

**THE ABILITY OF SECOND YEAR SENIOR HIGH SCHOOL STUDENTS  
IN SPEAKING TRANSACTIONAL AND INTERPERSONAL TEXTS  
AT SMA NEGERI 7 PADANG**

**THESIS**

**Submitted as a Partial Fulfillment of the Requirement  
for the Strata One (S1) Degree**



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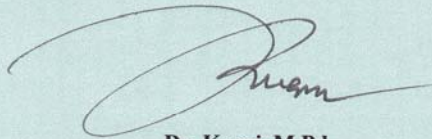
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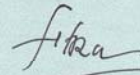
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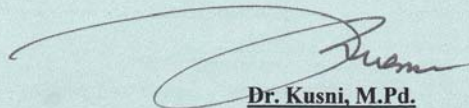
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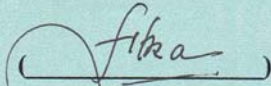
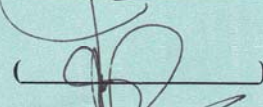


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## ABSTRAK

**Afersa, Mona. 2011. *The Ability of Second Grade Senior High School Students in Speaking Transactional and Interpersonal Conversation at SMA Negeri 7 Padang. Padang: UNP***

Penelitian ini bertujuan untuk mengetahui kemampuan siswa kelas dua Sekolah Menengah Atas dalam teks transaksional dan interpersonal. Penelitian ini difokuskan pada tata bahasa, kelancaran, pengucapan dan interaksi siswa dalam percakapan teks transaksional dan interpersonal. Berdasarkan observasi informal di SMA.N 7 Padang, guru lebih memfokuskan pada teks monolog dalam mengajarkan keterampilan berbicara. Siswa lebih diarahkan agar mampu menjawab pertanyaan-pertanyaan yang berkaitan dengan teks monolog. Dalam mengajarkan keterampilan berbicara tentang teks transaksional dan interpersonal, guru hanya sering menggunakan teknik membaca nyaring dan meminta siswa mengulang kata-kata yang dibaca guru. Dengan kata lain siswa jarang dilatih untuk membuat atau menghasilkan sendiri teks transaksional dan interpersonal. Fenomena tersebut membuat peneliti tertarik untuk melihat lebih lanjut mengenai kemampuan siswa kelas dua menengah atas dalam percakapan transaksional dan interpersonal.

Populasi penelitian ini adalah siswa-siswa kelas XI SMA N 7 Padang. Pemilihan sampel dilakukan dengan menggunakan *cluster sampling*. Dua kelas diambil secara acak dari sembilan kelas yang ada. Data penelitian ini diperoleh dengan menggunakan tes berbicara. Pada tes ini, siswa diminta untuk membuat dialog secara berpasangan berdasarkan situasi yang didapat melalui sistem lotre dan mempraktekkannya secara langsung. Situasi yang diberikan berdasarkan topik-topik teks transaksional dan interpersonal yang sudah didapat siswa kelas XI tersebut di semester Juli-Desember 2010. Data tersebut lalu direkam untuk kemudian dianalisa. Tes tersebut dilaksanakan sebanyak dua kali dalam waktu dan hari yang berbeda.

Data yang diperoleh kemudian dianalisa dan berdasarkan hasil penelitian ditemukan bahwa kemampuan siswa kelas XI SMA 7 Padang dalam percakapan transaksional and interpersonal dilihat dari tata bahasa, kelancaran, pengucapan dan interaksi siswa dalam percakapan tersebut. Maka kemampuan siswa kelas XI SMA 7 Padang adalah rata-rata.

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# **CHAPTER I**

## **INTRODUCTION**

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

Speaking is one of the four skills which determine the students' success in learning English. It is because speaking is often tested to the students beside listening, reading and writing. Moreover, someone will be considered mastering a new language if they can use the language orally.

