

**THE EFFECT OF USING SPEECH ACTIVITY IN TEACHING ANALITYCAL
EXPOSITION TEXT TOWARDS STUDENTS` SPEAKING ABILITY IN
EXPRESSING ARGUMENT
A STUDY AT XI GRADE STUDENTS OF SMAN 1 LEMBAH GUMANTI**

THESIS

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ABSTRAK

Yudistira, Sukma. 2012. *The Effect of Using Speech Activity in Teaching Analytical Exposition Text towards Students' Speaking Ability in Expressing Argument.* Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Tujuan dari penelitian ini adalah untuk melihat pengaruh dari penerapan *Speech Activity* sebagai salah satu strategi pembelajaran teks *Analytical Exposition* terhadap kemampuan berbicara siswa mengungkapkan pendapatnya.

Metode penelitian yang diterapkan adalah *pretest-posttest control group design*. Teknik pengambilan sample memakai *cluster sampling*. Sebagai sample penelitian ditetapkan siswa SMAN 1 Lembah Gumanti kelas XI IA 1 berjumlah 34 orang dan XI IA 2 berjumlah 35 orang. Kelas XI IA 1 sebagai grup eksperimen dan kelas XI IA 2 sebagai grup control. Grup eksperimen menerapkan *Speech* dan grup control menerapkan *workgroup discussion*. Instrumen yang digunakan adalah *oral presentation test*. Test di lakukan di awal dan di akhir penelitian (*pretest* dan *posttest*) karena metode penelitian memakai metode *pretest-posttest control group design*. Untuk menilai kemampuan siswa di gunakan *Oral proficiency scoring criteria*. Nilai yang didapat dari kedua tes digunakan sebagai data penelitian.

Dari hasil penelitian, ditemukan bahwa kemampuan siswa mengungkapkan pendapatnya memiliki perbedaan yang cukup signifikan. Grup yang menerapkan *speech* memiliki kemampuan yang lebih baik dari grup yang menerapkan *workgroup discussion*. Perbedaan itu bisa dilihat dari skor pencapaian siswa kedua grup. Terlihat dari rata-rata skor siswa di grup eksperimen (70, 91) lebih tinggi dari grup control (65, 55). Selanjutnya, hasil pengolahan data menggunakan rumus *t-test* didapatkann nilai $t_{\text{calculated}}$ lebih besar dari nilai t_{table} pada tingkat kepercayaan 0.05 ($t_{\text{calculated}} > t_{\text{table}} = 3.365 > 1.6679$) yang juga berarti bahwa kedua grup memiliki perbedaan yang signifikan. Dengan demikian dapat disimpulkan bahwa penerapan *speech* dalam pengajaran teks *analytical exposition* dapat meningkatkan kemampuan berbicara siswa dalam mengungkapkan pendapat.

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CHAPTER 1

INTRODUCTION

A. Background of the Problem

Speaking is an essential skill of human life. Speaking is the way to deliver and represent someone's thought. Through speaking, someone can share information to others. In addition, the information can be understood or not is influenced by the way of the speaker delivers the constructions of words into spoken language. The speaker must speak accurately and fluently. Thus, speaking is one of important skills that has to be mastered by people to communicate.

Speaking as one of the four language skills also plays the important role in teaching English as a second or foreign language. It is because this skill is one of the English skills that is very important to be acquired by the students. Moreover, this skill is very beneficial to be involved in real life communication. In line with this, the main purpose of learning English in Indonesia is to enable the students to communicate in English. It can be seen in Indonesian standard curriculum (KTSP), the orientation of teaching and learning English is to develop students' competency to communicate in English.

For instance, the main purpose for senior high school students to learn English is to enable them to communicate in English. Based on the curriculum, the objective of teaching English to students of senior high school is to enable them to have the ability in developing communicative competence in both spoken and written form for achieving the level of functional literacy (KTSP, 2006). It means the students are

expected to be able to use English for their daily activities in both simple of spoken and written form. In detail, the standard competencies and basic competencies of speaking that must be achieved by students from elementary until senior high school are arranged in KTSP.

