

**IMPROVING STUDENTS' SPEAKING SKILL
THROUGH DESCRIBING SONGS
AT GRADE VIII-4 SMPN 6 PADANG**

THESIS



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ABSTRAK

Lilla Rama Dona. 2012. Meningkatkan Keterampilan Berbicara Bahasa Inggris Siswa Melalui Pemaparan Lagu pada Siswa Kelas VIII-4 SMP Negeri 6 Padang. Tesis. Program Pascasarjana. Universitas Negeri Padang.

Penelitian ini adalah penelitian Tindakan Kelas yang terdiri dari dua siklus. Masing-masing siklus melibatkan perencanaan, tindakan, observasi dan refleksi. Adapun instrumen penelitian ini adalah lembaran observasi dan tes keterampilan berbicara. Observasi bertujuan untuk mengetahui kegiatan yang dilakukan siswa dan guru selama proses belajar mengajar berlangsung. Sedangkan tes keterampilan berbicara bertujuan untuk mengetahui kemampuan berbicara siswa pada setiap akhir siklus. Pada siklus pertama ditemukan skor rata-rata tes kemampuan berbicara siswa 37.30. Karena hasilnya belum memuaskan, maka penelitian ini dilanjutkan ke siklus ke dua. Kemudian pada siklus dua ditemukan skor rata-rata kemampuan siswa 56.79. Beberapa faktor yang mungkin menyebabkan peningkatan keterampilan berbicara siswa adalah materi, media, kegiatan pembelajaran, pengelolaan kelas, dan pendekatan guru. Berdasarkan temuan di atas, maka dapat disimpulkan bahwa pemaparan lagu adalah salah satu cara efektif dalam meningkatkan keterampilan berbicara siswa. Oleh karena itu, disarankan agar guru menggunakan ini dalam proses belajar mengajar. Guru sebaiknya memberikan suasana belajar yang menyenangkan untuk siswanya. Peneliti mengajak untuk lebih lama dalam kegiatan refleksi. Ini akan membuat mereka dapat berfikir kritis dalam kelas.

ABSTRACT

Lilla Rama Dona. 2012. Improving Students' Speaking Skill through Describing Songs At Grade VIII SMPN 6 Padang. Thesis. Graduate Program. State University of Padang .

This Classroom Action Research consisted of two cycles. Each cycle involved plan, action, observation and reflection. The instruments used in this research were observation sheet and speaking test. Observation was done to know the activities done by the students and the teacher in the class while the test was used to measure the students' speaking skill after each cycle. In the first cycle, the students' average was 37.30. Because the result was not satisfying yet, the research was continued to the second cycle. In this cycle the students score improved to 56.79. There were several factors that could influence this result; those were media, material, activities, classroom management, and teacher approach. Based on the finding above, it could be concluded that using describing song is one of the effective way to improve students' speaking skill. It is suggested that the researcher keeps using describing song in teaching and learning process. English teachers are suggested to provide an enjoyable learning environment for their students. The researcher invites to spend more time in reflection. This allows the teachers to think critically on their classroom behavior.

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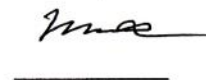
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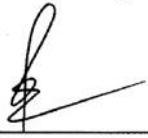
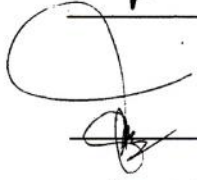
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Padang, Agustus 2012

Saya yang menyatakan



Lilla Rama Dona

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Teaching English, as a compulsory subject in high schools, is done to develop students' skills in English, including listening, reading, speaking and writing skills (Depdiknas, 2004). In Junior High School, English is taught twice in a week through Genre Based Approach. The genre consists of various types of text which should be taught to the students.

For the eighth grade of Junior High School, the students have to acquire the speaking skill in simple form. The genres are transactional and interpersonal text, functional text, and monolog text. For the monologue text, the material is emphasized on students' skill in understanding and responding the simple text in descriptive and recount. Reading, listening, speaking and writing are integrated in the teaching learning process. It is hoped that after the teaching learning process, the eighth grade students will be able to understand and respond descriptive and recount text in simple form.

Giving respond to the monologue text, especially for descriptive text, is not the new lesson for the eighth grade students. They have gotten this type of text when they are in the seventh year of Junior High School. In the second term of grade seventh, the students have been given the introduction to the descriptive text. That is reading a text about describing someone.