Based on Genre-Based Approach (GBA) that is being used in School-Based Curriculum, English is taught integratedly through kinds of texts like monologue, functional, transactional and interpersonal texts. It means that students learn English through different types of texts. Moreover, students are expected to be able to understand and produce these kinds of texts. Since, GBA focuses on understanding and producing kinds of texts.

As stated before, English is taught integratedly through kinds of texts. In other words, speaking skill is also taught integratedly through kinds of texts. Students are not only expected to understand the texts but also to produce them. In addition, texts that mostly focus on teaching speaking skill are transactional and interpersonal texts. These texts are kind of text that provide students with many kinds of expressions used in daily life. The purpose of these texts is to make the students able to use the expressions to communicate with other people in their daily life. Moreover, transactional and interpersonal texts are taught to the students who are in junior and senior high schools. These

texts are taught in certain topics. For instance, for senior high school students the topics are: asking and giving opinion, agreement and disagreement, showing feelings and giving advice. While for junior high school students, the topics are greeting, introducing my self, introducing others, thanking and apologizing.

Furthermore, transactional text is taught for the purpose of conveying or exchanging specific information. There are two different types of text as transaction. One is the situation where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved. Second is transactions which focus on obtaining goods or services (Burns in Richards, 2008) while interpersonal text is a kind of text that is used to represent social interaction between the participants in the society.

Meanwhile, there were phenomena found in the field. Based on an informal observation in some senior high schools, the teacher only gave more attention to the teaching speaking of monologue texts because the students are prepared be able to answer questions related to the monologue texts. It means that there were almost no time to let the students to practice transactional and interpersonal texts. In addition, in teaching transactional and interpersonal conversation the teachers often used reading aloud and repetition technique. As a result, the students did not get the learning experience in which they can actively create and produce the texts orally. Thus, the students are easy to forget the lessons.

Furthermore, an informal interview has been done to some of second year senior high school students in Padang city, most of the students could not use transactional and interpersonal conversation. For example, when the students were encouraged to use some expressions of transactional and interpersonal texts in a form of dialogue, most of them could not reply it. Even some of them did not understand the questions that were asked to them. For example; when they were asked to give their opinion about their school environment, some students just smiled and said nothing even replied it by using their mother language.

Based on the explanation above, it was assumed that there were some factors that caused the problem. First, the students had lack of vocabulary. Vocabulary is the main thing in communication. Having very limited vocabulary makes students find difficulties to express their ideas. It was proven by some of the students could not find suitable vocabulary that represent their ideas. Second, most of the students did not know how to apply rules of grammar like tenses. The students thought that they had to think about grammar when they speak. As a result, they were afraid of making mistake. Thus, they preferred to keep silent rather than practice. Finally is lack of practicing. Besides, the students were lazy to practice, the teachers rarely gave time for the students to practice the transactional and interpersonal texts.

Based on the phenomenon above, the ability of second year senior high school students in speaking transactional and interpersonal texts at SMA N 7 Padang was analyzed in this research.

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

Based on informal observation in a senior high school in this city, the English teachers hardly ever gave their students time to produce and practice transactional and interpersonal texts by themselves. The teacher only used reading aloud and repetition drill to the student. However, the students are expected to be able to understand, produce and use the texts in their daily life.

In addition, an informal interview has also been done to some second year senior high school students in this city. The students were encouraged to make transactional and interpersonal texts orally. Most of them could not communicate in transactional and interpersonal texts. Even, some of them just smiled or replied it by using their mother language.

Based on the phenomena, the ability of second year senior high school students in speaking transactional and interpersonal texts was analyzed in this research.

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

Based on the identification of the problem above, this research was limited on the ability of second year senior high school students in speaking transactional and interpersonal texts at SMA N 7 Padang. The topics of transactional and interpersonal texts were asking and giving opinion, giving advices and showing feelings.

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

The problem of this research is formulated in the following question:

“ What was the ability of second year senior high school students in speaking transactional and interpersonal texts at SMA N 7 Padang viewed from grammar, fluency, pronunciation and interactive communication in each texts?”.

