

**THE EFFECT OF REPORTING BACK STRATEGY  
AND MOTIVATION ON STUDENTS' ENGLISH SPEAKING SKILL  
AT SMA N 1 LEMBAH GUMANTI GRADE XI IPA  
2011/2012 ACADEMIC YEAR**

**THESIS**



**by**

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## ABSTRAK

**Niza Syaveny. 2012. Pengaruh *Reporting Back Strategy* dan motivasi terhadap kemampuan berbicara bahasa Inggris siswa SMA N 1 Lembah Gumanti kelas XI IPA tahun pelajaran 2011/2012. Tesis. Pendidikan Bahasa Inggris, Program Pascasarjana Universitas Negeri Padang.**

Hasil belajar dipengaruhi oleh beberapa faktor diantaranya kemampuan siswa, cara belajar, kemampuan belajar, teknik mengajar dan strategi yang digunakan dalam mengajar. Penelitian membahas 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 x 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

**Niza Syaveny. 2012. 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. Thesis. English Education Program, Language Education Program, Graduate Program of State Padang University.**

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 x 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.

## **SURAT PERNYATAAN**

Dengan ini saya menyatakan bahwa:

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Padang, 14 September 2012

Saya yang menyatakan

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## **CHAPTER 1**

### **INTRODUCTION**

#### **A. Background of the Problems**

Speaking is one of skills in English that should be mastered by the students. Speaking skill is not only how to pronounce the words correctly, but also the abilities to express the ideas and delivered the message from the speaker to the listener. Speaking skill demands someone to be able to communicate orally in the real life. Skillful in speaking English will contribute for his/her better social relationship even with the people in different nation too.

Teaching speaking is very important to make English language learners have the skill to interact with others communicatively. Besides that, speaking activities in the classroom should aim to maximizing individual language use. Furthermore, the students can express their ideas, feeling, and emotion while they are speaking.

Generally, English curriculum of Senior High School aims to improve students' skill in communication such as listening skill, speaking skill, reading skill, and writing skill. Based on curriculum 2006 states that the students at senior high school are expected to be able communicate orally by using variety of oral and written language depend on the context, fluently, and accurately in interaction, transaction, and monolog. To develop those skills influenced by internal and external factors. Internal factors are students'

intelligence, spirituality, creativity, strategy in learning, sense, and personality. Meanwhile, the external factors consist of teaching strategy, teaching preparation, teaching development, teaching management, and teaching evaluation.

Strategy in learning is the students' effort in order to get the successful in their learning. Based on the writer's observation, in the location of the research, the students used kinds of strategies in learning English. For example in speaking the students use Presentation, Practice, and Production (PPP) Strategy, Memorization Strategy, and Telling Diary Strategy, for reading the students used Questions-Answer Strategies and Guessing Meaning Strategies, and in writing the student used Direct Instruction Strategy. Especially in learning speaking, most of the students use Memorization Strategy or sometime called Mnemonics.

By using Memorization Strategy, usually, the students try to memorize kind of words, and sentences, before they speak. For the students who have the good memory, it is kind of the effective strategy used in learning and speaking in English. Nevertheless, for the students who have not good memory, they still difficult to use this strategy in learning and speaking English.

Besides that, teaching and learning a foreign language influence by the motivation of the learners. Motivation becomes an important point for the success of teaching and learning process. The students who have high motivation will attempt the exertions to get a satisfy achievement in their

learning. Contrasts, with the students who have high motivation, the students who have low motivation do not do the meaningful effort to improve their skill in learning. However, the teacher should consider students' motivation in learning English. In particular, in teaching speaking, the students have the difference level of motivation to speak. Some of students have low motivation to speak English because some reasons such as the students lack of vocabulary in English, the students ashamed in making the mistakes, the lower self-confidence of the students, and so forth.

Related to the phenomenon, the kinds of strategies used and students' motivation give the effect to students in their learning. However, the strategy used is effective for some students only, such as for the students who have high motivation. Therefore, the writer would like to try to implement Reporting Back Strategy and students' motivation to students speaking skill.

