

**THE EFFECT OF USING PREPARED SPEECH METHOD  
TOWARD SPEAKING ABILITY OF THE SECOND  
YEAR STUDENTS AT SMA PEMBANGUNAN  
BAGAN BATU OF  
ROHIL REGENCY**



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PEKANBARU  
1434 H/2013 M**

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## **SUPERVISOR APPROVAL**

The thesis entitled “*The Effect of Using Prepared Speech Method toward Students’ Speaking Ability of the Second Year Students at Senior High School Pembangunan Bagan Batu of Rohil Regency*” is written by Ayu handayani, NIM. 10914005225. It is accepted and approved to be examined in the meeting of final examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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## ABSTRAK

**Ayu Handayani (2013): Pengaruh Penggunaan Metode Prepared Speech terhadap Kemampuan Berbicara pada Siswa Kelas Dua SMA Pembangunan Bagan Batu.**

Berdasarkan KTSP, berbicara adalah salah satu kemampuan bahasa Inggris yang diajarkan di sekolah menengah atas (SMA). Sekolah menengah atas (SMA) Pembangunan Bagan Batu kabupaten Rokan Hilir adalah salah satu sekolah yang menggunakan kurikulum tersebut dalam proses belajar mengajar. Setelah melakukan observasi ke sekolah menengah atas (SMA) Pembangunan Bagan Batu, peneliti menemukan bahwa siswa tersebut masih mengalami kesulitan dalam berbicara bahasa Inggris. Siswa tersebut sulit mengutarakan ide-ide mereka ke dalam bahasa Inggris. Dalam hal ini, guru sangat diharapkan untuk menemukan metode yang baik agar dapat memberikan kontribusi yang baik untuk meningkatkan kemampuan siswa dalam berbicara bahasa Inggris yaitu dengan mengaplikasikan metode prepared speech sebagai sebuah metode pengganti dari metode yang digunakan sebelumnya.

Penelitian ini dilaksanakan untuk mengetahui apakah ada pengaruh yang signifikan terhadap penggunaan metode prepared speech terhadap kemampuan berbicara pada kelas dua SMA Pembangunan Bagan Batu.

Prepared speech method membantu membantu siswa dalam melatih berbicara bahasa Inggris dengan baik. Siswa diberikan waktu untuk menentukan konten dari *speech* yang mereka sampaikan di depan kelas.

Peneliti mengangkat rumusan masalah yang akan dijawab dengan menggunakan penelitian kuantitatif. Jenisnya adalah kuasi experiment yang menggunakan rancangan kelompok-kontrol nonekuivalen. Rancangan ini berdasarkan pada pra-tes, pasca-tes dan penggunaan kelas control yang berperan dalam penelitian ini. Untuk menganalisis data, peneliti menggunakan *Independent t-test Formula*.

Setelah menganalisis data dengan menggunakan program SPSS, telah diperoleh bahwa  $t_o$  ( $t_{\text{observasi}}$ ) lebih besar dari pada  $t_t$  ( $t_{\text{table}}$ ). Itu berarti bahwa hipotesis null ( $H_o$ ) ditolak dan hipotesis alternatif ( $H_a$ ) diterima. Dengan kata lain, ada pengaruh yang signifikan pada penggunaan metode prepared speech terhadap kemampuan berbicara pada siswa kelas dua SMA Pembangunan Bagan Batu.

## ABSTRACT

**Ayu Handayani (2013): The Effect of Using Prepared Speech Method toward Students' Speaking Ability of the Second Year Students at Senior High School Pembangunan Bagan Batu of Rohil Regency.**

Based on School Based Curriculum (KTSP), speaking is one of the English language skill that must be taught and learned in Senior High School. Senior High School Pembangunan Bagan Batu of Rohil Regency is a school which uses KTSP as the curriculum in the teaching and learning process. After doing observation in Senior High School Pembangunan Bagan Batu, the researcher found that the students still had difficulties in speaking English. The students were difficult to communicate their ideas in English. In this case, the teacher was expected to find a good method in order to give a good contribution to increase students' ability in speaking English by applying prepared speech method as a replacement of previous method.

This research aimed at finding out whether there was a significant effect of using prepared speech method toward speaking ability of the second year students at Senior High School Pemangunan Bagan Batu.

The researcher tried to find out the answer of the formulation of the problems by using the quantitative research. It was quasi-experimental research by using non-equivalent control group design. The design based on the pre-test, post-test, and the use of a control group was employed in this research. To analyze the data, the researcher used *Independent t-test Formula*.

After analyzing the data by using SPSS program, it was obtained that  $t_{\text{observed}} (t_o)$  was greater than  $t_{\text{table}} (t_t)$ . It means, null hypothesis ( $H_0$ ) was rejected, and alternative hypothesis ( $H_a$ ) was accepted. In conclusion, there was significant effect of using prepared speech method toward speaking ability of the second year students at senior high school Pembangunan Bagan Batu.

أيو هنداياني ( ) : تأثير استخدام طريقة خطاب  
مدرسة عالية تنمية  
هيلير

القائم المنهج على مستوى وحدة التعليم والقدرة على الكلام هي واحدة من اللغة الإنجليزية يتم  
تدريس مستوى امدرسة عالية. مدرسة عالية تنمية هيلير هي واحدة من المدارس التي  
تستخدم المنهج في عملية التعليم والتعلم. بعد إجراء دراسة أولية للطبقة من مدرسة عالية تنمية  
هيلير ، معدات تمهيد الطرق الوحدة لا تزال لديها صعوبة في الإعراب عن التحدث باللغة  
الانجليزية. الباحثون تفسر أن لديهم ضعف لأنهم يفتقرون إلى الثقة في الإعراب عن أفكارهم باللغة  
الانجليزية. ه القضية، وسيلة جيدة يقدم مساهمة جيدة تحسين  
الانجليزية هو تطبيق طريقة كطريقة بديلة للأساليب

أجريت هذه لتحديد هناك تأثير كبير  
طريقة لتحديد عالية تنمية هيلير.  
يساعد تنقلها  
صياغة يتم عليها طريق  
يستخدم التصميم السيطرة غير يعادلها. يستند هذا التصميم  
والسيطرة تحليل البيانات الصيغة  
تحليل البيانات SPSS ( ) هو  
ترينيداد ( ) وهذا يعني فرضية (هو) الفرضية البديلة (ها).  
هناك تأثير كبير طريقة خطاب هيلير.  
مدرسة عالية تنمية

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# CHAPTER 1

## INTRODUCTION

### A. Background of the Problem

English subject is taught in every school. Teaching English itself consist of teaching four language skills. They are speaking, Reading, Writing, and Listening. Many people learn English because they have moved into a target language community and they need to be able to operate it successfully within the community. A target language community is a place where English is the National language.<sup>1</sup> On the other hand, students are included people who learn English as a second language used to speak and communicate to others. According to Bailey and Savage in Marianne celce-Murcia, speaking in a second or foreign language has often been viewed as the most demanding of the four skills.<sup>2</sup> On the other hand, speaking is the most basic in English and it must be mastered by students in order to ease students to speak English.

Based on the School-Based Curriculum, in speaking skill for the second year students of Senior High School, there are four basic competences that should be achieved at first semester. First, the students are able to express meaning in transactional (to get things done) and interpersonal (socialization)

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<sup>1</sup> Jeremy Harmer, *How to Teach English*, (London: Pearson Education, 2007), p. 11.

<sup>2</sup> Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language (TEFL)*, (Boston: Heinle and Heinle (Ed 3<sup>rd</sup>), 2001), p.103.

formal conversation, continued (sustained) by using variety of oral language accurately, fluently and acceptably in daily life context that involve speech act behavior, deliver opinion, ask opinion, express satisfaction and dissatisfaction. Second, the students are able to express meaning in transactional (to get things done) and interpersonal (socialization) formal conversation, continued (sustained) by using variety of oral language accurately, fluently and acceptably in daily life context that involve speech act behavior, give advice, remind, accept request, express feeling relief, pain, and pleasure. Third, the students are able to express meaning in short functional oral text formal and informal accurately in variety of daily life context. Forth, the students are able to express meaning in monologue text by using variety of oral language accurately, fluently, acceptably in daily life context in text form: report, narrative, and analytical exposition.<sup>3</sup>

In order to accomplish students' competencies toward speaking skill, Competence Based Curriculum (KBK) provides speaking as one of the skills in English mastery that must be taught and learned in senior high school. Based on KBK<sup>4</sup>, the purposes of teaching English are as follows:

1. Developing communicative competence in oral and written form to achieve informational level

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<sup>3</sup>Silabus Bahasa Inggris Kurikulum Tingkat Satuan Pendidikan (KTSP), (Pekanbaru:Unpublished, kelas / semester: XI / 1, 2006), pp. 13-16.