#### **E. Research Questions**

The problem of this research was elaborated in the following questions:

1. What was the ability of second year senior high school students in speaking transactional and interpersonal texts viewed from the aspect of grammar?
2. What was the ability of second year senior high school students in speaking transactional and interpersonal texts viewed from the aspect of fluency?
3. What was the ability of second year senior high school students in speaking transactional and interpersonal texts viewed from the aspect of pronunciation?
4. What was the ability of second year senior high school students in speaking transactional and interpersonal texts viewed from the aspect of interactive communication?

#### **F. Purposes of the Research**

Based on formulation and the research questions above, the purpose of this research were:



1. To find out the students' ability in speaking transactional and interpersonal texts viewed from the aspect of grammar.
2. To find out the students' ability in speaking transactional and interpersonal texts viewed from the aspect of fluency.
3. To find out the students' ability in speaking transactional and interpersonal texts viewed from the aspect of pronunciation.
4. To find out the students' ability in speaking transactional and interpersonal texts viewed from the aspect of interactive communication.

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

This research has two significances. They are practicaly and teoriticaly. Practicaly, the finding of this research is expected to give a significant contribution to the teaching speaking subject to EFL students, especially those who are in senior high school. The students' scores were given to the students in order to give them information about their speaking ability especially in transactional and interpersonal conversation. Then, by knowing the ability of the students in speaking transactional and interpersonal conversation, the teachers are expected to have a clear description about the students' ability in speaking transactional and interpersonal conversation viewed from grammar, fluency, pronunciation and interactive communication in each texts. Thus, the teachers can emphasize the explanation on the items in which the students found problems. Moreover, teoriticaly this research can be

used for further research. In other words, the theories in this research can be used for further research.

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

1. Speaking ability: the ability to carry out conversation between two or more persons sending and receiving information or message in oral communication by using English.
2. Transactional conversation: a kind of text which is primarily oriented with speaker's message.
3. Interpersonal conversation: a kind of text that is keep social interaction between the speaker.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESSTIONS**

#### **A. Conclusions**

As mentioned in Chapter 1, the purpose of this research was to find out the ability of second year senior high school students in speaking transactional and interpersonal texts at SMAN 7 Padang. Based on the data analysis and findings, some conclusions can be drawn as follows:

1. The ability of science and social (XI IPA5 and XI IPS2) students in speaking transactional and interpersonal conversation viewed from the aspect of grammar was fair. It can be seen from the first and second test, almost half students were categorized into fair quality.
2. The ability of science and social (XI IPA5 and XI IPS2) students in speaking transactional and interpersonal texts viewed from the aspect of fluency was fair. In fact, at the first test and second test in class XI IPA5 and XI IPS2, there were almost all students were classified into fair quality.
3. The ability of science XI IPA5 students in speaking transactional and interpersonal conversation viewed from the aspect of pronunciation was fair. While the ability of social XI IPS2 students in speaking transactional and interpersonal viewed from pronunciation was fair. In fact at the first and second test, there were more than half students were classified fair in pronunciation aspect.

4. The ability of science XI IPA5 students in speaking transactional and interpersonal conversation viewed from the aspect of interactive communication aspect was fair. In fact, at the first test and second test in class XI IPA5 and XI IPS2 there were almost all students were classified into fair quality.

## **B. Suggestions**

Based on the research findings, the researcher would like to propose some suggestions. Since, there were more than half students in each class had fair quality viewed from the aspect of grammar, fluency, pronunciation and interactive communication. First, the teachers are suggested to teach the transactional and interpersonal texts with the correct grammar. In other words, besides teaching the texts itself, the teachers have to pay attention to the grammar used in the texts.

Second, the teachers also have to give more time for students to produce and practice the texts orally. Students' fluency can be improved by practicing a lot. Moreover, the teachers are supposed to give a strategy how to make pause appropriately.

Finally, the teachers are expected to give the correct pronunciation for the students. The teachers are supposed to read the text with correct pronunciation. If possible, the teachers provide recorded voice of native speakers.

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