THE EFFECTIVENESS OF WHISPERING RELAY TO THE STUDENTS'
SPEAKING SKILL OF SEVENTH GRADE STUDENTS OF
SMPN 7 KEDIRI ACADEMIC YEAR 2014 - 2015

THESIS

Presented in Partial Fulfillment of the Requirements to Obtain
The Sarjana Pendidikan Degree (S.Pd,) of the English Education Department
The Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri

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Approved by the Advisors to be proposed to
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Approved and Accepted by all its qualification
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THE EFFECTIVENESS OF WHISPERING RELAY TO THE STUDENTS' SPEAKING SKILL OF SEVENTH GRADE STUDENTS OF SMPN 7 KEDIRI ACADEMIC YEAR 2014/2015

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ABSTRACT

This research was focus on the students difficulties in speaking skill. The researcher here using whispering relay based on the function of whispering relay can solve the students difficulties in speaking skill. To prove the researcher's argument, he conduct an experimented research entitled the effectiveness of using whispering relay to the students' speaking skill of seventh grade students of SMPN 7 Kediri academic year 2014/2015. The researcher here used two variables, whispering relay as independent variable and students' speaking skill as dependent variable. This research was arranged in seventh grade student of VII-B, which consists of 16 males and 16 females. And the result indicated that the t-test is higher than the t-table (8,928 > 2,052) at the level significance 5%. It shows that there is a significant effectiveness of using whispering relay to the students' speaking skill. Finally, the conclusion of this research shows that using whispering relay is effective to increase the students' speaking skill. It can seen from the result in post-test more better than pre-test (309 > 260). The researcher also hopes that this research can be useful as a various technique to teach speaking or as reference to the next research.

Key words**:** Whispering Relay, Teaching Speaking, Speaking Skill.

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I.   Introduction

Speaking is an interactive process to make an information and sharing the meaning orally. That argument supported by (Nunan, 1999: 216) who state that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. And also supported by Chaney (1998: 13) he state that speaking is the process of building or sharing meaning through by using verbal or non-verbal symbol in various contexts.

The purpose of speaking activity is to make the students can use the language fluency. It support with the statement from Nunan (2003: 15) he state that teaching speaking can teach the learners English language to use the language quickly and confidently with few unnatural pauses, which is called fluency. It's mean that if the students can use language optimally, they can speak more better and more confident than before.

But in fact, when the researcher was in teacher training program, he found that the students felt afraid to speech. Some students said that they confident to try speak in the second language. The second problems is if the student had uncorrected language, it will be incorrected continously. That statements above also supported by Florez (1998: 17) he state that 1) the conflict between fluency and accuracy: though a student may gain confidence in using the new language by being let uncorrected, his language will continue to be inaccurate/ incorrect. 2). Lack of confidence: apparently, some students feel uncomfortable in their first hesitant attemps at speech in the second language.

Generally, students in Junior High School are new beginner in the English Language of intermediate level. Students in intermediate level, usually have increasing of the understanding, how to say something, and make a simple conversation with another people. They can be good speakers if the teacher can give interesting method to teach her/his student. As the writer cited from Sumantri and Permana (2001), metode merupakan cara yang ditempuh guru untuk menciptakan situasi yang menyenangkan dan mendukung kelancaran proses belajar sehingga tercapai prestasi belajar siswa yang memuaskan. It's supported by Harmer' argument (2004: 12) he says that: good teachers are able to balance the serious study of English with the more entertaining activities that they think their students sometimes need. By watching their classes and asking their students what they think and feel, they can select a judicious blend of activity and style. This statement is supported by Lucia Maffione (2008: 23) she says: the learning experience should involve as much fun (or at least enjoyment and satisfaction) as possible. Students (and

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many teachers) often think that to be effective, learning tasks have to be boring. In fact, the opposite is the case because it has been shown that a relaxed atmosphere may facilitate the learning process.

As we know there are many techniques which can be implemented to teaching speaking skill and the researcher here chooses whispering relay. Because the writer found that many expert agreed that whispering relay can help the student's to practice their language skill, make they students more active in teaching learning process.

II. Method

The method of this research used the experimental method. The purpose of this research is to find out the conclusion about two research variables observed. It is useful to describe and find out the significance of the effectiveness variable X to variable Y, which was conducted by using quantitative research approach to find the effectiveness of using whispering relay to the student's speaking skill by analyzing the pre-test and post-test result of the research.

The population of this research was the seventh grade students of SMPN 7 Kediri in academic year 2014/2015. The sample of this research is VII-B consisted of 32 students, which were divided of 16 males and 16 females.

The researcher formulates the alternative hypothesis (Ha) as follows:

1. Alternative hypothesis (Ha) the student's speaking skill has differences before and after using whispering relay. Null hypothesis (Ho) the student's speaking skill has no differences before and after using whispering relay.

2. Alternative hypothesis (Ha) there is effective of using whispering relay to the student's speaking skill to the seventh grade students of SMPN 7 Kediri in academic year 2014/2015. Null hypothesis (Ho) there is no effective of using whispering relay to the student's speaking skill to the seventh grade students of SMPN 7 Kediri in academic year 2014/2015.

III. Result And Conclusion

Based on the data that has been analyzed by using t-test formulation above, the purpose of the researcher was to find the effectiveness of whispering relay technique to the students of SMPN 7 Kediri. To support this statement, it is very important to restate the hypothesis as follow:

1. The alternative hypothesis (Ha)

There is a significance effectiveness of whispering relay to the students' speaking skill of seventh grade students of SMPN 7 Kediri academic year 2014 – 2015.

2. The null hypothesis (Ho)

There is no effectiveness of whispering relay to the students' speaking skill of seventh grade students of SMPN 7 Kediri academic year 2014 – 2015.

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Related to the hypothesis and the data that have been analyzed above, it was shown that the calculated result of t-test is 8,928. At the degree of freedom of 28 that is lower than value of t-table was 2,052 at the level of significance 5%.

t-test $>$ t-table 5%

8,928 $>$ 2,052

It means that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected.

From the account score above it was concluded that the total score of pre-test is different with the total score of post-test. In pre-test the total score is 9,28 but in post-test, the score increased became 11,03. Automatically the mean score of pre-test and post-test is also different. Post-test' mean score is also better than pre-test' mean score, it means that using whispering relay technique increased the student's speaking skill.

From the result of the research analysis shows that whispering relay technique is effective to the student's speaking skill. Whispering relay also shows the significant effectiveness to the students' speaking skill of seventh grade students of SMPN 7 Kediri academic year 2014 – 2015. And supported with the result which explain that t-test is higher than t-table. Based on that, the researcher signifies that using whispering relay gives a better result for student's speaking skill.

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