

ARTICLE

***THE IMPLEMENTATION OF SPEAKING ACTIVITIES TO IMPROVE
THE STUDENTS' SPEAKING ABILITY AT THE TENTH GRADE
STUDENTS OF MA HASAN MUCHYI PAGU***



Oleh:

M. MAHFUDZ FAUZI

13.1.01.08.0058

Dibimbingoleh :

- 1. Yunik Susanti, M.Pd.**
- 2. Sulistyani, M.Pd.**

**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITY OF NUSANTARA PGRI KEDIRI
2018**

SURATPERNYATAAN ARTIKEL SKRIPSI TAHUN2018

Yang bertandatangan dibawah ini:

Nama Lengkap : M. MAHFUDZ FAUZI
NPM : 13.1.01.08.0058
Telepon/HP : 08563641788
Alamat Surel (Email) : mahfudzfauzi77@gmail.com
Judul Artikel : The Implementation of Speaking Activities to Improve the Students' Speaking Ability at the Tenth Grade Students of MA Hasan Muchyi Pagu.
Fakultas – Program Studi : FKIP- Bahasa Inggris
Nama Perguruan Tinggi : Universitas Nusantara PGRI Kediri
Alamat Perguruan Tinggi : Jln. Kh. Achmad Dahlan No. 76 Kediri

Dengan ini menyatakan bahwa:

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

Demikian surat pernyataan ini saya buat dengan sesungguhnya. Apabila dikemudian hari ditemukan ketidaksesuaian data dengan pernyataan ini dan atau ada tuntutan dari pihak lain, saya bersedia bertanggung jawab dan diproses sesuai dengan ketentuan yang berlaku.

Mengetahui		Kediri, Januari 2018
<p>Pembimbing I</p>  <p>Yunik Susanti, M.Pd. NIDN.0718017801</p>	<p>Pembimbing II</p>  <p>Sulistyani, M.Pd NIDN.0701056803</p>	<p>Penulis,</p>  <p>M. Mahfudz Fauzi NPM. 13.1.01.08.0058</p>

THE IMPLEMENTATION OF SPEAKING ACTIVITIES TO IMPROVE THE STUDENTS' SPEAKING ABILITY AT THE TENTH GRADE STUDENTS OF MA HASAN MUCHYI PAGU

M. MAHFUDZ FAUZI

13.1.01.08.0058

FKIP – Prodi Bahasa Inggris

Email: mahfudzfauzi77@gmail.com

Yunik Susanti, M.Pd¹ dan Sulistyani, M.Pd²

UNIVERSITAS NUSANTARA PGRI KEDIRI

Abstract

Speaking is one way to communicate ideas orally. To make students interested in speaking the teacher creates good activities in teaching speaking. The aims of the study are to identify the speaking activities and the process of the speaking activities, and also to explain the aspects of speaking which are improved through those activities. Qualitative using case study technique were used in this research. The subjects of the research were an English teacher and the tenth grade students of MA Hasan Muchyi Pagu. The instruments of this research were documentation, interview, and observation. The result of this research showed that there are two activities that are implemented in this school; namely, speech activities and conversation activities. Next, the process of speech like speech in general there is master of ceremony some speakers and the last closing. The process of conversation activities started from the students called by the teacher to gather in front of class and then make conversation with the classmate and the last every class has to delegate two students to speech in front of the class. From 7 aspects of speaking, there were only four aspects improved through those activities; fluency, pronunciation, vocabulary and interactive communication.

In conclusion, MA Hasan Muchyi had implemented the speaking activities that are different from other schools. In this school the activities of speaking were not only in formal teaching but also give the students in informal teaching and learning activities. By following the process of speech activities the students gave good response. Not all aspects of speaking improved through those activities, So the teacher has to implement other activities to complete 7 aspects speaking.

Keywords: speaking, speaking activities, speaking ability.

A. INTRODUCTION

Speaking is one way to communicate which ideas and the vi message orally. According to Gert and Hans (2008: 207), speaking is speech or utterances with the purpose of having intention to be recognized by speaker and

the receiver processes the statements in order to recognize their intentions. This definition is supported by another expert, Thonburry (2005), speaking is an activity which includes two or more people in which hearers and speakers have to react to what they hear and make their contribution

at speed of high level, each participant has a purpose or an intention that she/he wants to achieve in the interaction. From the explanation above, can be concluded that speaking is an activity that needs two or more people in order to recognize their intentions.

