



**INCREASING STUDENT'S SPEAKING ABILITY USING
PROCEDURE TEXT THROUGH LIVE PERFORMANCE IN THE
SECOND GRADE AT SMK BHAKTI LUHUR MALANG**

THESIS

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ABSTRACT

Beka, Mikhael. 2020. *Increasing Students Speaking Ability Using Procedure Text Through Live Performance in The Second Grade at SMK-Bhakti Luhur Malang*. Thesis University of Islam Malang, Graduate Program English Education Department

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Key Word : Increasing, Live performance, Speaking Skill.

The students of SMK-Bhakti Luhur Malang had low achievement in English at speaking ability. They didn't have strong motivation in studying English, they were afraid to speak English. Therefore, a special method is needed to improve the students' speaking ability. The research design of this study was a classroom action research. The subjects of the research were 30 students. This study was done in two cycles. However before implementing these cycles, the researcher carried out preliminary study to find out the students' problem in studying English.

In this class action research aims to improve the teaching and learning process of English to measure their improvements in speaking ability, the researcher has determined the criteria of success. And the student was said successful if student got a least 70. The class percentage was said successful if 85% the students or more reached the passing grade. The researcher employed the collaborative classroom action research design and the researcher was assisted by a collaborator teacher in conducting the study. The research was conducted in three main steps; Planning of action, observation, and reflection.

The objective of this study is to improve the speaking ability in procedure text live performance of the second grade at SMK – Bhakti Luhur Malang.

This research use Classroom Action Research adapted from Stephan Kemmis and Robin Mc.Taggart(1992 in Arikuntoro 2002) in planning, action, observing, and reflecting on the data collected from teaching and learning process and the students speaking presentation test. The subjects of this students were 30 students the second grade. This research of two cycles because in the second cycle the criteria success achieved. Each of them consisted of three meetings for teaching learning process. The data were collected through : observation sheet and presentation test.

In this research, the researcher used kinds of procedure text live performance

The findings indicated that using procedure text live performance is one of the strategy-improved students ability in speaking procedure text . After the researcher conducted the first and second cycle, it was shown that the result of the second cycle improved. Only 5 of 30 students (15%) still received scores under the target 70. The improvement of the students score had met the criteria of success, because twenty five students(85%) achieved the target score (70). Therefore, it is suggested to English teachers and future researchers who want to improve the students English speaking ability in procedure text live performance. it also makes the students more interested and active in teaching and learning process.

ABSTRAK

Beka, Mikhael. 2020. *Meningkatkan Kemampuan Berbicara siswa dengan Menggunakan Teks Prosedur Melalui Pertunjukan Langsung di Kelas Dua di SMK-Bhakti Luhur Malang*. Thesis, Universitas Islam Malang, Program Pasca Sarjana Jurusan Pendidikan Bahasa Inggris

Penasehat : Dr. H. Langgeng Budianto, M. Pd

Kata kunci : Meningkatkan, Pertunjukan langsung, Keterampilan Berbicara.

Siswa SMK-Bhakti Luhur Malang memiliki kemampuan berbahasa Inggris yang rendah. Mereka tidak memiliki motivasi yang kuat dalam belajar bahasa Inggris, mereka takut berbicara bahasa Inggris. Oleh karena itu, diperlukan metode khusus untuk meningkatkan kemampuan berbicara siswa. Desain penelitian dari penelitian ini adalah penelitian tindakan kelas. Subjek penelitian berjumlah 30 siswa. Penelitian ini dilakukan dalam dua siklus. Namun sebelum melaksanakan siklus tersebut, peneliti melakukan studi pendahuluan untuk mengetahui masalah siswa dalam belajar bahasa Inggris.

Dalam penelitian tindakan kelas ini bertujuan untuk meningkatkan proses belajar mengajar bahasa Inggris untuk mengukur peningkatan kemampuan berbicara mereka, peneliti telah menentukan kriteria keberhasilan. Dan siswa dikatakan berhasil jika mendapat nilai minimal 70. Persentase kelas dikatakan berhasil jika 85% siswa atau lebih mencapai nilai kelulusan. Peneliti menggunakan desain penelitian tindakan kelas kolaboratif dan peneliti dibantu oleh guru kolaborator dalam melakukan penelitian. Penelitian ini dilakukan dalam tiga langkah utama; Perencanaan tindakan, observasi, dan refleksi.

