THE EFFECTIVENESS OF SMART TREE MEDIA FOR EQUALITY EDUCATION PROGRAM SALAFIYAH ISLAMIC BOARDING SCHOOL (PKPPS)

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ABSTRACT

The objective of this research was to find out whether or not the used of Smart Tree Media can increase students' speaking on descriptive text at the seventh grade of Equality Education Program Salafiyah Islamic Boarding School (PKPPS) Wustha Fatkhul Ulum Srimulyo Tapus. The study was quantitative research by using an experimental method and quasi-experimental design. Meanwhile, the population was the seventh grade of Equality Education Program Salafiyah Islamic Boarding School (PKPPS) Wustha Fatkhul Ulum Srimulyo Tapus in academic year 2021/2022, with the total of population was 97 students. Where the sample of the research were 65 students was taken by using purposive sampling, those where 33 students of VII A as the experimental class and 32 students of VII B as the control class. Moreover, the researcher used speaking test. The data obtained from Independent t-test analysis, between the result of post-test in experimental class and control class. Based on the calculation by using Independent t-test, the researcher found that $t_{obtained}$ was higher than t_{table} (5,954 and 5,984 > 2,021) at the significance level $\alpha = 0,05$) in two tail test. So, the Null Hypothesis (Ho) was rejected and Alternative Hypothesis (Ha) was accepted. It can be conclude that there was any significant difference in teaching speaking by using Smart Tree Media at the seventh grade of Equality Education Program Salafiyah Islamic Boarding School (PKPPS) Wustha Fatkhul Ulum Srimulyo Tapus.

Keywords: *Effectiveness, Teaching, Speaking, and Smart Tree Media*

INTRODUCTION

English is an international language as it is used by many people from different countries and exchanged knowledge. According to Richard and Burns (2012: 15), "English is the language of globalization, international communication, business and trade, tourism, the media, and popular culture, where several learning incentives are at play." As a result, learning English is crucial because it makes it easier for us to speak with everyone and because it makes it simpler for us to continue studying in a large or foreign country because we already have the necessary English language skills. In learning English there are four language skills. Listening, reading, writing, and speaking are generally regarded as the four basic language skills, according to Lotherington (2004: 65). The ability to speak is one of the skills that must be possessed because effective speaking abilities help listeners understand what the speaker is trying to convey.

Based on the statement of the English teacher in Equality Education Program Salafiyah Islamic Boarding School (PKPPS) Wustha Fatkhul Ulum Srimulyo Tapus OKU Timur, interested in learning English is low. The students thought, learning speaking process is difficult, embarrassed to speak out in class, they were afraid to make mistakes when speaking

and they can't assemble the words to be spoken. To overcome the above problems, it is necessary to used media to improve students' abilities in English. And according to the researcher an appropriated media for improving student's speaking abilities is Smart Tree Media. So, it is hoped that through smart tree media the students tried to speak. Based on the explanation above, the researcher would like to carry out the research entitled *"The Effectiveness of Smart Tree Media for Equality Education Program Salafiyah Islamic Boarding School (PKPPS)."*

In this research, the researcher just limit the problem into spoke with students in the seventh grade at Equality Education Program Salafiyah Islamic Boarding School (PKPPS) Wustha Fatkhul Ulum Srimulyo Tapus, using Smart Tree Media. The material for this research is descriptive text with the theme Describing animal, people, and things. With the problem's limitations, the aforementioned researcher chose the following formulation of the issue: "Is there any significant different between students who are taught by Using Smart Tree Media and students who are taught by Using Conventional Media for Equality Education Program Salafiyah Islamic Boarding School (PKPPS)?"

The purpose of this research was to find out whether any different between students who are taught by using Smart Tree Media and students who are taught by Using Conventional Media for Equality Education Program Salafiyah Islamic Boarding School (PKPPS). The researcher hoped that the result of this study was given some benefits for the following; 1) For the Students: By employing Smart Tree Media, the anticipated outcome can assist students in developing and honing their speaking skills. 2) For the Teacher: The findings of this study can provide English teachers with knowledge and resources to help them teach speaking to their students using Smart Tree Media. 3) For the others Researcher: The result can be useful to the other researcher to enlarge knowledge about English language teaching method and given any worth experiences.

