

**IMPROVING STUDENTS' SPEAKING SKILL ON PROCEDURE  
BY USING AUTHENTIC MATERIALS  
AT GRADE X.4 SMA NURUL FALAH PEKANBARU**

**THESIS**



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**Submitted to Fulfill One of the Requirements to Obtain  
A Degree of Magister Pendidikan (M.Pd)**

**ENGLISH EDUCATION SECTION  
LANGUAGE EDUCATION PROGRAM  
GRADUATE PROGRAM  
STATE UNIVERSITY OF PADANG**

**2011**

## **ABSTRAK**

**Andi Idayani. 2011. Improving Students' Speaking Skill of Procedure Texts by Using Authentic Materials at Grade X.4 of SMA Nurul Falah Pekanbaru. Thesis. English Education Section, Language Education Program, Graduate Program, State University of Padang.**

Kemampuan berbicara dalam bahasa Inggris siswa di kelas dimana peneliti mengajar, masih membutuhkan perbaikan karena tingkat kemampuan mereka dalam berbicara bahasa Inggris dikategorikan masih rendah. Hal tersebut dapat dilihat dari faktor-faktor yang menyebabkan mengapa mereka mengalami kesulitan dalam menggunakan bahasa Inggris. Penelitian ini bertujuan untuk meningkatkan kemampuan berbicara siswa dalam teks prosedur dengan menggunakan materi otentik dan menemukan faktor-faktor yang dapat menyebabkan peningkatan kemampuan berbicara siswa dalam teks prosedur dengan menggunakan materi otentik.

Penelitian ini dilakukan dalam tiga siklus yang mana tiap-tiap siklus terdiri dari tiga pertemuan. Dalam penelitian ini, peneliti dibantu oleh seorang kolaborator untuk mengumpulkan data yang didapat dari, catatan lapangan (didalam kelas), observasi, tes dan interview pada setiap siklus tersebut.

Setelah menganalisis dan mengkalkulasi data yang diperoleh, penelitian menunjukan bahwa materi otentik mampu meningkatkan kemampuan berbicara siswa dalam teks prosedur dan beberapa faktor yang mendukung meningkatnya kemampuan siswa kelas X.4 SMA Nurul Falah Pekanbaru.

Kesimpulannya, penelitian tindakan kelas dengan menggunakan materi otentik merupakan sebuah strategi yang bagus bagi siswa dalam meningkatkan kemampuan berbicara siswa dalam teks prosedur pada kelas X.4 SMA Nurul Falah Pekanbaru.

## **ABSTRACT**

**Andi Idayani. 2011. Improving Students' Speaking Skill of Procedure Texts by Using Authentic Materials at Grade X.4 of SMA Nurul Falah Pekanbaru. Thesis. English Education Section, Language Education Program, Graduate Program, State University of Padang.**

An improvement in speaking skill of the students in the class where the researcher is teaching, the researcher found that students had low ability in speaking skill. It was identified that there were several factors that caused students had low ability in speaking. The purpose of this research is to explain whether authentic materials improve the students' speaking skill on procedure and to find out factors influence the changes of students; speaking skill on procedure. This classroom action research consisted of three cycles and three meetings of each cycle. In collecting the data, the researcher was helped by a collaborator. The researcher used speaking test, observation checklists, field notes, and interview.

Based on the findings, it can be concluded the use of authentic materials could improve students' speaking skill on procedure and the factors influenced the students' speaking skill on procedure at grade X.4 of SMA Nurul Falah Pekanbaru.

Finally, authentic materials improve the students; speaking skill on procedure at grade X.4 of SMA Nurul Falah Pekanbaru.

The problem found in teaching and learning English at grade X.4 of SMA Nurul Falah Pekanbaru was the students' speaking skill was still low. In this research, the researcher applied a teaching strategy by using authentic materials in procedure texts as a strategy to solve the problem. The purpose this research were improving students' speaking skill by using authentic materials in procedure texts and explaining the factors caused of the improvement of students' speaking skill by using authentic materials in procedure text.

The classroom action research was conducted since the nature of the kind of research method is to improve the problem faced by the researcher as a teacher. From the three cycles of the research, it was found that by using authentic materials in procedure

texts can improve students' speaking skill that was increased from the average score 59,27 (fair) in cycles 1 to 62,30 (fair) average score in cycles 2 and 71,06 (good) average score in cycles 3.

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## **SURAT PERNYATAAN**

Dengan ini saya menyatakan bahwa:

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Padang, Agustus 2011  
Saya yang Menyatakan,

Andi Idayani

## **ACKNOWLEDGEMENT**

All Praises be to God, the researcher would like to express her gratitude to God for all of his mercy and bounty so that the researcher could finish her thesis entitled “Improving Students’ Speaking Skill on Procedure by Using Authentic Materials at Grade X.4 of SMA Nurul Falah Pekanbaru”. This thesis is completed to fulfill one of requirements to get the Degree of Education Magister (M.Pd).