Tujuan dari penelitian ini adalah untuk meningkatkan Kemampuan berbicara dalam teks prosedur pertunjukan langsung di kelas dua SMK - Bhakti Luhur Malang.

Penelitian ini menggunakan Penelitian Tindakan Kelas yang diadaptasi dari Stephan Kemmis dan Robin Mc.Taggart (1992 dalam Arikuntoro 2002) dalam perencanaan, tindakan, observasi, dan refleksi atas data yang dikumpulkan dari proses belajar mengajar dan tes presentasi berbicara siswa. Subjek dari siswa ini adalah 30 siswa kelas dua. Penelitian ini dua siklus karena pada siklus kedua kriteria berhasil tercapai. Masing-masing terdiri dari tiga pertemuan untuk proses belajar mengajar. Pengumpulan data dilakukan melalui: lembar observasi dan tes presentasi.

Dalam penelitian ini, peneliti menggunakan jenis teks prosedur pertunjukan langsung. Hasil penelitian menunjukkan bahwa penggunaan teks prosedur pertunjukan langsung merupakan salah satu strategi peningkatan kemampuan siswa dalam berbicara teks prosedur. Setelah peneliti melaksanakan siklus I dan II, terlihat hasil siklus II mengalami peningkatan. Hanya 5 dari 30 siswa (15%) yang masih memperoleh nilai di bawah target 70. Peningkatan nilai siswa telah memenuhi kriteria keberhasilan, karena dua puluh lima siswa (85%) mencapai nilai target (70). Oleh karena itu, guru bahasa Inggris dan calon peneliti yang ingin meningkatkan kemampuan berbicara bahasa Inggris siswa dalam pertunjukan langsung teks prosedur sangat disarankan. Hal ini juga membuat siswa lebih tertarik dan aktif dalam proses belajar mengajar.

CHAPTER I

INTRODUCTION

This chapter presents and discusses some important points, namely background of the study, research problem, objective of the study, limitation of the study, significance of the study and definition of the key terms.

1.1. Background of the Study

Based on the 2013 Curriculum the objective of teaching English in Indonesia especially in senior high school (SMK /MK) is that the students can develop their communicative competence both in oral and speaking forms to confront the development of knowledge and technology in globalization era.

The area of English has always become a special interest. It is because of the importance of English in any scope of our lives. English holds the key of position as an international language. According to Departemen Pendidikan Nasional (2003: 43) English is a tool of communication among peoples of the world to get trade, social cultural, science, and technology goals. Moreover, English competence is important in career development, therefore students need to understand and use English to improve their confidence to face global competition.

Nababan, (1993: 19) said that “the Objective of teaching-learning English is to develop four language skills, namely speaking, listening, reading and writing”. David, (2001: 89) assumed that “in the international relationship, English speaking ability is very important to be able to participate in the wider world of work. The speaking skill is measured in terms of the ability to carry out a

conversation in the language”. People who know a language are referred to as “speakers” of that language. This reality makes teachers and parents think that speaking ability should be mastered by their students and children.

Based on the reasons above, in recent years, English language teaching has focused on the teaching the English language rather than teaching about the English language. The emphasis is not only on linguistic competence of the language learners but also on the development of their communicative ability. In order to develop the learners' communicative ability, the teacher needs to create a scenario to teach the target language in a vibrant, active and interesting manner (Permadi, 2002 : 24-24).

Speaking performance is taught at the second grade of SMK -Bhakti Luhur Malang in the academic year 2019/2020. however, it has not succeeded yet. It is because the students have difficulty in speaking. They have the poor ability to express their idea orally. They lack vocabulary, so they have difficulty expressing their idea, they also poor in pronunciation because they seldom practice pronouncing words in the class. It can be seen from the low score of their speaking test. It is just under the criteria of success. It is 70.

Before giving the treatment, the researcher observing to know the student's score in speaking procedure text. The preliminary study was done on March, 25, 2020. From the score list it was known that most of the students, about 25 students (85%) got a score under the criteria of the success of English it is 70.