<sup>4</sup>Depdiknas. Kurikulum Tingkat Satuan Pendidikan (KTSP), (Jakarta: Unpublished, 2006), p. 307

2. Having awareness about the sense and the significance of English in order to increase national competence in global society
3. Developing understanding of students about the relationship between language and culture

It is implemented in Senior High School of Pembangunan as one of the private schools in Riau Province located in Bagan batu that uses School Based Curriculum (KTSP) as its guidance in teaching and learning process as the implementation of Competence Based Curriculum (KBK). In developing communicative competence in oral to achieve information level, students should be to express meaning in monologue text by using variety of oral language accurately, fluently, acceptably in daily life context in text form of narrative.

In Senior High School Pembangunan for the second year students, English is taught 4 periods in a week with duration 45 minutes per period. However, it is difficult for students to speak English. The difficulties of speaking are faced by some students of Senior High School of Pembangunan Bagan batu Rohil Regency. Meanwhile, preliminary interview from the English teacher of second year students explains that this school has some programs to improve English proficiency such as holding English Saturday, watching TV, memorizing vocabularies, and changing sentences. Although this school has done a lot of efforts to improve the students' English

competences, the students do not seem to perform their English proficiency based on the curriculum given.

Based on preliminary interview from the English teacher on May 2012, there are some problems that make the students difficult to improve their English proficiency. First, some of the students have poor vocabulary to speak English. Second, some of the students are not able to speak their idea in English. Third, some of the students feel difficult to do speech in English. Forth, some of the students are not able to speak English fluently. Fifth, some of the students are not able to comprehend English language. Sixth, the technique used by the teacher does not improve students' speaking ability.

The researcher assumes that some of the students' difficulties in speaking can be caused by the uninteresting teaching strategy that has been used by the teacher. In teaching and learning process, teacher uses monotonous strategy that causes the students unable to improve their speaking ability. Monotonous strategies that are used by the teacher are memorizing vocabularies, changing sentences, and holding English every Saturday. The teacher should be creative to manage the strategy in the teaching and learning process. Good strategy will make teaching and learning process run well. One of the strategies that will improve students' speaking ability is by using prepared speech. According to Marianne celce-Murcia, prepared speech is one

of the ways to promote oral skills in the ESL/EFL classroom.<sup>5</sup> Finally, prepared speech can activate students to speak English, so that students can prepare and practice their English well.

Based on the explanation above, the researcher is interested in carrying out the research entitled: The Effect of Using Prepared Speech Method to Toward the Students' Speaking Ability at The Second Year of Senior High School Pembangunan Bagan Batu of Rohil Regency.

There are three stages in teaching strategy in teaching English as a foreign or second language, they are PPP. PPP is descriptions of learning activities recommended for several of the more widely-discussed methods which is defined as follows:<sup>6</sup>

- a. Presentation: where the teacher teaches the target language. The target language is usually put on the board either in structure charts or in dialogs. Presentation features more "teacher talk" than the other stages of the lesson
- b. Practice: the students practice the target language in which the students are given activities that provide little possibility for error. These activities should include as much "student talk" as possible, not focusing on written activities. Though written activities can provide a structure for the verbal practices.

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<sup>5</sup> Marianne Celce-Murcia, *Op. Cit.*, p. 106.

<sup>6</sup> Karlfried Knap and Barbara Seidlhofer, *Handbook of Foreign Language Communication and Learning*, (Berlin: Walter de Gruyter GmbH, 2009), P. 344.

- c. Production: the stage of the lesson where the students take the target language and use it in conversations that they structure ideally and use it to talk about themselves or their daily lives or situations.

By using the suggested method, the students will practice the target language based on the basic competence in the curriculum. It means that the method of teaching which is used in this research belongs to practice.

## **B. Definition of the Key Terms**

To avoid misunderstanding and misinterpretation about some terms which are used in this research, the researcher writes the definition as follows:

### **1. Effect**

Effect is a result or an outcome.<sup>7</sup> Effect is a measure of the strength of one variable's effect on another or the relationship between two or more variables.<sup>8</sup> On the other hand, the researcher concludes that effect is the result that comes or changes because something else. However, in this research, the term of effect refers to the effect of Prepared Speech method toward students' speaking ability at the second year of Senior High School Pembangunan Bagan batu of Rohil Regency.

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<sup>7</sup> A S. Hornby, *Oxford Advanced Learner's Dictionary of Current English, Revised and Updated*, (Oxford: Oxford University Press, 1987), p. 277.

<sup>8</sup> Jack c. Richard dan Richard Schmidt, *Longman: Dictionary of Language Teaching and Applied Linguistics, Ed 3<sup>rd</sup>*, (London: Pearson Education, 2002), p. 175.

## 2. Prepared Speech

Prepared speech is when the pupils are given enough time to think over the content and form of their speech.<sup>9</sup> On the other hand, prepared speech is a speech that needs enough time to make the content of the speech. However, in this research, the term of prepared speech refers to the method that is used by the researcher in the research to improve the students' speaking ability at the second year of Senior High School Pembangunan Bagan batu of Rohil Regency.

## 3. Speaking Ability

According to AS Hornby, speaking is making use of language in an ordinary.<sup>10</sup> Speaking is able to use a language.<sup>11</sup> The researcher concludes that speaking ability is the ability to use and speak a language. However, in this research, the term of speaking refers to the students' ability of using English speech.

## C. Problem

### 1. Identification of the Problem

Some of the students get difficulties in English Course especially in speaking ability. To make it clear, the problems in this research can be

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<sup>9</sup> Susanna Asatryan, *Teaching Speaking Skill*, <http://www.google.com/searchprepare-speech-for-teaching-speaking-skill>, p. 2. Retieved on 22<sup>nd</sup> March, 2012.

<sup>10</sup> AS Hornby, *Op.,Cit.* p. 827.

<sup>11</sup> AS Hornby, *Oxford Learner's Pocket Dictionary*, (Oxford: Oxford University Press, 2008), p. 426.

identified. They are some of the students who have poor vocabulary to speak English, some of the students are not able to speak their idea in English, some of the students feel difficult to do speech in English, some of the students are not able to speak English fluently, some of the students are not able to comprehend English language, the method used by the teacher does not improve students' speaking ability.

## **2. Limitation of the Problem**

Based on the identification above, this research is limited on the method used by the teacher that cannot improve the students' speaking ability. Therefore, the researcher suggests a method to solve the problem that is related to the method which is used by the teacher in teaching English. Finally, this research focuses on using prepared speech method and students' speaking ability at the second year of senior high school Pembangunan Bagan batu of Rohil Regency.

## **3. Formulation of the Problem**

Based on the limitation above, the problems of this research are formulated in the following research questions:

- a. How is the students' speaking ability taught without using Prepared Speech method at the second year of senior high school Pembangunan Bagan batu Rohil Regency?

- b. How is the students' speaking ability taught by using Prepared Speech method at the second year of pembangunan Bagan batu Rohil Regency?
- c. Is there any significant effect of using Prepared Speech method towards students' speaking ability at the second year of pembangunan Bagan batu Rohil Regency?

#### **D. Objective and Significance of the Research**

##### **1. Objective of the Research**

This research is carried out in order to achieve the objective as follows:

- a. To get information about students' speaking ability taught without using Prepared Speech method at the second year of senior high school Pembangunan Bagan batu Rohil Regency
- b. To get information about students' speaking ability taught by using Prepared Speech method at the second year of senior high school Pembangunan Bagan batu Rohil Regency
- c. To find out the significant effect of using Prepared Speech method toward students' speaking ability at the second year of senior high school Pembangunan Bagan batu Rohil Regency

## **2. Significance of the Research**

Theoretically, this research is expected to support the theories that regard the second language learning, teaching, and acquisition. So, this research is written based on the available theories which support the method in teaching and learning foreign or second language. Practically, this research is expected to give the positive stimulation, contribution, and information to the researcher herself as the researcher in conducting and increasing her knowledge, especially in the educational research in English language teaching and learning research. Besides, this research is also expected to provide the students and the teachers of the school, especially with the information of their students' speaking ability. Finally, this research is also expected to provide the readers or who are concerned to the process of language teaching and learning with the information of both informative theories and practices.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Nature of Prepared Speech

Speech is a bilateral process, it includes hearing and speaking. Speech is the activity of using a language system for communicative purposes in real situation<sup>1</sup>. It means that speech involves students to speak and another student will hear and it is used to communicate in a real situation. Prepared Speech is when the students can speak on the subject that is followed by planning which is made either independently at home or in class under the teacher's supervision.<sup>2</sup> On the other hand, prepared speech is making a speech by planning even at home or following the teacher's supervision.

