THE EFFECT OF USING "INDEX-CARD MATCH" TOWARD STUDENTS' SPEAKING ABILITY:

(An Experimental Research at SMPN 2 Sungai Pua)

THESIS

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Utari Bahri

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Advisors:

Drs. Jufri, M.Pd

Drs. Don Narius, M.Si

ENGLISH DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

UNIVERSITAS NEGERI PADANG

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HALAMAN PERSETUJUAN SKRIPSI

THE EFFECT OF USING "INDEX-CARD MATCH" TOWARD STUDENTS' SPEAKING ABILITY:

(An Experimental Research at SMPN 2 Sungai Pua)

Nama	:	Utari Bahri
BP/NIM	:	2009/12269
Jurusan	:	Bahasa dan Sastra Inggris
Program Studi	:	Pendidikan Bahasa dan Sastra Inggris
Fakultas	:	Bahasa dan Seni

Padang, Juni 2014

Disetujui Oleh:

Pembimbing I	Pembimbing II
Drs. Jufri, M.Pd	Drs. Don Narius, M. Si
NIP. 19540302 198403 1 001	NIP. 19551011 198503 1 003

Diketahui Oleh,

Ketua Jurusan Bahasa dan Satra Inggris

Dr. Hj. Kurnia Ningsih, M.A

NIP. 19540626 198203 2 001

HALAMAN PENGESAHAN JUDUL SKRIPSI

Dinyatakan Lulus Setelah Dipertahankan di Depan Tim Penguji Skripsi

Jurusan Bahasa dan Sastra Inggris

Fakultas Bahasa dan Seni

Universitas Negeri Padang

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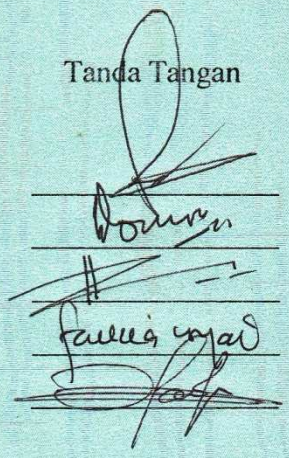
Program Study	:	Pendidikan Bahasa dan Sastra Inggris
Fakultas	:	Bahasa dan Seni

Padang, Juni 2014

Tim Penguji

Nama		Tanda Tangan
1. Drs. Jufri, M. Pd	Ketua	
2. Drs. Don Narius, M. Si	Sekretaris	
3. Dr. Ratmanida, M. Si	Anggota	
4. Dra. An Fauzia R Syafei, M.A	Anggota	
5. Havid Ardi, M. Hum	Anggota	



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FAKULTAS BAHASA DAN SENI
JURUSAN BAHASA DAN SASTRA INGGRIS
Jl. Belibis. Air Tawar Barat. Kampus Selatan FBS UNP. Padang. Telp/Fax: (0751) 447347

SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan di bawah ini:

Nama	: Utari Bahri
NIM/TM	: 12269/2009
Program Studi	: Pendidikan Bahasa dan Sastra Inggris
Jurusan	: Bahasa dan Sastra Inggris
Fakultas	: FBS UNP

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Diketahui oleh,
Ketua Jurusan Bahasa dan Sastra Inggris

Dr. Hj. Kurnia Ningsih, M.A
NIP. 19540626 198203 2 001

Saya yang menyatakan,

Utari Bahri

ABSTRAK

Bahri, **Utari.** 2014. *The Effect of Using "Index-Card Match" Toward Students' Speaking Ability: An Experimental Research at SMPN 2 Sungai Pua*. Skripsi. Jurusan Bahasa Inggris Universitas Negeri Padang.

Latar belakang dari penelitian ini adalah kurangnya minat siswa dalam belajar bahasa Inggris, ditambah lagi kegiatan belajar didalam kelas yang cenderung monoton dan tidak bervariasi, sehingga menyebabkan kurangnya motivasi mereka dalam berbicara bahasa Inggris, dan menyebabkan kemampuan mereka dalam bicara bahasa Inggris sangat kurang. Tujuan dari penelitian ini adalah untuk mengetahui kemampuan berbicara siswa kelas VIII SMPN 2 Sungai Pua dalam bahasa Inggris apabila menggunakan permainan kartu berpasangan.