Theoritical Framework

Concept of Teaching

Teaching is the fusion of the two activities of teaching and learning. In order to strive to develop a harmonic communication network, teaching activities entail the involvement of the instructor. between learning and teaching. Harmonious communication is a sign that an activity or teaching process is working well if educators are able to change students in a broad sense and develop students' awareness of learning, so that the benefits of the experiences that students gain can be felt directly for their personal development as long as they are involved in the teaching process.Teaching is a complex process that is influenced by a variety of factors, including the quality of the instruction, the students' intelligence, talents, and interests as well as the impact of motivation, the school environment, the home environment, and parental support on students, according to Sulaiman Masri, Mashudi Bahari, and Juliliyana Mohd Junid (2007).

Concept of Speaking

According to Brown, speaking is a productive skill that can be directly and impirically observed, those observation are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability of an oral production test. It means that when we speak something it can be directly measured by listener. Speaking is an interactive process of creating meaning, according to Brown (2007), and the primary tool is speech sounds, which are produced, heard, and processed. The researcher came to the conclusion that speaking is a sound-processing activity that can result in better relationships with other people based on the aforementioned reasoning.

Concept of Teaching Speaking

Communication effectiveness is the aim of speaking instruction. Students should be able to communicate clearly and make the most of their existing level of skill. They should make an effort to minimize miscommunication caused by poor
pronunciation, grammar, or vocabulary, and they should follow any applicable social or cultural norms.

Concept of Smart Tree Media

Trees prioritized the creation of an organizational process, according to Munadi (2013: 94). In addition, a clever tree with succinct subtitles is present. Organizational charts, flow charts, tree charts, and process charts are the four main categories into which smart trees may be broadly classified. This Media is made of cardboard which is drawn by a tree. Then, on the picture is paste a paper that resembles the shape of leaves and fruit from fold paper. In the fold paper there is a question that must be 'answered by students. Smart Tree Media is used to practice student's speaking English. Through this smart tree media students can practice speaking English skills in a different way: answer the question on fold paper on fruit from smart tree media. From some of the descriptions above, the researcher concludes that this Smart Tree Media is an interesting learning media. Because, with this tree media students are able to speak English in front of the class without being asham and afraid if their answer are wrong. Students can also feel happy because their learning used the learning method while playing.

METHODS

Research methodology, as defined by Sugiono (2010: 3), is the process a researcher use to gather data for a certain study objective. Researcher employed quantitative methods in this investigation. Survey and experimental approaches are the two most used quantitative techniques. The experimental approach was employed by the researcher in this research.

Study's quasi-experimental design was chosen by the researcher. There is no use of random assignment in quasi-experimental designs (Fraenkel and Wallen, 1990: 242). The reason researcher used quasi experimental design because quasi experimental design refers to as comprise research, an appropriated description when apply to much educational research.

In this research, there were two groups which consist of two classes is used as the sample in this design, there are the experimental class and control class. Two class were given the same materials of the same topics. The experimental group is taught by using smart tree media as the control class is not taught by using smart tree media

The design of nonequivalent experimental design as follow:

Experimental O_1 X O_2

Control O_3 O_4

(Sugiyono, 2010:76)

Where:

O1 : Pre test for experimental class
O2 : Post test for experimental class
O3 : Pre test for control class
O4 : Post test for control class
X : Treatment by using smart tree media

Variables of the Research

Sugiono (2013: 60), States that variable is an attribute or feature or percent from character, item

or activity which have positive version that decide through researcher to research and then took its end. Therefore, Sugiono (2013: 61) States that there are two kind of variable, namely independent variable that influence the other variable and dependent variable that influence by dependent variable. In this research consist of two variable, they were
dependent variable and independent variable. The independent variable of this study was the Smart Tree Media. The dependent variable was students speaking.

