. Example :

Teacher : (holding a book) it is a book (2x). All of you repeat after me.

Students: It is a book (2x)

Teacher : You (ask a student to repeat her) It is a pencil (2x)

Students: It is a pencil (2x)

Teacher : (showing a picture of umbrella) it is an umbrella (2x)

Students : It is an umbrella (2x)

Being an adept manipulator is the teachers third duty. It means she should be skillful to manipulate the lesson that she wants to teach, use questions, commands, formulate new structures, and correct the pronunciation. Examples :

Teacher : It is a table (2x) repeat after me

Students : It is table (2x)

Teacher : Is it a table ?

Students : Yes, it is

Teacher : (showing few pictures one by one) please make sentences.

Students : It is a book

It is a pencil

They are books

They are tables, etc

3.   The role of Instructional Material

The situational approach relies on visual aids in addition to a textbook. The textbook is filled with carefully planned lessons centered around various grammatical structures. Teachers may create their own visual aids, or they may purchase pre-made ones.

FINDINGS AND DISCUSSION

The author used the pre-experimental design to test whether or not the hypothesis is rejected. The post-test used to compare the experimental and control groups yielded information on the situational approach use in teaching English. The 58 seventh graders who made up the sample for this study were split into two classes. With 28 students in the first class, it was the experimental group; the second class, with 30 students, was the control group. While the control group did not receive the treatment, the experimental group did. After teaching, the author administered a post test to compare the outcomes of the two groups. Both groups received the same test items. This tests purpose was to determine whether the two classes were equivalent.

X1 and X2 were the two variables that were observed in accordance with the hypothesis. The Situational Approach was used to teach English to X1, the experimental group, while X2, the control group, did not receive any situational approach instruction.

In order to find out the difference between the two variables (X1) and (X2) the writer calculated the values of the groups in the test formula. Determining whether or not to reject the null hypothesis was the goal of the formula. The T-test formula is shown below:

X1 = Mean score of experimental group

$$t = \frac{X_1 - X_2}{\sqrt{\dfrac{(n1 - 1)\ S1^2 + (n2 - 1)\ S2^2}{n1 + n2 - 2}}} \quad \frac{1}{n1} + \frac{1}{n2}$$

X2 = The control group's mean score

n 1 = The entire count of the experimental group

n 2 = Total number of groups under control

S1 = computation of the experimental group's variance

S2 = computation of the control group's variance

The steps below are followed in analyzing the data:

➢ Check the post-test results for the experimental group (X1) and the control group (X2)

- ➢ Check the difference in frequency between the experimental and control groups
- ➢ Compute the post-test results for the experimental and control groups
- ➢ Compute the values for t x1–x2 (observed) by adding the proper numbers to step 3.
- ➢ Identify t critical with n1 + n2 – 2 degrees of freedom using tables c
- ➢ Make the decision regarding the rejection of the null hypothesis.

The post-test results for the experimental group (X1) and control group (X2) are as follows:

Table 1. The Result of Post Test in Experimental Group and Control

n1	X1	n2	X2
1	76	1	64
2	80	2	76
3	96	3	76
4	84	4	72
5	88	5	88
6	80	6	80
7	84	7	72
8	72	8	76
9	84	9	72
10	80	10	60
11	96	11	68
12	88	12	88

13	84	13	56
14	88	14	56
15	96	15	92
16	76	16	72
17	80	17	72
18	76	18	64
19	92	19	80
20	88	20	56
21	88	21	60
22	68	22	56
23	72	23	80
24	92	24	60
25	80	25	72
26	88	26	72
27	88	27	64
28	80	28	72
		29	60
		30	72

The frequency distributions for the experimental and control groups are presented as follows:

Table 2. The Experimental Group's Frequency Distribution (X1)

Score Value (X1)	Tally	Y	CF
96	///	3	28
92	//	2	25
88	//// //	7	23
84	////	4	16
80	//// /	6	12
76	///	3	6
72	//	2	3
68	/	1	1

