

**THE EFFECT OF USING THEMATIC INSTRUCTION OF COLLABORATIVE
LEARNING TO IMPROVE SPEAKING SKILL OF GRADE XI
STUDENTS OF SMAN I IX KOTO SUNGAI LASI**

Thesis

*Submitted as Partial Fulfillment of the Requirements to Obtain the Strata One
(S1) Degree*



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2015**

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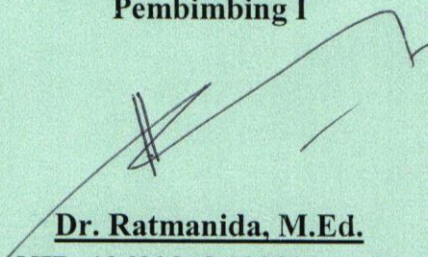
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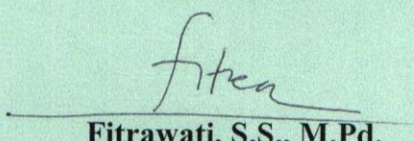
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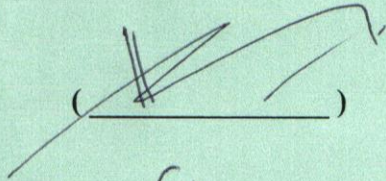
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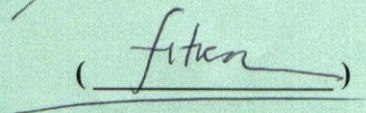
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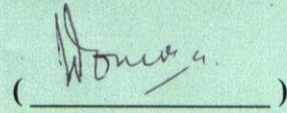
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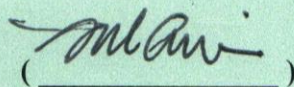
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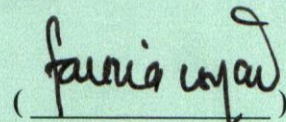
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ABSTRAK

Pratiwi, Rani. 2015. "The Effect of Using Thematic Instruction of Collaborative Learning to Improve Speaking Skill of Grade XI Students of SMAN 1 IX Koto Sungai Lasi". Skripsi. Padang: Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni, Universitas Negeri Padang.

Penelitian ini bertujuan untuk melihat dampak dari penggunaan *Thematic instruction of collaborative learning* terhadap peningkatan kemampuan berbicara siswa kelas XI SMAN 1 IX Koto Sungai Lasi. Jenis penelitian ini adalah penelitian eksperimental yang dilaksanakan di SMAN 1 IX Koto Sungai Lasi. *Thematic instruction of collaborative learning* merupakan strategi pembelajaran *thematic* yang diterapkan dalam pembelajaran berkelompok. Dalam hal ini, siswa tidak hanya dibantu dengan tema pembelajaran, tapi siswa juga dibantu dengan pembelajaran secara berkelompok yang akan membantu siswa dalam peningkatan kemampuan berbahasa inggris. Hasil penelitian menunjukkan bahwa nilai rata-rata yang dihasilkan kelas eksperimen lebih tinggi dibandingkan kelas kontrol yaitu 73.55 : 71.29. Dengan menggunakan rumus t-test, diperoleh t-hitung sebesar 0.986 dan t-tabel sebesar 0.854. Hasil tersebut menyatakan bahwa t-hitung > t-tabel pada taraf signifikan 0.20, yang dapat disimpulkan bahwa penerapan *Thematic instruction of collaborative learning* terhadap pengajaran *speaking* memberikan dampak yang baik terhadap kemampuan berbicara siswa dibandingkan dengan metode pembelajaran yang biasa digunakan di sekolah.

Kata kunci: *Thematic instruction of collaborative learning, Speaking.*

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Padang, 1 August 2015

Rani Pratiwi

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CHAPTER 1

INTRODUCTION

A. Background of the Problem

Speaking is one of four major skills that must be mastered by any foreign language learners in Indonesia. It is the important skill. The speaking skill can measure the successes in learning a language. In high school, the speaking skill should be taught and practiced inside and outside the classroom. The practice will enable the students to communicate in English. For that reason, when the students are engaged in speaking practice such as discussion, the process of speaking here is to express opinions, to persuade someone about something, or to clarify the information.

Based on new curriculum, *Curriculum 2013*, which is applied in school, speaking skill is needed to be mastered by the students. It is stated that the goal of learning English in senior high school is to enable the students to communicate in spoken and written forms in order to accomplish information in literacy level and to prepare them for college study. For that reason, the students are expected to be able to communicate whether in transactional, functional, or monologue texts.

However, in general, English Language Learners (ELLs) in Indonesia, had difficulties in producing words in English. Based on researcher's preliminary observation and interviewed with an English teacher at SMAN 1 Sungai Lasi, among the four skills, speaking was the most difficult skill to be mastered by the students. This happened because of status of English itself as a

foreign language that was only used in special occasion. The students had a chance to speak in the classroom with their classmates, but they rarely used it outside the classroom due to the low feedback from the listeners.