Population of Research

Population is the whole focus of Research, according to Arikunto (2013: 173). A generalization zone known as a "population" is made up of objects and subjects with certain attributes and characteristics chosen by the researcher for examination before informing their results. The population of this research is all the seventh grade of Equality Education Program Salafiyah Islamic Boarding School (PKPPS) Wustha Fatkhul Ulum Srimulyo Tapus. The specification of the population can be seen on the table 1:

Table 1. The Population of the Research

No	Class	Population
1.	VII-A	33
2.	VII-B	32
3.	VII-C	32
Total		97

Source: Equality Education Program Salafiyah Islamic Boarding School (PKPPS) Wustha Fatkhul Ulum Srimulyo Tapus 2022

Sample of Research

In this researcher, a sample was any group from which data was gathered. Sample is a component of the population's size and characteristics (Sugiono, 2012: 62). Purposive sampling was utilized by the researcher in this investigation. According to Fraenkel and Wallen (1990: 76), in purposive sampling, the researcher used their judgment to choose a sample for a particular goal rather than merely studying everyone who happens to be available. The sample was presented on table 2:

Table 2. The Sample of Research

No	Group	Number of the Students
1.	Experimental	33
2.	Control	32
Total		65

Source: Equality Education Program Salafiyah Islamic Boarding School (PKPPS) Wustha Fatkhul Ulum Srimulyo Tapus 2022

Technique for Collecting the Data

According to Arikunto (2010: 193), is a set of questions or an examination together with another object that is used to assess a person's or a group's aptitude, intellectual knowledge, ability, or skill. The data was gathered by the researcher using a speaking exam.
The test to the students will do a speaking test. in this research, the scoring data will be given by the researcher as rater 1 and English teacher of Equality Education Program
Salafiyah Islamic Boarding School (PKPPS) Wustha Fatkhul Ulum as rater 2. To find out the data both pre test and post test, the researcher used performance test.

1. Pre-test: The pre-test gave speaking test to the students which constructed in one item. In this item, the students describe animal, people and things. Pre test take control class and experimental class at the first meeting of the study before giving treatment by oral test. The time allocation is about 90 minutes.
2. Treatment: Smart tree media used in teaching speaking the experimental class, and in the control class taught by conventional media. Treatment gave four times from the second meeting after pre-test until the six meeting in the experimental class.
3. Post-test: Post-test from both control class and experimental class. But, in the point post-test of experimental class took after treatment and the post-test of control class without treatment. The item test and scoring system is the same as in the pre-test activity.

Validity of the Test

According to Arikunto (2010: 211) claims that validity is a measurement that illustrates the degree of an instrument's validity. The researcher employed content validity to determine the study instrument's validity. Content validity was used to compare between the content of instrument with the material will be taught. Before giving the test to the sample, the researcher would hold a try out to students at the seventh grade students of SMP Negeri Pandan Agung. When a test measures the intended object and meets the criteria, it is said to be valid. The validity of the test material was check by the content validity.

Table 3. Specification of Item Test

Objective	Test Material	Indicator	Form of Test	Number of Test
To find out student's speaking ability by using smart tree media.	Choose one of the papers, then describe it orally in front of the class!	To know the student's speaking: pronunciation, grammar, vocabulary and fluency.	Performance test	1

Reliability of the Test

According to Arikunto (2010: 250), reliability is concerned with how random error measurements affect the consistency of results. Consistency and reliability are related. Based on Fraenkel and Wallen (2006: 161) States that the reliability will beat the last 0.07 and preferably higher. The criteria of reliability can be seen as follow:

Table 4. Criteria of Correlation Coefficient Interpretation

Interval of Coefficient	Grade of Correlation
0,00-0,199	Very low
0,20-0,399	Lo w
0,40-0,599	Medium
0,60-.0,799	High
0,80-.1,000	Very high

(Sugiono: 2010: 257)

Table 5. Reliability Statistics

Cronbach's Alpha	N of Items
.813	22

After did the tried out, it was found out that the result of the instrument of the test was 0,813. It is meant that the instrument was very high.

Technique for Analyzing the Data

Data analysis is an activity after data from all respondents or other sources are collected (2011) Sugiyono (2011) 147 The precondition test for analysis and hypothesis testing were the two data analysis tests used in this study. The analysis prerequisite test is by testing normality and homogeneity between the subjects of the experimental class and the control class and then testing the hypothesis between the experimental class and the control class.

The Aspect for Giving the Score in Speaking

In this case, the researcher used scale for speaking. There were pronunciation, grammar, vocabulary, and fluency. According to Madsen, (1983:169-170). The speaking scoring guide drawn in the table 6.