During the teaching-learning process, the teacher invited them to speak English, some of them did not understand and they were just silent. They know the word in Indonesia but they have difficulty to say in English . in order to speak

well, they must practice their skill in everyday life. Therefore, the teacher should be active, creative, and give them the opportunity to practice their speaking ability. There are many media in teaching-learning that can attract students to speak, for example using procedure text through live performance

concerning the student's ability in speaking many students face problems in speaking. There is another research about speaking performance, and the first research conducted by Osboe, Fujimura & Hirsche (2007) in *Student Confidence and Anxiety in L2 Speaking Activities*. It is found that in speaking class the students' first language (L1) is the prior personality factors that reflected in second language (L2) factor classroom speaking performance.

Meanwhile, Haidara (2016) *Psychological Factor Affecting English Speaking Performance for the English Learners in Indonesia*. The results of the research reveal that the psychological factor truly affects negatively the students' English in live speaking performance. Although most of the students think that they have a good level of English vocabulary and grammar, they are insecure while speaking English. Most of the problems were (1) Fear of making mistakes (2) Feeling shy (3) Feeling hesitant (4) lack of confidence while speaking English.

There have been endeavors four by previous researchers using different kinds of language procedure text of english instructions as well as to improve student's language skill. therefore, this study adopts procedure text to improve student's speaking skill of live performance

Based on the previous researches above, there is some contradiction in the previous studies with the present study. First, based on the previous research, the

gap of this research is to investigate self-confidence and students' speaking live performance

Besides, concerned in the previous study have been set in overseas learners, but there is one research conducted in Indonesia. However, this research conducts in Malang which the previous studies above did not investigate in this area city Malang. Furthermore, the researcher focuses on the second grade students as the previous studies examined in undergraduate, elementary and senior high school.

based on his preliminary study it was found that students' problems in speaking is due to there factors. First, the students did not understand the language, second, they were afraid of making mistakes when they speak English both in structuring and pronouncing the words, and the last they lost their self-confidence when they try to speak.

Acording to Coady (1993) in Pamungkas (2018) stated that vocabulary is the prior element that helps students in mastering speaking skill. This element can help the students in transformingtheir idea or feeling effortless. When students did not have enough vocabulary, it make them difficult to understand and share their idea. So that in the language learning process, especially in speaking class vocabulary, it is an important thing that students shouldhave because it builds students' ability in transformng the information and the material deeply depend on the context.

Speaking is one of the basic skill in in learning language. It plays a crucial play in the context teaching English as a the foreign laguage in Indonesia . by speaking students can express their ideas, thoughts, and feeling orally through a

foreign language. Without speaking there is communication with other through speaking. Richards (2008) stated that : The mastery of speaking in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how they have improved in their spoken language proficiency. Therefore, the teachers should give students opportunity to practice their speaking skills by activities that put them into real practice communication. Wood (2009) states, “ effective communication is vital long-distance friendships, romantic, public speaking, interviewing, classroom learning, and productive group discussion”. It implies that communication is needed all people around the world to make a relationship with others. In communication we need a language to interact with others.

In relation to student's difficulties in speaking procedure text, Rokhmawati(2010) states the date the problem is that the students can not arrange the steps of procedure text so that students less active to express their skill. To overcome this condition , the teacher brought procedure text in the class. Her research proved that procedure text in live performance could be use to encourage student's vocab

The first research conducted by Keefe & Shi (2017) *on An EAP Program and Students' Success at a Canadian University* found that self-confidence has dominant evidence to increase students' speaking ability in group presentation practice. Furthermore, procedure text can be developed with an appropriate program that gives a chance to the participants (students) to express their idea in a

small group. It can be said in developing students' live speaking performance can be supported by a suitable agenda that can make students actualize their ability.

In another study by Tello (2012) indicated that the research process prompted students' speaking confidence through the use of technology. The study is also an opportunity to improve the teacher's performance and become a facilitator by steering a pedagogical intervention that allowed students to make decisions to overcome their lack of speaking confidence in all three aspects of ability, assurance, and willing engagement.

