A Descriptive Study on the Expro-2 Students' Speaking Ability in Performing Speaking through Guessing Game at Excellent English Course, Pare, Kediri

THESIS

By:

Lu'luil Maknun
NIM 070210491142

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2012

A Descriptive Study on the Expro-2 Students' Speaking Ability in Performing Speaking through Guessing Game at Excellent English Course, Pare, Kediri

THESIS

Composed to fulfill one of the requirements to obtain S1 Degree
at the English Language Education Study Program, Language and Arts Education Department
The Faculty of Teacher Training and Education
Jember University

By:

Lu'luil Maknun
NIM 070210491142

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

LANGUAGE AND ARTS DEPARTMENT

THE FACULTY OF TEACHER TRAINING AND EDUCATION

JEMBER UNIVERSITY

2012

CONSULTANT'S APPROVAL

A Descriptive Study on the Expro-2 Students' Speaking Ability in Performing Speaking through Guessing Game at Excellent English Course, Pare, Kediri

THESIS

Composed to fulfill one of the requirements to obtain S1 Degree at the English Language Education Study Program of the Language and Arts Education Department of the Faculty of Teacher Training and Education Jember University

Name	: Lu'luil Maknun
Identification Number	: 070210491142
Level	: 2007
Place, Date of Birth	: Situbondo, June 16th, 1988
Department	: Language and Arts
Program	: English Education

Approved by:

Consultant I	Consultant II
Drs. Annur Rofiq, M.A, M.sc	**Siti Masrifatul Fitriyah, S.Pd. M.A.**
NIP. 19681025 199903 1 001	**NIP. 19770323 200604 2001**

APPROVAL OF THE EXAMINATION COMMITTEE

This thesis is approved and received by the Examination Committee of the Faculty of Teacher Training and Education of Jember University.

Day :

Date :

Place : The Faculty of Teacher Training and Education

Examiners' Team

The Chairperson	The Secretary
Drs. I Putu Sukmaantara, M.Ed	Siti Masrifatul Fitriyah, S.Pd, M.A
NIP. 19604241990021003	NIP. 19770323 200604 2001
The Member I	The Member II
Dra. Wiwiek Eko Bindarti, M.Pd.	Drs. Annur Rofiq, M.A, M.Sc.
NIP. 195612141985032001	NIP. 19681025 199903 1 001

The Faculty of Teacher Training and Education

The Dean,

Drs. H. Imam Muchtar, S.H.,M.Hum.
NIP. 19540712 198003 1 005

DEDICATION

This thesis is honorably dedicated to:

1. My beloved father, the late H. Fachrur Rozi and my beloved mother Siti Afnani. Thank you very much for your endless love.
2. My husband Joko Susilo, and also my little angle, Yasmin Arrayyanah. You are my spirit.
3. My nice sisters, ka'Ufa and ka' Unung. Thanks for being my best friend.

ACKNOWLEDGEMENT

All praise is for Allah S.W.T, the most Gracious and the most Merciful. May He send peace and blessings to Muhammad, his family, and his companions.

I thank Allah, for giving me strength so I can finish my thesis entitled **"A Descriptive Study on the Expro-2 Students' Speaking Ability in Performing Speaking through Making Riddle use Describing at Excellent English Course, Pare, Kediri"**

I would like to express my deepest appreciation and sincerest thanks to the following people:

1. the Dean of the Faculty of Teacher Training and Education, Jember University,
2. the Chairperson of the Language and Arts Department,
3. the Chairperson of the English Education Programs,
4. my first consultant, Drs. Annur Rofiq, M.A, M.Sc., and my second consultant, Siti Masrifatul Fitriyah, S.Pd. M.A., for their guidance and valuable suggestions in accomplishing this thesis,
5. the examination committee,
6. the lecturers of the English Education Program who have taught and given me a lot of knowledge,
7. the director, the instructors, and the students of Expro-2 at Excellent English Course who helped and participated willingly to involve in this research,

I believe that this thesis still has some weaknesses. Therefore, I really hope that there will be criticism and suggestions from the readers to make this thesis better. I also hope that this thesis will be useful for the readers.