Table 6. Criteria of speaking assessment

Aspects	Score – Criteria	Score
Pronunciation (20%)	1. Few word pronunciation correctly 2. Some word pronunciation correctly 3. Many word pronunciation correctly 4. Most word pronunciation correctly 5. All word pronunciation correctly	0-4 5-8 9-16 13-16 17-20
Grammar (30%)	1. Few sentences constructed correctly 2. Some sentences constructed correctly 3. Many sentences constructed correctly 4. Most sentences constructed correctly 5. All sentences constructed correctly	0-6 7-12 13-18 19-24 25-30
Vocabulary (20%)	1. Few used vocabulary correctly 2. Some used vocabulary correctly 3. Many used vocabulary correctly 4. Most used vocabulary correctly 5. All used vocabulary correctly	0-4 5-8 9-16 13-16 17-20
Fluency (30%)	1. Few used vocabulary correctly 2. Some used vocabulary correctly 3. Many used vocabulary correctly 4. Most used vocabulary correctly	0-6 7-12 13-18 19-24
	5. All used vocabulary correctly	25-30

Source: (Madsen, 1983: 169-170)

The formula: Students' score = $\frac{\text{Score obtained}}{100} \times 100$

= Total Score

Criteria of the Score

The criteria of score was used to interpret whether the students were consider very good, good, average and poor.

Table 7. Category of Students Score Criteria

Score Interval	Category
86-100	Very Good
76-85	Good
56-75	Average
>55	Poor

Source: (Madsen, 1983: 169-170)

Test Normality

This part is the way to know about data. The data is normally distributed or not it was used Kolmogrov-Smirnov test in SPSS 16 in measures the test.

Analyzing of Independent t-test

The researcher used independent sample t-test in SPSS 16 to measure this research and used to analyze a significant differences students' speaking scores on each class it is experimental who taught by smart tree media and control class who are taught by conventional media.

RESULTS

Students' result of the pre-test and post-test in experimental class

The pre-test was given to know how far the students' speaking skill before taught trough smart tree media. The post-test was given to know students' speaking skill after taught trough smart tree media. In the experimental class sample of the students' were 33 students'.

Table 8. Descriptive Statistics of pre-test and post-test in experimental class

	N	Ran ge	Mini mum	Maxi mum	Sum	Mean	Std. Devi ation	Vari ance	Skewne ss		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
	33	31	35										
Score_Pre_Test_Exp eriment_Class				66	1464	44	1.512	8.688	75.489	1.20	.209	.423	.409
Score_Post_Test_Ex periment_Class	33	43	48	91	2266	69	1.761	10	102.354	.20	.209	-.499	.409
Valid N (listwise)	33												

According to Table 9, there were 33 samples in the pre-test and 33 samples in the post-test. The range of the pre-test was 31and the post-test was 43. The minimum score of the pre test was 35 and the post-test was 48. The maximum score of the pre-test was 66 and the post-test was 91. The sum of the pre-test was 1464 and the post-test was 2266. The mean of the pre-test was 44.36 and post test was 68.67. Standard deviation of pre-test was 8.688 and post-test was 10.117. Variance of pre-test was 75.489 and post-test was 102.354. Swekness of pre-test Was 1.136 and post-test was .209. The kurtosis of pre-test was .423 and post-test was -.499.

Students' result of the pre-test and post-test in control class

The pre-test was given to know how far the students' speaking skill before taught trough conventional media. The post-test was given to know students' speaking skill after taught trough conventional media. In the control class sample of the students' were 32 students'.

Table 9. Descriptive Statistics of pre-test and post-test in control class

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Std. Error	Statistic	Std. Error
Score_Pre_Test_Control_Class	32	23	35	58	1365	4	1.074	6.078	36.943	.713	-.481	.809

Score_Post_Test_Control_Class	32	41	39	80	1992	62	1.706	9.649	93.097	-.221	.	-.115	.809
Valid N (listwise)	32												

Based on the table 11, number of sample in pre-test were 32 and post-test was 32, range of pre-test was 23 and post-test was 41, minimum score of pre-test was 35 and post-test was 41, maximum score of pre-test was 58 and post-test was also 80, sum of pre-test was 1365 and post-test was 1992, mean of pre-test was 42.66 and post-test was 62.25, standard deviation of pre-test was 6.078 and post-test was 9.649, variance of pre-test was 36.943 and post-test was 93.097, skewness of pre-test was .713 and post-test was -.221, then kurtosis of pre-test was -.481 and post-test was -.115.