Jenis penelitian ini adalah penelitian kuantitatif dengan menggunakan metode eksperimen. Populasi dalam penelitian ini adalah siswa kelas VIII. Sampel diambil dua kelas berdasarkan kelas yang sudah ada di sekolah tersebut, yang berjumlah 36 orang. Kelas VIII.D sebagai kelas eksperimen dan kelas VIII.C sebagai kelas kontrol. Instrumen yang digunakan dalam pengambilan data adalah hasil tes. Tes diadakan dua kali, pre-test dilakukan sebelum memulai penelitian yang bertujuan untuk mengetahui kedua kelas tidak memiliki kemampuan yang jauh berbeda. Post-test dilakukan diakhir penelitian, untuk mengetahui kemampuan kedua kelas setelah diberikan tindakan yang berbeda. Penelitian dilakukan selama 8 (delapan) kali pertemuan dengan waktu 2 kali 40 menit.

Berdasarkan analisis data dan pembahasan dengan menggunakan rumus t, didapat hasilnya yang menunjukkan bahwa t hitung (4.56) lebih besar daripada t table (1.691) dengan derajat kebebasan 36 dan tingkat kepercayaan 0.05 (95%). Hasil ini membuktikan bahwa pengajaran berbicara bahasa Inggris yang menggunakan permainan kartu berpasangan lebih baik secara signifikan dari pada teknik yang biasa dilakukan oleh guru dalam kelas.

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Padang, February 2014

The writer

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CHAPTER 1

INTRODUCTION

1.8 Background of the Problem

Speaking is a major skill that has to be mastered when learning a new language. Human beings have to give the information or to express what they feel to other people by speaking. It is impossible to understand what other people want to say without speaking. Speaking is a crucial part of foreign language learning and teaching focus. The teacher can see the progress of their students in studying a language by seeing their speaking ability.

Speaking ability can be seen through pronunciation, vocabulary, grammar and fluency. The message can be received clearly by the receiver by hearing a good pronunciation and fluency in speaking and of course it needs mastery of vocabulary and grammar. Many students are lazy to practice English, it makes they are not fluent in speaking English. Based on the writer experience, there are many students thinking that English is a difficult, uninteresting and boring subject to be learnt, so it makes the students do not want speak English, and their fluency in speaking English become bad.

There are many factors which influence student's fluency in speaking. Some of the factors are dealing with the students themselves (internal), such as student's intelligence, motivation, attitude, self-confidence, etc. Some others are dealing with the external factors, such as curriculum, facilities, teacher's methods, etc. In relation to this point, Krasen and Carrol (1987:30) states that there are

affective variables, which influence the student's success in learning a new language, namely anxiety, motivation and self-confidence.

The internal factors that influence them are; first, the students are lazy to practice English in their daily life. They think it is a difficult subject to be learnt, they do not have motivation and spirit to use it. They do not realize that English is very important in life today. Their purpose to study it just because they want to get mark in their report book without paying attention to the achievement they get, because they do not find the advantages of learning it. The other problems faced by students in learning foreign language are their attitude to the subject; they have a stigma that English is very difficult. They feel bored and do not pay attention to the lesson. As the consequence, the students could not stand to stay longer in the classroom. They hate and feel lazy to study English.

Moreover, the external factors are; firstly, the lack of school facilities. The school does not provide facilities for the students to practice. Secondly, there is no permanent curriculum; the curriculum designers always try to change the curriculum. This makes the teacher and also the students confused in using the materials and techniques. Many classroom teachers always impose their students to memorize words by words of the sentences in the textbook, or she tries to translate each word. They do not pay attention to student's fluency. There is no chance for students to develop their speaking ability. It makes the students' speaking sound bookish and imitative of their teacher's language.

Teachers are facilitators and motivators in a classroom, so they have to make improvement in their teaching. Writer thinks that using games, such as card

games, can reduce student's boredom in the classroom. The teacher can make the lesson interesting and motivate them in learning English, so the students do not think that English is a difficult, boring, and uninteresting subject.

A teacher has to be creative and be able to manage the classroom atmosphere to become interesting and make the student be comfortable and wants to stay longer in the classroom. Demonstrating multiple ways of using games for teaching language skill is one of the solutions that the teacher should use in the classroom. A game can catch student's attention and encourage the students to be active in the classroom. Through games learner try to practice the language and enhanced their motivation in studying. Many games can make the students feel enjoy in the classroom. By using game, learners acquire language unconsciously, with their whole attention engaged by the activity, in much the same way as they acquired their mother tongue. Many game might use by the teacher in the classroom; one of them is using index-card-match game.