1.2. Research Problem

The problem arises from the lack of fluency in the pronunciation students' speaking ability that has been stated in the background of the study. Then, the problem of their study can be formulated as follows "how can the use of live performance improve the speaking ability in procedure text of the eleventh year students of SMK Bhakti Luhur Malang"?

1.3. Objective of the Study ★★★★★★

Based on the problem stated above, this study aims at "Increasing the speaking ability in procedure text of the eleventh year students' at SMK- Bhakti Luhur Malang.

1.4. Limitation of the Study

The scope of this study on developing a strategy through live performance is to improve the students' ability in speaking procedure text. The subject of this study is the eleventh year students of SMK Bhakti Luhur Malang in academic year 2019/2020.

1.5 Significance of the Study

The result of this study is expected to give a contribution to the English teacher, especially in the teaching speaking of procedure text. Teachers are expected to apply live performance in the teaching of speaking procedure text. It is expected that this research provide theoretically alternative techniques to improve students' speaking ability and motivation. For material developers, it is expected that this research provide them with some considerations in developing speaking material, which are relevant to the students' need.

1.6 Definition of key Terms

It is necessary to define the key terms that are used in title of this thesis because the operational defination will help the researcher find the suitable method of collecting data, and by defining the terms of variables, the conclusion of the research will be opned to be proved by other researcher to avoid the ambiguity and misunderstanding about the terms of the thesis title, the writer would like to give certain definitions of the key terms as fillows :

1. Live Performance

. Live performance means a recitation, rendering or playing of any play, show, skit, or other exhibition performed or presented to or before an audience of one or more, with or without consideration.

Live performance As one of communication system, speaking play an important part in our everyday lives. In any life aspect, either our social or personal interaction, the ability to speak has been one of significant element of

interaction process. live performance interaction refers to what we said as conversation. Live communication which done spontaneous by two or more person. This is about how people try to convey his message to other people. Therefore, they must use speaking skill to communicate to other person. The main intention in this function is social relationship. The focus is more on the speakers and how they wish to present themselves to each other than on the message live performance. In this case, speaking activities is focus more on monolog rather than dialog. The function of live speaking as performance happened at speeches, public talks, public announcements, retell story, telling story and so on.

According to Brown, speaking is an interactive process of constructing the meaning that involves producing, receiving, and processing information (Brown, 1994), and "Performance, denotes the production of actual utterances as a result of certain psychological processes" (De Kort & Leerdam as cited in Hemerka, 2009, p. 15)

In this Classroom Action Research speaking live performance is an actual or concrete object which are brought into a classroom as aids to be talked and using teaching- learning process. Jane King (2002) said before that a presentation is an effective communication activity in classroom situation. Especially for ESL/EFL students' presentation is very important to enhance their proficiency in communication with others by using English. Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g., a speech of welcome), and is closer to written language than conversational language. It focused both on message and audience, and more predictable organization. Based on explanation above, the teaching process are different in

each function. The teachers have to analyze first what the focus of the speaking class. Then, the teachers identify the appropriate strategy to teach each kind of the function of speaking. Used speaking in live performance helps to make English lessons memorable by creating a link between the objects and word or phrase they represent. It means that speaking in live performance can build students' vocabulary to stimulate them to speak

2 . Speaking Ability

Speaking ability is the ability of the students at SMK-Bhakti Luhur Malang to produce an interactive process of constructing meaning that involves producing and receiving also processing information happen in oral communication accurately and fluently. Speaking means process in which a speaker sends information or message to a listener. In this research, speaking means the ability of students to express their ideas, opinion, or feelings to others by using words.

