

**ADOPTING SURVEY AS AN ACTIVITY IN TEACHING SPEAKING ENGLISH
AT SENIOR HIGH SCHOOL**

PAPER

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



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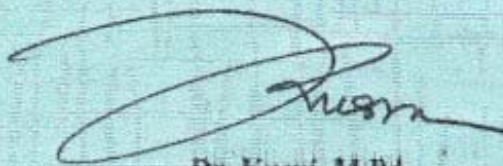
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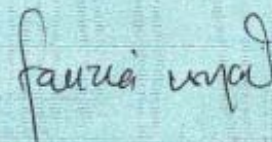
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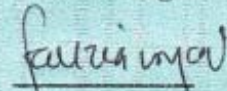
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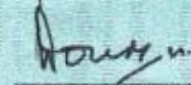
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ABSTRAK

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Berbicara (*speaking*) merupakan salah satu keterampilan bahasa yang harus dimiliki dan dikuasai oleh siswa disamping keterampilan bahasa lainnya seperti mendengar (*listening*), membaca (*reading*), dan menulis (*writing*). Dalam aplikasinya, banyak siswa mengalami kesulitan berbicara dalam bahasa Inggris. Ada beberapa faktor yang menyebabkan siswa mengalami kesulitan berbicara dalam bahasa Inggris. Pertama, siswa mengalami kesulitan karena kurangnya kosakata yang mereka miliki sehingga mereka tidak mengetahui apa yang akan mereka sampaikan. Selanjutnya, dalam pengajaran *speaking* guru sering menggunakan dialog (*conversation*) dan meminta siswa untuk menghafal. Aktivitas ini terlalu monoton karena siswa pasif dalam praktek berbicara dan tidak menarik minat siswa dalam belajar *speaking*.

Dalam makalah ini penulis mencoba untuk mendiskusikan cara pengajaran dalam *speaking* dengan menggunakan aktivitas yang dapat menarik minat siswa dan juga dapat melatih siswa dalam *speaking*. Salah satu aktivitas tersebut adalah *Survey*. Kegiatan ini dibagi dalam tiga pertemuan. Pertemuan pertama akan membahas tentang pembuatan *questionnaire*. Siswa akan diminta untuk memilih topik yang akan mereka *survey* selanjutnya mereka akan membuat *questionnaire* dalam Bahasa Indonesia dan selanjutnya mereka akan mentranslatenya ke Bahasa Inggris. Pada pertemuan kedua, siswa akan melakukan *survey*. Siswa akan dibagi dalam dua kelompok, kelompok *interviewer* dan kelompok *interviewee*. Selama murid melakukan *survey* guru akan mengontrol dan membantu siswa jika ada kesulitan. Pada pertemuan terakhir, siswa dan guru akan menyimpulkan hasil *survey*. Kemudian beberapa siswa akan mempresentasikan hasil *survey* tersebut. Aktivitas ini sangat efektif dalam menarik minat siswa dalam belajar *speaking* karena topik yang digunakan sesuai dengan minat siswa. Disamping itu siswa akan aktif dalam *speaking* bukan pasif sebab siswa akan berlatih *speaking* dengan menggunakan ide yang ada dalam pikiran mereka.

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Finally, I also honestly admit that this paper is not perfect. Thus, any constructive critics, suggestions and advices from readers are highly appreciated for the improvement of this paper.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

One of the criteria of successful English learner is able to perform the speaking activities. This is the reason why speaking should be mastered by the language learners beside listening, reading, and writing. Speaking is used to share information orally. Morris (1991) says that a living language is the language with oral communication uttered by its speaker. According to this statement, speaking is seen as an ability that reflects the language. Therefore the speakers should be able to speak in English to indicate their ability in communicate English. Nunan (1999) states that someone's ability in a language is seen from the way his/her ability to speak in that language or not. In other word, speaking sometime is a measurement to someone's language ability.

Speaking is a complex skill that included some other micro skills, such as: pronunciation, grammar, vocabulary and pragmatic and sociolinguistic competence. As stated by Shumin (1997) that speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction. In order to be understood by other people, the learners need to have good listening comprehension, rich of vocabulary, good pronunciation, speak fluently and of course they need to use grammar correctly.

In language learning, the aim of teaching speaking in senior high school based on the latest curriculum is students can express their idea and communicate in English. Speaking is one of important skill that needed by the student in all part of their life. Through speaking students can express their feeling, opinion, idea and confidence.

But, sometimes it is hard for students to speak in English. According to Brown (1994), speaking is one of the most difficult and challenging skill to be mastered. Based on the writer experience there are some problems why speaking is hard for students. The first problem is lack of vocabulary. Student usually did not know many words in English and sometime teacher did not provide enough material to prevent that problem. As a result they cannot express their idea or opinion. Actually, the students have idea but they do not know how to say it because they do not know its word in English. It tends hard for them to say it orally. The second problem is most of students' lack of confidence or nervous to practice speaking English in the classroom. They afraid if making mistake while speaking in front of their friends, they will be laughed by their classmate. Although self confident is essential factor in learning English. Someone who is able to speak but have no self confidence would be difficult to develop their speaking. The next problem is teaching technique. Most of teachers do not use interested technique for students in learning speaking. They may not realize the monotonous technique makes students uninterested and felt bored in learning speaking.

The last problem that needs special attention is teacher's technique to teach speaking. Teaching speaking technique that teacher use is monotonous and boring. Teacher usually gives students dialog or conversation and asks them to memorize it. They work in pair and then perform it in front of the class. This activity just encourages their memorizing ability without consider developing their critical thinking. It makes students uninterested and less motivated in learning speaking. Teachers should be creative and innovative in teaching speaking. They need to create activity that can motivate students and interesting.

There are some activities that usually use to teach speaking, such as role play. Role play activity is enjoyable enough to catch student attention, interest and also expressing their ideas. To make it more enjoyable, teacher can add the activity by using survey. Survey is activity that use questionnaire and do interview to collect data. So, in the role play the students will be an interviewer and interviewee. Creswell (2008) says that survey is procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population. This activity can help students in practice speaking. The benefit of using survey as an activity in teaching speaking is in survey student will be expected to communicate with other people outside the class, to the real world. Survey provides an opportunity for student to learn English in the real situation.

In survey activity, students will practice speaking while doing survey. Topic that be used is well known topic for student so they interested in doing survey.

Student will learn many new words from the survey. In the same time, they will feel a new way of learning speaking and chance to interviews other people. The question that be used in survey is unpredictable as a result the students should answer the question with their own idea. This will improve their critical thinking because students not memorize the question and answer.

Based on the explanation above, the writer is interested in discussing the use of survey as an activity to teach speaking at Senior High School. The writer focuses on speaking ability of the students since there is a tendency that students are considered successful in learning English if they can communicate orally. It is hoped that teacher can use survey to improve their student's speaking ability.

B. Formulation of the Problem

The problem of this paper can be stated in following question, how does survey as an activity can be used in teaching speaking at senior high school?

C. Purpose of the Paper

The purpose of this paper is to discuss what teacher should do in teaching speaking by using survey as an activity.