Based on the School Based Curriculum for English subject in Junior High School Number 6 Padang, it is stated that the students of grade VIII should be able in describing something in a simple description. For example, when the students see something, they can describe to the others about it, at least in the simple way. However, it seemed that describing something was a very difficult thing for the students in Class VIII-4 of Junior High School Number 6 Padang. Based on the test which was done on September 23, 2010, most of the students still got difficulties in describing something, even in simple way. When the teacher showed some pictures and asked them to describe those pictures, most of them only kept silent. Besides that, only few students could mention some words. From 39 students in that classroom, only 13 students could describe the picture in some sentences and 26 students only kept silent (See appendix) . The same situation also happened when she interviewed them with the questions about themselves and their daily activities, most of them could not do it. Furthermore, they also got difficulties when she asked their opinions on something. They couldn't give their ideas about the problem given. Even, most students did not understand what the teacher had asked them to do. As the result, the students couldn't reach the Minimum Achievement Criterion (*Kriteria Ketuntasan Minimal*) established by that school for English subject; that is 55 (the rate is 0-100)

Based on students' performance on that test as well as the teacher's observation during teaching learning process, It could be concluded that there were several problems happened in the classroom. The first problem was the students had low skill in speaking English. This might happen because of two reasons. The first

reason was that the students were lack of English vocabularies. The students only knew several words. They even could not mention the simple things around them. Based on teacher interviews with the students, their English was only improved at school since most of the students in this class came from the middle – low family. They did not have enough money to take English course as the additional class. They only depended on the material at school. Besides that, they were also not accustomed to the English program in television. Most of the students watched Indonesian series, not English programs. This is not only because they loved Indonesian program but also because the channel gotten clearly in that area was only the channel performed Indonesian program. These reasons made the students not accustomed to English words. Even, they were also having problem in Indonesian language. They tended to speak Minangnese all day, even at school.

The second reason for their speaking problem was the students do not have enough brevity in mentioning their idea. They were afraid of making mistakes. It might happen because they did not want their friends to mock at them when they said something inappropriately. Therefore, they only kept silent when the teacher asked them to say something. Most of them thought that they were in the safe zone when they did not say anything.

The second problem was the students have low skill in listening to English. The students in this class were accustomed to listen to many things in their own language; those were Minangnese and Indonesia. When the teacher gave explanation or direction in English, most of them did not understand, therefore the teacher should translate it into Indonesian.

The third problem was the students had low motivation in learning English. Most of them think that English was too difficult to learn. It could be seen from the teaching learning activity. Most of the students seemed to be busy with their own activity, such as dreaming, sleeping or even chatting with their friends. When the teacher gave them advice, they would pay attention for a while and then, they did the useless activities again.

According to School Based curriculum of Junior High School Number 6 Padang, the teacher should help the students get mastery in learning something, including English subject. The teacher should make the students reach the Minimum Achievement Criterion. Because of that, the teacher should find the way to improve students speaking skill. One way that could be used to improve the students' speaking skill was the use of media in teaching learning process. In using it, the teacher should pay attention to the students' condition, learning objectives as well as curriculum applied in that school. Using appropriate media would make the students interested and enthusiastic. There were lots of media that could be used in the language classes, such as movies, pictures, realia, songs, ect.

After considering the school condition, the teacher decided to use describing use songs as the media in teaching English. In this strategy, the students would listen to the song and create a short descriptive text based on the song. There were three reasons for the teacher in choosing describing song to improve students' speaking skill. The first reason was that describing songs could motivate the students to study well. Describing songs could be done to solve the students' problem in speaking since they gave many advantages for teaching learning process.

According to Baoan (2008), using English songs in the class offers fun and entertaining activities. Therefore, it creates an active and enthusiastic atmosphere. Thus, the students would have strong motivation to get involved in the classroom activities.

The second reason for using describing song was because of the teaching objective in the eighth grade of Junior High School. According to School Based Curriculum of Junior High School number 6 for grade VIII, It was stated that the students should be able to understand and respond descriptive text. The teacher used describing songs to improve students speaking skill. Thus, describing songs would be a good media to solve this problem. Through describing songs, the students not only listen to the song but also produce a simple descriptive text based on the song.