Reporting Back Strategy is developed by Gibbon 1993. Gibbons in Harrell (2000) says that Reporting Back is a strategy used to support students in bridging the gap between spoken and written language. There are some rationales why the writer would like to apply Reporting Back Strategy in teaching speaking. First, Reporting Back Strategy provides the students to fabricate the creative idea in their activities that they want to do in their group. This strategy gives the chance to students to create the interesting activity to them. Second, Reporting Back Strategy prepares the students to their active learning experience during teaching and learning process.

Next, Reporting Back Strategy helps the student to use their own words in speaking. All of the students have the opportunities to telling something with their words and the students might do not need the strong memory to memorize the words, and the sentence that they want to tell. Finally, by applying Reporting Back Strategy is hoped to give the significant contribution to student speaking skill despite of the students have the low motivation or the high motivation.

Considering the problem the writer would like to conduct the research by using Reporting Back Strategy and show students motivation to find out its effect toward students speaking skill at grade XI of SMA Negeri 1 Lembah Gumanti 2011/2012 academic year.

## **B. Identification of the Problem**

Based on the background of the problem above, there are some problems faced by the students in speaking English. They are the differences students' memory in memorizing kind of words and sentence before they speaking English. Moreover, the differences level of students' motivation influence students speaking skill. To overcome the problems, the students might apply an appropriate strategy in learning speaking. Reporting Back Strategy is the strategy that will give the opportunities to students to develop their creative activity, learning experience and using the own word in speaking English.

### **C. Limitation of the Problem**

There are many kinds of strategies that can be used in teaching speaking such as Memorization Strategy, Presentation Practice Production (PPP) Strategy, Telling a Diary Strategy, Role-Play Strategy, Information Gap Strategy, and Reporting Back Strategy. In this research, the writer limits this research on effect of Reporting Back Strategy and students' motivation to students speaking skill at grade XI IPA of SMA Negeri 1 Lembah Gumanti 2011/2012 academic year.

### **D. Formulation of the Problem**

Related to the limitation of the problem above, then, the problem of this research formulated as follows:

1. Does Reporting Back Strategy give the significant effect on students' speaking skill compared with a conventional strategy?
2. Do the students who have high motivation who are taught through Reporting Back Strategy get better result in speaking skill than those who are taught through conventional strategy?
3. Do the students who have low motivation who are taught through Reporting Back Strategy get better result in speaking skill than those who are taught through conventional strategy?
4. Is there interaction between strategy and students' motivations toward student's speaking skill?



#### **E. Purpose of the Research**

The purposes of this research are:

1. To find out whether Reporting Back Strategy give the significant effect on students' speaking skill or not.
2. To find out the students who have high motivation who are taught through Reporting Back Strategy get better result in speaking skill or not.
3. To find out the students who have low motivation who are taught through Reporting Back Strategy get better result in speaking skill or not.
4. To find out is there any interaction between strategy used and students' motivation toward students speaking skill or not.

#### **F. Significance of the Research**

This research is hopeful for English teacher, students, and others who are dealing with teaching and learning speaking. For the teacher, Reporting Back Strategy is an effective strategy which can be used in teaching English, particularly in teaching speaking. For the students, this strategy can be used as learning strategy to learn English. Therefore, for the researcher, the result of this research is expected to be foundation to develop the research into larger scope. Besides, this research is to fulfill one of the requirements of graduated program of state university of Padang. For the future researcher, this research is expected to be implemented on other field not be limited on speaking skill only.