As language is used as a tool of communication, the ability of speaking takes an important role. According to the Harmer (1988: 87), there are some aspects why speaking is very important. First, speaking activities provide rehearsal opportunities changes to practice real life speaking in the safety of the classroom. Second, speaking task in which students try to use any or all of language they know provide feedback for both teacher and students. Everyone can see how well they are doing; both how successful they are and what language problems they are experiencing. Third, in speaking students have opportunities to active the various elements of language they have stored in their brains, the more automatic their use of these elements become. As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought. From the explanation above, It can be concluded that speaking is very important

and the ability of speaking need to be developed by the students.

Moreover, teaching English means that the teacher should teach four skills they are : listening, speaking, reading and writing. Speaking is the most important skill to learn because learning language is the same with learning how to communicate. Moreover, Scoot (2005:116) states that “Teaching speaking is started at teaching the students how to speak in English as their foreign language, for then ask them to be able to pronounce the new language accurately”. Teaching speaking skill is the difficult one for the English teacher because there are so many factors that influence the students such as the students are still use their own language to speak up, there are so many students in the classroom, when they started to speak the class is very crowded. The students are also still lack of vocabulary, and their pronunciation is still weak.

Speaking can be used everywhere and become parts of our daily activities. The mastery of speaking skills in English is a priority for many second language or foreign language learners. Therefore, it needs appropriate methods in teaching speaking. English teachers have responsibility as they are demanded to have teaching method in

order to solve the problem faced by the students in learning English, like poor of vocabularies, feeling shy to speak English, being unconfident, being afraid of making mistakes, and soon. Moreover, the goal of teaching speaking skill is to communicate efficiently. Shofia (2011) states that “Teaching speaking means giving the opportunity of students to study about how to combine their ideas and thoughts”. So that the students have to make an idea about the topic and think about it before they start to speak. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusing in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

The teaching and learning English often faces some problems. According to Hetrakul (1995), students use English more frequent only inside the class and less frequent outside the class. Whereas, students’ have limited time to learn English in class, and they still do not have enough encouragement to practice English outside the class in order to get familiar with English. So that, it is important to find out an effective activities to gain better achievement. The common activities of

learning speaking can be in the form of discussion, role play, daily conversation, retelling story, speech, etc.

The researcher has observed MA Hasan Mucyi pagu, Madrasah Aliyah (MA) Hasan Muhyi Pagu has implemented the effective activities to improve the students’ speaking ability. MA Hasan Muhyi Pagu Kediri gives the students an ability to speak English, not only by formal teaching and learning activities, but also gives it in informal teaching and learning activities.

From the explanation above, the researcher formulated three questions dealing with research problem which should be examined in this research as follow:

1. What kinds of speaking activities does the teacher apply to improve students’ speaking ability at the tenth grade students of MA Hasan Muchyi Pagu?
2. How are the procces of the speaking activities applied at the tenth grade students of MA Hasan Muchyi Pagu?
3. What aspects of speaking are improved on the used of the speaking activities at the tenth grade students of MA Hasan Muchyi Pagu?

B. RESEARCH METHOD

In this research the researcher used qualitative research. According to Ary

(2010: 29) Qualitative research seeks to understand a phenomenon and depth of understanding rather than a numeric analysis of data. It means that qualitative research focuses on description and interpretation and might lead to development of new concepts or theory, or to an evaluation of an organisational process and unexpressed numerically. Phenomenon means all even that happen in real life. Phenomenon in this research is the activity that implemented by the teacher to improve the students' speaking ability. The activity has been implemented at MA Hasan Muchyi Pagu.

In this research, the writer as observer and his attendance is known by the teacher. To collect the data in this research, the researcher observed kinds of speaking activities that the teacher applied to improves the students speaking ability, how is the process of speaking activities, and what aspect of speaking are improved on the used of the speaking activities.

The research was conducted through the observation, interview, and documentation in a month started from 21th of October until 11st of November 2017. During the activities of speaking, and interviewed of the students and the teacher, the researcher had some purposes based on the research questions as follows; first, to know what kind speaking activities applied

by the teacher to improve students' speaking ability at the tenth grade students of Madrasah Aliyah Hasan Muchyi Pagu. The researcher used observation, interview, and documentation. Second, to know how are the process of the speaking activities applied at the tenth grade students of Madrasah aliyah Hasan Muchyi Pagu. The researcher used observation, interview, and documentation. The last, to know what aspect of speaking are improved on the used of the speaking activities at the tenth grade students of Madrasah Aliyah Hasan Muchyi Pagu. The researcher used observation and interview.