One of the standard competencies of speaking for first semester of second grade senior high school students in KTSP is the students can express the meaning in short functional text and monolog formed report, narrative, and analytical exposition in daily life context. Its basic competency is the students can express the meaning in monolog text accurately, fluently, and acceptable in context of daily life in the text formed report, narrative, and analytical exposition (KTSP, 2006). Consequently, this standard competency is an instruction for teaching monolog text; report, narrative, and analytical exposition with the expectation that the students can express their ideas, thought, or opinion about the text fluently, accurately, and acceptable orally in context of daily life.

From the three texts that are taught in second grade of senior high school students, analytical exposition is included as one of important text that have to be learned by the students in second grade of senior high school. It is because analytical exposition text is mostly used in a scientific report, a scientific presentation or other academic interests that are needed by the students in academic activities. Consequently, analytical exposition text can helps the students in reporting or presenting a scientific issue or a research in the form of written or spoken for their academic interests. Thus, it is important for the students to master the text that is just

taught in one semester in the form of written or spoken in order to be able to help them in completing or accomplishing their academic interests.

Theoretically, in teaching speaking of analytical exposition, the students are expected to be able to deliver their ideas or arguments through the spoken language. They have to be able to deliver their arguments accurately, fluently, and acceptable based on the KTSP expectation that is to persuade the others. In the teaching process, the students are guided to practice speaking by sharing or presenting their argument about the text. Consequently, the teaching of analytical exposition for speaking skill must improve students' speaking ability in persuading the other by expressing argument.

However, several students think that persuading the others by expressing argument in English is one of difficult ability in speaking. In some cases, many students often get low achievement in oral presentation test of persuading the other by expressing arguments. This problem encountered in the field dealing with students' speaking ability in expressing argument. As an example, in SMAN 1 Lembah Gumanti where some of its students have problems in persuading the others by expressing argument, it seems that some students still have low achievement in expressing argument. Based on the data from one of English teachers, the score of students oral presentation test shows that there are 40% of students getting low score (from 0 to 6.5 in the range of 0-10) from six classes in oral presentation test. It can be concluded that more than 50% of the students have got good mark, but there are still 40% of students who need to improve their speaking ability in expressing argument.

Actually, the teacher has been trying to develop strategies for teaching analytical exposition text in speaking skill so that students' speaking ability in expressing argument could be improved. The teacher uses workgroup discussion as the strategy for speaking in expressing argument. During the learning process, the teacher encourages the students to discuss the topic that is given at the beginning of class by expressing their argument in group to create an interesting atmosphere in the classroom. It is expected that students' enthusiasm in expressing argument in English will increase and it will affect their achievement. Unfortunately, students still cannot improve their speaking ability achievement in expressing argument significantly.

For some reasons, teaching analytical exposition text for speaking skill by using workgroup discussion might have some obstacles for the teaching learning process. Sometimes, the students tend to speak in their mother language or discuss other topic in group while the teacher controls other group. So, the students are lack of practice in expressing argument in the class. Besides, not all of the students are involved in the discussion because the reluctant students are ashamed to express their argument in group. They are afraid if their argument is reputed as bad argument. That is why many students are less motivated while learning analytical exposition text speaking. Thus, it is difficult for them if they are asked to express their argument. As a consequence, it will decrease students' motivation and their speaking achievement as well.

The causes of the unachieved aim can be seen from two points of view. The first point of view comes from students. The first one is some students have problems

dealing with generating and expressing ideas they have in their mind. It is caused by students' difficulties in managing the words into the spoken language correctly. It is hard for the students to express their argument about the topic orally. The second one is the students are less motivated because of the technique of teaching process used by some teachers. In the teaching process, the teacher just asks the students to discuss the topic in group and make the report of the discussion. It just works for smart students to speak in the class. Meanwhile, the slow students are ashamed to involve in discussion.

The second point of view comes from teachers. The strategy used by English teacher to teach the text for speaking skill has contribution to the students' achievement in learning the text. In fact, the English teacher has developed their strategy to teach the text in speaking skill. Unfortunately, the students' speaking achievement in learning analytical exposition for speaking skill is still unsatisfying. The problem faced by the teacher is to find the examples, studies, or researches that can be a guide line to develop or try the appropriate strategy in their class to improve students' speaking achievement in learning analytical exposition for speaking skill. Hence, it is important to conduct a research that can be a guideline or a reference for the teacher in teaching the text for speaking skill.

