

ABSTRAK

Pengaruh *Reporting Back Strategy* dan motivasi terhadap kemampuan berbicara bahasa Inggris siswa SMA N 1 Lembah Gumanti kelas XI IPA tahun pelajaran 2011/2012.

Oleh: Niza Syaveny, (Pd.Bhs.Inggris PP UNP-2012)

Hasil belajar dipengaruhi oleh beberapa faktor diantaranya kemampuan siswa, cara belajar, kemampuan belajar, teknik mengajar dan strategi yang digunakan dalam mengajar. Penelitian membatasi masalah pada pengaruh strategi yang digunakan dan motivasi terhadap kemampuan berbicara siswa. Penelitian ini bertujuan untuk mengetahui pengaruh *Reporting Back Strategy* dan motivasi terhadap kemampuan berbicara bahasa Inggris siswa.

Penelitian ini dilakukan di SMA N 1 Lembah Gumanti kelas XI IPA semester 2 tahun pelajaran 2011/2012. Penelitian eksperimen ini menggunakan rancangan faktorial 2×2 dengan jumlah sampel 69 orang. Rumusan hipotesis penelitian ini adalah: (1) siswa yang diajar melalui *Reporting Back Strategy* memperoleh hasil yang lebih baik dalam kemampuan berbahasa dibandingkan dengan siswa yang diajar melalui *Memorization Strategy*, (2) siswa yang bermotivasi tinggi yang diajar melalui *Reporting Back Strategy* memiliki hasil lebih baik dalam kemampuan berbicara dibandingkan siswa yang bermotivasi tinggi yang diajar melalui *Memorization Strategy*, (3) siswa yang bermotivasi rendah yang diajar melalui *Reporting Back Strategy* memiliki hasil lebih baik dalam kemampuan berbicara dibandingkan siswa yang bermotivasi rendah yang diajar melalui *Memorization Strategy*, (4) terdapat interaksi antara strategi yang digunakan dengan motivasi belajar.

Hasil analisis menunjukkan bahwa: (1) kemampuan berbahasa siswa yang diajar melalui *Reporting Back Strategy* lebih baik dari siswa yang diajar melalui *Memorization Strategy*, (2) kemampuan berbahasa siswa yang bermotivasi tinggi yang diajar melalui *Reporting Back Strategy* lebih baik dari siswa yang bermotivasi tinggi yang diajar melalui *Memorization Strategy*, (3) kemampuan berbahasa siswa yang bermotivasi rendah yang diajar melalui *Reporting Back Strategy* lebih baik dari siswa yang bermotivasi rendah yang diajar melalui *Memorization Strategy*, (4) tidak terdapat interaksi yang signifikan antara strategi pembelajaran dengan motivasi belajar.

ABSTRACT

The Effect of Reporting Back Strategy and Motivation on Students' English Speaking Skill of SMA N 1 Lembah Gumanti at Grade XI IPA 2011/ 2012 Academic Year.

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Teaching and learning process are relatively influenced by some factors, such as student's intelligence, learning style, learning skill, teaching technique, and strategy used in teaching. All of the factors influence students' achievement and their skill in learning. This study limited to see the influence of strategy used and students' motivation to students' speaking skill. The aims of the study were to know the effect of Reporting Back Strategy and motivation to students' speaking skill.

The research was done at second semester of students of SMA N 1 Lembah Gumanti grade XI IPA 2011/2012 academic year. This experimental research used 2×2 factorial design and samples of the research were 69 students. Research hypotheses were summarized as follows: (1) the students who are taught through Reporting Back Strategy get the better result in English speaking skill with those who are taught through Memorization strategy, (2) the students who have high motivation who are taught through reporting back strategy get the higher result in English speaking skill than those who are taught through memorization strategy, (3) the students who have low motivation who are taught through reporting back strategy get the higher result in English speaking skill than those who are taught through memorization strategy, (4) there is any interaction between Reporting Back Strategy and students' motivation with the students' preliminary on English speaking skill.

The result of data analysis revealed that: (1) students' speaking skill that was taught through Reporting Back Strategy was better than the students who were taught through Memorization Strategy, (2) the students' speaking skill that have high motivation who were taught through Reporting Back Strategy higher than the students that have high motivation who were taught through Memorization Strategy, (3) the students' speaking skill that have low motivation who were taught through Reporting Back Strategy higher than then the students that have low motivation who were taught through Memorization Strategy, (4) there was no an interaction between strategy used in learning and students' learning motivation. In conclusion, Reporting Back Strategy is more effective strategy used in learning than Memorization Strategy in improving students' speaking skill.