According to Nation & Newton (2009: 112) some possibilities why learners are reluctant to speak in English are due to lack of encouragement and feeling of shyness. The same problems found in SMA 1 Sungai Lasi. Based on the researcher's preliminary data, the students had two common problems related to speaking. First, they felt shy that they will be laughed if they made mistakes. They often underestimate themselves when speaking. In fact, they had studied English since primary school, but they still shy to speak in English. Moreover, they were shy to their friends. This happened because there was no commitment among themselves to practice English in the classroom. If there was one student who speaks in English, the others started to ridicule by saying "what are you talking about" in Bahasa Indonesia or Minangkabau.

Second, the students lack of encouragement to perform their English especially in front of the class. This happened when the teacher gave the students less time to do the task. The students felt more pressured to do the task because there was no enough time to plan for and performed the task at the same time. Moreover, the students felt more courage if they had pair to work for. According to Tsui (1996: 160), allowing students to check their answer with their peers before offering them to the whole class also encourages students to speak up. The students could be allowed to have a discussion with their peers before talking to the whole class so that they felt more confident to speak in front of the class.

Therefore, to cover all of that, there are many certain strategies that can be applied by the teacher in the classroom to improve students' speaking skill. Based on Peregoy and Boyle (2008), there are many effective classroom practices for English learner and one of them that can be used is thematic instruction. It is an instructional method of teaching in which the emphasis is given on choosing a specific theme for teaching. It is based on integrating various information and use it to demonstrate the topic. It also creates a meaningful conceptual framework within which the students are invited to use both oral and written forms of language for learning content. Furthermore, it is used to improve students' speaking skill through collaboration.

Moreover, Enright and McCloskey (in Peregoy, 2008) have basic learning principles of organizing thematic instruction, one of them is collaboration. In collaboration, the students are given many opportunities to work together in their tasks and activities. The collaboration can be in pairs or small groups which provide the students with opportunities to process complex information actively in a low-risk, low-anxiety situation. Moreover, it is based on the model that knowledge can be created within a population where the members are actively interact by sharing experiences and take on different roles.

Therefore, thematic instruction of collaborative learning presents as a teaching method to face all of the problems in speaking skill. Peregoy and Boyle (2008:93) state that thematic instruction of collaborative learning serves many purposes: to promote the use of library resources, to provide the students

with a chance to work together cooperatively, and to help them become better readers and writers as they negotiate meaning for themselves and others.

Also, the main purpose of thematic instruction is to engage the students in activities that are involving and meaningful. Thematic instruction covers the entire problems in speaking skill such shyness and lack of encouragement by letting the students learning in their own small groups which make them advance in learning English. Finally, the purpose of this research was to find out the effectiveness of using thematic instruction of collaborative learning to improve students speaking skill. Therefore, this research conducted in SMAN I Sungai Lasi. The students in their second grade of second semester were chosen for this research.

B. Identification of the Problem

From the background above, it can be identified that the students had difficulties in producing word in English. These difficulties were caused by two factors: shyness and lack of encouragement. Regarding to those factors, there were two others researchable problems that can be identified. The first was related to the method used in teaching. The teacher used the conventional ways of teaching by giving a topic, modeling it, and asking the students to perform it in front of the classroom. There was no preparation time for the students to conduct the conversation. As a result, they gave up and let the smarter students finished the task. The second was the management of class discussion. The class was divided into two group discussion, and then the teacher's attention was only for one side of group discussion. As a result, the students had less motivation to follow the discussion.

C. Limitation of the Problem

This research was limited to the effect of using thematic instruction of collaborative learning to improve students' speaking skill. There were four topics used for this research; procedure text, conditional sentences, factual report text, and passive voice. These topics were taught to XI grade students in the second semester at SMAN I IX Koto Sungai Lasi based on the curriculum and syllabus.

D. Formulation of the Problem

The problem of this research was formulated in this following question: "Does thematic instruction of collaborative learning give a better effect to improve student's speaking skill or not?"

E. Purpose of Research

The purpose of this research was to find out how thematic instruction of collaborative learning can improve students speaking skill effectively, and to know how this method can overcome students' difficulties then attract them in speaking.

F. Significance of the Research

This research has theoretically and practically significant. Theoretically, thematic instruction of collaborative learning provides useful information to the reader about the effect of using thematic instruction of collaborative learning especially for English teachers when they apply the method in the classroom. Practically, this research is expected to give contribution for the

next researchers who want to conduct further research about thematic instruction of collaborative learning, so that senior high school students' speaking skill improves thoroughly.

G. Definition of Key Terms

1. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.
2. Factual report text is a text to describe the way things are such as a man-made thing, animals, and plants.
3. Thematic Instruction is an instructional teaching method in which the emphasis is given on choosing a specific theme for teaching one or many concepts. It is based on integrating various information and use it to demonstrate the topic.
4. Collaborative Learning refers to methodologies and environments in which learners engage in a common task where each individual depends on and is accountable to each other.