#### **G. Definition of the Key Term**

1. Effect is a change produced by the students of SMA N 1 Lembah Gumanti grade XI IPA 2011/2012 academic year by applying Reporting Back Strategy.
2. Reporting Back Strategy is the strategy used to support students in bridging the gap between spoken and written language. This strategy follows up after any active learning experience.
3. Students speaking skill is the ability of the students to establish and maintain social relation. In the other words speaking skill is one of active and productive skill in communication (Brown and Yule, 1999)
4. Students' motivation is students' interest and desire to learn. Motivation help the students to be able to solve the problem in learning, therefore, the students can focus on the lesson, which is given by the teacher.
5. SMA Negeri 1 Lembah Gumanti is the senior high school which is located at Solok regency as the location of the research.

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS**

#### **A. Conclusions**

Based on the research finding of the research that was done for second grade students of Senior High School (SMA) Negeri 1 Lembah Gumanti, Solok district, it can be concluded that:

1. Reporting Back Strategy gave significant effect on students' speaking skill. It can be seen from mean score both of experiment and control class. The students' mean score of experiment class who were taught by Reporting Back Strategy was higher than students' mean score who were taught by Memorization Strategy.
2. Reporting Back Strategy help the students in improving their speaking skill although the students have low motivation. In can be seen from the result of third hypothesis that the students that have high motivation who were taught through Reporting Back Strategy get better result in speaking skill than the students that have high motivation who were taught through Memorization Strategy.
3. Students' speaking skills that have low motivation which were taught through Reporting Back Strategy was higher than students' speaking skill that have low motivation which were taught through Memorization Strategy.

4. There is no interaction between strategy used and motivation toward students' speaking skill.

## **B. Implications**

The result of this research has some implication for teaching English in general, and especially for teaching speaking. The research finding proved that Reporting Back Strategy is more effective than Memorization Strategy in teaching and learning speaking at grade XI of SMA N 1 Lembah Gumanti. The applications of Reporting Back Strategy which was the students as the centre of learning help the students to improve their speaking skill. This fact should be attended by the teacher that students' centre is more effective and then, the English teacher can change their paradigm in teaching and learning process.

Basically, Reporting Back Strategy does not improve students' speaking skill immediately. However, this strategy gives the opportunities to the students to interact with the other member of group, stimuli students' creativity, improve students' motivation in learning, gives the chance to share the idea, feeling and emotion, therefore, this strategy facilitates students thought to develop their language skill. Furthermore, as an English teacher should creative in choosing the appropriate strategy that apply in teaching and learning process.

Teaching and learning process is influenced by the students' individual differences, such as students' learning style, students' motivation

in learning, students' interest and so forth. Therefore, the English teacher should consider the student's differences in learning to make the teaching and learning become effective.

The obstacle in teaching and learning is the teachers do not adopt the students' centre in learning, therefore teaching and learning process become monotonous. This case occurs because of the limitation of the information about the effective strategy used, and the limitation of teacher training in teaching and learning. To solve this problem, the teachers should be given the information and organize teacher training in order to improve teacher quality in teaching English.

### **C. Suggestions**

Based on the findings, conclusions, and the implications the researcher suggests that:

1. The research findings indicate that Reporting Back Strategy was the effective way to improve students' speaking skill at grade XI of SMA Negeri 1 Lembah Gumanti. Therefore, this strategy can be applied by the English teacher as an alternative strategy in teaching speaking especially if the material focuses on skill development.
2. The application of Reporting Back Strategy, where the students as the centre of the learning and prepare the students active learning experience, make the students more active and avoid the anxiousness while teaching

and learning process. Therefore, the English teacher is suggested to engage the all member of the class during teaching and learning process.

3. The implication of strategy in teaching and learning is influenced by students' differences. Furthermore, the teachers are suggested to attend students' differences in learning. In this research, motivation was chose as students' differences in learning. The teacher is hoped to give more exercise in order to help the students that have low motivation in learning.
4. This research limited to the independent variables, they are strategy used and motivation as variable moderator. Motivation was divided into two parts; they are high motivation and low motivation. The research that was done at grade XI IPA 2011/2012 academic year is inescapable from the limitations of the research. Furthermore, it is suggested to the future researcher to develop this research on larger population and sample in order to get the knowledge and the empiric data.

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