Table 3. The Control Group's frequency distribution (X2)

Score Value (X2)	Tally	Y	CF
92	/	1	30
88	//	2	29
80	///	3	27
76	///	3	24
72	//// ////	9	21
68	/	1	12
64	///	3	11
60	////	4	8
56	////	4	4

Table 4. Compiling the Post-Test Results for the Experimental Group (X1).

n1	x1	x̄1	x1 - x̄1	(x1 - x̄1)²
1	76	83,71	-7,71	59,5102
2	80	83,71	-3,71	13,7959
3	96	83,71	12,29	150,9388
4	84	83,71	0,29	0,0816
5	88	83,71	4,29	18,3673
6	80	83,71	-3,71	13,7959
7	84	83,71	0,29	0,0816
8	72	83,71	-11,71	137,2245
9	84	83,71	0,29	0,0816
10	80	83,71	-3,71	13,7959
11	96	83,71	12,29	150,9388
12	88	83,71	4,29	18,3673
13	84	83,71	0,29	0,0816
14	88	83,71	4,29	18,3673
15	96	83,71	12,29	150,9388
16	76	83,71	-7,71	59,5102
17	80	83,71	-3,71	13,7959
18	76	83,71	-7,71	59,5102
19	92	83,71	8,29	68,6531
20	88	83,71	4,29	18,3673
21	88	83,71	4,29	18,3673
22	68	83,71	-15,71	246,9388
23	72	83,71	-11,71	137,2245
24	92	83,71	8,29	68,6531
25	80	83,71	-3,71	13,7959
26	88	83,71	4,29	18,3673
27	88	83,71	4,29	18,3673
28	80	83,71	-3,71	13,7959
	2344			**1501,7143**

$$\bar{X}1 = \frac{X1}{n1}$$

$$= \frac{2344}{28}$$

$$= 83,71$$

$$S1^2 = \frac{(X1-X1)^2}{n1-1}$$

$$= \frac{1501,7143}{27}$$

$$= \frac{1501,7143}{28-1}$$

$$= 55,62$$

Table 5. The Post-Test Outcome for the Control Group (X2)

n2	x2	x̄2	x2-x̄2	(x2-x̄2)²
1	64	70,27	-6,27	39,2711
2	76	70,27	5,73	32,8711
3	76	70,27	5,73	32,8711
4	72	70,27	1,73	3,0044
5	88	70,27	17,73	314,4711
6	80	70,27	9,73	94,7378
7	72	70,27	1,73	3,0044
8	76	70,27	5,73	32,8711
9	72	70,27	1,73	3,0044
10	60	70,27	-10,27	105,4044
11	68	70,27	-2,27	5,1378
12	88	70,27	17,73	314,4711
13	56	70,27	-14,27	203,5378
14	56	70,27	-14,27	203,5378
15	92	70,27	21,73	472,3378
16	72	70,27	1,73	3,0044
17	72	70,27	1,73	3,0044
18	64	70,27	-6,27	39,2711
19	80	70,27	9,73	94,7378
20	56	70,27	-14,27	203,5378
21	60	70,27	-10,27	105,4044
22	56	70,27	-14,27	203,5378
23	80	70,27	9,73	94,7378
24	60	70,27	-10,27	105,4044
25	72	70,27	1,73	3,0044
26	72	70,27	1,73	3,0044
27	64	70,27	-6,27	39,2711
28	72	70,27	1,73	3,0044
29	60	70,27	-10,27	105,4044
30	72	70,27	1,73	3,0044
	2108			**2869,8667**

$$\bar{X}2 = \frac{X2}{n2}$$

$$= \frac{2108}{30}$$

$$= 70,27$$

$$S2^2 = \frac{(X2-X2)^2}{n2-1}$$

$$= \frac{2869,8667}{30-1}$$

$$= \frac{2869,8667}{29}$$

$$= 98,95$$

After learning about the experimental group and control group, the writer compared the data to see if there was a difference between the two groups. The writer inserted the data into t-formula below.

