

**STUDENTS' PERCEPTION TOWARD THEIR SPEAKING
ENGLISH ABILITY AFTER BEING TAUGHT THROUGH
GOSSIPING GROUP TECHNIQUE AT SMAN 3
BATUSANGKAR**

THESIS

*Submitted as Partial Fulfillment of the Requirement to Obtain Strata One (S1)
Degree at English Department of FBS UNP Padang*



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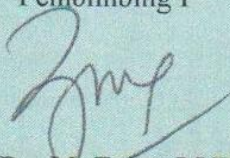
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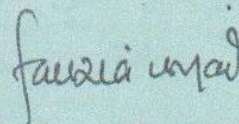
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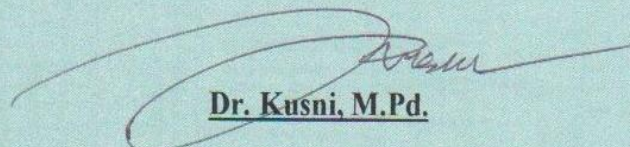


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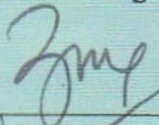
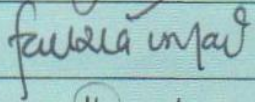
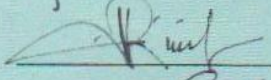
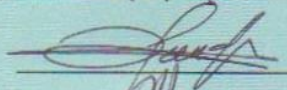
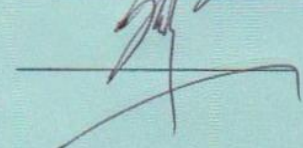
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ABSTRAK

Sari, Dian Purnama. 2011. *Students' Perception toward their Speaking English Ability after being Taught through Gossiping Group Technique at SMAN 3 Batusangkar*. Skripsi. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang

Untuk mengetahui persepsi siswa terhadap kemampuan berbicara pada kelas X SMAN 3 Batusangkar dalam berbicara bahasa Inggris setelah diajar dengan menerapkan teknik *gossiping group*, perlu dilakukan sebuah penelitian. Penelitian ini dimaksud untuk membahas lima hal. Pertama, untuk melihat persepsi siswa tentang kemampuan pemahaman dalam berbicara bahasa Inggris. Kedua, untuk melihat persepsi siswa terhadap kelancaran dalam berbicara bahasa Inggris. Ketiga, untuk melihat persepsi siswa terhadap kosa kata yang dimiliki siswa dalam berbicara bahasa Inggris. Keempat, untuk melihat persepsi siswa terhadap kemampuan pengucapan dalam berbicara bahasa Inggris. Kelima, untuk melihat persepsi siswa terhadap kemampuan merangkai kata dan tata bahasa dalam berbicara bahasa Inggris.

Penelitian ini dilakukan dengan metode deskriptif, dimana peneliti menggambarkan bagaimana persepsi siswa terhadap kemampuan berbicara setelah belajar menggunakan teknik *gossiping group*. Penelitian ini dilaksanakan di SMA Negeri 3 Batusangkar yang merupakan salah satu Sekolah Menengah Atas Unggulan. Populasi dan sampel dalam penelitian ini adalah semua siswa kelas satu SMAN 3 Batusangkar. Data penelitian yang diambil berupa angket yang diberikan kepada siswa. Kemudian, peneliti menganalisis data berdasarkan rumus Persentase.

Berdasarkan perhitungan yang dilakukan, persepsi siswa terhadap kemampuan berbicara setelah belajar dengan menggunakan teknik *gossiping group* adalah positif. Persepsi siswa terhadap lima unsur dalam speaking meliputi kemampuan pemahaman, kelancaran, kosa kata, pengucapan dan tata bahasa dinyatakan baik. Dengan demikian dapat disimpulkan bahwa siswa merasakan bahwa mereka memiliki kemampuan yang baik dalam berbicara bahasa Inggris setelah diajar dengan menggunakan teknik *gossiping group*. Lebih lanjut, berdasarkan hasil penelitian ini diharapkan adanya kerjasama yang baik antara guru dan siswa untuk dapat lebih memaksimalkan penggunaan teknik *gossiping group* untuk lebih meningkatkan kemampuan siswa dalam berbicara bahasa Inggris.