Test of Normality

Table 12. Test of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df		Statistic	df	Sig.
Post-test-score experimental-class	.185	33	.060	.866	33	.005
Post-test-score-control class	.145	32	.200*	.883	32	.011

Based on the calculation of statistic above, the result of normality test showed the p-value of Smart Tree Media was higher than 0,05 level, which has 0.06 It mean that the distribution of the data in Smart Tree Media was normal. Meanwhile, speaking no treatment has p-value 0.2 which was also higher than 0.05. It mean that distribution of data speaking using no treatment was also normal.

Test of Homogeneity

Table 13. Test of Homogeneity

Score			
L Levene Satatistic	df1	df2	Sig.
2.825	1	63	.099

According to the table 13, the calculation of Levene Statistic with the aid of using SPSS 16, it changed into observed that p-output was 0.099. It was better than the suggest widespread variations stage (0,05). So, it meant that the pattern taken from experimental and control class were homogenous.

Independent T-test

Table 14. Independent Samples 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
Score	Equal variances assumed	2.825	.099	5.9		.000	14.52431	2.43961	9.6217 2	19.42689
	Equal variance not assumed			5.984	48.939	.000	14.52431	2.42722	9.64646	19.40215

Based on the table 14, the value of $t_{obtained}$ = 5.954 and 5.984 are higher than t_{table}= 2.021, and the value of sig (2-tailed)= 0.000 less than mean significant difference (0.05). In addition, the researcher concluded that hypothesis alternative (Ha) of this study was accepted and (Ho) of this study was rejected. It meant that there was any significant difference in teaching speaking by using Smart Tree Media in the experimental class.

DISCUSSION

According to the result above, it could be interpreted that teaching speaking descriptive text by using Smart Tree Media was significant increase. According to the t-calculated score obtained using SPSS 16 and the df value of (n-2) = (65-2) = 63, the t-obtained score was higher than the t-table score (5.954 and 5.984 > 2,021, respectively). As a result, the Alternative Hypothesis

(Ha) was accepted and the Null Hypothesis (Ho) was disproved. It could be inferred that the use of Smart Tree Media can boost students' speaking on descriptive texts in the seventh grade at Equality Education Program Salafiyah Islamic Boarding School (PKPPS) Wustha Fatkhul Ulum Srimulyo Tapus.

Smart Tree Media was picked because it can improve students' English-speaking abilities. Because the smart tree aid learning approach is intended to make learning interesting for students, it can boost student participation in speaking classes and increase their enthusiasm in attending English speaking lessons. This is consistent with study by Angelina (2010), which demonstrates that the usage of Smart Tree Media was able to boost student involvement in all areas by 24% in the second cycle.

CONCLUSION

Based at the facts evaluation defined by the previous chapter, the researcher concluded that there was any large variations between the students who're taught via the usage of Smart Tree Media and who are taught by using conventional media to growth students' talking on descriptive text at the seventh grade of Equality Education Program Salafiyah Islamic Boarding School (PKPPS) Wustha Fatkhul Ulum Srimulyo Tapus. It become proved via the result of the Independent Sample t-take a look at of the submit-check score inside the experimental and control class gave the price of t-obtained become five.954 and five.984 and the price of Sig (2-tailed) became 0.000. It intended that the price of t-obtained changed into higher than t-table= 2,021 with df changed into (n 2)= (65-2)= 63, and price of Sig (2-tailed) changed into much less than the cost of Significance degree (α = 0.05). So, the Null Hypothesis was rejected and Alternative Hypothesis (Ha) changed into widespread. It may be concluded there was any giant distinction between college students who're taught by the usage of Smart Tree Media and students who are taught via the use of conventional media. From the data, it was also found that the students can reduced their problem in speaking Smart Tree Media applied in their class. By using Smart Tree Media, the students finally found the cause of their problem in speaking and they can solve their problem, because Smart Tree Media was good technique to get better understand about the material.

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