$$t\ x1 - x2 \ = \ \frac{X_1 \ - \ X_2}{\sqrt{\frac{(n1-1) \ \ S1^2 + (n2-1) \ \ S2^2}{n1 \ + \ n2-2}} \ \ \ \frac{1}{n1} + \frac{1}{n2}}$$

This formula can be used for sample of equal of different sizes (Shalveson, 1981 : 424).

$$t\ x1 - x2 \ = \ \frac{X_1 \ - \ X_2}{\sqrt{\frac{(n1-1) \ \ S1^2 + (n2-1) \ \ S2^2}{n1 \ + \ n2-2}} \ \ \ \frac{1}{n1} + \frac{1}{n2}}$$

$$= \ \frac{83{,}71 \ - \ 70{,}27}{\sqrt{\frac{(28-1) \ \ 55{,}62 \ \ + (30-1) \ \ 98{,}95}{n1 \ + \ n2-2}} \ \ \ \frac{1}{28} + \frac{1}{30}}$$

$$= \ \frac{13{,}44}{\sqrt{\frac{1.501{,}74 \ \ + \ 2.869{,}55}{56}} \ \ \ \frac{30}{840} + \frac{28}{840}}$$

$$= \ \frac{13{,}44}{\sqrt{\frac{4.371{,}29}{56}} \ \ \frac{58}{840}}$$

$$= \ \frac{13{,}44}{\sqrt{\frac{253.534{,}82}{47.040}}}$$

$$= \ \frac{13{,}44}{\sqrt{5{,}39}}$$

$$= \ \frac{13{,}44}{2{,}32}$$

$$= 5{,}79$$

In order to determine whether the t value is significant the observed value of t (5,79) must be compared with a critical value t. To do this the first step is determine the degree of freedom (df).

df = n1 + n2 – 2

   = 28 + 30 – 2

   = 56

To see the t critical, the writer use the table of c, with = 0,025.

The critical value of "t" for 40 or 60 degrees of freedom at the level of significance = 0,025 was discovered to be 2,021 and 2,000 respectively, in table c. The critical value of "t" for 56 df at the significance level of 0,025 was ascertained by the author through interpolation. That is:

X = a + ((d-c))/((e-c)) (b-a)

Where:

X = the critical value of "t" for 56 df, ...?

a = the critical value of "t" for 40 df 2,021

b = the critical value of "t" for 60 df 2,000

c = df 40

d = df 56

From the way of interpolation it was found :

X = a + ((d - c))/((e - c)) (b-a)

  = 2,021 + ((56 - 40))/((60 - 40)) (2,000 − 2,021)

  = 2,021 + 16/20 (-0,021)

  = 2,021 + 0,8 (-0,021)

  = 2,021 + (-0,0168)

  = 2,004

Thus, 2,004 is the critical value of t for the number 56 at the level of significance of 0,025. It can be stated t critical (0.025, 56) = 2,004.

The criteria whether or not to reject the null hypothesis is:

H0 is rejected if t observed ≥ t critical

H0 is accepted if t observed ≤ t critical

The observed value of t is 5,79. The null hypothesis that there is no significant difference in the scores of the experimental group and the control group at the seventh grade students of SMP Negeri 1 Siau Timur is thus rejected because 5,79 2,004.

Put differently, the alternative hypothesis put forth by the writer stated that there was a noteworthy distinction between the test scores of the seventh-grade

students in the experimental group of SMP N 1 Siau Timur and the control group. The results show that the experimental group outperformed the control group in terms of scores. This suggests that there is a difference in the academic achievement of students learning English through the Situational Approach versus those who did not. Using the Situational Approach in teaching English has better outcome than teaching English without using the Situational Approach. Thus, using Situational Approach in teaching English is effective to be used. Students are helped to understand and enjoy learning English by the situational approach used in English teaching materials. Using Situational Approach in teaching English materials helps the students improve their vocabulary and encourage them to express their ideas in good sentences. Using the Situational Approach in teaching English may help the students to develop their ability in listening, speaking, reading, writing.

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