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CHAPTER 1

INTRODUCTION

A. Background of the Problem

Speaking is the ability to communicate orally with the other people. Through speaking, one can show his or her feelings, ideas or thought and share it with others. In other words, the ability of speaking is really needed in transferring message in order to have good communication. It is related to what Lynch (2001) states that communication involves enabling someone else to understand what we want to tell them, what is often referred to as messages.

Speaking as one of the important skills in English is really needed for the students to be studied in the classroom. Harmer (2007) states there are three reasons why students should speak in English class. Firstly, in speaking class the learners have enough opportunities to practice speaking in real-life context. These may include the ability of the students to communicate among the peers, the teachers and other people in their environment. Then, the students will have a chance to speak more comfortably in the classroom. Secondly, the task, which is given by the teachers, may provide some points that make the learners have to give feedback. It may generate students critical thinking to give responses to what the teacher ask. And finally, the more the learners get opportunity in speaking, the more they will use various elements of language accurately. It will make the students become more autonomous in using the language. This means that they will be more natural as what a good speaker should be.

In Indonesia, teaching speaking as one of the skills in English is regarded compulsory. It is because through mastering English, the students are hoped to be able to use English for communication actively. The students are expected to develop their communicative competence. Most of the students also take English courses outside the classroom to improve their speaking. Therefore they have more practice than just in English class at school. It is hoped to help them in having a good competence in speaking English.

However most of the students still have problems in speaking English. They are still not really able to speak English well even though they have learnt it since they were at Elementary school. Based on preliminary interview with some English teachers, it is assumed that there were a number of students who rarely speak and take part in classroom activity. Consequently the students become passive to talk that may due to their lack of speaking ability.

This situation can be caused by the assumption that occurred among the students that think speaking English is difficult. This assumption happen because the students still think that English is a difficult subject to be learnt. This situation makes the students lazy to practice their English. Therefore, the students rarely speak English that due to their lack of speaking ability.

Furthermore, the materials that are used by the teacher also influence the students' ability in speaking English. In fact, the students believe that the materials given by the teacher are not interesting enough to be studied. It is because the materials are probably not familiar with them. Those problems are stated after the writer interviewed some of the students.

In addition, the classroom atmosphere may also affect students' speaking ability. The classroom atmosphere should be full of attention, creativity and lively. It should allow the students to feel free to participate in class activities. Nevertheless, there are still some students who feel unconfident to speak actively. It can be caused by their afraid to make mistakes.

To develop students' ability in speaking, the teacher provides them with a variety of topics and activities which will engage the students' interest and encourage the students to share their feelings and ideas with others. There are several ways that can be applied; namely through singing a song, playing games, telling stories, drawing maps and pictures, etc. Today, as Baw (2000) states, a new innovation in teaching speaking English is by doing gossiping group techniques as one of speaking techniques to improve students' speaking ability. This technique has been done by the teacher in the senior high school where the researcher did teaching practice semester January-June 2010 that is in SMA N 3 Batusangkar.

Gossiping group technique is one of interesting techniques to teach speaking. In his research about gossiping group, Baw (2000) found that by having gossiping in group, it creates a natural conversation atmosphere where the students are expected to say what they want to say. It gives the students opportunities to speak, starting with a simple activity that allows them to attract their attention freely and communicatively. The students will enjoy doing gossiping that direct them to free communication and compare their ability each others.

Gossiping group technique can create classroom activities becomes more effective. As Baw (2000) says that by having gossiping group technique, it can make learning becomes easier, faster, more enjoyable, more self-directed, more effective and more transferable to a new situation. It is because the techniques and materials used are more real-life and sensational because the students will do gossiping about familiar people around them. The object can be artists, politicians, family or people at school. Therefore it may stimulate the students to talk more.

Moreover, the teacher can also do some improvements in making the speaking class more interesting. The teacher adds some new and attractive instructions to make learning become more innovative. The teacher may have the students make pictures in group based on the views they got from the teacher about the objects gossiped. Therefore, the students talk and share about their ideas based on the pictures they make.