One of the solutions that the teachers can use in their classroom activity is by using index-card-match game. According to www.wikipedia.org index-card match is good to increase students' speaking ability due to its several advantages. First, this game gives a good practice for the students to use English for speaking. In this game, they are asked to speak based on a topic they have got as fluent as possible. Second, this game can build the students' self-confidence to speak. They do not need to feel afraid of making mistakes and getting mockeries from their friends because all of the students in the class get the equal chance (even for the shy students) to speak to end the game. Third, it can improve the students'

vocabularies because they are required to have a lot of vocabularies in order to be able to speak well and find their partner. So, the “index-card match” game is a good strategy for English teacher in teaching speaking.

Based on the phenomenon above, the writer is interested in conducting the research on the effects of using index-card-match game toward students’ speaking ability at second year students of junior high school.

1.2 Identification of the Problem

From the detailed explanation of the problem above, the issues can be identified as in the following. The students think that English is uninteresting, difficult and boring to be learnt, because they do not have motivation and they do not want to practice in their daily life. The students think that it is useless to study English, so they lack of motivation. They do not realize that English is one of the international languages for communicating later in the field. In addition, students are bored with the ways of teacher presenting the material to them; it cannot catch their interest.

Therefore, the teacher has to make variation in their teaching methods, and to make the students want to stay longer in the classroom by motivating them, so the teaching learning process does not run monotonously. The teacher should engage them to involve in teaching learning process, and also give them the chance to develop their speaking ability without sounding bookish and imitative of their teacher’s language. One of the strategies that the teacher can use is using games in the classroom. One of them is using index-card-match game.

1.3 Limitation of the Problem

In this study the writer wants to limit the research to the effect of using Index-card match game toward students' speaking ability at the eight year of SMPN 2 Sungai Pua.

1.4 Formulation of the Problem

The problem in this research is formulated as the following question: "Does *Index Card-Match* game give effect toward students' speaking ability?"

1.5 The Purpose of the Research

The purpose of this research is to see whether the use of "index-card match" game give better effect toward students' speaking ability.

1.6 Significance of the Research

The findings of this research are expected to be beneficial for both English teachers and students. It is expected that this research can give information to English teachers about the workable game in teaching speaking. It is hoped that English teachers who teach at Junior High School can apply "index-card match" game in speaking class and that the students can increase their ability in speaking, including in fluency, pronunciation, grammar and vocabulary.

1.7 Definition of the Key Terms

In order that the readers have right interpretation about the key terms used in this research, they are defined as follows:

Conventional technique	:	The technique of teaching speaking that uses guided or recalled ideas. This technique requires students to memorize the dialogues.
Index-card match game	:	one of the active learning instructional games of reviewing strategies that can help students remember what they have learned and test the skill and knowledge they have received.
Speaking skill	:	One of the productive skills to express the speakers' ideas including the interchange of thought and information by spoken words to the listeners.

CHAPTER 5

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusion

Based on the findings of the research, it can be concluded that, the mean score of the students who were taught by using index-card match game was almost equal with the students who were taught by using conventional technique. In the other hand, there was a significant difference in fluency between those group proved by statistical analysis. However it cannot be conclude yet whether index-card match could improve student's ability in speaking or not because of the limitation stage of the research. Furthermore, using index-card match game in teaching speaking English made the students enjoy and relax in the classroom because it caught their interest and motivation to learn. The students acquired the lesson unconsciously and they could accept the lesson more easily.

5.2 Suggestion

It cannot be prove yet that teaching speaking English by using index-card match game caused the result of learning better than using conventional technique since the stage of study in the research itself not really clear and only have few speaking activity. From the results of this research, the researcher would like to suggest the followings: Firstly, in the effort of increasing students' speaking ability, it is advisable for English teachers to create some games for the students, in teaching and learning process. Secondly, index-card match as game for teaching speaking still has difficulty in classroom management because this game

makes the students walk around the class and speak together in one time. It is sometimes hard to control them one by one. Therefore it is hoped that teachers can find appropriate way to minimize the crowd. In addition, teachers need to modify the card and the activity in order to increase the number of speaking activity in teaching learning process. Thirdly, it is suggested for other researchers to carry out more interesting topics in using index-card match game to the students, so they can absorb the lesson more easily and enjoyably.

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