

**IMPROVING SPEAKING ACHIEVEMENT OF THE  
SEVENTH GRADERS OF SMP NEGERI 1  
INDRALAYA UTARA USING WHOLESOME  
SCATTERING GAME**

**A Thesis**

**By**

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**English Education Study Program**

**Language and Arts Education Department**



**FACULTY OF TEACHER TRAINING AND EDUCATION**

**SRIWIJAYA UNIVERSITY**

**INDRALAYA**

**2018**

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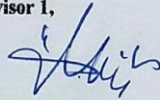
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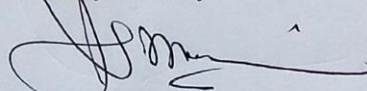
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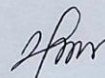
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Indralaya Utara Using Wholesome Scattering Game**

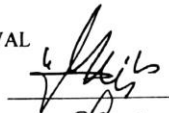

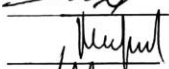


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## DECLARATION

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Certify that thesis entitled "Improving Speaking Achievement of the Seventh Graders of SMP Negeri 1 Indralaya Utara Using Wholesome Scattering Game" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

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## **THESIS DEDICATIONS**

This thesis is dedicated to:

- 1) My beloved parents, sisters, and brothers who always support, pray, and love me unconditionally.
- 2) All of my beloved friends who are always by my side since Junior High School until now, Selvi, Yuan, Belo, Surya, Andre, Zuhry, Dedes, Rahmi and Raysa.
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The writer,

Rahayu Diah Jayatri

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**IMPROVING SPEAKING ACHIEVEMENT OF THE SEVENTH GRADERS OF SMP  
NEGERI 1 INDRALAYA UTARA USING WHOLESOME SCATTERING GAME**

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**ABSTRACT**

The objectives of the study were to find out: (1) whether or not there was any significant difference in speaking achievement after the students were taught by using Wholesome Scattering Game. (2) whether or not there was any significant difference in speaking achievement between the students who were taught by using Wholesome Scattering Game and those who were not. The sample of this study was 56 of the seventh graders of SMP Negeri 1 Indralaya Utara chosen by using convenience sampling method. This study was conducted by using pretest- posttest control group design. To collect the data, the experimental group (28 students) and the control group (28 students) were given a pretest and posttest. The data were analyzed by using paired sample t-test and independent sample t-test using SPSS version 22. The results of this study showed that (1) the mean difference in posttest and pretest of experimental group was 20.562 and  $p$ -value was  $0.00 < 0.05$ . It means that there was a significant difference in students' speaking achievement of experimental group. (2) the mean difference between posttest of experimental group and control group was 5.614 and  $p$ -value was  $0.00 < 0.05$ . It means that there was a significant difference in speaking achievement between the students who were taught by using wholesome scattering game and those who were not. Therefore, the result of this study showed that Wholesome Scattering Game can improve the seventh graders' speaking achievement.

**Keywords:** *Speaking Achievement, Seventh Graders, Wholesome Scattering Game.*

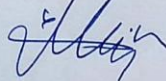
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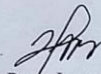
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# **CHAPTER I**

## **INTRODUCTION**

This chapter describes: (1) the background, (2) the problems, (3) the objectives, and (4) the significance of the study.

### **1.1 Background of the Study**

Speaking is an important learning skill for students. According to Nunan (2005) speaking has important equality to develop children's language. It means that oral language is the foundation for the children in learning a language. Moreover, according to Luoma (2004), speaking skill is an important part of the curriculum in language teaching, and this makes speaking skill as an important object of assessment as well. Speaking is very important because in speaking we can give our idea, exchange information and have conversation with others. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns and Joyce, 1997). It means that people should be able to express our opinions properly and correctly so the other people can understand what it means. In addition, speaking as one of the essential skills should be used directly when someone meet new people, so there will be no misunderstanding if someone have the ability to speak in other languages.

Education First English Proficiency Index (EF EPI) in 2017 listed 15 countries with the best performance in speaking English as a second language (Dutch, Sweden, Denmark, Norway, Singapore, Finland, Luxembourg, South Africa, Germany, Austria, Poland, Belgium, Malaysia, Swiss, and Philippines. Among those 15 countries, four countries were ranked at the top five both in Europe and in the world. Dutch was on the top rank in the world with 71.45%, followed by Sweden in the second rank with 70.40%; Denmark was in the third rank with 69.93%; and Norway in the fourth rank with 67.77%. The governments of those countries try hard to play their education rules in primary and secondary schools of the countries. Additionally, there are many chances for Europeans to

use English in their daily lives. Meanwhile in Asia, Singapore was the highest rank with 66.03% followed by Malaysia with 61.07%.

In Indonesia, the result of Education First English Proficiency Index for school does not increase every year instead declining in 2017. In 2015 Indonesia was on the rank of 32 out of 70 countries in the world and was ranked 8 in Asia while in 2017 it was on the rank of 39 out of 80 countries in the world and was ranked 10 in Asia. Moreover, it is hard for them to think fast what they should speak in front of class because most of them get stuck at that moment. Alisyahbana (1990) reports some facts in Indonesia showed that most students find it very hard to express their ideas in English orally. Most of them cannot communicate to each other in English, either in or outside the classroom because they have low vocabulary mastery, ideas and expression.

