

**IMPROVING THE STUDENTS' SPEAKING SKILL
USING QUIZ TEAM TECHNIQUE: A CLASSROOM ACTION RESEARCH
AT THE FIRST YEAR OF SMP AL ISLAM KARTASURA 2008/2009**



RESEARCH PAPER

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by

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CHAPTER I

INTRODUCTION

A. Background of the Study

As a second or foreign language, English is not easy to learn by the students at the beginning of the study. For them, English is likely to be one difficulty in learning. One of the basic skills in English is speaking. Speaking is the ability that requires the process of communicative competence, pronunciation, intonation, grammar and vocabulary improving. For the beginner, speaking exercise is difficult to try. Naturally, they feel confused on the rule, like: grammar, vocabulary, pronunciation, and fluency. Some of students are afraid to be active in speaking. This phenomenon makes many students have low scores in English.

The problem above is faced by the English teacher of SMP Al Islam Kartasura. She teaches the first year up to second year in SMP Al Islam Kartasura. She states that the low scores are reflected from the result of the test that has been conducted for the students. When the teacher gives a test, especially to the first year students, many students achieve low scores. Their score is lower than Standardized Score or in Indonesian it is called *Standar Kelulusan Batas Minimal (SKBM)* that the student should get score 55 at least. This situation leads the writer to investigate what actually the students experience while learning speaking English.

The English teachers of SMP Al Islam Kartasura state most of the students complain that they do not understand how to speak English and feel uneasy to try it. For illustration, the students feel confused when the teacher asks them to pronounce some words in English. Besides, they also have difficulty in translating many words in English, because they don't have a lot of vocabulary.

In addition, they say that learning English is confusing activity. For them, English is different from Indonesian. The students also say that they frequently get bored when learning English, especially speaking. Some of the teachers state that it is caused by the teaching technique which is applied by them. They are unable to create an interesting classroom situation. The teacher tells that when teaching learning process occurs in the classroom, students often seem unwilling to learn. Some of them are singing, some are laying their head and writing something that is not related to the material. In conclusion, they do not pay attention to the teaching-learning process.

The English teacher in SMP Al Islam Kartasura often uses the old technique in teaching their students. They still implement the direct method, which places the teacher as a center of class, while the students are less active. According to Zamdani (1998:113) teacher is not a central focus in learning. Teaching speaking focuses on making students active and creative. Students dominate the process of learning speaking, afterwards, it

is dominated by the teacher or instructor. In this case, teacher is only a facilitator and controller who create the material, method, and technique.

Based on the realities above, the writer decides to conduct a classroom action research to overcome the problems of the students in learning English, especially in practicing speaking English. The writer carries out Classroom Action Research since she identifies such a crucial problem of education, that is student's score of English achievement which is quite low, especially in speaking. According to Curriculum for the First Year Students of Junior High School suggested by Dep.Pen.Nas (2004: 1) students should be able to communicate appropriately and correctly, in the interaction context and/ or in simple short monologue, especially in describing something.

In line with the purpose, the writer tries to conduct another technique, that is quiz team technique. Quiz technique gives a good motivation for the students because it consists of interesting question, and provides reward or gift for the winner. According to Tambunan (1996:2) quiz is a set of question to know the tendency or willingness. It aims to know the students' interests in class. The word "Quiz" comes from English, which means, "playing of riddles". Here the tutors usually give some prize, reward or gift (<http://www.google.com/quiz/id.wikipedia.org>).

The Quiz technique is chosen because teenagers like reward or gift. Besides, the writer wants to create something new and fresh technique for the children. In teaching speaking, teachers or instructors have to know

how far the students enjoyed any creation in learning process. When students feel enjoyed in class, they will receive the material better. That is why, the teachers are demanded to arouse the student's attention. They are motivated to achieve the target of learning. Motivation is a set of efforts to encourage or give a certain condition to someone so that he or she is willing to do something (Zamdani, 1998:113). By knowing the way to motivate students, the learning process will be received better.

In this case, the writer will collaborate with the teacher in implementing quiz team technique in a speaking class. The teacher will be a person who helps the writer, while the writer implements the quiz technique. Meanwhile, the writer wants to conduct an action research to improve students' speaking skill using quiz team technique. The title of this study is IMPROVING THE STUDENTS' SPEAKING SKILL USING QUIZ TEAM TECHNIQUE: A CLASSROOM ACTION RESEARCH AT THE FIRST YEAR OF SMP AL ISLAM KARTASURA 2008/2009.

B. Problem Statement

The problems of this research are the followings.

1. Can quiz team technique improve the students' skill in speaking English class at the first year of SMP AL ISLAM KARTASURA?
2. To what extend the quiz team technique used in speaking English class at the first year of SMP AL ISLAM KARTASURA?

3. What are the difficulties of teacher and students in using quiz team technique?

C. Limitation of the Study

To specify the research, the writer has some limitations of the study as follows.

1. This subject of study is limited to the first year of SMP AL ISLAM KARTASURA in 2008/2009 academic year.
2. This study is limited on the use of quiz team technique in speaking English class.
3. This study is also limited on the difficulties faced by teacher and students in using quiz team technique

D. Objective of the Study

Based on the problem statements, the objectives of the study in the research are:

1. to describe how quiz team technique improve the students' skill in speaking English class at the first year of SMP AL ISLAM KARTASURA
2. to describe the improvement of students' speaking skill after giving quiz team technique
3. to describe the difficulties faced by teacher and students in using quiz team technique

E. Benefit of the Study

This research benefits theoretically and practically. The explanations of those are the followings.

1. Theoretical Benefits

The writer hopes that this study contributes to the linguistic science and English teaching-learning process, for example Teaching English Foreign Language (TEFL). Besides, it can help the English instructors to select an effective technique in teaching their students.

2. Practical Benefits

- a. The result will help students learn speaking English by using quiz team technique.
- b. The result will help the instructors or teachers to solve their problems in the classroom.

F. Research Paper Organization

In order to make this research easy to understand, the writer organizes this research as follows.

Chapter I is introduction. This chapter consists of background of the study, problem statement, limitation of the study, objective of the study, benefit of the study, and research paper organization.

Chapter II is review of related literature. It contains previous study and some theories that support the research. It deals with the notion of speaking, the explanation of speaking ability, the explanation of teaching

speaking, the characteristic of teenager or adolescents, and the theory of quiz team technique.

Chapter III is research method. This chapter deals with the type of the research, subject and object of the study, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV is research finding and discussion

Chapter V is conclusion and suggestion.