

ARTICLE

The Effectiveness of Scripts to Eight Grade Students' Speaking Ability At SMPN 1 Prambon in the Academic Year 2016/2017



BY:

GHOFUR HASAN RONI

NPM: 12.1.01.08.0013

Advised by:

1. Drs. Agung Wicaksono, M.pd
2. Suhartono, M.Pd,

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
2017**



SURAT PERNYATAAN
Artikel skripsi tahun 2017

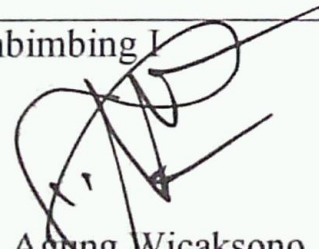
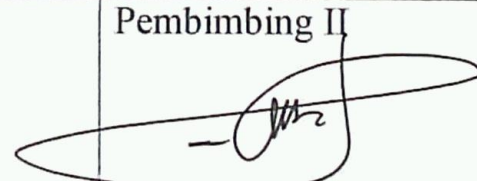

Yang bertanda tangan di bawah ini:

Nama Lengkap : Ghofur Hasan Roni
NPM : 12.1.01.08.0013
Telepon/HP : 085784119121
Alamat Surel (Email) : ghasaro@gmail.com
Judul artikel : The Effectiveness of Scripts to Eight Grade
Students' Speaking Ability at SMPN 1
Prambon in the Academic Year 2016/2017
Fakultas – Program studi : FKIP – Pendidikan Bahasa Inggris
Nama Perguruan Tinggi : Universitas Nusantara PGRI Kediri
Alamat perguruan tinggi : Jl. K.H. Ahmad Dahlan No. 76, Mojoroto,
Kediri, Jawa timur 64112, Indonesia

Dengan ini menyatakan bahwa:

- Artikel yang saya tulis merupakan karya saya pribadi (bersama tim penulis) dan bebas plagiarisme;
- Artikel telah diteliti dan disetujui untuk diterbitkan oleh dosen pembimbing I dan II.

Dengan surat pernyataan ini saya buat dengan sesungguhnya. Apabila di kemudian hari ditemukan ketidaksesuaian data dengan pernyataan ini dan atau ada tuntutan dari pihak lain, saya bersedia bertanggungjawab dan diproses sesuai dengan ketentuan yang berlaku.

Mengetahui		Kediri, 23 Januari 2017
 Pembimbing I Drs. Agung Wicaksono, M.pd NIDN. 07114026901	 Pembimbing II Suhartono, M.Pd, NIDN.0711076802	Penulis,  Ghofur Hasan Roni NPM. 12.1.01.08.0013

THE EFFECTIVENESS OF SCRIPTS TO EIGHT GRADE STUDENTS' SPEAKING ABILITY AT SMPN 1 PRAMBON IN THE ACADEMIC YEAR 2016/2017

GHOFUR HASAN RONI

12.1.01.08.0013

English department Faculty of Teachers Training and Education

ghasaro@gmail.com

Drs. Agung Wicaksono, M.Pd and Suhartono, M.Pd

UNIVERSITAS NUSANTARA PGRI KEDIRI

ABSTRACT

This study is based on the observation and experience the researcher, that most of students have problems in speaking practice, they are not confident with themselves, the vocabulary is still limited, they feel shy to communicate. The objective of the study was to find out whether using script is effective to the eighth grade students' speaking ability at SMPN 1 Prambon, and to describe the students' response when scripts are applied in teaching speaking. The achievement objective of the study, the researcher conducted quasi experimental quantitative research. The research was held through pre-test and post-test. The data collected through speaking test. In the analysis data, finding of coefficient is statistical computation the result of t-test was 4.82. Then t-test was compared to the t-table with the degree of significant 0.05 (5%) and 0.01 (1%) of 32 students to decide the significance of the research. At the degree significant 5% = 2.704 and the degree significant 1% = 2,021. The result is $2,02 < 4.82 > 2.704$. it was concluded that t-test was higher than t-table, so H_a was accepted. The researcher concludes that script is effective to be used in teaching speaking especially in the eighth grade students of Junior High School.