C. FINDING

The result of this research was described based on the research questions which are what kinds of speaking activities does the teacher apply to improve the students' speaking ability at the tenth grade students of MA Hasan Muchyi Pagu, how are the process of the speaking activities applied at the tenth grade students of MA Hasan Muchyi Pagu, and what aspects of speaking are improved on the used of the speaking activities at the tenth grade students of MA Hasan Muchyi Pagu.

Based on the data findings the speaking activities in Madrasah Hasan Muchyi divides into two activities, speaking activity through speech. it's

called MUHADHLOROH and speaking activity through conversation it's called MUHADASAH. Based on data findings, the process of activities of speech are make the speech by her/him self, and then collect it on Wednesday to ask the signature, next memorize the text of speech for show the speech three days before the speech. The structure of speech are opening, contents (explanation and argumentation), and the last was closing. Based on data findings, The process of conversation activities started from the students are called by the teacher to gather in front of the school. Everyclass has to make two line and face to face with their classmate. The students are given ten minutes to talk a conversation with their friends. The conversation included opening, busines, feedback, and closing. Then, every classes have to delegate two students to talk a conversation in front of all of the students using michrophone one class by one class. Based on data finding from 7 aspects of speaking only four aspests that improved in those activities(speech and conversation). thoseare fluency, pronuniation, vocabulary, and interactive communication.

D. CONCLUSION

1. Conclusion

Based on the result, first, MA Hasan Muchyi had implemented the speaking activities that different from other school. in this school the activities of speaking were not only in formal teaching but also give the students in informal teaching and learning activities. Second, the researcher concluded that by following the process of speech activities the students gave good response. Some of the students are motivated to learn more about English and absolutely their speaking ability improve more and more. Third, from 7 aspects of speaking only for aspect that improved those are : aspect of fluency, aspect of pronunciation, aspect of vocabulary, and aspect of interactive communication. It means that the teacher has to create another activities to complete the seven aspects.

2. Suggestion

Based on the result of the research, the researcher gives several suggestions and recommendations to some people including students, MA Hasan Muchyi Pagu, and the other researcher as follow:

1. The students

Through English is not only reading, writing and listening but also speaking. The important one is speaking. Someone's ability sometimes, can be seen from the way how to speak. But speaking

will not be able to be mastered well without good writing, listening and reading and also other proficiency that make someone master in English. So, I suggest for the students to master all of English proficiency.

2. MA Hasan Muchyi Pagu

I wish that MA Hasan Muhyi Pagu Kediri could maintain this strategies and improve it better and better, because only few institutions have such kind of this method or strategies to improve students' English speaking ability. And I also suggest to complete the equipments. And, as long as my observation, there are some students who do not know about the importance of the program. They are still unrealized that the program is very useful in their future. The supervisor must be able to give explanation to their students. So, it will be better if all of the students can join the program. And I hope the supervisor can accompany them in every meeting, so that he can observe their students' development in speaking. and I am sure the students will be more discipline if the supervisor accompany them.

3. The other researchers

Because this research is done in a limit and short time the researcher couldn't reach complete data. The data will be more complete if the observation will be done in several times. The researcher also suggests

the other researchers to do their future research in another aspect of this study. For example, conducting reserch to find out the activity that implemented in formal class.

E. BIBLIOGRAPHY

Harmer, Jeremy.1998. *How to teach English: an introduction to the practice of English language teaching*. New York: Logman.

Hetrakul, Kevin. 1995. The Second Language.
<http://eserver.org/courses/spring95/76-100g/KevinHetrakul.html>(Accessed on October 28, 2005)

Rickheit, Gert and Strohner, Hans. 2008. *Handbook of Communication Competence*. Germany

Thornburry, Scot. 2005. *How to Teach Speaking*, NEW york: Person Education Limited.

Shofia. 2011. *A DESCRIPTIVE STUDY ON THE IMPLEMENTATION OF TEACHING SPEAKING BY USING ROLE PLAY ON THE TENTH GRADE OF SMAN 1 BANJARMASIN ACADEMIC YEAR 2011/2012*

Program Studi Pendidikan Bahasa Inggris FKIP Universitas Lambung Mangkurat.

