ABSTRACT

IMPROVING FOURTH GRADERS STUDENTS’ SPEAKING ABILITY THROUGH MEANING-USE-FORM FRAMEWORK

By

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The aims of this study were 1) to find out the difference of students’ speaking ability after they are taught through MUF Framework, 2) to investigate the students’ engagement in the teaching learning activity of MUF Framework. The design was quantitative-qualitative research. The subjects of this research were 36 students of the fourth grade of SDIT Bustanul ‘Ulim Terbanggi Besar. Speaking tests were administered and observation sheets were filled to collect the data. The results show that MUF Framework significantly improves students’ speaking ability and the students were active during the teaching learning activity through MUF Framework. This indicates that MUF Framework facilitates students to improve their speaking ability.

The result showed that the average score of the students' post-test is higher than the pre-test. The maximum score that students get after following the Framework is higher than before following the Framework, although the minimum score obtained by the students before and after following the Framework is scored nearly the same. This proven that the average of achievement of students’ speaking skill for each aspect after following the Framework is higher than before. In addition, the average of speaking skill aspects will be described as follows. Thus, the answer of the first research question is answered, and the component of speaking which improves significantly is grammar, pronunciation, followed by vocabulary, while the least improve component is fluency.

Also from the total sample of 36 students, it is found that there are 32 students actively engaged in the classroom, 2 students passively engaged in the classroom, and 2 students with challenging behavior in the classroom. From the statistical analysis, it can be seen that students actively engaged in the classroom dominate the sample.