

ABSTRACT

IMPROVING THE STUDENTS' SPEAKING ABILITY THROUGH CHART AT THE SECOND YEAR OF SMKN 3 BANDAR LAMPUNG (CLASSROOM ACTION RESEARCH)

By

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This research was conducted based on the problem faced by the second grade students of SMKN 3 Bandar Lampung, that the problem is the low speaking ability of the students, especially in sharing their ideas in English speaking communicatively. Their low ability caused by inappropriate of teacher's teaching that influenced the students' speaking ability and the students' learning activities. For that reason, the researcher did a research which covers not only the students' speaking ability but also the students' learning activities. The objectives of the research are to find out whether chart can be used to improve the students' speaking ability, and to know whether it also can be used to improve the students' learning activities. The research conducted at SMKN 3 Bandar Lampung. The subject of the research is the students of the second grade (Tourism Guide Class) in the academic year 2011/2012.

This was a Classroom Action Research which conducted only in two cycles. Each cycle comprised of planning, action, observation and interpretation, analysis and reflection. The researcher used the indicators that dealing with the learning product and also the learning process which consist of the students' learning activities. To collect the data of the learning product and the learning process, the researcher used speaking test and observation sheets as the instruments.

The result of the learning product shows that the using of the chart as a media and also as a technique in teaching speaking can improve the students' speaking ability. In cycle 1, there are 14 students (60.87%) who gain score ≥ 65 , while in cycle 2, there are 21 students (91.30%) who gain score ≥ 65 . Besides, the students' speaking score for each component of speaking also shows the improvement. In cycle 1, there are 16 students (69.57%) who get score ≥ 65 for pronunciation, while in cycle 2, there are 20 students (86.96%) who get score ≥ 65 for pronunciation. For fluency, there are 14 students (60.87%) who get score ≥ 65 in cycle 1, meanwhile in cycle 2, there are 21 students (91.30%) who get score ≥ 65 . In addition, there are 10 students (43.48%) who get score ≥ 65 for comprehensibility in cycle 1, and there are 19 students (82.61%) who get score ≥ 65 for comprehensibility in cycle 2.

For the learning process, dealing with the students activities, there are only 6 students (26.09%) who did 80% of the activities during the teaching learning process in cycle 1, but there are 19 students (82.61%) who did 80% of the activities in cycle 2.

Referring to the result of the research above, it can be concluded that the chart can be used in teaching and improving the students' speaking ability and also helping the students' learning activities.