

**Improving Students' English Speaking Skill
Through Mini Dialogue Cards
At Grade IX B of SMP 4 X Koto Singkarak**

Thesis



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ABSTRACT

Irta Usman, 2010. Improving Students' English Speaking Skill through Mini Dialogue Cards at Grade IX B of SMPN 4 X Koto Singkarak

Based on the result of self reflection, the researcher found that the students' speaking skill in English was low. One of the factors was teacher's teaching technique uninteresting. This research aimed at find out whether teaching technique by using media of mini dialogue cards improved teaching and learning process and improved students' speaking skill. Beside that, this research also found the factors influenced the improvement of teaching and learning process through mini dialogue cards.

This research was classroom action research(CAR) that was conducted at SMPN 4X Koto Singkarak. The participants were the researcher herself, the collaborator and the students of grade IX B. The research data was collected by using interview, speaking test, observation checklist and field notes. This research was conducted in two cycles within six meetings.

The researcher found that mini dialogue cards could improve the effectiveness of teaching and learning process and improve students' speaking skill in English. The findings showed positive response state by students and supported by students' speaking skills achievement. The factors influenced the students' speaking skill were interesting media, preferable classroom condition, students' confidence and teacher's performance. From this research, it can be concluded that mini dialogue cards can better improve students' speaking skill in English.

ABSTRAK

Irta Usman, 2010. Improving Students' English Speaking Skill through Mini Dialogue Cards at grade IX B of SMPN 4 X Koto Singkarak.

Berdasarkan hasil refleksi diri, peneliti menemukan bahwa siswa kurang dalam keterampilan berbicara bahasa Inggris. Salah satu penyebab lemahnya keterampilan berbicara adalah teknik mengajar guru yang kurang menarik. Penelitian ini bertujuan untuk mengetahui apakah teknik mengajar dengan menggunakan media *Mini Dialogue Cards* dapat memperbaiki proses belajar mengajar dan meningkatkan ketrampilan siswa dalam berbicara. Disamping itu penelitian ini juga dimaksudkan untuk mengidentifikasi faktor-faktor apakah yang menyebabkan peningkatan proses belajar dan mengajar dengan menggunakan *Mini Dialogue Cards* tersebut.

Penelitian ini termasuk ke dalam Penelitian Tindakan Kelas. Penelitian ini dilaksanakan di SMPN 4 X Koto Singkarak yang pesertanya adalah peneliti, kolaborator dan siswa kelas IX B. Data penelitian dikumpulkan dengan menggunakan *interview, speaking test, observation checklist* dan *field notes*.

Peneliti menemukan bahwa *Mini Dialogue Cards* bisa meningkatkan efektifitas proses belajar mengajar untuk meningkatkan keterampilan siswa berbicara bahasa Inggris. Hal ini didukung dengan respon positif yang diberikan siswa selama pembelajaran *Mini Dialogue Cards* serta didukung oleh peningkatan hasil test siswa. Faktor-faktor yang mempengaruhi antara lain: media yang menarik, kondisi kelas yang menyenangkan, rasa percaya diri dan penampilan guru. Dengan demikian dapat disimpulkan bahwa *Mini Dialogue Cards* dapat meningkatkan keterampilan siswa berbicara bahasa Inggris.

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Padang, November 2010

The writer

SURAT PERNYATAAN

Dengan ini saya menyatakan :

1. Karya tulis saya; Thesis, dengan judul: Improving Students' English Speaking Skill Through Mini Dialogue Cards at Grade IX B of SMPN 4 X Koto Singkarak belum pernah di ajukan untuk mendapatkan gelar akademik baik Universitas Negeri Padang ataupun di Perguruan Tinggi lainnya di Indonesia.
2. Karya tulis ini murni gagasan, penilaian rumusan saya sendiri, tanpa bantuan tidak syah dari pihak lain, kecuali dari tim pembimbing.
3. Dalam penulisan ini tidak terdapat hasil karya orang lain kecuali pendapat yang telah di tulis dengan disebutkan nama dan di cantumkan pada daftar pustaka.
4. Pernyataan ini saya buat dengan sesungguhnya, dan apabila dikemudian hari terdapat penyimpangan dan ketidakbenaran dari pernyataan saya ini, saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah saya peroleh karena karya tulis saya ini, sanksi lainnya sesuai dengan norma dan ketentuan hukum yang berlaku.