According to both teachers' and students' perspective above, the strategy used in teaching analytical exposition for speaking skill process become the main problems that influence students' speaking achievement. There are some problems that make the strategy become a serious problem such as lack of less motivation of

the students to express their argument, no encouragement for the students to speak in the class, no affect of the students' achievement in oral test of expressing argument.

In brief, there are many kinds of activities as the strategy that can be applied in teaching analytical text for speaking skill to improve students speaking ability, such as debate and speech. The teacher can use these activities because they encourage the students to practice expressing argument orally as in the process of these activities. Thus, the teacher can use these activities because these activities can develop students speaking ability in expressing argument.

This research is focused on using speech as one of the strategies of teaching analytical exposition for speaking skill. The researcher uses speech because speech is one of major types of speaking activities. Based on Celce-Murcia (2001), there are many ways to promote oral skills in the ESL/EFL classroom. She explains the major types of speaking activities that can be implemented: discussion, speeches, role plays, conversations, audiotaped oral dialogue journals, and other accuracy-based activities. From six major type of speaking activities, the teachers can apply speeches in teaching speaking, especially in teaching analytical exposition for speaking skill.

Moreover, in the speech process, the speaker tries to persuade the listener to the speaker point of view about something by expressing some arguments to strengthen the speaker's opinion as a form of application from the purpose and pattern of analytical exposition text in speaking activities. In addition, by using speech activity, the students can develop their knowledge about an issue in which they will speak in different point of view and state whether they agree or not about

the issue. In addition, speech can also develop students' critical thinking. It can stimulate the students to express their argument. Thus, speech is one of speaking activity that can be a strategy in teaching analytical exposition text to improve students' motivation that affects students speaking ability achievement in expressing argument.

B. Identification of the Problem

There are several problems in teaching speaking of analytical exposition text in second grade of senior high school students. The first one is related to the strategy used. There are some factors that make the strategy become the main problem. They are less motivating the students, no encouragement for the students to speak in the class, no affect of the students' achievement in oral test of expressing argument. The next problem is the students have difficulties in managing the words into spoken language. The last problem is the teacher has difficulties developing their strategy in teaching analytical exposition for speaking skill. Thus, there is no significant effect toward students speaking achievement.

C. Limitation of the Problem

Related to the identification of the problem, the problem of this research was limited to the use of strategy in teaching speaking of analytical exposition in second grade students of senior high school to motivate the students to improve their speaking ability achievement in persuading others by expressing argument. Hence,

this research was conducted on the study of using speech in teaching analytical exposition to improve students speaking ability in expressing argument.

D. Formulation of the Problem

Based on the limitation of the problem above, the problem of the research is formulated as follows:

Does the use of speech in teaching speaking of analytical exposition give better effect on students` speaking ability of second grade students of senior high school?

E. Hypothesis

Based on the formulation of the problem above, the hypothesis of the research can be defined as below:

H-1 The use of speech in teaching speaking of analytical exposition give significant effect on students` speaking ability in second grade students of senior high school.

H-0 The use of speech in teaching speaking of analytical exposition give no significant effect on students` speaking ability in second grade students of senior high school.

F. Purpose of the Research

The purpose of the study was to find out the effect of using speech in teaching analytical exposition towards students` speaking ability in senior high school.

G. Significance of the Research

It is expected that the result of this research give significant contribution in improving the quality of teaching speaking monolog text. It is hoped that by using speech, students' speaking ability in expressing argument, especially in senior high school could be improved. Hopefully, this research can be useful the teachers to teach analytical exposition in speaking.

H. Definition of Key Terms

Speech : a talk or address to people or audience

Speech activity : a strategy to teach analytical exposition in speaking skill.

Analytical exposition : a genre text with the generic structure; thesis, argument, and reiteration. Its social function is to persuade the reader or the listener that something is the case.

Speaking : the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts

Speaking ability : the ability to perform the linguistics knowledge in oral communication. In this research will be focused only on the ability of expressing argument

Effect : the score of students speaking ability in speaking test