THE SPEAKING ABILITY OF THE TENTH GRADE STUDENTS OF SMA MUHAMMADIYAH KUDUS IN ACADEMIC YEAR 2014/2015 TAUGHT BY USING SCAFFOLDING TALK TECHNIQUE

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UNIVERSITAS MURIA KUDUS

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2015

MOTTO AND DEDICATION

MOTTO

- I can when I believe
- Do the best and let's God do the rest
- When there is a will, there is a way
- Our Future is what we do today

This skripsi is dedicated to:

- *Her parents (Mulud & Salbiyah) who always become the writer's inspiration.*
- *Her beloved brothers (Busiri, Sholikhin and Falah and her sisters (Fatmawati and Zuleha) who always give her blessed.*
- *Her lovely someone (Imron) who always gives loves and supports her.*
- *All friends of hers especially (Dian A., Heni, Dian F., Yuliana) who give the writer spirit to change her life.*
- *Her lecturers and people surround the writer whose always teach her about a life.*

ADVISORS' APPROVAL

This is to certify that the *Skripsi* of Wiwin Mayasari (2011-32-042) has been approved by the *skripsi* advisors for further approval by the Examining Committee.

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This skripsi is not merely the writer's own work because of having been greatly improved by some great people around her who suggested and guided her by giving comments and advises to make it better. One point is this skripsi is arranged to fulfill the one or requirements for completing the sarjana program. Therefore I would like to express her great gratitude to the:

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The writer always waits suggestion from the readers which will be fully appreciated. The writer expects that this research will be useful for those, especially who are in the field of education. Last but not least, thanks for everyone who involved finishing making this skripsi better.

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Wiwin Mayasari

ABSTRACT

Mayasari, Wiwin. 2015. *The Speaking Ability in Narrative Text of the Tenth Grade Students of SMA Muhammadiyah Kudus in Academic Year 2014 / 2015 Taught by Using Scaffolding Talks Technique.* Skripsi. English Education Department, Teacher Training and Edecation Faculty, Muria Kudus University, Advisors: (1) Dr. Slamet Utomo, M.Pd., (2) Diah Kurniawati, S.Pd., M.Pd.

Key words: *Speaking Ability, Narrative Text and Scaffolding TalkTechnique*

Teaching speaking should achieve the goal of curriculum, which is mastering spoken and written language in daily life. Speaking is a skill in producing oral language which occurs when two or more people interact with each other aiming at maintaining social relationship between them. Some of the tenth grade students in SMA Muhammadiyah Kudus are not brave enough to speak up. They are not confident themselves and afraid of making mistake to speak English in front of the class. The speaking ability of students is not being achieved yet. It is proved by the percentage of students; only 20.8% of students get high score and 79.2 % gets score under passing grade (KKM), it is 75 in English and speaking. The writer assumes that using good technique can solve the problem. One of the techniques that can be used in teaching speaking is scaffolding talks technique because this technique is used to force them speak English for doing the tasks.

The purpose of this research is to describe whether there is a significant difference between the speaking ability in narrative text of the Tenth Grade Students of SMA Muhammadiyah Kudus in academic year 2014/2015 before and after being taught by Using Scaffolding Talks Technique.

In this research the writer used a quasi-experimental research design. There are two variables; the use of Scaffolding Talks as independent variable and the speaking ability in narrative text of the tenth grade students of SMA Muhammadiyah Kudus in academic year 2014/2015 as dependent variable. The writer determined tenth grade students of SMA Muhammadiyah Kudus in academic year 2014/2015 as the population. The writer took samples in XC as class of experiment.

After conducting the treatment of the speaking ability in narrative text of the tenth grade students of SMA Muhammadiyah Kudus taught by using Scaffolding Talks Technique in academic year 2014/2015, the result of the experiment can be seen that the calculation of t-test, with the level of significance 5%, the Degree of Freedom (Df) is 23, and t-table (t_t) ± 2.069, the t- obtained (t_o) 13.39. So, the test statistic falls into the critical region. It means that the Null Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_a) is confirmed. The speaking ability in narrative text of the tenth grade students of SMA Muhammadiyah Kudus after being taught by using Scaffolding Talks Technique in academic year 2014/2015 is "good". It is showed by the mean of 75.3 and the standard deviation of 5.96. It is higher than the mean of the speaking ability in narrative text of the tenth grade students of SMA Muhammadiyah Kudus before being taught by using Scaffolding

Talks Technique in academic year 2014/2015 which the mean 69 and standard deviation is 7.06. It is categorized as “sufficient”.

