IMPROVING THE EIGHTH YEAR STUDENTS' SPEAKING ABILITY THROUGH STORY GAMES AT SMP NEGERI 1 NGULING PASURUAN IN THE 2011/2012 ACADEMIC YEAR

THESIS

Presented as One of the Requirements to Obtain the Degree of S1 of
the English Language Education Study Program, Language and Arts Education
Department, The Faculty of Teacher Training and Education
Jember University

Written by:

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
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DEDICATION

This thesis is dedicated to the following people:

1. My beloved parents, Muksin and Solhah. Thank you very much for your guidance and your endless love.
2. My beloved little brother and sister, Cahya Dwi and Fazaria Reza. Your supports and help will be always in my mind.
3. The sunshine of my life, N. Hernadianto. Thank you for always being in my side forever and ever.
4. My close friends at 2007 level of English Education Program, Rindu, Rahmat and Tanti.

MOTTO

Be thankful for what you have; you will end up having more.
If you concentrate on what you do not have; you will never, ever have enough.*)

*) Oprah Winfrey
Available at blog.gaiam.com/quotes/authors/Oprah-Winfrey?page=2 [April, 28th 2012].

CONSULTANTS APPROVAL

IMPROVING THE EIGHTH YEAR STUDENTS' SPEAKING ABILITY THROUGH STORY GAMES AT SMP NEGERI 1 NGULING PASURUAN IN THE 2011/2012 ACADEMIC YEAR

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Finally, I expect that this thesis will be useful not only for me but also for the readers. However, I do realize that it is still far from being perfect. Any constructive critics and suggestions will be fully appreciated.

Jember, May 2012 The Writer

LIST OF TABLES

Page

Table 3.1 The Syllabus of SMP Negeri 1 Nguling Pasuruan 27

Table 3.2 The Analytic Scoring of the Students' Speaking Ability..... 29

Table 3.3 The Observation Checklist for Students' Active Participation..... 31

Table 3.4 The Classification of Score Level..... 35

Table 4.1 The Schedule of Cycle I..... 37

Table 4.2 The Students' Speaking Test Scores in Cycle I..... 40

Table 4.3 The Classification of Frequency and Score Level in Cycle I 42

Table 4.4 The Revision on Some Necessary Aspects..... 45

Table 4.5 The Schedule of Cycle II 46

Table 4.6 The Students' Speaking Test Scores in Cycle II..... 47

Table 4.7 The Classification of Frequency and Score Level in Cycle II..... 49

Table 4.8 The Improvement of the Students' Speaking Score 53

TABLE OF CONTENTS

Page

TITLE i

DEDICATION ii

MOTTO iii

CONSULTANTS APPROVAL iv

APPROVAL OF THE EXAMINATION COMMITTEE v

ACKNOWLEDGEMENT vi

LIST OF TABLES vii

TABLE OF CONTENTS viii

TABLE OF APPENDICES xi

SUMMARY xiii

CHAPTER 1. INTRODUCTION 1

1.1 Background of the Research 1

1.2 Problems of the Research 4

1.3 Objectives of the Research 5

1.4 Scopes of the Research 5

1.5 Significances of the Research 5

CHAPTER 2. LITERATURE REVIEW 7

2.1 Speaking Definitions and the Meaning of Speaking Ability 7

2.2 The Aspects of Speaking 8

2.2.1 Fluency 8

2.2.2 Pronunciation 9

2.2.3 Grammar 10

2.2.4 Vocabulary 10
2.2.3 Content of Speech 11
2.3 The Use of Games in Teaching Language 12
2.4 Kinds of Games in Teaching Language 13
2.5 Story Games as the Technique of Teaching Speaking 15
2.6 The Application of Story Games in Teaching Speaking 16
2.7 The Advantages of Using Games in Teaching Speaking 18
2.8 The Function of Story Games to Improve Speaking Skill 19
2.9 Action Hypotheses 21
CHAPTER 3. RESEARCH METHODS 22
3.1 Research Design 22
3.2 Area Determination Method 25
3.3 Subject Determination Method 25
3.4 Operational Definitions of the Term 25
3.4.1 Story Games 25
3.4.2 The Students' Speaking Ability 26
3.4.3 The Students' Active Participation 26
3.5 Data Collection Methods 26
3.5.1 Speaking test 27
3.5.2 Observation 30
3.5.3 Interview 31
3.5.4 Documentation 31
3.6 Research Procedures 32

3.6.1 The Planning of the Action 32
3.6.2 The Implementation of the Action 32
3.6.3 Observation and Evaluation 33
3.6.4 The Data Analysis and Reflection 34
CHAPTER 4. RESULTS, DATA ANALYSIS AND DISCUSSION 37
4.1 The Results of the Implementation of the Action in Cycle I 37
4.1.1 The Results of the Speaking Test in Cycle I 39
4.1.2 The Results of Observation in Cycle I 42
4.1.3 The Results of Reflection in Cycle I 43
4.2 The Results of the Implementation of the Action in Cycle II 46
4.2.1 The Results of the Speaking Test in Cycle II 47
4.2.2 The Results of Observation in Cycle II 50
4.2.3 The Results of Reflection in Cycle II 51
4.3 The Results of Interview 52
4.4 The Results of Documentation 53
4.5 The Result of Students' Speaking Ability 53
4.6 Discussion 55
CHAPTER 5. CONCLUSIONS AND SUGGESTIONS 58
5.1 Conclusions 58
5.2 Suggestions 59
REFERENCES 60
APPENDICES