Speech serves three main purposes: to inform, to persuade or to entertain, speech may also be used as part of a demonstration.<sup>3</sup> So, speech is used to present information through performance by speaking in front of other people. According to Marianne Celce-

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<sup>1</sup> Susanna Asatryan, *Teaching Speaking Skill*, Retrieved on 22<sup>nd</sup> March, 2012, [http:// www.google.com/searchprepare-speech-for-teaching-speaking-skill](http://www.google.com/searchprepare-speech-for-teaching-speaking-skill), p. 1.

<sup>2</sup> Susanna Asatryan, *Ibid.* p. 2.

<sup>3</sup> K.D. Wicks, Topic for a Prepared Speech, 2012, Retrieved on 28<sup>th</sup> May, 2012, [http://www.ehow.com/about\\_5367048\\_topics-prepared-speech.html](http://www.ehow.com/about_5367048_topics-prepared-speech.html)

Murcia, prepared speech is where the students are given a certain time to determine the content of their talks.<sup>4</sup>

In other words, prepared speech is a speech that is made by the students giving a particular time in determining the content of their speech.

## 2. The Advantages of Prepared Speech

Every speech needs a topic and a purpose. Before beginning to gather and organize information for the speech, someone should select a topic and define the purpose of the speech.<sup>5</sup> It means that, students need to prepare the speech in order to organize information about the topic of the speech. There are many occasions for which even someone terrified of public speaking may need to create a prepared speech.<sup>6</sup> On the other hand, prepared speech is needed to make someone ready to deliver a speech to the audience.

According to Dale and Wolf, preparation is one of the best antidotes for presentation anxiety. With proper preparation, students will feel confident that they know their subject matter and have just their right amount of information for the allotted time.<sup>7</sup> It means that preparation in speech is needed by students in order to make them feel confident and ready to do presentation of their speech.

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<sup>4</sup> Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language (TEFL)*, (Boston: Heinle and Heinle (Ed 3<sup>rd</sup>), 2001), p.106.

<sup>5</sup> Paulette Dale and James C Wolf, *Speech Communication Made Simple*, (Miami: Pearson Education, 2006), p. 42.

<sup>6</sup> K.D. Wicks, *Topic for a Prepared Speech*, 2012, Retrieved on 28<sup>th</sup> May, 2012, [http://www.ehow.com/about\\_5367048\\_topics-prepared-speech.html](http://www.ehow.com/about_5367048_topics-prepared-speech.html)

<sup>7</sup> Paulette Dale and James C Wolf, *Op. Cit.*, p. 3.

Once the students have the content prepared, they can spend their time practicing the flow of the material and their delivery. If they practice enough, the most effective parts of their message will stick in their mind and come out as they planned. The key here is to take the time to fully prepare.<sup>8</sup> In another words, the students need an extra time to prepare their speech even for practicing the speech delivery and also understanding the content of their own speech. Speech can be defined as a talk or address that is given in public.<sup>9</sup> So, prepared speech is categorized as prepared talk. A popular kind of activity in promoting students' speaking skill is the prepared talk where a student makes a presentation on a topic. Such talks are not designed for informal spontaneous conversation, because they are prepared.<sup>10</sup> In short, students' speaking ability can be promoted through presentation a speech topic activity which the speech will be prepared well by the students.

Harmer states that prepared talks represent a defined and useful speaking genre, and if they are properly organized, can be extremely interesting for both speaker and listener.<sup>11</sup> It means that prepared speech or prepared talk is a useful speaking activity it should

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<sup>8</sup> Angela, *4 Methods to Deliver a Great Speech*, 2009, Retrieved on 3<sup>rd</sup> November, 2012, <http://www.definiscommunications.com/blog/4-methods-to-deliver-a-great-speech/>.

<sup>9</sup> AS Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (Oxford: Oxford University Press, 1987), p. 828.

<sup>10</sup> Haterulez, *Activities Promoting Speaking Skill*, 2012, Retrieved on 11<sup>th</sup> january 2013, [haterulez.blogspot.com/2012/08/activities-promoting-speaking-skills.html](http://haterulez.blogspot.com/2012/08/activities-promoting-speaking-skills.html).

<sup>11</sup> Jeremy Harmer, *The Practice of English Language Teaching Ed 3<sup>rd</sup>*, (Cambridge: Longman), p. 274.

be organized well in order to interest students that will be the speaker or even the listener. In an English article is written that if students have time and leisure, it is possible to polish and rewrite their ideas until they are expressed in clear, they should take time to eliminate useless words, crowd whole paragraphs into a sentence and choose proper illustrations.<sup>12</sup> On the other hand, in organizing a speech, students should take attention and provide an enough time in generating ideas correctly that makes them good and clear.

Wallace and friends state that,<sup>13</sup>

“Students improve their formal speech when teachers provide insights on how to organize their ideas for presentation. Students can give better speeches when they can organize their presentation in a variety of different ways, including sequentially, chronologically and thematically. They need practice in organizing their speech around problems and solutions, causes and results, and similarities and differences. After deciding about the best means of organization, they can practice speeches with another student or with the whole class.”

From the quotation above, the researcher concludes that teacher can encourage students in organizing a speech. The students need to prepare their speech and also practice it when they will present a speech even in a variety of different ways including sequentially, chronologically and thematically. After that they can do the speech with the whole class.

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<sup>12</sup> \_\_\_\_, *Method of Delivery*, 2012, Retrieved on 29<sup>th</sup> September 2012, <http://www.testden.com/public-speaking/Methods-Of-Delivery-Part-2.html>.

<sup>13</sup> Trudy and Friends, *Teaching Speaking, Listening, and Writing*, (Switzerland: International Academy of Education (IAE), 2004), p. 10.

There are five steps to make super speeches, they are plan, prepare, polish, practice, and present. Prepare here is to rearrange a speech from the introduction, body, until conclusion.<sup>14</sup> So, prepared speech is one of the steps in making a good speech for students. Students will arrange their speech starting from organizing the introduction, the body, until conclusion. Prepared speech can ease students to make a speech and help them to be well-prepared in delivering a speech. So, this research is going to find the effect of prepared speech method toward students' speaking ability at the second year of senior high school Pembangunan Bagan batu of Rohil regency.

### **3. The Procedures of Prepared Speech**

Prepared speech is used to activate students in learning English. It gives more time to students to think what they want to tell in their speech.<sup>15</sup> In this method, the teacher gives a topic to the students based on the text book used by the students. The students are asked to think and prepare about the speech that they want to deliver about the topic.

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<sup>14</sup> Kathi Segrin, *Preparing and Delivering a Speech*, <http://w3.mesd.k12.or.us/si/prepdeliver2.pdf>, Retrieved on 14<sup>th</sup> January 2013,

<sup>15</sup> Susanna Asatryan, *Loc. Cit.*

The procedures of this activity are:<sup>16</sup>

- a. Teacher teaches the students about the structure of the speech, which is the rhetorical genre based on the material in the text book or the focus of the class.
- b. Teacher provides topic for the speeches depending on the level of the students and the focus of the class.
- c. Teacher gives time to the students to select the content and determine the content of the talk.
- d. After that, teacher asks the students to prepare their speech.
- e. After the students are ready, teacher asks them to tell their speech one by one in front of the class.
- f. Teacher chooses one student (in turn) to have responsibility for evaluating a certain speech, using guidelines created by the teacher which is based on the consistent with the goal of the class.
- g. Audiotape or videotape can be used to have more in depth evaluation at a later time. Teacher chooses one student (in turn) to take the audio tape.
- h. At the speeches' conclusion, teacher asks the evaluator (students chosen) to summarize its content, note strengths or weaknesses, or relate to speech topic to a personal experience

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<sup>16</sup> Marianne, Celce-Murcia, *Op. Cit*, pp.106-107.

- i. Through the audiotape or videotaped, teacher encourages the students to know their individual problems with pronunciation, grammar, vocabulary, and fluency.
- j. Teacher gives correction to the students' problem.

#### 4. The Nature of Speaking

According to Bailey and Savage 1994 in Marianne Celce-Murcia, speaking is an activity which requires the integration of many subsystems. Speaking is seen as the central skill.<sup>17</sup> In other words, speaking is the basic important skill to be learnt and integrated into other skills of English. Speaking is a productive skill that can be directly and empirically observed.<sup>18</sup> It means, speaking is a skill that can be seen and practice directly and objectively. In conclusion, speaking is tool that is used to communicate in daily life. The students can express their idea easily when they are speaking, if the know what they want to speak.

Broughton and Friends state that<sup>19</sup>,

“The speech Produced by the student should be tightly controlled at first by the teacher, then as progress is made there should be less rigorous, guidance, culminating in situation where the student is free to produced utterances appropriate to the situation.”

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<sup>17</sup>*Ibid*, p. 103.

<sup>18</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (San Fransisco: San Francisco State University, 2003), p. 140.

<sup>19</sup> Geoffrey Broughton and Friends, *Teaching English as a Foreign Language*, (London: Routledge, 2003), p. 76.