Padang, November 2010

Saya yang menyatakan

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TABLE OF CONTENTS

ABSTRAK	i
ABSTRACT	ii
ACKNOWLEDGEMENT	iii
SURAT PERNYATAAN	iv
TABLE OF CONTENTS	v
LIST OF TABLES	vii
LIST OF FIGURES	viii
LIST OF APPENDICES	ix
CHAPTER I INTRODUCTION	
A. Background of the Problem	1
B. Identification of the Problem	4
C. Limitation of the Problem	4
D. Formulation of the Problem	5
E. Purpose of the Research	5
F. Significance of the Research	5
G. Definition of the Key Terms	6
CHAPTER II REVIEW OF THE RELATED LITERATURE	
A. Review of the Related Theories	7
1. Speaking skill	7
a. Technique of Teaching Speaking	10
b. Scoring of Speaking	13
2. Mini Dialogue Cards	14
B. Review of the Related Findings	19
C. Conceptual Framework	21
CHAPTER III RESEARCH METHOD	
A. Design of the Research	23
B. Setting	24
C. Participants	24

D. Instruments	25
E. Procedure	27
F. Technique of Data Collection	33
G. Technique of Data Analysis	34
CHAPTER 1V RESEARCH FINDINGS, AND DISCUSSIONS	
A. Research Findings	37
B. Discussions	55
C. Threats of The Research.....	
CHAPTER V CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS	
A. Conclusions	61
B. Implications.....	61
C. Suggestions	62
REFERENCES..	63
APPENDICES	66

CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is a language skill that demands someone to be able to communicate orally in the real life. To make someone be able to communicate orally in the real life becomes the reason why speaking is a crucial part of second language teaching and learning. As a result, learning speaking in English as a foreign language is very important to enable learners to interact with others communicatively. It is suggested by curriculum 2004 and School Based Curriculum 2006 for Junior High School in Indonesia.

Furthermore, speaking is needed in globalization era. The ability to communicate in a foreign language fluently contributes to the success of learners in school and later in their life. Today most of the companies need employees who can speak English well. Thus, ones who have a good ability in English tend to be easier to find a job. It is higher probability to get opportunities to develop their career.

According to English curriculum at Junior High School especially for speaking skill, the students are expected to be able to communicate in different genres. The students should be able to do monologue and to interact fluently and accurately. However, In fact, based on the researcher's observation and experience, the researcher found that a great number of students in each class have less ability to speak English. When the teacher

asks them to speak, most of them are not able to do it well. They need much time to think what they are going to say and often fail to say. They look confused to express their ideas and they don't have self confident to speak. Then, when the teacher asks them a question, they seem not understand and can not give response.

Based on the researcher's daily observation and interview with some students, especially, at the grade IX B of SMP 4 X Koto Singkarak, it is identified that many of them have unsatisfied speaking skill in English. It is supported by the result of speaking test at their second semester of academic year 2008/ 2009; the result found that only 8 from 20 or 40% of students got the score 60-85, while already good. The minimum standard of students is 60. Unfortunately, the rest of them 60% the students got the score under 60.

The problem comes from both teacher and students. Teacher often uses Indonesian language when teaching English. She rarely find and apply a technique to attract her students' attention especially in speaking skill. She considers that using Indonesian language is more understandable for the students instead of English. So the ways the teacher delivers English material make students feel bored. She tends to give written exercises than oral practicing, because it is influenced by the final examination which forces her to spends much time to develop reading and writing skills.

Furthermore, the students have lack of vocabulary. The limited vocabularies make them hard to speak and express their idea. They have problems in pronunciation and intonation. They are afraid to make mistake

while speaking. They are anxious of being blamed in pronouncing words during the communication. They are shy and afraid being laughed by their friends when the teacher corrects their mistake while speaking. They do not have self confident. As the result, they just keep silence.

If the teacher lets these problems continue, it will affect badly not only to the students, but also to the teachers, school, and the achievement of actional competence in the competence based curriculum being applied at school. Thus English teacher needs to create a condition which students can practice their English without feeling afraid, and embarrassed. Consequently, the teacher should have special afford to encourage their students to speak and furthermore to improve her students' speaking skill.

