

**IMPLEMENTATION OF TRIVIAL PURSUIT TO IMPROVE
STUDENTS' SPEAKING ABILITY**

PAPER

*Submitted as a Partial Fulfilment of the Requirement to Obtain
Strata One (S1) Degree*



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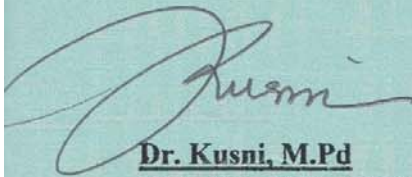
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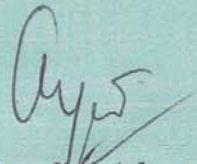
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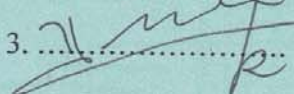
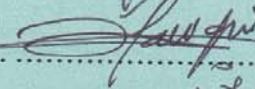
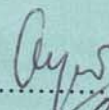
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ABSTRAK

Mardiyansah. 2009. “Implementation of Trivial Pursuit toward Students’ Speaking Ability”. Makalah. Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa Sastra dan Seni. Universitas Negeri Padang.

Berdasarkan penelitian, masih banyak guru yang belum bisa berkomunikasi dalam bahasa Inggris dengan baik walaupun mereka mempunyai latar belakang bahasa Inggris. Kurangnya pengetahuan tersebut berimbas pada kemampuan *speaking* siswa yang mereka ajar. Untuk itu dibutuhkan tindakan yang inovatif untuk memotivasi siswa dalam pembelajaran bahasa Inggris dengan menggunakan metode Trivial Pursuit. Trivial Pursuit memudahkan latihan-latihan bahasa dengan menggunakan berbagai cara dan memotivasi siswa untuk berinteraksi dan berkomunikasi dalam bahasa Inggris serta menciptakan simulasi konteks kehidupan nyata dari bahasa yang digunakan. Dengan mengaplikasikan metode ini, murid-murid akan menikmati pembelajaran bahasa Inggris dan tidak akan ragu lagi untuk berbicara dalam bahasa Inggris.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

As it is known, speaking is one of the important skills in learning a language. Speaking is a tool for communication to present the idea, message or information to others. It is supported by Lawtie (2004), speaking as basic skill for people to communicate means that speaking performance is considered as the reflection of one's ability to use the language in a truly communicative setting that is in a spontaneous interaction involving one or more other persons.

Various concepts of learning speaking have been attempted, including improving teacher understanding about the importance of involving the student actively through various media or task that can motivate the student to practice English, the objective of learning cannot be reached perfectly (Richard, 2004). English teaching at school tends to focus teaching on grammar and lack of practices to speak English. Hence, the students think that speaking is one of difficult language skills because the students are not able to speak it fluently. Besides, they are not motivated to speak English because English is not used in their daily life (Brown, 2001).

Based on the writer's experience when taking Teaching Practice course at a senior high school and the interview of the English teachers at some senior high schools it was found that the students' ability to speak English still low. It can be seen through the students' speaking achievement in the classroom. Most of the students still faced some difficulties to speak English during teaching and learning

processes. As a result, most of the students were not able to speak English fluently yet.

The problems of the students are caused by some factors. The first factor is the lack of vocabularies. Some of the students have limited vocabulary. As a result, they were afraid to speak English because they did not know the words that they want to say. The second factor is the ideas. The students did not know what they want to share so they just keep silent during the learning processes. The third factor is student's interest. Some of the students said that they were not interested in learning English because they got bored with the limited technique by the teacher.

Based on School-Based curriculum (KTSP), as curriculum 2006, the aim of studying English for senior high school is to develop English skills and communicate either in spoken and written form to face technology development in this globalisation era. Unfortunately, there are some teachers get misunderstanding of the aim of this curriculum. The teachers think that to make the students able to communicate, the teachers just ask students to make groups discussion without teacher's guidance. As a result, the students tend to speak in Indonesia during the group discussion. In addition, this way cannot be effective any longer because it can cause the students get bored soon. Besides, because the number of the classes in Indonesia is mostly big, which consists of 40-45 students in one class, it makes only few students active to speak. Most of the students just would rather keep silent than communicate because of the fear of making a

mistake or embarrassment. This fear may be stronger than their desire to speak. Only the bright students will talk much in the class (Deckert, 2004).

Based on the phenomena above, since the lack of teacher's competence in English influences the student's speaking ability, therefore, it is needed to do an effective and innovative learning to motivate the students of senior high school in English subject. One of the innovative techniques is trivia. Nevertheless, the popularity of trivia has not been noticed in English Language Teaching (ELT). Trivia is a kind of technique to teach speaking in the classroom by giving and answering the questions that is adapted from the popular games shows, such as *Who wants to be a millionaire?* (Gates 2000). Even though this problem is not discussed yet perfectly in some researches, the writer argues that trivia can be a good technique in learning English in order to improve student's speaking ability. This technique gives opportunities to the students who are not good at English to show their ability in other fields, such as general knowledge, history, science, geography, social, film and music. Hence, the self-confidence and motivation of the students is rising, and they may be brave to express their ideas in English.

B. Identification of the Problem

Based on the background of the problem above, the writer can identify the problems in teaching speaking. The students have less motivation to speak up in the classroom since they are still shy and less interested in the topics given by the teachers in the speaking class. In learning English, the students generally face some obstacles as in mastering speaking which are the first leap in order to communicate in English. Then, there is still lack of understanding and willingness

of some English language institution, either formal or informal about a program which can help to improve students' speaking skill by Trivial Pursuit as a communicative approach. Basically, there are three kinds of trivia activities that can be applied in teaching speaking; Millionaire, Jeopardy, and Trivial Pursuit.

C. Limitation of the Problem

From the problems identified above, the writer focus on implementation of trivial pursuit technique in conversation toward student's speaking ability in senior high school.

The writer chooses to look at Trivial Pursuit in teaching conversation. Trivial pursuit provides language practices in various skills, especially speaking, motivate the students to interact and to communicate in English and create real-life context simulation of the language use (Crawford, 2002). Trivia pursuit means simple question that related to students daily activities. Hence, it can create conducive atmosphere to study English and suit to the teenagers needs, which most likely wants something fun in learning, and the topics of trivial relate to their daily lives. Besides, it may give students who aren't the best at English a chance to shine in another area. It can be the case that some of the weak English students are really good at general knowledge. Thus, tasks by using trivia can help to boost their confidence and increase their motivation levels.

D. Formulation of the problem

Based on the background of the problem above, the problem is formulated as follows: "How can Trivial Pursuit be implemented in teaching conversation to attract the students' interest and to get their attention in speaking class?"

E. Purpose of the Paper

This paper is aimed at describing the implementation of Trivial Pursuit in teaching conversation to attract and improve the students' speaking ability.

F. Significance of the Paper

This paper can be useful for English teachers who have some problems to attract the students' interest and to get their attention in speaking class. By using this speaking technique, it will help the teacher to attract the Junior High School students' speaking ability interest.