From the quotation above, the researcher concludes that teacher controls the student's speech first, then let the student produced his or her own utterances as the progress.

Harmer states<sup>20</sup> that there are three main reasons for getting students to speak English in the classroom. Firstly, speaking activities provide practice opportunities in real-life speaking in the classroom. Secondly, speaking tasks in which students try to use any or all of the language they know to provide feedback for both teacher and students. And finally, the more students have opportunities to activate the various elements of language they have stored in their brain, the more automatic their use of these elements become.

Based on the quotation above, it can be concluded that speaking activities give more chance for students to be more active in speaking. Speaking activities encourage students to use language and communication with the language they know. Good speaking activities can be extremely good for the students. If they are all participating fully, they will get satisfaction from it. So, the more they practice the language the more they will be easy to do communication in English.

According to Bygate in Knapp, Speaking is not necessarily an easy part of language learning. People might read and write quite effectively, and learn successfully through the written word, but the

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<sup>20</sup>Jeremy Harmer, *How to Teach English*, (London: Pearson Longman, 2007), p. 123.

ability to speak does not always follow. In some ways, speaking is a different kind of arrangement with the foreign language, and it requires different kinds of learning activity.<sup>21</sup> On the other hand, in teaching speaking skill needs any kind of learning activities because speaking is a crucial part in language learning. Bygate adds his statement that teachers can exploit speaking to obtain direct evidence of learner uptake and of any need for correction. Hence it has often been used as the default medium for learning and teaching. At the same time, speaking is also highly enmeshed in an individual's expressions of personal identity.<sup>22</sup> In other words, teacher teaches the students uptake hard so that the students are able to do speaking and match it o their individual's expressions of personal identity.

##### **5. The Purpose of Teaching Speaking Skills**

The goal of teaching speaking skill is communicative efficiency. Learners should be able to make themselves understood by using their current proficiency to the fullest.<sup>23</sup> So, the purpose of teaching ability is to make students able to speak English well and they know what they want to speak about. According to Kalayo and Muhammad Fauzan Ansyari, language learners should know the areas of knowledge in speaking as follows:<sup>24</sup>

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<sup>21</sup> Karlfried Knap and Barbara Seidlhofer, *Handbook of Foreign Language Communication and Learning*, (Berlin: Walter de Gruyter GmbH, 2009), P. 401

<sup>22</sup> Ibid

<sup>23</sup> Kalayo Hasibuan dan Muhammad Fauzan Ansyari, *Teaching Englias as a Foreign Language(TEFL)*, (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), p. 102

<sup>24</sup> *Ibid*, p. 101.

- a. Mechanics (pronunciation, grammar, and vocabulary): speaking the right word in the right order and right pronunciation
- b. Functions (transactional and interaction): knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)
- c. Social and cultural rules and norms: understanding how to take into account who is speaking to whom, in what conditions, about what, and for what reason.

By analyzing the area of knowledge in speaking, teacher can help students to develop the ability to use grammar correctly, logically connected sentences that are appropriate to specific context, and to use acceptable pronunciation. Prepared speech method can provide students to be able to speak on the right word and right pronunciation.

In speaking, someone needs a language to make the communication with another people run well. People can get what they mean each other through language. Furthermore, to produce speaking, there are some necessary elements:<sup>25</sup>

1. Connected speech: effective speakers of English need to be able not only to produce the individual phonemes of English (as in saying *i would have gone*) but also to use fluently connected speech (as in *I'd've gone*).

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<sup>25</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (Harlow: Pearson Education, 2001), p. 269.

2. Expressive devices: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed. Shown by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face to face interaction). The use of these devices contributes the ability to convey meaning.
3. Lexis and grammar: spontaneous speech is method by using a number of common lexical phrases, especially in the performance of certain language function.
4. Negotiation language: effective speaking is benefits from the negotiation language that someone used to seek clarification and to show the structure of what he or she is saying.

From the elements above, the teacher can encourage students to develop the ability to use the correct connected speech, correct expression, to learn about lexis and grammar, and also to show what someone is saying.

The instructional outcome of speaking skill especially for the second of Senior High School in the first semester is as follows:<sup>26</sup>

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<sup>26</sup> Silabus Mata Pelajaran Bahasa Inggris Kurikulum Tingkat Satuan Pendidikan (KTSP), (Pekanbaru: Unpublished, kelas / semester: XI / 1, 2006), pp. 13-16.

**Table II.1**  
**Instructional Outcome of Speaking in School Based Curriculum**

<b>Standard Competence</b>	<b>Basic Competence</b>	<b>Materials</b>	<b>Method/Strategy</b>
Express the meaning of Transactional and interpersonal text conversation formally and continued(sustained) in daily life context	Express meaning in transactional (to get things done) and interpersonal (socialization) formal conversation and continued (sustained) by using variety of oral language accurately, fluently and accepted in daily life context and involve speech act behavior, deliver opinion, ask opinion, express satisfaction and dissatisfaction	<p><b>Language Function: Expressing opinion</b> e.q. A: I think this is great. B: I think so too.</p> <p><b>Asking Opinion</b> e.q. A: What do you think about it? B: I think it's a good idea.</p> <p><b>Expressing satisfaction</b> e.q. A: I can't think of anything better. B: Thank you for your compliment,Sir.</p> <p><b>Expressing Dissatisfaction</b> e.q. A: I'm not happy about it. B: Please give me a second chance, Sir.</p>	Prepared Speech method: <ol style="list-style-type: none"> <li>1. teaching the speech structure</li> <li>2. teacher is providing topic</li> <li>3. giving time in preparing the speech</li> <li>4. present the speech done by students</li> </ol>
Express the meaning in short functional text and monologue in narrative in daily life context	Express meaning in monologue text by using variety of oral language accurately, fluently, accepted in daily life context in text form of narrative	<ul style="list-style-type: none"> <li>• oral text in narrative</li> </ul>	

Finally, the second year students of senior high school pembangunan are expected to master the competencies above after they study about English. The students are supposed to be able to speak English well based on the target of the curriculum.

## 6. The Assessment of Speaking

In this research, speaking ability is the ability of students in using English as the second language that they learn for their communication activities and interaction orally. The students' ability will be measured by using speaking assessment. The researcher will assess the students' speaking ability by using structural approach, where the students are asked to do a particular oral task individually. The assessment of speaking consists of 5 competencies. They are accent, grammar, vocabulary, fluency, comprehension. Below is the speaking proficiency of students:<sup>27</sup>

### Speaking proficiency

#### a. Accent

1. Pronunciation frequently unintelligible
2. Frequent gross error and very heavy accent make understanding difficult, require frequent repetition
3. "Foreign accent" requires concentrated listening, and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary
4. Marked "foreign accent" and occasional mispronunciations which do not interfere with understanding
5. No conspicuous mispronunciations, but would not be taken for a native speaker
6. Native pronunciation, with no trace of "foreign accent"

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<sup>27</sup> Arthur Hughes, *Testing for Language Teacher*, (Cambridge: Cambridge University Press, 2005), pp. 131-132.

**b. Grammar**

1. Grammar almost entirely inaccurate except in stock phrases
2. Constant errors showing control of very few major patterns and frequently preventing communication
3. Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding
4. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding
5. few errors, with no patterns of failure
6. No more than two errors during the interview

**c. Vocabulary**

1. Vocabulary inadequate for even the simplest conversation
2. Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc)
3. Choice of words sometimes inaccurate, limitation of vocabulary prevent discussion of some common professional and social topics
4. Professional vocabulary adequate to discuss special interest, general vocabulary permits discussion of any-technical subject with some circumstances
5. Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations
6. Vocabulary apparently as accurate and extensive and extensive as that of an educated native speaker

**d. Fluency**

1. Speech is so halting and fragmentary that conversation is virtually impossible
2. Speech is very slow and uneven except for short of routine sentences
3. Speech is frequently hesitant and jerky, sentences may be left uncompleted
4. Speech is occasionally hesitant, with some unevenness caused words
5. Speech is effortless and smooth, but perceptively non-native in speed and evenness
6. Speech on all professional and general topics as effortless and smooth as a native speaker

**e. Comprehension**

1. Understands to little for the simplest type of conversation
2. Understanding only slow, very simple speech on common social and touristic topics, requires constant repetition and rephrasing

3. Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing
4. Understand quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing
5. Understand everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech
6. Understanding everything in both formal colloquial speech to be expected of an educated native speaker

Because English in Indonesia is as a foreign language, the score levels given to the students are about from level 1 to level 5.<sup>28</sup>

**Table II. 2**  
**The Classification of Speaking Ability**

No	Level	Score	Category
1	Level 1	81-100	Very Good
2	Level 2	61-80	Good
3	Level 3	41-60	Enough
4	Level 4	21-40	Less
5	Level 5	0-20	Poor

By using the scale of 1-100, it is possible to do assessment that more clearly because there is integer number 100. For example score 5.5 and 6.4 in the scale 1-10 that is usually became 6, in the scale 10-100 can be written with 55 and 64.<sup>29</sup>

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<sup>28</sup> Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, (Jakarta: PT. Rineka Cipta, 2009), p. 245

<sup>29</sup> Suharsimi Arikunto, *Ibid.*, pp. 242-243

## 7. The Testing of Speaking Ability

According to Hughes, there are three general formats to do testing speaking as follows:<sup>30</sup>

### a. Interview

Interview is the most common format of oral interaction. The relationship between the tester and the candidate is usually happening that the candidate speaks as to a superior and is unwilling to take the initiative. The tester makes a list of questions to ask to the student, and then the interviewer assesses the language proficiency of the students.