Keyword: speaking ability, script

I. BACKGROUND OF STUDY

Speaking is interactive process of constructing meaning that involves producing and processing information (Aghdam & Farahani, 2012; Burn & Joyce, 1997). Its form and meaning depend on the context in which occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking.

Lindsay and Knight States (2006: 57) that Speaking is a productive skill. It

involves putting a message together, communicating the message, and interacting with other people. It means that speaking has the function to exchange the information, to communication with other people.

English becomes one of compulsory subjects from Junior High School up to University. Therefore, the government provides a curriculum as the guidance of English teacher in teaching-learning process

written in governments' rules number 19 about National Standard Education.

In the government program written in 2006 curriculum, students of Junior High school must be able to express their idea simply, for example asking the friends to do something, inviting someone to come, asking permission, telling their experiences, and asking position of things.

Based on statement above, students in Junior High school should be able to have speaking skill. Because speaking is one of skills in language learning should be mastered by the students to continue the higher grade.

But, most of students have problems in speaking practice, usually they are not confident with themselves, the vocabulary is still limited, they feel shy to communicate. Speaking also has several rules, like grammatical order, pronunciation, and fluency. Wastinih (2013) said that Speaking skill can also be measured from the fluency, comprehension, grammar and pronunciation.

Commonly, students feel confused of showing their ideas. Most of them speak out from the topic and need more times to think the situation in their speaking. Therefore, researcher wants to know the effectiveness of using script in teaching speaking. Here, the students' have concept of material through the script given by teacher.

Based on the reasons above, the researcher conducts a research with goals to know the effectiveness of script in students' speaking ability.

II. METHOD

In this research the researcher used quantitative research and type of this research is quasi experimental research. Lodico (2010: 13) states that Quantitative research is characterized by a desire to answer research questions by producing numerical data that represent various constructs and variables. It means that Quantitative research is research that aims to answer the problem formulation after making observations and obtain data.

Creswell (2012:13) states "Variables are an attribute or characteristic of individuals that researchers study". It means that variable is something important contained on individuals whose interest the researcher to be studied or learn why it could possibly occur. In this research there are two types of variable, they are independent variables and dependent variable. According to Cohen (2007: 504);

An independent variable is an input variable, that which causes, in part or in total, a particular outcome; it is a stimulus that influences a response, an antecedent or a factor which may be modified (e.g. under experimental or other conditions) to affect an outcome.

It means that And Dependent variable, also known as the criterion, or outcome,

variable, refers to the results or outcomes of the study.

Based on the explanation above, dependent variable is speaking and independent variable is script.

III. RESULT AND CONCLUSION

A. Result

This sub-chapter discusses the procedure of data analysis, result of the data and interpretation of result the data.

1. Procedure of Data Analysis

This part is intended to answer the research questions of this research. There are two research questions which must be answered. First research question is whether script is effective to improve the eighth students' speaking ability at SMPN 1 Prambon in academic year 2016/2017. And the second research question is how is the students' response when scripts are applied in teaching speaking to eighth grade students of SMPN 1 PRAMBON in academic year 2016/2017.

To answer the research question whether script is effective to improve the eighth students' speaking ability at SMPN 1 Prambon in academic year 2016/2017, First, the researcher correction the student's result of pre-test and post-test. After that, the researcher analysis the result of pre test and post test. Then, the researcher input and

calculated pre-test and post-test score using t-table form.

And also to find out the students' response when scripts are applied in teaching speaking to eighth grade students of SMPN 1 PRAMBON in academic year 2016/2017, the researcher reducing the data. In this step, the researcher selecting the data from the questionnaire. After that, the researcher displayed the data from questionnaire to described into sentences sistematically and logically. And the last, the researcher make conclusion to verify the result of research.

2. The Result of Data Analysis

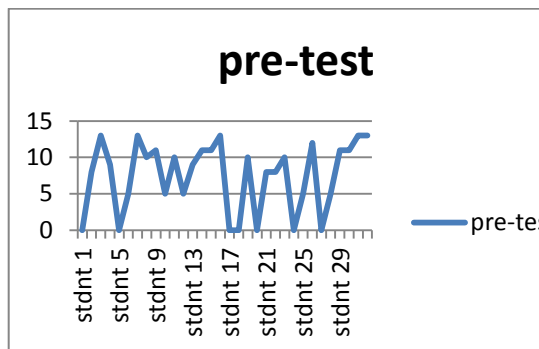
In this section the researcher showed the quantitative data and qualitative data.

a. Quantitative Data

Base on the data, the researcher found that there was significant changed of the students' score. It statement provided that there were some students got bad score in pre-test. Here, the researcher took some examples before and after getting treatment. The examples are: ^{1]} Canggih did not follow the pre-test because he felt shy, but after getting treatment he got score 15. ^{2]} Dimas in pre-test got score 5 and after getting treatment he got score 7. ^{3]} Jihan in

pre-test got score 11 and after getting treatment she got 17.