Those problems above motivate the researcher to do this research. In this case, the researcher is interested to choose Mini Dialogue Cards as a technique to improve speaking skill of Junior High School students at grade IX B. It is communicative technique and also a kind of game in language teaching speaking skill. Here, the researcher invites the students to learn speaking by playing games and make them more active and have motivation, because it also can create fun English speaking activities in the classroom.

The idea of Mini Dialogue Cards is taken from Watcyn and Jones 'Vocabulary Games and Activities' (1993). They said that Mini Dialogue Cards as Vocabulary games can make learning process more dynamic and enjoyable. Learning seems to become more active. Through this activity, it can improve students' skill in speaking. However, applying mini dialogues

cards itself in improving speaking skill of the students has never used yet especially at SMP 4 X Koto Singkarak. Because of that, the researcher wants to conduct the research to see how far this can improve speaking ability of the students.

B. Identification of the Problem

Based on the researcher's observation, interview and the result of speaking test the last semester with the students at grade IX B of SMP 4 X Koto Singkarak. It was identified that the problem was students' speaking English skill was low. The problems could be derived from the teacher like often used Indonesia language, did not use and apply a technique to attract the students' attention. So it makes the students bored. Next, it comes from the students themselves, like lack of vocabulary, so it's hard to express their idea, afraid to make mistake, and less self confidence. Therefore, it was needed a solution that was assumed to be able to change this atmosphere or condition. As a result, the researcher choosed Mini Dialogue Cards as a technique to improve students' English speaking skill.

C. Limitation of the Problem

Related to the identification of the problem above, the researcher limits the problems on the teacher's technique in teaching speaking for the IX B year students. She focused on applying Mini Dialogue Cards in improving students' English speaking skill at grade IX B of SMP 4 X Koto Singkarak in 2008/2009 academic year.

D. Formulation of the Problem

Based on the identification of the problem above, the researcher formulated the problem as follows:

1. To what extent can Mini Dialogue Cards technique improve students' English speaking skill at grade IX B of SMP 4 X Koto Singkarak?
2. What factors influence the changes of students' English speaking skill through Mini Dialogue Cards technique at grade IX B of SMPN 4 X Koto Singkarak ?

E. Purpose of the Research

The purpose of the research are to explain :

1. Whether Mini Dialogue Cards technique can better improve the students' English speaking skill at grade IX B SMPN 4 X Koto Singkarak.
2. Factors that influence the changes of students' English speaking skill at grade IXB of SMPN 4 X Koto Singkarak.

F. Significance of the Research

The result of the research is expected to give contribution to both theoretical and practical values. Theoretically, this research is intended to develop the theories of how to teach speaking by using media. Practically, it is intended to help the teacher to improve student's skill in Speaking English. The teacher will have a valuable input in presenting lesson.

G. Definition of the Key Terms

- a. English Speaking skill is the ability of the students to express their ideas, opinions or feelings orally, appropriate to their level in English.
- b. Mini Dialogue Cards in this research are kind of small cards (5x10cm) that consist of short questions or sentences (Card A) and short responses (Card B). The students should match up Card A and Card B.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A . Conclusions

From the result of the research it can be concluded that:

1. Mini Dialogue Cards improves students' speaking skill at grade IX B of SMPN 4 X Koto Singkarak.
2. There are four factors that influence the changes of students' speaking skill at grade IX B of SMPN 4 x Koto Singkarak through Mini Dialogue Cards. The factors are interesting media, preferable classroom condition, students' confidence, and teacher's performance.

B . Implications

Based on the research findings there are some implications can be made as follow:

1. To the researcher herself, the teaching learning process in the classroom especially in teaching speaking skill is better improved.
2. To the teaching of speaking skill at Junior High School, Mini Dialogue Cards have changed the students and the teacher's views on what an interesting and fun speaking class activity look liked.

C . Suggestions

Referring to the conclusion and implication of this research, some suggestions can be given as follows :

1. As an English teacher at Junior High School, the researcher can apply Mini Dialogue Cards technique in teaching speaking class.
2. For futher researcher, it is suggested that the researcher conduct the same research at different skills and different levels of the students.

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