TABLE OF APPENDICES

Page

A. Research Matrix 63
B. Interview Guide 65
C. The Names of the Research Subjects of Class VIII 1 SMP Negeri 1 Nguling Pasuruan 67
D. The Students' Previous Speaking Score of Class VIII 1 SMP Negeri 1 Nguling Pasuruan 68
E. Observation Guide for the Students' Active Participation 69
F. The Analytic Scoring of the Students' Speaking Ability..... 70
G. Lesson Plan 1 Cycle I Meeting 1 72
H. Lesson Plan 2 Cycle I Meeting 2 91
I. Speaking Test (Cycle I) 110
J. Lesson Plan 3 Cycle II Meeting 1 113
K. Lesson Plan 4 Cycle II Meeting 2 132
L. Speaking Test (Cycle II) 151
M. Observation Checklist Cycle I Meeting 1 154
N. Observation Checklist Cycle I Meeting 2 155
O. Observation Checklist Cycle II Meeting 1 156
P. Observation Checklist Cycle II Meeting 2 157
Q. The Names of the Members of Each Groups Cycle I 158
R. The Names of the Members of Each Groups Cycle II 159
S. The Students' Speaking Test Score in Cycle I Based on Each Indicator of Speaking 160
T. The Students' Speaking Test Score in Cycle II Based on Each Indicator of Speaking 162
U. The Samples of the Students' Speaking Test Cycle 1 164

V. The Samples of the Students' Speaking Test Cycle II 178
W. Permission Letter of Conducting Research from the Faculty of Teacher Training and Education, Jember University 191
X. Statement Letter for Accomplishing the Research from SMP Negeri 1Nguling Pasuruan 192
Y. Consultant Sheets 193

SUMMARY

Improving the Eighth Year Students' Speaking Ability through Story Games at SMP Negeri 1 Nguling Pasuruan in the 2011/2012 Academic Year; Nungky Juwita Salindri; 070210491007; 2012; 59 pages; English Education Program Faculty of Teacher Training and Education Jember University.

This Classroom Action Research was intended to improve the eighth grade students' speaking ability through story games at SMP Negeri 1 Nguling Pasuruan in the 2011/2012 academic year. The research subjects were the students of class VIII 1 that were determined purposively by consulting to the eighth grade English teacher. Based on the information from the teacher, this class had the lowest speaking achievement among other six classes of class VIII. The average score of speaking was 63.3 (fair category). It is below the mastery score level of speaking at that school that is 70.

This classroom action research was done in two cycles in which each cycle covered four stages of activities, namely planning the action; implementing the action; observing and evaluating; and analyzing the data and reflecting the action. Each cycle was conducted in two meetings. The data about the students' speaking achievement were collected by administering the speaking test after the actions given. Observation was used to monitor the process of teaching speaking through story games especially "Build a Story" game and the students' active participation in the classroom. The supporting data were collected by interview and documentation.

In cycle I, the results of the speaking test showed that the mean score of the students' achievement test was 68.9 (fair category). Then, there was only 57.1% of the total students could achieve the target score, that was at least ≥70. In other words, the percentage of the students' speaking achievement that got score at least ≥70 was below 75%. Then, based on the classroom observation it was revealed that there were only 25 of 35 students (71.4%) who were actively involved in the teaching learning

activities in the first meeting and there were 27 of 35 students (77.1%) who were actively involved in the teaching learning activities in the second meeting. It means that the result of the observation in cycle I had not achieved the requirement of the research because the result of the observation in the first meeting had not achieved the requirement of the research that was at least 75% of the students. It showed that this research result had not fulfilled the criteria of the success of the action. Therefore, the actions in cycle II were conducted in order to improve the students' speaking ability through story games, especially "Build a Story" game.

The actions were continued to the second cycle by revising some necessary aspects. The English teacher and the researcher collaborated in determining the members of the groups. The students were equally grouped based on the result of the speaking test in cycle I and the observation was done by the observer during the actions in cycle 1. Besides, the teacher gave more attention to the groups in which the members didn't get the same opportunities in the discussion and gave chance to the students to ask questions whether or not they had understood the materials. Moreover, the English teacher and the researcher tried to get more interesting stories which were familiar for the students. Some topics were taken from some students' past experiences. It was hoped that the revision could make the students improve their speaking ability.

In the second cycle, the results of speaking test showed improvement. The mean score of the students' speaking achievement test was 73.8 (good category). It was higher than the mean score in cycle I that was 68.9. Then, there was improvement of the students who could achieve the target score required, that was at least 75. There were 27 students or 77.1% of the total students got scores at least ≥70. Regarding the students' active participation in the teaching learning process of speaking, it also improved. Then, based on the classroom observation it was revealed that there were 29 of 35 students (82.9%) who were actively involved in the teaching learning activities in the first meeting and there were 30 of 35 students (85.7%) who were actively involved in the teaching learning activities in the second meeting.

These results indicated that this research had fulfilled the criteria of the success of this action research.

Based on the results, it could be concluded that the teaching of speaking through story games especially “Build a Story” game could improve the students’ speaking ability as well as their active participation in the process of speaking teaching learning. Then, it is suggested that the English teachers to use story games especially “Build a Story” game as an alternative way in teaching speaking to improve the students’ speaking ability.