Moreover, the researcher would like to express her gratitude and appreciation to those who helped and supported her from the beginning up to the end of the research:

1. Prof. Drs. Zainil, M.A., Ph.D. and Prof. Dr. Mukhaiyar, M.Pd. as advisors who gave advice and guidance to finish this thesis.
2. Dr. Kusni, M.Pd., Dr. Desmawati Radjab, M.Pd., and Prof. Dr. Jalius Jama, M.Ed., as the examiners, who also have given valuable contribution and suggestion to complete this thesis.
3. The Director of Graduate Program of State University of Padang all staff who provided the supporting facilities well.
4. The greatest appreciation belongs to my Parents, Andi Mappa Rahim and Hj. Nursidah, who have prayed all the time for her successful during her life.
5. The Headmaster of SMA Nurul Falah Pekanbaru who has given the researcher time and attention to her research.



6. Tria Bellina, S.Pd., the collaborator who always helps and supports the researcher during the research and the deepest gratitude for all students of Senior High School SMA Nurul Falah Pekanbaru, especially for students at grade X.4 who became respondents of this research.
7. All classmates at English Section of Graduate Program of State University of Padang Academic Year 2009.

Finally, the researcher fully realizes that this thesis is far from perfect. So, any comments and contribution to the development for further research are really appreciated. Hopefully, this thesis will be useful for everyone. May the God send his bounty to our life.

Padang, Agustus 2011  
The Researcher,

Andi Idayani



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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Problem**

Mastering speaking is the single important aspect of learning a foreign language. It is an essential skill that must be carried out in oral communication. People who have ability in speaking will be better in sending and receiving information or message to another because speaking is the process of building and sharing meaning through the uses of verbal and nonverbal symbol in various contexts.

In developing speaking skill at school, both teacher and students must collaborate to achieve the purpose of the teaching and learning. In this case, the teacher must have ability to teach, motivate, and guide the students in order to create active students in learning process. He/she teaches the students how to be active in learning process. He/she can create this if he/she has strategies in teaching or in sharing the material. Moreover, he/she may not dominate the class all the time. So, he/she must be able to divide the time for him/her self and students to speak.

The students of SMA Nurul Falah Pekanbaru at grade X.4 still have problems in communication. They rarely speak English with the English teacher in the school area even in the class. Meanwhile, SMA Nurul Falah Pekanbaru had

decided the English minimal standard score (KKM) is 68. In fact, there are some students cannot communicate well in English even though they have learned English for three years. Moreover, the researcher can approve it based on the students' Mid Semester test which is done in the first week of October 2010. Most of the students have low score. There were three students got 80 (7,14%), four students got 70 (9,52%), ten students got 65 (23,81%), nine students got 60 (21,43%), eight students got 55 (19,05%), and eight students got 50 (19,05%).

Referring to the above result, the researcher was curious to know what exactly their problems were. As a following up of the result, the researcher did an interview to the students who had low score or did not have good ability in communication. The responds from the students were various, such as, shy to speak, nothing to say, afraid of mistake, lack of vocabularies. First, they were shy to speak because they did not want to be embarrassed by their friend. Second, they had no strategy how to express their idea. They understand what the teacher said about, but they did not know how to respond it or how to start speaking. Third, they always thought about correct grammar when they were about to utter their argument, because they used to apply correct grammar when they spoke or did a communication in English. That was the paradigm given by the previous teachers. Finally, they did not have enough vocabulary to be spoken.

Uneven or low participation is also found in a speaking class. Of the 42 students, only five or six students dominate the speech and others tend only to be

the listeners. Active students always speak in answering and giving their opinion in a speaking class. This problem is, of course, not good for the reaching of teaching-learning objectives those only active students get advantages of the teaching.

Considering problem, relating to speaking activities in class and helping students to improve their speaking skill was part of the teacher's job. It is important that each teacher can use several techniques in order to teach, in that way, students will not feel bored, unmotivated, wasting the time going to classes that do not bring knowledge, and so on. In addition, the responsibility of the teachers is to look for interesting activities that can persuade, and change the attitude of the students, so, they will feel totally motivated and interested to learn something new that could help in the future, because this world is changing in a fast way day by day. Right now, we can see that any important job is looking for bilingual people. So, if somebody wants to get hired in an important work, the first requirement the company asks is a second language, in this case English.

For that essential and significant reason, the importance to apply some techniques and activities using authentic materials inside the English classes at High Schools, in order, the students could learn in a better and faster way, instead of only read books, copies or doing the same daily and habitual activities. It could be seen that there are some studies and projects that were done. Some authors of the studies have referred to the topic of Authentic Materials as part of the

constructivist approach that wants to avoid some techniques from old school and adapt and put in practice new and innovator activities that facilitate the learning process students have with the language. For example, Berardo explains how teachers can use the Authentic Materials inside the English class.