The condition above also occurred in SMAN 3 Batusangkar. The teacher use gossiping group technique by using additional media, such as picture, to make the students more enjoyable, motivated and have positive attitude toward speaking class. Since students' role in the classroom is no longer passive, their perception can be used as a mirror to reflect learning and teaching, hence enhancing their understanding of the lesson. The students' perception can also give a valuable input for the teacher in teaching. If the students have a positive perception toward their ability based on the technique used, it can be used as a consideration for the teacher in using the technique to improve students' speaking ability. Therefore, the writer is interested to see the students' perception toward the using of

gossiping group technique that applied by the English teacher at previous collaborative school where the researcher did teaching practice, that is in SMAN 3 Batusangkar.

B. Identification of the Problem

There are three main problems that influence students' perception toward their speaking ability. Firstly, the students thought that speaking is difficult. Secondly, the students believe that materials used are not familiar to the students. And finally, the students think that classroom atmosphere does not allow the students to participate more in classroom activities. Based on the implementation of gossiping group technique, this research was conducted into the students' perception after taught by gossiping group technique toward their speaking English ability at SMAN 3 Batusangkar.

C. Limitation of Problem

Based on the identification of the problem above, this research was limited on the students thought that speaking English is difficult to be learnt. Here the researcher see the students' perception toward their speaking English ability after being taught through gossiping group as an effective technique toward their ability in speaking English at SMAN 3 Batusangkar.

D. Formulation of Problem

The problem is formulated as follows:

“What is the students’ perception toward their speaking English ability after being taught by gossiping group technique?”

E. Research Questions

- a. What is the students’ perception toward their comprehension in speaking English after being taught by gossiping group technique?
- b. What is the students’ perception toward their fluency in speaking English after being taught by gossiping group technique?
- c. What is the students’ perception toward their vocabulary in speaking English after being taught by gossiping group technique?
- d. What is the students’ perception toward their pronunciation in speaking English after being taught by gossiping group technique?
- e. What is the students’ perception toward their grammar in speaking English after being taught by gossiping group technique?

F. Purpose of the Research

The research specifically is aimed at finding out the students’ perception toward their speaking ability after being taught by gossiping group technique at SMAN 3 Batusangkar.

G. Significance of the Research

This research is helpful for English teacher and others who are dealing with teaching speaking skills. It is very important for the English teacher and students to get information and explanation in order to get knowledge of mastering English as a foreign language. In addition, this research can be used as additional reference for further research.

H. Definition of Key Terms

- a. Perception is a description of someone's view, opinion, judgment, or insight about something that affected by internal and external factor.
- b. Students' Perception is a description of students' view toward their speaking English ability after being taught through gossiping group technique based on their experience about the lesson.
- c. Gossiping Group is a kind of activity in group which discuss about a certain person or issue in order to improve students' speaking ability.
- d. Speaking ability is the students' skill in expressing their ideas in oral and applying verbal exchange that consist of five components; comprehension, fluency, vocabulary, pronunciation and grammar.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the analysis of findings and the discussion of the research, it can be concluded that the students think that using gossiping group technique give better effect toward their speaking English ability at SMA N 3 Batusangkar. Gossiping group as the activities express the social aspect of learning provide learners with chances to talk and listen with a communicative purpose to help them improve their ability in speaking. The students' who are not really able to speak English before using gossiping group can be able to speak English better after using gossiping group technique. So, gossiping group is one of effective group activities to encourage the students to speak more and practice their ability.

From the data of this research, gossiping group technique gives positive perceptions to the students' in improving their speaking ability that are in comprehension, fluency, vocabulary, pronunciation and also to their grammar in speaking English.

B. Suggestions

Based on the result of this research, the researcher wants to give some suggestions as consideration for better teaching English at Senior High School. Considering the result of the research, the researcher would like to suggest English teachers to use gossiping group technique to develop students' speaking ability and to facilitate them with an interesting way of speaking English. For the

school, by the findings in this research that gossiping group technique give better effect for students' speaking English ability to facilitate the students with more teaching and learning media such to make the learning become more innovative. It is also suggested for other researcher who wants to do further research that can use this research as additional information.

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