Based on the researcher's experience when conducting the teaching practice at SMP Negeri 1 Indralaya Utara from September to November 2017, the speaking skills of grade VIII students were still low on the average below the passing grade 75 (*KKM- Kriteria Ketuntasan Minimal*). The problem was influenced by some factors such as the students, the teacher, and process of the speaking class activity. First, students think that learning English is very difficult and they lose their passion in learning. When in class, some of them spend their time playing, sleeping, and doing things that are unrelated to English. Then, they are embarrassed and hesitant to express their ideas. Therefore, they tend to be silent and passive during the learning process in the classroom. In addition, they find it difficult to pronounce the English words because the pronunciation is often different from the letters. In order to speak English well, they have to master vocabulary, while in fact they have low vocabulary mastery. They will only ask the teacher directly about the meaning of some English words without knowing the concept of those words themselves. Then their competencies in grammar are also poor. In addition, most of them also use their mother tongue in daily school activities, so the other students who want to speak English become embarrassed and afraid to be ridiculed. It can make them only have a little chance to speak English. Therefore, it can be concluded that the students' speaking skills are low.

Moreover, Susanti and Amri (2013) said that the other problem faced by the students is speaking of monologue text, especially in descriptive.

Second, the factor is from the teacher herself. The English teacher of SMP Negeri 1 Indralaya Utara rarely asked the students to speak especially the descriptive monologue. As a result, the students were not familiar with descriptive speaking. Further, when they were asked to describe a thing orally, they could not produce a good monologue.

The last factor is the process of speaking activities. In the classroom, the process of speaking activities is less motivating and boring for students to learn. It happens because the activities are monotonous and less challenging for the students. Most classroom activities are like traditional methods. Each learning process of learning activities in the class focuses on repeating the teacher monologue, memorize and alternate role in a dialogue, and respond to the exercise. The ability to speak is very important for students. Meanwhile, there are few opportunities for students to speak in the classroom. In addition, teachers will be concerned to train students in speaking just to prepare their students to follow contests such as speech and debate competitions. Furthermore, they will focus on national exams that cover only the areas of reading and writing. Besides, this school only has one laboratory for science lesson, but for language lessons have not been provided. As the consequences, the practice of speaking in the classroom is limited and it makes students' speaking skills are still low.

There are many impacts from the above problems. First, students are afraid and ashamed to speak because they have low vocabulary mastery. Second, students are lazy and not interested in learning in the classroom because they only use textbooks as a medium of learning. Last, students get tired of the activities that are in the classroom, because they only do repetitive classroom activities. There are some strategies to solve the problems. One of the strategies that can be used is Wholesome Scattering Game promoted by Natalie Hess. According to Hess (1991), wholesome scattering game is a game which teacher gives keywords to the learner from a text, then they should arrange those keywords in unusual shape, and they should make sentences to create a good text from those keyword.

The students should make sentences as close as possible with the text that the teacher has. Research shows that students will improve if they use games as a medium of learning. In other words, students will be more interested and enthusiastic when the teaching materials and methods can attract their attention and interest. Therefore, they will have a big curiosity toward English. In addition, Hami (2011) and Nisa and Kurniasih (2015) found out that there was a significant improvement in students' writing achievement after they were taught by using wholesome scattering game.

Games are believed to be able to stimulate and guide the students to speak. Games in foreign language classes can motivate students, stimulate them to show ideas, and make them enjoy and feel comfortable during a foreign language lesson. Teachers can use the games in any techniques or activities to meet the goal of speaking. Wright, Betteridge and Buckby (2006) say, "Games can be found to give practice in all the skills including listening, speaking, reading and writing, in all the stages of the teaching and learning and for many types of communication". In playing language games, students must know and understand about the way and its rules, and they also have to do some action or say something to compete win the game. Therefore, it was believed that games were media that could be used to overcome the problems and to help the students to improve their speaking skills.

Based on the explanation above, the writer was interested in conducted an experimental study at SMP Negeri 1 Indralaya Utara entitled **"Improving Speaking Achievement of The Seventh Graders of Smp Negeri 1 Indralaya Utara Using Wholesome Scattering Game"**. In this research, the researcher wanted to find out whether or not wholesome scattering game can improve speaking achievement of the seventh graders of SMP Negeri 1 Indralaya Utara.

## **1.2 The Problems of the Study**

The research problems of this study were formulated as follows:

1. Was there any significant difference in speaking achievement after the students were taught by using Wholesome Scattering Game?



2. Was there any significant difference in speaking achievement between the students who were taught by using Wholesome Scattering Game and those who were not?

### **1.3 The objectives of the study**

Based on the research problems above, the objectives of the research were as follows:

1. To find out whether or not there was any significant difference in speaking achievement after the students were taught by using Wholesome Scattering Game.
2. To find out whether or not there was any significant difference in speaking achievement between the students who were taught by using Wholesome Scattering Game and those who were not.

### **1.4 The Significance of the Study**

This study was expected to be beneficial for the students, the teachers, the writer herself, and the future researchers. For the students, the writer expected that they can improve their speaking skill in teaching learning English through speaking wholesome scattering games since it is very important to have good speaking in English communication. For the teachers, the writer expected that they can understand the students' needs and know the students' lack of skills, especially in speaking, so that they can give/use appropriate materials, tasks, methods, techniques to teach their students. For the writer herself, it was expected that she can use this techniques/media to teach in the future teaching-learning. The study also can develop her experience related to her knowledge in research on education and English teaching, especially for speaking. For the future researchers, especially for language researchers, the writer expected that they can adapt the techniques/media used in this research as an alternative to teach students. They also can use the data taken in this research and can be references for the further researchers who conduct the similar studies.

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