### b. Interaction with Fellow Candidates

This format should elicit language that is appropriate to exchanges between equals which may be called for in the test specifications. It is like work with peer, to get better performance and more confident in order to stimulate speech to be evaluated by the tester.

### c. Response to Audio or Video-Recordings

In this format, all the candidates do presenting and will be recorded with the same audio or video tape-recorded stimuli. It can use economical way if laboratory is available and the large number of candidates can be tested at the same time.

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<sup>30</sup> Arthur Hughes, *Op. Cit.*, pp. 119-122.

## 8. The Narrative Text

Based on the English K-6 Modules, the explanation of narrative text is as follows:<sup>31</sup>

### a. Definition of Narrative Text

Narrative text is a text which contains about story that was happened in the past like fables and tales. It is a kind of text to retell a story in the past. The purpose of the text is to entertain the readers or listener about the story. In short, narrative is a kind of past story in order to amuse the reader or listener about the story.

### b. Social Purpose

Narratives construct a pattern of events with a problematic and or unexpected outcome that entertains and instructs the reader or listener. Narratives entertain because they deal with the unusual and unexpected development of events. They instruct because they teach readers and listeners that problems should be confronted, and attempts made to resolve them. Narratives incorporate patterns of behavior that are generally highly valued.

### c. Generic Structure

Narratives are usually organized to include:

1. Orientation: this stage 'alerts' the listener and/or reader to what is to follow, usually by introducing the main character/s in a setting of time and place.
2. Complication: in this stage a sequence of events, which may begin in a usual pattern, is disrupted or changed in some way so that the pattern of events becomes a problem for one or more of the characters.
3. Resolution: the problem or the complication is resolved or attempted to be resolved in the resolution. A pattern of normalcy is restored to the events, but the main character/s has changed as a consequence of the experience.

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<sup>31</sup> English K-6 Modules, <http://www.boardofstudies.nsw.edu.au>, (Austarlia: Board of Studies NSW, 1998), p. 37. Retrieved on 8<sup>nd</sup> February 2013.

d. Language Features

1. Use of particular nouns to refer to or describe the particular people, animals and things that the story is about
2. Use of adjectives to build noun groups to describe the people, animals or things in the story
3. Use of conjunctions and time connectives to sequence events through time
4. Use of adverbs and adverbial phrases to locate the particular incidents or events
5. Use of past tense action verbs to indicate the actions in a narrative
6. Use of saying and thinking verbs to indicate what characters are feeling, thinking or saying.

e. Spoken Narrative.

Spoken narrative will be mainly retelling of narratives that students have read or listened to. Jointly constructed retelling will be important, although students may independently retell a stage of a narrative. Teacher will need to guide retelling with questions that focus on the content of orientation and complication. It means that teacher can do brainstorming dealing with the narrative story which the story is familiar to the students.

Here is the example of narrative text:

**Table II.3**  
**Narrative Text**

Generic structure	Text
Orientation	In the days of yore, there was a good-hearted girl named Cinderella. She was very kind and beautiful, but unfortunately, her father had died. After the death of her father, she lived with her step mother and sister.
Complication	Every day she was tortured, washing the dishes, mopping the floor and serving them. Nevertheless Cinderella continues to believe that one day she will live happily.
Resolution	<p>One day, a prince consort then want to look for a big dance was held at the palace, but Cinderella was not allowed to participate. Then, the fairy godmother came and helped her. Cinderella was transformed into a beautiful girl. In the palace, the prince fell in love with Cinderella, and then asked her to dance.</p> <p>Cinderella forgot that she should not return more than 12 hours, because at that hour all the magic godmother to an end. Tinkling bell sounded at 12 and Cinderella ran. Not felt, glass shoe apart and scattered on the steps of the palace.</p> <p>The prince picked it up and announced that whoever feet with shoes that fit, whoever she was, would make his wife. However, that shoe did not fit at the foot of anyone who tried it, including 2 steps sisters of Cinderella. Cinderella then tried and fit legs. Cinderella eventually married prince and lived happily.</p>

## **B. The Relevant Research**

In order to avoid plagiarism and to ensure the advantages of learning English by using prepared speech, the researcher states researcher that are dealing with the use of Prepared Speech in learning Process as follows:

Sopidiyana conducted a research about Students' Speaking ability in presenting a Prepared Speech at the Second Year Students of Senior High School at Diniyah Puteri Pekanbaru. Based on the result of her research, the percentage of students' speaking ability was 52.8 % which located at the category 50-59 %, and students' ability in presenting prepared speech is 50 % which located at category 50-59 %, it was mean that the students' speaking ability in presenting a prepared speech of the second years of Senior High School at Diniyah Puteri Pekanbaru is categorized into fair level.<sup>32</sup>

Rike Novelira conducted a research about A contribution of the Activeness in Speech Practice in Increasing Students' Interest in Speaking English at the Third Year of Darel Hikmah Boarding School Pekanbaru. In her research, she used regression formula. She got the result of the percentage was 10.34% which was called as adding. The result of the students' speech practice indicated that they fall into average. It can be concluded that the students' speech practice in speaking English falls into good. It can be concluded that the first hypothesis can be accepted that there is significant contribution of the effectiveness in speech practice in increasing students' interest in speaking English. In other word, high or low

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<sup>32</sup> Sopiniana, "Students' Speaking Ability in Presenting a Prepared Speech at the Second Year Students of Senior High School at Diniyah Puteri Pekanbaru", (Pekanbaru: Unpublished Thesis, 2008), p. 59.

of students' interest in speaking English can be influence by the activeness in speech practice.<sup>33</sup>

Based on the explanation above, it shows that the difference between the previous researchers and this research is that the previous researchers aimed at knowing the improvement of students' speaking ability in general by using Speech. Besides, in this research, the researcher aims at knowing the significant effect of using Prepared Speech method toward students' speaking ability. Furthermore, based on the research findings of previous researchers, it indicates that the use of Prepared Speech is successful and can be applied toward students' speaking ability.

### **C. The Operational Concept**

Operational concept is the concept used to give explanation about theoretical framework to avoid misunderstanding and misinterpreting. In this research, there are two variables, they are (1) the effect of using Prepared Speech method as the independent variable and it is symbolized by X and (2) Students' speaking ability as the dependent variable, it is symbolized by Y. The data are taken through the test, the indicators are follows:

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<sup>33</sup> Rike Novelira, "A Contribution of the Activeness in Speech Practice in Increasing Students' Interest in Speaking English at the Third Year of Darel Hikmah Boardinh School Pekanbaru", (Pekanbaru: Unpublished Thesis, 2009), pp. 22 and 56.

1. Prepared Speech (X):
  - a. Teacher teaches the students about the structure of the speech, which is the rhetorical genre based on the material in the text book or the focus of the class.
  - b. Teacher provides topic for the speeches depending on the level of the students and the focus of the class.
  - c. Teacher gives time to the students to select the content and determine the content of the talk.
  - d. After that, teacher asks the students to prepare their speech.
  - e. After the students are ready, teacher asks them to tell their speech one by one in front of the class.
  - f. Teacher chooses one student (in turn) to have responsibility for evaluating a certain speech, using guidelines created by the teacher which is based on the consistent with the goal of the class.
  - g. At the speeches' conclusion, teacher asks the evaluator (students chosen) to summarize its content, note strengths or weaknesses, or relate to speech topic to a personal experience
2. Students' Speaking Ability (Y)
  - a. The students are able to express any expression of speech act behavior, giving and asking opinion, satisfaction and dissatisfaction.

- b. The students are able to express meaning in transactional and interpersonal formal conversation in daily life context that involved speech act behavior, give advice, remind, accept request, express feeling relief, pain, and pleasure.
- c. The students are able to express meaning in short functional oral text formal and informal accurately in daily life context.
- d. The students are able to express the meaning of monologue text accurately and fluently in narrative.

#### **D. The Assumption and Hypothesis**

##### **1. The Assumption**

In this research, the researcher assumes that the result of this research shows there is significant effect of Prepared Speech method toward students' speaking ability.