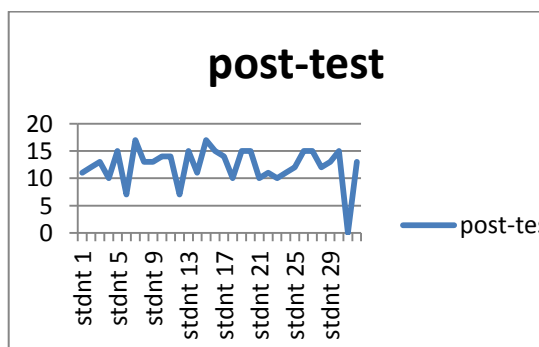
The total score of pre-test is 239 which followed by 32 students. The maximum score is 25 and the minimum score is 5. In pre-test there were only 25 from 32 students who did practice in front of class. It means that 7 students did not practice because they have problems in speaking. The score of pre-test can be seen in the chart below:



From the total score of pre-test, researcher know the mean of pre-test score is:

$$\begin{aligned} M \text{ pre-test} &= \frac{\sum pre}{N} \\ &= \frac{239}{32} \\ &= 7.46 \end{aligned}$$

The score of post-test can be seen in the chart below:



The total score of post-test followed by 32 students is 388. So, the mean of post-test is:

$$\begin{aligned} M \text{ post-test} &= \frac{\sum post}{N} \\ &= \frac{388}{32} \\ &= 12.12 \end{aligned}$$

After knowing the data above, the researcher concluded that the score of post-test is higher than pre-test. It means that score of students was increasing.

To analyze the quantitative data, the researcher counts it with the following the steps below:

- 1) Calculating the mean different of pre-test and post-test

$$\begin{aligned} Md &= \frac{\sum d}{N} \\ &= \frac{150}{32} \\ &= 4.68 \end{aligned}$$

- 2) Calculating the number of quadrate deviation

$$\begin{aligned} \sum x^2 d &= \sum d^2 - \frac{(\sum d)^2}{N} \\ &= 1640 - \frac{(150)^2}{32} \\ &= 1640 - \frac{22500}{32} \\ &= 1640 - 703.12 \\ &= 936.88 \end{aligned}$$

- 3) Calculating the value of pre-test and degree of freedom (db)

$$\begin{aligned}t &= \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}} \\&= \frac{4.68}{\sqrt{\frac{936.88}{32(31)}}} \\&= \frac{4.68}{\sqrt{\frac{936.88}{992}}} \\&= \frac{4.68}{\sqrt{0.944355}} \\&= \frac{4.68}{0.97} \\&= 4.82\end{aligned}$$

b. Qualitative Data

In this part, the result of questionnaire was described by the researcher as detail. It questionnaire was filled by the 32 eighth grade students to find out the students' response when script was applied in teaching speaking. Huberman and Miles (1994) classified three steps to analyze the result of questionnaire. the first step to analyze the result of questionnaire is reducing the data. In this step, the researcher selected the data from the questionnaire that given by the researcher. The researcher took the students' response which consists of 12 statements which contains about the students response when was script

applied in teaching speaking such as the students were interested in teaching speaking using script, the students more motivated to learn speaking using script. And also the students were more facilitated to do speaking practice with good pronunciation, correct grammar, increased vocabulary mastery, and built their confidence. Those statements provided with some alternatives such as strongly disagree (SD), disagree (D), agree (A), and strongly agree (SA).

After the data of questionnaire were reduce, the researcher displayed the result of students' response. It shows that that almost all of the students agreed that script used to comprehend the speaking material, such as helping in pronunciation, grammar, vocabulary and also building the students confidence in speaking practice. It means that the students' response of using script got good response.