Jember, 18th September 2012

Writer

TABLE OF CONTENTS

COVER ii

CONSULTANT'S APPROVAL iii

APPROVAL OF THE EXAMINATION COMMITTEE iv

DEDICATION v

ACKNOWLEDGMENT vi

TABLE OF CONTENTS vii

LIST OF APPENDICES viii

LIST OF TABLES xi

SUMMARY xii

CHAPTER I. INTRODUCTION 1

1.1 Background of the Research 1

1.2 Problems of the Research 4

1.2.1 General Problem 4

1.2.2 Specific Problems 4

1.3 Objectives of the Research..... 5

1.3.1 General Objective 5

1.3.2 Specific Objectives 5

1.4 Significance of the Research 6

1.4.1 The Instructor 6

1.4.2 The Students 6

1.4.3 The Other researchers 6

CHAPTER II. LITERATURE REVIEW 8

2.1 Speaking Ability..... 7

2.1.1 Fluency 8

2.1.2 Pronunciation 9

2.1.3 Grammar 10
2.1.4 Vocabulary 10
2.1.5 Content 11
2.2 Speaking in English Language Teaching 11
2.3 The Teaching Speaking at Excellent English Course.... 12
2.4 Games in Teaching English 13
2.5 Kinds of games 14
2.6 Definition of Guessing Game 15
2.6.1 Guessing game in Teaching Speaking 16
2.6.2 The Advantages of Guessing Game in Teaching Speaking 17
CHAPTER III. RESEARCH METHOD 19
3.1 Research Design 19
3.2 Area Determination Method 20
3.3 Respondent Determination Method 21
3.4 Operational Definition 21
3.4.1 Speaking Ability 21
3.4.2 Guessing Game 21
3.4.3 The Expro-2 22
3.5 Data Collection Method 22
3.5.1 Primary Data 22
3.5.1.1 Test 22
3.5.2 Supporting Data 25
3.5.2.1 Interview 25
3.5.2.2 Observation 25
3.5.2.2 Documentation 26
3.6 Data Analysis Method 26

CHAPTER IV. RESEARCH RESULT AND DISCUSSION 29

4.1 The Results of Supporting Data 29
4.1.1 The Result of Interview 29
4.1.2 The Results of Documentation 30
4.1.3 The Result of Observation 31
4.2 The Result of Primary Data 32
4.2.1 The Data Analysis..... 33
4.3 Discussion 43
5. CONCLUSION AND SUGGESTION 46
5.1 Conclusion 46
5.1.1 General Conclusion 46
5.1.2 Specific Conclusion 46
5.2 Suggestion 47
5.2.1 The Instructor 47
5.2.2 The Other Researchers 47
REFERENCES..... 48
APPENDICES 51

THE LIST OF TABLES

Page

Table 3.1 Content Validity of the Test 23
Table 3.2 The Example of Scoring Rubric 27
Table 3.3 Score Classification 28
Table 4.1 The Analysis of the Students' Score of Speaking Test through Guessing Game……..... 33
Table 4.2 The Score Frequencies and Classifications of the Students' Fluency in Performing Speaking through Guessing Game..... 35
Table 4.3 The Score Frequencies and Classifications of the Students' Pronunciation in Performing Speaking through Guessing Game..... 37
Table 4.4 The Score Frequencies and Classifications of the Students' Grammar in Performing Speaking through Guessing Game..... 38
Table 4.5 The Frequency and the Classification of Students' Vocabulary in Performing Speaking through Guessing Game..... 39
Table 4.6 The Frequency and the Classification of Students' Content in Performing Speaking through Guessing Game .....…….. 41
Table 4.7 The Students' Ability in Performing Speaking through Guessing Game…….... 42

LIST OF APPENDICES

Appendix 1. Research Matrix.

Appendix 2. The Names of Respondents.

Appendix 3. The Interview Guide.

Appendix 4. The Documentation Guide.

Appendix 5. The Course Facilities.

Appendix 6. The Observation Result.

Appendix 7. The Scoring Rubric of the Students' Speaking Ability.

Appendix 8. Speaking Test.

Appendix 9. The Result of Speaking Test.

Appendix 10. Sample of the Students' Test Result.

Appendix 11. The List of Winning Team.

Appendix 12. The Research Letter from Excellent English Course.

SUMMARY

A Descriptive Study on the Expro-2 Students' Speaking Ability in Performing Speaking through Guessing Game at Excellent English Course, Pare, Kediri; Lu'lu il Maknun; 070210491142; 2012; 48 pages; English Language Education Study Program, Language and Arts Department, the Faculty of Teacher Training and Education, Jember University.

This research was intended to describe the Expro-2 students' ability in performing speaking through guessing game at Excellent English Course. Excellent English Course was chosen by purposive method with the following considerations: (1) guessing game has been applied in the speaking classes at Excellent English Course since 2009, (2) there was no research investigating the phenomena in this English Course, (3) the director had given permission to the researcher to conduct the research, so that the data could be obtained from this course. The respondents were the Expro-2 students of Excellent English course. They were divided into 2 classes and each class consisted of 18 students. Thus the total number of the students were 36 students. In this research, the researcher used population method to determine the respondents, because the number of the respondents was fewer than 100. The main data were collected by using speaking ability test, while the interview, observation, and documentation were used to collect the supporting data.

The question of this research was "How is the Expro-2 students' speaking ability in performing speaking through guessing game at Excellent English Course?" Based on the results of the data analysis, it was found that among 5 indicators, the highest score of students' ability in performing speaking through guessing game was on content 81.7/excellent category. Then, it was followed by vocabulary which was 75/good category. Next, fluency was also on good classification, in the average of 70.8. It happened due to the fact that the students felt comfortable and excited in performing speaking through guessing game. Therefore, so they could speak and express the ideas easily. In contrast, the lowest indicator was pronunciation with the

percentage of 67.5/fair category. It happened because the instructor gave a little time to practice pronunciation. Also in speaking class, usually the instructor focused on students' fluency. The last is students' grammar, with the percentage of 68.3/fair category.

Related to the teaching learning process of speaking ability through guessing game, the students seem to happily participate in the activities. It shows that games help to encourage students' participation and motivation in the activities during the teaching learning process.

In general, from the average score, most of the respondents got low score on pronunciation and grammar. Therefore, the instructor should give more exercises to the students to improve students' grammar and pronunciation.