##### **2. The Hypothesis**

H<sub>0</sub>: There is no significant effect of using Prepared Speech method toward students' speaking ability.

H<sub>a</sub>: There is a significant effect of using Prepared Speech method toward students' speaking ability.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Method of the Research

The design of this research is experimental research. The method that is used in this research is quasi-experimental research. The research design in this research is the nonequivalent control group design. This design should be familiar since it looks very much like the pretest-posttest control group design.<sup>1</sup> On the other hand, the test was held twice namely pretest and posttest in order to know the improvement of students' speaking ability. In addition, there is pretest and posttest design approach in the quasi-experimental design that is the researcher assigns intact groups the experimental and control treatment.<sup>2</sup> In other words, in this research there were two classes, they were control class and experimental class which were given pretest and also posttest. There were two variables used in this research. The first was prepared speech (X) and the second was students' speaking ability. It involved two groups, an experimental group and a control group.

The research tried to find out the effect of prepared speech method toward students' speaking ability at the second year of Senior High School Pembangunan of Bagan batu Rohil Regency.

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<sup>1</sup> L. R. Gay and Peter Airasian, *Educational Research: Competencies for Analysis and Application Ed 6<sup>th</sup>*, (New Jersey: Prentice Hall, 2002), p. 395.

<sup>2</sup> John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research Ed 3<sup>rd</sup>*, (Lincoln: Pearson Education International, 2008), p. 313.

In this research, the experimental group meant the students who were given treatment by using Prepared Speech method. The treatment was given for eight meetings twice a week for ninety minutes. The research design was described as follows:<sup>3</sup>

**Table III.1**  
**The Research Design**  
**Quasi-Experimental Design**

Pre-test and post-test Designs		Time	
→			
Select Control Group	Pretest	No Treatment	Posttest
Select Experimental Group	Pretest	Experimental Treatment	Posttest

### **B. Location and Time of the Research**

The research was carried out by the researcher at the second year students of Senior High School Pembangunan Bagan batu of Rohil Regency in 2012-2013 academic years. The research was conducted from February to March 2013.

### **C. Subject and Object of the Research**

The subject of this research was the second year students of Senior High School Pembangunan Bagan batu Rohil Regency in 2012-2013 academic year.

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<sup>3</sup> John W. Creswell, *Ibid.* 314.

The object of this research was the using of Prepared Speech method and students' speaking ability at the second year of Senior High School Pembangunan Bagan batu Rohil Regency.

#### **D. Population and Sample**

The population of this research was the whole students in the second year students of Senior High School Pembangunan Bagan batu of Rohil Regency. The total population was 189 students which consisted of six classes. The specification of the population can be seen on the table below:

**Table III.2**  
**The Population of the Second year Students at**  
**Senior High School Pembangunan Bagan batu**

<b>NO</b>	<b>CLASSES</b>	<b>POPULATION</b>
1	XI IPA 1	<b>22</b>
2	XI IPA 2	<b>22</b>
3	XI IPS 1	<b>37</b>
4	XI IPS 2	<b>35</b>
5	XI IPS 3	<b>33</b>
6	XI IPS 4	<b>30</b>
<b>Total</b>		<b>189</b>

The researcher used cluster sampling as the technique of the research. According to Gay, cluster sampling selects based on group not individually, all the members of selected group have similar

characteristics.<sup>4</sup> It means that the sample was chosen in group not individually. Hence the groups have the same ability. According to Creswell, cluster sampling is choosing a sample in two or more stages because either the researcher cannot easily identify the population or the population is extremely large.<sup>5</sup> According to Vogt in Creswell, getting a complete list of group or clusters in the population might be possible. Finally, the sample were taken in a list of complete group. So, in this research, the researcher took two classes in group as the sample. They were class XI IPA 1 as experimental class and class XI IPA 2 as control class. Furthermore, these two classes were homogeneous. It was indicated by the same curriculum used by the school for both classes and the students' competence in learning English of both classes was not different.

#### **E. Technique of Collecting Data**

The researcher used a technique in collecting the data. It was Oral Presentation Test. The test consisted of a topic of speech that was taken from the students' text book. The speaking test should consist of five components. They are accent, grammar, vocabulary, fluency, and comprehension.

The test consisted of pre test and post test. The pre test was given to the students in the experimental and control class in order to know the basic of speaking ability from the students. The researcher had given

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<sup>4</sup> L.R. Gay and Peter Airasian, *Op. Cit.*, p. 129.

<sup>5</sup> John W. Creswell, *Op. Cit.*, p. 155.

treatment to the students in the experimental class before the researcher gave post test based on the procedures of prepared speech. The treatment was given to know the effect of prepared speech method toward students' speaking ability. Furthermore, there was no treatment in control class, so the researcher used the monotonous strategy that was used by the English teacher. At last, the researcher gave posttest to the experimental and control classes. The result of post test was as the final data in this research.

#### **F. Procedures of the Research**

In conducting the experimental research, the researcher did some research procedures of both: experimental and control groups. The research was carried out for eight meetings. The research procedures are as follows:

##### **a. Conducting Pre-test**

The pre-test was carried out to know the basic of students' speaking ability to both experimental and control group. The test was making a speech and presenting the speech based on the text form in the text book used by the students.

##### **b. Conducting Treatment**

The treatment was given only to the experimental group. The treatment was given based on the prepared speech procedures. The treatment was given as follows:

1. Teacher taught the students about the structure of the speech, which was rhetorical genre based on the material in the text book or the focus of the class.
2. Teacher provided topic for the speeches depending on the level of the students and the focus of the class.
3. Teacher gave time to the students to select the content and determined the content of the talk.
4. After the students were ready, asked them to tell their speech one by one in front of the class.
5. Teacher chose one student (in turn) to have responsibility for evaluating a certain speech, using guidelines created by the teacher which is based on the consistent with the goal of the class.
6. Audiotaped or videotaped could be used to have more in depth evaluation at a later time. Teacher chose one student (in turn) to take the audio tape.
7. At the speeches' conclusion, teacher asked the evaluator (students chosen) to summarize its content, noted strengths or weaknesses, or related to speech topic to a personal experience
8. Through the audiotape or videotaped, teacher encouraged the students to know their individual problems with pronunciation, grammar, vocabulary, and fluency.
9. Teacher gave correction to the students' problem.

c. Conducting Post-test

The researcher gave the post-test to both experimental and control groups after conducting the treatment for eight meetings. The post-test was conducted to know the improvement of students' speaking ability after practicing prepared speech. The post-test was the similar model to the pre-test to know the students' speaking ability.

**Table III.3**  
**Topic of the Teaching Speaking in Each Meeting**

No	Meeting	Topic
1	I	Why do Mosquitoes Buzz?
2	II	Why do Hawks Hunt Chicks?
3	III	The Lion and the Mouse
4	IV	A Farmer and His Three Sons
5	V	Two Travelers and a Big Tree
6	VI	The Mouse Dear and the Crocodile
7	VII	The Smartest Animal
8	VIII	Beautiful Eyes

**G. Validity and Reliability of the Test**

**1. Validity of the Test**

According to Brown<sup>6</sup>, a test is a method of measuring a person's ability, knowledge, or performance in a given domain. According to Gronlund (in Brown), validity is the extent to which inferences made from assessment result are appropriate, meaningful,

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<sup>6</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (San Francisco: San Francisco State University, 2003), p. 3.

and useful in terms on the purpose of the assessment. According to Hughes<sup>7</sup>, a test is said to be valid if it measures accurately what it is intended to measure. Based on some experts above, the researcher concludes that a test can be said valid if it is really measured person's ability appropriately. Furthermore, Gay states that there are three kinds of validity. They are content validity, criterion-related validity, and construct validity.<sup>8</sup>

In this research, the researcher used content validity. Brown states that content validity is if a test actually samples the subject matter about which conclusions are to be drawn, and if it requires the test taker to perform the behavior that is being measured.<sup>9</sup> In conclusion, the test was given to the students based on the material that they have learned.

## 2. Reliability of the Test

Reliability is the measuring of test that is consistent and dependable.<sup>10</sup> It means, the test should consistently measure the person's ability. Furthermore Brown states that there are two scoring process in reliability. They are inter-rater reliability and intra-rater reliability. Inter-rater reliability occurs when two or more scores yield inconsistent scores of the same test. Intra-rater reliability is a common occurrences for classroom teachers because of the unclear scoring

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<sup>7</sup> Arthur Hughes, *Testing for Language Teacher*, (Cambridge: Cambridge University Press, 2005), p. 26.

<sup>8</sup> L.R. Gay and Peter Airasian, *Op. Cit.*, pp. 163-167.

<sup>9</sup> H. Douglas Brown, *Op Cit.*, p. 22.

<sup>10</sup> H. Douglas Brown, *Ibid.*, p. 20.

criteria, bias toward particular 'good' and 'bad' students, or simple carelessness.