3. Interpretation of the Data Analysis Result

Before discussing about hypothesis testing, the degree of significance formula had determined to count the comparison of significance level to the t-score result.

The computation is as follow:

Df = Degree of freedom

$$\begin{aligned} N &= \text{number of student} \\ Df &= N-1 \\ &= 32 - 1 \\ &= 31 \longrightarrow 1\% = 2,021 \\ &\quad 5\% = 2,704 \end{aligned}$$

From the data analysis, it can be seen that t-score was 4.82 at the degree of freedom 31, t-table was 2,704 at the level of significance 5% and 2,021 at the level of significance 1%. It means that t-score (4.82) > t-table at the degree of significance 5% and 1%.

In this research, there are some findings found when script was applied in teaching speaking. First finding is that script make the students more confident when they practice speaking and have responsibility in the group works. Second finding, by using script the students felt motivated to learn speaking lesson. Clearly, they are more active to join the activity of teaching learning process. So, using script belongs to a way to achieve effective teaching. Third finding, script was controlled the students' activity in speaking, so the students' did not speak out of the topic when they were practiced speaking.

In summary, script gave contribution to the students' speaking ability because they can build confidence in speaking, and also make them became more active in teaching

learning speaking. It affects the students' speaking ability. It can be said that there is very significant effect of script to the eighth grade students' speaking ability of SMPN 1 Prambon in the academic year 2016/2017.

B. Conclusion

From research finding, the researcher concludes that script is effective to be used in teaching speaking especially in the eighth grade students of SMPN 1 Prambon in the academic year 2016/2017. It is proved by the result of t-score (4.82) that is higher than t-table in the level of significance 1% (2.021) and 5% (2.704). Besides, the students' speaking ability also increased after being taught using script. It is proved by the mean of post-test (12.12) that is higher than the mean of pre-test (7.46). It means that there is any effect of script to the students' speaking ability. Thus, this media should be applied in teaching speaking.

The students' behavior is also better than before taught using script. They were interested in speaking learning by using script. It can be seen from the result of questionnaire. Mostly the students agree that script was interesting and made them motivated.

Based on the questionnaire data, the researcher shows that almost all of the students agreed that script used to comprehend the speaking material, such as helping in pronunciation, grammar, vocabulary and also building the students confidence in speaking practice. That is the rejoinder from students' response.

C. Suggestion

Based on the research finding, there are some suggestions which are addressed to the teachers, students, and other researchers. The suggestions are described as follows:

1. To the English teachers
 - a. The script can be a good medium in teaching English especially to improving the students' speaking ability. It can be used to teach language functions in an interesting way.
 - b. In using script, teachers are suggested to manage the condition of the class every time especially during learning process. The students will be noisy if the teacher cannot manage class.
2. To the students
 - a. Students are suggested to check the grammatical and pronunciation before they are coming forward.
 - b. Students are suggested to ask to the teacher if they have some difficulties.
 - c. Students must study hard and always accustom speak English very well.
3. To the other researcher
 - a. Other researchers are expected to do the research in higher grade using script.
 - b. This research can be a reference for other researchers who take speaking skill as the topic of the research.

IV. BIBLIOGRAPHY

- Aghdam, Shirinzadeh, Zahra and Farahani, Akbar, Ali. 2012. *Speaking as an indicator of general proficiency in placement test*. Iran: Academic journals
- Cohen, Louis, et al. (2007). *Research Methods in Education*. London: Taylor & Francis e-Library
- Creswell, John W. 2012. *Educational Research: planning, conducting, and evaluating quantitative and qualitative research* (Fourth Edition). United States: Pearson
- Huberman, A.M. and Miles, B.M. 1994. *Handbook of Quantitative Research*. Los Angeles: Sage

Lindsay, Cora and Knight, Paul. 2006.

*Learning and Teaching English a
course for teachers.* Oxford

Lodico, G, Marguerite et al. 2006. *Methods
in Educational Research.* San
Francisco: Jossey-Bass

Richards, C, Jack and Schmidt, Richard.
2010. *Language Teaching And*

Applied Linguistics. Great Britain:
Longman

Wastinih. 2013. *The Use of Cooperative
Script to Increase Students' Speaking
Skill at the Eighth Grade of SMP
Negeri 1 Gegesik.* Cirebon