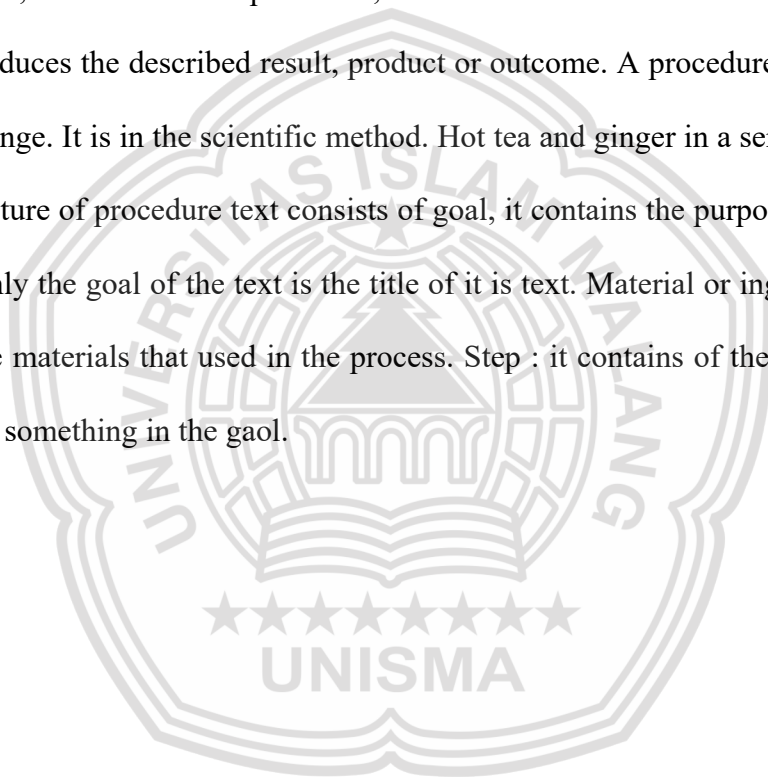
In this study, speaking ability is the students' ability to deliver the procedure text to make alternative hot tea and how to make ginger drink with the correct structures and grammatical features during the teaching learning process

3. Procedure Text

Kurniawati and Bara (2013) stated taht “ procedure text is a text that is designed to describe how to something is achieved through a sequence of actions

or steps. “ it explains how people perform different processes in a sequence of steps.

The English Camp (2013) stated that “ a procedure is a specified of actions or operations which have to be executed in the same manner in order to always obtain the same result under the same circumstances (for example : emergency procedures). Less precisely speaking, this word can indicate a sequence of task, steps, decisions, calculations and processes, that when under taken in the sequence laid down produces the described result, product or outcome. A procedure usually unduces a change. It is in the scientific method. Hot tea and ginger in a series. The generic sturcture of procedure text consists of goal, it contains the purpose of tge text. Commonly the goal of the text is the title of it is text. Material or ingredient: it contains the materials that used in the process. Step : it contains of the steps to make or to do something in the gaol.





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CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter to conclusion and suggestion deals with the result of the data analysis in the previous chapter comprises of two categories of stakeholders; teachers and future researchers. This will be reported in the following section respectively.

6.1. Conclusion

The result of this research was to know the finding from researcher question the using strategy live performance in procedure text has made the students' speaking ability in procedure text improved. in order to be successful, several procedures in teaching and learning activities the students were easy to develop their speaking. It also encourages the students to express speaking more lightly to their friends or to the teacher in daily life or in the learning process.

the use of live performance strategy in teaching speaking procedure text helps the students' make much progress. the findings indicate that the students' result in speaking procedure text improve. the students achieved the higher score from the first cycle to the second cycle

6.2. Suggestion

In this occasion, the researcher organizes suggestion aims to make this research be a technical guide for future researchers while conducting research with similar research topics. the suggestion also aims to provide information for academia especially the teachers of speaking class about problems which occur in

learning speaking process generally for further about students' speaking ability in live performance.

6.2.1 For School Teachers

The teachers are suggested to facilitate and activate students speaking procedure by fortifying their pronunciation and fluency in live performance. It knows a positive significant collaborator with English language skills. English teacher can engage the students to fun activities by providing interesting topics and materials that can improve their abilities in speaking. Varying teaching strategies are also required to be done by English language teacher.

6.2.2 For future Researchers

refers to the research finding the dominant of this topic is quite general. Investigations about the relationship between procedure text in live performance and speaking are needed to be detailed using different statistical methods such as factor analysis and multiple regression to obtain the information more detailed about these relationships with more specific instruments which already tested twice. Therefore, the researcher also suggests adding spoken test as research accompanied with students' classification rank among procedure text in live speaking ability. The researcher also hopes that this research finding can be used as additional references in conducting advanced research in students' procedure text in live performance.

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