In this research, the researcher used inter-rater reliability. It means that the scores of the test were evaluated more than one person. The students' speaking scores were evaluated by two raters.

#### **H. Technique of Analyzing Data**

In this research, the researcher used students' post-test scores of the experimental and the control groups as the data of the research. The researcher analyzed the data by using statistical method. First, to analyze the category of speaking ability, the researcher used the category standard as follows:<sup>11</sup>

1. 80-100 = Very good
2. 66-79 = Good
3. 56-65 = Enough
4. 40-55 = Fair
5. 30-39 = Poor

Second, the researcher used t-test<sup>12</sup> to know whether or not the result of the research was statistically significant. The data were analyzed by using SPSS program which is the formula of t-test as follows:

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<sup>11</sup> Suharsimi Arikunto, *Loc. Cit.*

<sup>12</sup> Hartono, *Statistik untuk Penelitian*, (Yogyakarta:Pustaka Belajar, 2009), p. 208.

$$t_o = \frac{Mx - My}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Where:

$t_0$  : the t-value or t-observation

$Mx$  : the mean of variable x

$My$  : the mean of variable y

$SDx$ : standard deviation of variable x

$SDy$ : standard deviation of variable y

$N$  : the number of class

After computing t-test, it was necessary to obtain the degree of freedom that was used to determine whether or not the t-score was significant or not. The t-obtain value was consulted with the value of t-table by using degree of freedom. The formula of degree of freedom was as follows:<sup>13</sup>

$$df = (N_x + N_y) - 2$$

Where:

$df$  : the degree of freedom

$N_x$  : the number of students in experimental class

$N_y$  : the number of students in control class.

If the researcher had consulted the t-obtained value with t-table by using degree of freedom, the researcher concluded that if  $t_0 < t\text{-table}$ ,  $H_0$  is accepted. It means that there is no effect of using prepared speech method

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<sup>13</sup> Hartono, *Ibid*, p. 212

toward students' speaking ability. If  $t_0 > t\text{-table}$ ,  $H_a$  is accepted. It meant that there is significant effect of using prepared speech method toward students' speaking ability.

## **CHAPTER IV**

### **DATA PRESENTATION AND ANALYSIS**

#### **A. Description of Research Procedure**

In the data presentation, the writer used one instrument. It was oral presentation test. In order to gain the data of the effect of prepared speech method to improve students' speaking ability at the second year of Senior High School Pembangunan Bagan batu of Rohil Regency, the writer used the oral presentation test which consisted of pre-oral presentation and post-oral presentation. The data were obtained from the students' post-test scores of control and experimental classes. The speaking test was about narrative text evaluated by concerning five components. They were accent, grammar, vocabulary, fluency, and comprehension. Each component had its score. Then, the writer gave treatment to the experimental class for eight meeting.

The writer used the same format of speaking test for the post-test of experimental class after giving treatments. While for post-test of the control class taught without using any treatments, the writer used the same format of speaking test too.

## **B. Data Presentation**

The data from the test in this research were gained from the students' post-test score. The data were collected through the following procedures:

- a. The students of experimental and control classes were asked to do a speech about narrative story in front of the class one by one.
- b. Students' performance was recorded by using camera digital. The students' speaking performances were evaluated by the two raters in which the evaluation included accent, grammar, vocabulary, fluency, and comprehension.
- c. The two raters evaluated sentence by sentence of students' speaking performance. The two raters put the score for speaking aspects that consisted of accent, grammar, vocabulary, fluency, and comprehension.

The data of the students' score of oral presentation test as the result of the research were presented in the following table:

**Table IV.1**  
**The Students' Pre-test Scores of the Five Aspects**  
**(Experimental Class)**

No	S	Proficiency Description					Score
		Accent	Grammar	Voc	Fluency	Comp	
1	S1	40	40	40	40	50	42
2	S2	40	40	40	40	50	42
3	S3	40	40	40	40	50	42
4	S4	50	50	50	50	50	50
5	S5	40	40	60	50	60	50
6	S6	40	50	60	60	60	54
7	S7	40	50	60	60	60	54
8	S8	40	50	60	60	60	54
9	S9	60	60	60	60	60	60
10	S10	40	40	40	40	50	40
11	S11	40	40	40	40	40	40
12	S12	50	50	60	60	60	56
13	S13	40	40	40	40	40	40
14	S14	40	40	40	40	40	40
15	S15	60	60	60	50	50	56
16	S16	40	40	40	40	40	40
17	S17	40	40	40	40	40	40
18	S18	40	40	40	50	50	44
19	S19	40	40	40	40	40	40
20	S20	40	60	60	60	60	56
21	S21	40	40	40	40	40	40
22	S22	40	40	40	40	40	40
<b>TOTAL</b>		<b>940</b>	<b>990</b>	<b>1050</b>	<b>1040</b>	<b>1090</b>	<b>1020</b>
<b>MEAN</b>		<b>42.72</b>	<b>45</b>	<b>47.72</b>	<b>47.27</b>	<b>49.54</b>	<b>46.36</b>

Based on the score result of pre test experimental class, there was no student who passed the test, because the passing score in Senior High School Pembangunan is 72. The table above shows that the total scores of experimental class students' pre-test of the five aspects is 1020 and the mean score is 46.36. Thus, the students' pre test of experimental class is categorized into fair level.

**Table IV.2**  
**The Students' Pre-Test of the Five Aspects**  
**(Control Class)**

No	S	Proficiency Description					Score
		Accent	Grammar	Voc	Fluency	Comp	
1	S1	40	40	40	40	40	40
2	S2	40	60	60	50	60	54
3	S3	40	40	40	40	40	40
4	S4	40	60	60	60	60	56
5	S5	40	40	40	40	50	42
6	S6	40	40	40	40	40	40
7	S7	50	60	60	60	60	58
8	S8	40	40	40	40	40	40
9	S9	40	40	40	40	40	40
10	S10	40	40	40	40	40	40
11	S11	40	40	40	40	40	40
12	S12	40	50	50	50	50	48
13	S13	40	40	40	40	40	40
14	S14	40	40	40	40	40	40
15	S15	40	40	40	40	40	40
16	S16	40	40	40	40	40	40
17	S17	40	50	50	50	50	48
18	S18	40	50	50	50	50	48
19	S19	40	40	40	40	40	40
20	S20	40	40	40	40	40	40
21	S21	40	50	50	40	50	46
22	S22	40	40	40	40	40	40
<b>TOTAL</b>		<b>890</b>	<b>940</b>	<b>940</b>	<b>960</b>	<b>45</b>	<b>960</b>
<b>MEAN</b>		<b>40.45</b>	<b>44.54</b>	<b>44.54</b>	<b>43.63</b>	<b>990</b>	<b>43.63</b>

Based on the score result of pre test control class, there was no student who passed the test, because the passing score in Senior High School Pembangunan is 72. The table above shows that the total scores of control class students' pre-test of the five aspects is 960 and the mean score is 43.63. Thus, the students' pre test of control class is categorized into fair level.

**Table IV.3**  
**The Students' Post-Test of the Five Aspects**  
**(Experimental Class)**

No	S	Proficiency Description					Score
		Accent	Grammar	Voc	Fluency	Comp	
1	S1	60	60	60	60	80	64
2	S2	50	60	80	60	60	62
3	S3	40	60	60	60	60	56
4	S4	60	80	80	80	80	76
5	S5	70	70	80	80	80	76
6	S6	50	60	80	60	80	66
7	S7	60	60	60	60	80	64
8	S8	60	60	80	80	80	72
9	S9	80	80	80	80	80	80
10	S10	60	60	60	60	80	64
11	S11	50	60	60	60	60	58
12	S12	70	70	80	80	60	76
13	S13	60	60	80	60	60	64
14	S14	50	70	70	70	70	66
15	S15	80	80	80	80	80	80
16	S16	40	60	60	60	80	60
17	S17	60	60	60	60	60	60
18	S18	50	60	80	60	80	66
19	S19	60	60	60	60	60	60
20	S20	70	80	80	80	80	78
21	S21	50	60	60	60	60	58
22	S22	40	60	60	60	60	56
<b>TOTAL</b>		<b>1270</b>	<b>1430</b>	<b>1550</b>	<b>1470</b>	<b>1570</b>	<b>1462</b>
<b>MEAN</b>		<b>57.72</b>	<b>65</b>	<b>7045</b>	<b>66.81</b>	<b>71.36</b>	<b>66.45</b>

Based on the score result of pre test experimental class, there were no student who passed the test, because the passing score in Senior High School Pembangunan is 72. The table above shows that the total scores of experimental class students' pre-test of the five aspects is 1462 and the mean score is 66.45. Thus, the students' post test of experimental class is categorized into good level.