Based on the research result above, the writer concludes that Scaffolding Talks Technique is effective to be used in teaching speaking of the tenth grade students of SMA Muhammadiyah Kudus in academic year 2014/2015. For the teacher and the other researcher, Scaffolding Talks Technique can be useful for teaching learning especially as technique in teaching speaking especially speaking narrative text.

ABSTRAK

Mayasari, Wwin. 2015. *Kemampuan Berbicara Teks Narrative Siswa Kelas X SMA Muhammadiyah Kudus Diajar Menggunakan Scaffolding Talks Tahun Ajaran 2014/2015*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (1) Dr. Slamet Utomo, M.Pd.,(2) Diah Kurniati, M.Pd.

Kata Kunci: *Kemampuan berbicara, Teks Narrative dan Teknik Scaffolding Talks*

Pengajaran berbicara harus mencapai tujuan kurikulum, yang meliputi penguasaan Bahasa Inggris secara lisan sehari – hari. Berbicara adalah suatu kemampuan untuk menghasilkan bahasa lisan yang terjadi ketika dua orang atau lebih saling berinteraksi untuk mempertahankan hubungan diantara mereka. Beberapa siswa kelas X SMA Muhammadyah Kudus kurang begitu berani untuk berbicara Bahasa Inggris. Mereka tidak percaya diri dan takut jika membuat kesalahan dalam berbicara di depan kelas menggunakan Bahasa Inggris. Kemampuan berbicara oleh siswa belum tercapai. Hal ini bisa dilihat dari prosentase hasil belajar siswa, hanya 20.8% siswa yang memperoleh nilai tinggi dan 79,2% siswa memperoleh nilai di bawah KKM dalam berbicara. Penulis berasumsi bahwa meggunakan tenik yang bagus dapat menyelesaikan masalah tersebut. Salah satu teknik yang dapat digunakan untuk menghadapi masalah tersebut adalah teknik scaffolding talks. Ini karena teknik tersebut digunakan untuk memicu siswa berbicara bahasa Inggris untuk menyelesaikan tugas – tugas nya di Sekolah.

Tujuan dari penulis ialah untuk menjelaskan kemampuan berbicara siswa kelas X SMA Muhammadyah Kudus sebelum dan setelah diajar menggunakan teknik Scaffolding Talks tahun ajaran 2014/2015.

Dalam penelitian ini, penulis menggunakan design penelitian quasi experimental. Terdapat dua variable; Teknik Scaffolding Talks sebagai variabel bebas dan kemampuan berbicara siswa kelas X SMA Muhammadyah Kudus tahun ajaran 2014/2015 sebagai variabel terikat. Penulis menentukan siswa kelas X SMA Muhammadyah Kudus tahun ajaran 2014/2015 sebagai populasi. Penulis mengambil kelas X C sebagai sample penelitian.

Setelah selesai melakukan pengajaran dalam kemampuan berbicara teks narrative dari siswa kelas X SMA Muhammadiyah Kudus menggunakan teknik scaffolding talks tahun ajaran 2014/2015, hasil dari penelitian dapat dilihat dalam perhitungan t-test dengan tingkat keabsahan 5%, degree of freedom (Df) 23, dan t-tatble ± 2,069, t-obtained (t_0) 13.39. Jadi, percobaan statistik jatuh di daerah kritis. Dari data diatas dapat disimpulkan bahwa hipotesis nol ditolak dan hipotesis pilihan diterima. Kemampuan berbicara siswa teks narrative kelas X SMA Muhammadiyah Kudus setelah diajar menggunakan teknik scaffolding talks tahun ajaran 2014/2015 dikategorikan bagus. Hal ini ditunjukkan oleh rata – rata yaitu 75.3 dan dengan standar deviasi 5.96. Data tersebut lebih tinggi dari rata – rata kemampuan berbicara teks narrative siswa kelas X SMA Muhammadiyah Kudus

sebelum diajar menggunakan teknik scaffolding talks tahun ajaran 2014/2015 yaitu 69 dan standar deviasi 7.06. Dan hasil tersebut dikategorikan cukup.

Berdasarkan hasil penelitian diatas, penulis menyimpulkan bahwa teknik scaffolding talks efektif untuk digunakan dalam pengajaran berbicara teks narrative siswa kelas X SMA Muhammadiyah Kudus tahun ajaran 2014/2015. Bagi guru dan peneliti lainnya, teknik scaffolding talks dapat digunakan untuk belajar mengajar khususnya sebagai teknik dalam pengajaran berbicara.

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