Based on the Competence Based Curriculum for Senior High School, there were twelve genres or type of the texts should be taught at Senior High School such as recount, report, discussion, explanation, exposition analytical, exposition hortatory, news item, anecdote, narrative, procedure, description, and review. In here, the researcher focus on procedure that one of the text types being taught at the first semester of grade X. It is considered appropriate in improving the speaking activity in the classroom because procedure describes how something is accomplished through a sequence of actions or steps. Besides, the communicative purpose of the procedure that is to describe a step in doing something in details which makes it possible to fulfill the rhetorical purpose of attracting others' attention with numerous variation of existence.

There are a lot of researchers that have done study dealing with this case. They strongly argued that their research findings could solve the speaking problems. Even though there have been many studies done by the previous researchers on the effectiveness of authentic materials in improving students' speaking skill. It still needs more studies to find out how well the authentic materials could improve speaking skill on procedure of the students at grade X.4

of SMA Nurul Falah Pekanbaru, and to what extent authentic materials could encourage students to speak up in the classroom. Finally, the researcher decided to conduct a research dealing with the students' speaking skill on procedure by using authentic materials.

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

From the previous researcher and the researcher's observation and teaching result of speaking class at grade X.4 of SMA Nurul Falah Pekanbaru, it is identified that there are some speaking problems in part of students. First, they were shy to speak because they did not want to be embarrassed by their friend. Second, they had no strategy how to express their idea because they did not have a lot of vocabularies to be uttered in communication. Third, they always thought about correct grammar when they were about to utter their argument. The last, most of the students get low or uneven participation in speaking activities that they tend to be the listeners of other's speaking. Those all of the problem have discouraged students to speak in English and would likely to lend to be failure of achieving English teaching objectives.

### **C. Focus of the Problem**

Based on the identification of the problem above, the researcher limits her research on the problem of students speaking skill on procedure. Then, to solve this problem, the researcher wants to use authentic materials.

### **D. Statement of the Problem**

The statement of the problem above is the students' low speaking skill on procedure can be improved by using authentic materials. It is implemented for the students at grade X.4 of SMA Nurul Falah Pekanbaru.

### **E. Research Questions**

Based on the statement of the problem, the questions of this research can be formulated as follow:

1. To what extent can authentic materials improve students' low speaking skill on procedure at grade X.4 of SMA Nurul Falah Pekanbaru?
2. What factors influence the changes of students' speaking skill on procedure at grade X.4 of SMA Nurul Falah Pekanbaru?

## **F. Purpose of the Research**

The purpose of this research is:

1. To explain whether authentic materials **can** improve students' speaking skill on procedure at grade X.4 of SMA Nurul Falah Pekanbaru.
2. To explain what factors influence the changes of students' speaking skill on procedure by using authentic materials at grade X.4 of SMA Nurul Falah Pekanbaru.

## **G. Significance of the Research**

The researcher wants to provide some information about the effectiveness of using authentic materials in learning and teaching speaking skill on procedure. Therefore, the researcher hopes that this research will give significant contribution to other English teachers who have the same problem in facing their students in teaching English, especially speaking skill on procedure. For the students, it can create an interesting topic of learning English which are in reality the students more attractive and enjoyable to follow speaking activities. Finally, the result of this research will be useful for the readers, especially English teachers who are interested to enrich and enhance their sight about teaching strategy by using authentic materials.

## **H. Definitions of the Key Terms**

In order to avoid misunderstanding, it is necessary to give the definition of the key terms used in this research. The definition of the key terms used are as follows:

1. Speaking Skill on procedure means the ability or the capability of the students to speak or to utter their English in telling how to make something completely through sequence of actions or steps.
2. Authentic material is the materials that is taken from original source and related to procedure that is taken from the original source without changing anything. Such as the operation guidelines of electronic medias, electronic instruments, recipes, and menus.



## **CHAPTER V**

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

#### **A. Conclusions**

Based on the findings of the research, it can be concluded that authentic materials improves students' speaking skill on procedure at grade X.4 of SMA Nurul Falah Pekanbaru.

Furthermore, the factors that influence the changes of students' speaking skill on procedure by using authentic materials is as follows:

- a. Authentic materials could help students in practicing spoken English on procedure text.
- b. Authentic materials could improve the students creative in speaking.
- c. Authentic materials could improve students' motivation in speaking skill on procedure.
- d. Authentic materials could improve the students accent, vocabulary, grammar, fluently, and comprehension.
- e. Authentic materials could help students in understanding a procedure text.

## **B. Implications**

After long discussion on to what extent the authentic materials can improve the students' speaking skill on procedure at grade X.4 of SMA Nurul Falah Pekanbaru and what factors of authentic material that can improve students' speaking skill on procedure, it can be implied that authentic materials in procedure texts can be used to improve students' speaking skill because the nature of authentic materials that is real object, real-life, and real context.

## **C. Suggestions**

Based on the above conclusions and implications, the suggestions can be made as follows:

1. The researcher may conduct further research and applying authentic material to other genres. This research can be as database to do more study in speaking skill.
2. It is better for English teacher to use authentic materials in teaching English in order to improve students' speaking skill.

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