

**IMPROVING STUDENTS SPEAKING SKILL
USING KNOW, WHAT TO KNOW, LEARNED (KWL) STRATEGY AND
LANGUAGE GAMES AT THE SEVENTH YEAR OF SMPN 2
BANYUDONO IN 2007/2008 ACADEMIC YEAR
(A CLASSROOM ACTION RESEARCH)**



RESEARCH PAPER

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CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking skill is an important competence that should be mastered by students when they learn language. The ability of speaking can measure the success of learning language.

Speaking skill should be taught and practiced in the language classroom. Because the language course truly enables the students to communicate in English, so speaking needs a special treatment. In reality, in human daily life people mostly speak more than they write, yet many English teachers still spend most of class time on reading and writing practice and almost ignoring speaking and listening skills.

According to Hornby (in Setyowati, 2008) speaking is making use of an ordinary voice, offering words, knowing and being able to use a language expressing one self in words, and making speech. So, speaking uses words and produces the sounds to express ideas, feeling, thought, and needs orally in an ordinary voice.

In teaching speaking, teacher should choose appropriate method suitable for the student's condition. When the teacher asked the student to tell about something that happened to them, most of them were quite unhappy with what they had said; some were even embarrassed. The other student's problems in speaking are low motivation, shyness and feeling strange and difficult.

There are many kinds of method in teaching speaking skill. The teacher should choose the best method depending on the difficulties that faced by students. In this case, the writer takes the seventh year students of SMPN 2 Banyudono. The writer observes the English class for 2 weeks. The seventh year students are assumed that they can use English in conversation, minimally in simple sentence because they have learnt English for 2 years. But, in fact they can not do it. Most of them still have difficulty in speaking English and arranging the sentences.

There are many problems that occur in teaching speaking. First, the students are lack of vocabulary. This condition will make them unable to say the words during speaking class. They use the Indonesian or Javanese vocabulary to cover their limited vocabulary in speaking. For example, when the teacher asked them:

Teacher : “What is your hobby Fajar?”

Students : “My hobby nonton TV bu”

The second problem is that the students are afraid of making mistake. This condition makes the student passive in speaking class. They worried of making mistake in pronouncing and arranging the words. It is seen when the teacher asked the students to do conversation or describe something in front of the class. The students just keep silent and say that they can not speak in English and afraid of making mistake. The third problem is that they rarely practice to use English to communicate. It makes the students feel strange and curious in speaking English. It is seen when the teacher command them to write down their home work on the whiteboard in English, but they did not do

the teacher's command because they did not understand what the teacher's command is.

From those problems, the teachers try to create some strategies which can explore the student's speaking capability. One of the strategies that can be applied in teaching speaking is Know, What to know and Learned (KWL) strategy combined with a games. Bellanca (1992) explains that the purpose of the KWL strategy is to help students identify prior knowledge and experience as a bridge to a new concept, lesson, or unit (<http://www.tc.umn.edu/~grap0012/kwlstrategy2.doc> KWL Strategy). KWL strategy encourages the students to speak English in which the first activity is recognizing the topic of the study and knowing the student knowledge about the topic. It is stimulant to arouse their motivation to learn English. Sometimes the students have no motivation in learning English because they have not understood what they learn.

Based on the phenomenon above the writer wants to conduct a research dealing with teaching speaking using KWL strategy to improve student's speaking skill at the seventh year of SMPN 2 Banyudono. To conduct this research, the writer collaborates with the English teacher of SMPN 2 Banyudono. This research focused on the implementation of teaching speaking using KWL strategy, the result, and the effectiveness of KWL strategy.

KWL which strategy concerns with increasing the student's participation in speaking class, asking the question to the teacher, giving

response/answer to the questions from other students or teacher, and not to shy to speak related to the theme. The increasing of student's participation shows that the student's ability in speaking is improved. This strategy requires the students to be active and placed the students not as an object but as a subject involved in teaching learning process directly.

At the end of the section the class will be closed with games that have related with the topic. It functions to make the students fun and enjoy the speaking class. The reason is that real learning takes place when the students, in a relaxed atmosphere, participate in activities that require them to use what they have been drilled on.

B. Problem Statement

Based on the background of study above, the writer formulates the problem statement of this research is "Does KWL strategy improve the student's speaking skill at the seventh year SMPN 2 Banyudono?"

C. Objective of the Study

In general, the objective of this study is to improve the student's speaking ability. Specifically it aims to:

1. describing the implementation and the result of KWL strategy and games in teaching speaking at the seventh year of SMPN 2 Banyudono
2. describing the student's speaking skill at the seventh year of SMPN 2 Banyudono using KWL strategy and games
3. clarifying the student's responses to the implementation KWL strategy and games.

D. Limitation of the Study

Some limitations of the study are as follows:

1. The subject of this research is the seventh year of SMPN 2 Banyudono in teaching speaking using Know, What to Know and Learned collaborated with games.
2. The focus of this research is on the student's speaking skill in descriptive text only.

E. Benefit of the Study

The researcher hopes that this research would be give some benefits, namely practical and theoretical benefits.

1. Practical Benefit

The result of this research can be used:

- a. As an input in English teaching speaking skill
- b. Other teachers can adopt this technique to teaching speaking skill

2. Theoretical Benefit

Theoretically this research can:

- a. enrich the theory of teaching English speaking skill in Junior High School.
- b. be used as one of the references for those who want to conduct a research in English teaching learning process.

F. Research Paper Organization

The organization of this research consists of five chapters as follows:

Chapter I is introduction. It covers the background of the study, problem statement, objective of the study, limitation of the study, benefit of the study, and research paper organization.

Chapter II present the related theories or concept of underlying theories which covers previous study, the notion of speaking skill, teaching speaking, problems of speaking, elements of speaking, the notion of Know, What to Know and Learned strategy and action hypothesis

Chapter III is the research methods, in this chapter deals with the research method covering the type pf research, object of the study, data and data source, method of collecting data, and technique of analyzing data.

Chapter IV discusses the research implementation and the result of the study.

Chapter V presents conclusion and suggestion.