The last reason was the physical condition of her school. The electricity in her school was limited. Her classroom did not have any electricity current. When she wanted to use electricity; she needed to get the power from the office. However, giving songs to the students only needed two equipments; those were laptop and speakers which could take the power from laptop. Therefore, using songs not only offered interesting activities but also used the simple equipments.

Based on the reason before, she really hoped that using describing song would be very effective to improve students' speaking skill at grade VIII SMPN 6 Padang. Moreover, she hoped that it could help the students to get good English skill as well as achieve the Minimum Achievement Criterion determined in that school.

B. Identification of the Problem

Based on the observation which had been done by the researcher at class VIII-4 of Junior High School Number 6 Padang, it was found that there were some problems taking place in teaching speaking. The problems might come from the students themselves, technique and media of the teaching itself. From the students, it was found that the students had low speaking skill, had low listening comprehension ability and did not have good motivation to study English.

From the technique and strategy used in the teaching and learning process, it was found that teacher's technique and strategy was not interesting for the students. The teacher used conventional methods in which the teacher as the center. It made the teacher took much part in teaching - learning activities and the students listened much to the explanation. Therefore, it made the class become boring. In addition, the students did not have motivation to study. Most of them only kept silent in the classroom without paying attention to the lesson or doing activities that were not related with the class.

C. Limitation of the Problem

It was stated previously that there were at least three problems faced by the second grade students in SMPN 6 Padang. Since the researcher' ability, knowledge, energy and skills were limited, she only focused on the first problem that was: students speaking skills, especially in describing something. She conducted a research about a technique which improved the students' skills in speaking.

D. Research Question

The questions of this study were:

1. To what extent could “describing songs” improve students’ low speaking skill at the second grade of SMPN 6 Padang?
2. What factors influenced the changes of students speaking skill mentioned in point 1 above?

E. Purpose of the Research

The purpose of this study was to find out and to explain:

1. whether describing songs could improve students’ low speaking skill at second grade of SMPN 6 Padang.
2. some factors influencing the changes of students speaking skill mentioned in point 1 above.

F. Significance of the Research

It is expected that the findings of this research may contribute to English teachers in Junior High School, especially in SMPN 6 Padang. After reading this research, it is hoped that they would not neglect speaking skills. Describing song will be one of their alternatives in teaching speaking, especially for teaching descriptive text. Furthermore, the students could also get advantages from this research since it could show them some problems faced by the students in English and the way to overcome it. Furthermore, it is hoped to give alternative strategy for the teachers to teach English in enjoyable environment.

G. Definition of the Key Terms

- Songs : A piece of music with words which are sung. The songs in this research are chosen based on students learning material
- Describing Songs : The students describe the song in a simple paragraph by telling the song given and put their comments about the song. They can also describe something related about the title of the song
- Students' speaking skill : Students' ability to share about their idea and opinion on something which is indicated by the students' score in speaking test.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. CONCLUSION

Based on the research findings that have been discussed in the previous chapter, it can be concluded that:

1. Describing songs can be used to improve students speaking skill because:
 - a. It improves students willingness to get involved in teaching learning process
 - b. It enriches students vocabularies
 - c. It provides students opportunities to speak more
 - d. It creates enthusiastic and comfortable environment
2. There are six factors that influences the chance of students speaking skill according to qualitative data, namely: media, activities, materials, classroom management and teacher's approach

B. IMPLICATION

The finding and the conclusions of this research have some implications, those are:

1. To the researcher herself

She should consider using the songs in order to improve students speaking skill. Therefore, she needs more knowledge to handle classroom and

teaching learning process by activating students' background knowledge in order to make the process of learning and teaching enjoyable.

2. To the teaching of the speaking at Junior High School especially SMPN 6 Padang
 - a. Describing songs can be used as an alternative speaking teaching materials
 - b. Paying attention to material, media, activities, classroom management, and teacher approach will give good result in teaching learning activities.

C. SUGESTION

Based on conclusion and weaknesses found in using describing songs to improve students speaking skill, it is suggested to the teacher to:

1. The English teacher who have problem dealing with their students' speaking skill are suggested using describing song.
2. The students who want to practice their speaking can use describing song as one alternative to improve their English
3. The future researchers are recommended to conduct the relevant research in speaking skill

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