**Table IV.4**  
**The Students' Post-Test of the Five Aspects**  
**(Control Class)**

No	S	Proficiency Description					Score
		Accent	Grammar	Voc	Fluency	Comp	
1	S1	40	50	60	50	60	52
2	S2	50	60	80	60	70	64
3	S3	40	40	40	40	60	44
4	S4	40	60	70	70	60	60
5	S5	40	40	40	40	50	42
6	S6	40	40	40	40	60	44
7	S7	50	60	70	60	60	60
8	S8	40	40	40	40	40	40
9	S9	40	40	60	50	50	48
10	S10	40	40	40	40	40	40
11	S11	40	40	40	40	50	42
12	S12	60	60	80	60	70	66
13	S13	40	40	40	40	40	40
14	S14	40	40	40	40	50	42
15	S15	40	40	40	40	60	44
16	S16	40	40	60	40	60	48
17	S17	40	50	50	50	50	48
18	S18	40	50	70	50	50	55
19	S19	40	40	40	40	40	40
20	S20	40	40	40	40	50	42
21	S21	40	40	40	40	50	42
22	S22	50	50	50	50	60	52
<b>TOTAL</b>		<b>930</b>	<b>1000</b>	<b>1130</b>	<b>1020</b>	<b>1180</b>	<b>1055</b>
<b>MEAN</b>		<b>42.27</b>	<b>45.45</b>	<b>51.36</b>	<b>46.36</b>	<b>53.63</b>	<b>47.95</b>

Based on the score result of post test control class, there was no student who passed the test, because the passing score in Senior High School Pembangunan is 72. The table above shows that the total scores of control class students' post-test of the five aspects is 1055 and the mean score is 47.95. Thus, the students' post test of control class is categorized into fair level.

**Table IV.5**  
**The students' Pre-test and Post-test of**  
**Control and Experimental Class**

No	Students	Control Class		Experimental Class	
		Pretest	Posttest	Pretest	Posttest
1	S1	40	52	42	64
2	S2	54	64	42	62
3	S3	40	44	42	56
4	S4	56	60	50	76
5	S5	42	42	50	76
6	S6	40	44	54	66
7	S7	58	60	54	64
8	S8	40	40	54	72
9	S9	40	48	60	80
10	S10	40	40	40	64
11	S11	40	42	40	58
12	S12	48	66	56	76
13	S13	40	40	40	64
14	S14	40	42	40	66
15	S15	40	44	56	80
16	S16	40	48	40	60
17	S17	48	48	40	60
18	S18	48	55	44	66
19	S19	40	40	40	60
20	S20	40	42	56	78
21	S21	46	42	40	58
22	S22	40	52	40	56
<b>Total</b>		<b>960</b>	<b>1055</b>	<b>1020</b>	<b>1462</b>

Based on the table above, it could be seen that the total score of post-test in control class was 1055 and the total score of post-test in experimental class was 1462. It means that the total score of post-test in experimental class was higher than the total score of post-test in control class.

The following table was the result of calculating data for control class and experimental class:

**Table IV.6**  
**The Result of the Test for Control Class and**  
**Experimental Class Statistics**

Descriptive Statistics	precont	postcont	preex	postex
Valid	22	22	22	22
Missing	0	0	0	0
Mean	43.64	47.95	46.36	66.45
Std. Error of Mean	1.246	1.761	1.538	1.700
Median	40.00	44.00	42.00	64.00
Mode	40	42	40	64
Std. Deviation	5.844	8.261	7.215	7.975
Variance	34.147	68.236	52.052	63.593
Range	18	26	20	24
Minimum	40	40	40	56
Maximum	58	66	60	80
Sum	960	1055	1020	1462

From the table above, it could be seen that the mean score from pre-test of control class was 43.64 and the mean score from post-test was 47.95. Furthermore, the mean score from pre-test of experimental class was 46.36 and the mean score from post-test was 66.45. It means that the class which was taught by using prepared speech method (experimental class) had higher score than the class which was not taught by using prepared speech method (control class).

**Table IV.7**  
**The Score of Students' Speaking Ability Taught**  
**without Using Prepared Speech Method**

Students	Control Class	
	Pre-Test	Post-Test
S1	40	52
S2	54	64
S3	40	44
S4	56	60
S5	42	42
S6	40	44
S7	58	60
S8	40	40
S9	40	48
S10	40	40
S11	40	42
S12	48	66
S13	40	40
S14	40	42
S15	40	44
S16	40	48
S17	48	48
S18	48	55
S19	40	40
S20	40	42
S21	46	42
S22	40	52
<b>Total</b>	<b>960</b>	<b>1055</b>

From the table above, the researcher found that the total score of pre-test in control class was 960 while the highest score was 58 and the lowest was 40, and the total score of post-test in control class was 1055, while the highest score was 66 and the lowest score was 40. It means that the students had a little increasing of their speaking ability. The frequency score of pre-test and post-test of control class can be seen bellow:

**Table IV.8**  
**The Distribution of Frequency of Students' Pre-Test**  
**Score in Control Class**

Score	Frequency	Percent	Valid Percent	Cumulative Percent
40	14	63.6	63.6	63.6
42	1	4.5	4.5	68.2
46	1	4.5	4.5	72.7
48	3	13.6	13.6	86.4
54	1	4.5	4.5	90.9
56	1	4.5	4.5	95.5
58	1	4.5	4.5	100.0
Total	22	100.0	100.0	

Based on the table above, it can be seen that in pre-test there were 14 students who got score 40 (63.6%), 1 student who got score 42 (4.5%), 1 student who got score 46 (4.5%), 3 students who got score 48 (13.6%), 1 student who got score 54 (4.5%), 1 student who got score 56 (4.5%), 1 student who got 58 (4.5%). The highest frequency was 14 at the score 40. The total frequency was 22

**Table IV.9**  
**The Distribution of Frequency of Students' Post-Test**  
**Score in Control Class**

Score	Frequency	Percent	Valid Percent	Cumulative Percent
40	4	18.2	18.2	18.2
42	5	22.7	22.7	40.9
44	3	13.6	13.6	54.5
48	3	13.6	13.6	68.2
52	2	9.1	9.1	77.3
55	1	4.5	4.5	81.8
60	2	9.1	9.1	90.9
64	1	4.5	4.5	95.5
66	1	4.5	4.5	100.0
Total	22	100.0	100.0	

Based on the table above, it can be seen that in pre-test there were 4 students who got score 40 (18.2%), 5 students who got score 42 (22.7%), 3 students who got score 44 (13.6%), 3 students who got score 48 (13.6%), 2 students who got score 52 (9.1%), 1 student who got score 55 (4.5%), 2 students who got 60 (9.1%), 1 student who got score 64 (4.5%), 1 student who got score 66 (4.5%). The highest frequency was 5 at the score 42. The total frequency was 22.

**Table IV.10**  
**The Score of Students' Speaking Ability Taught**  
**by Using Prepared Speech Method**

Students	Experimental Class	
	Pre-Test	Post-Test
S1	42	64
S2	42	62
S3	42	56
S4	50	76
S5	50	76
S6	54	66
S7	54	64
S8	54	72
S9	60	80
S10	40	64
S11	40	58
S12	56	76
S13	40	64
S14	40	66
S15	56	80
S16	40	60
S17	40	60
S18	44	66
S19	40	60
S20	56	78
S21	40	58
S22	40	56
<b>Total</b>	<b>1020</b>	<b>1462</b>

From the table above, the researcher found that the total score of pre-test in experimental class was 1020 while the highest score was 60 and the lowest was 40, and the total score of post-test in experimental class was 1462, while the highest score was 80 and the lowest score was 56. It means that the students had a good increasing of their speaking ability. The frequency score pre-test and post-test of experimental class can be seen bellow:

**Table IV.11**  
**The Distribution of Frequency of Students' Pre-Test**  
**Score in Experimental Class**

Score	Frequency	Percent	Valid Percent	Cumulative Percent
40	9	40.9	40.9	40.9
42	3	13.6	13.6	54.5
44	1	4.5	4.5	59.1
50	2	9.1	9.1	68.2
54	3	13.6	13.6	81.8
56	3	13.6	13.6	95.5
60	1	4.5	4.5	100.0
Total	22	100.0	100.0	

Based on the table above, it can be seen that in pre-test there were 9 students who got score 40 (40.9%), 3 students who got score 42 (13.6%), 1 student who got score 44 (4.5%), 2 students who got score 50 (9.1%), 3 students who got score 54 (13.6%), 3 students who got score 56 (13.6%), 1 student who got 60 (4.5%). The highest frequency was 9 at the score 40. The total frequency was 22.

**Table IV.12**  
**The Distribution of Frequency of Students' Post-Test**  
**Score in Experimental Class**

Score	Frequency	Percent	Valid Percent	Cumulative Percent
56	2	9.1	9.1	9.1
58	2	9.1	9.1	18.2
60	3	13.6	13.6	31.8
62	1	4.5	4.5	36.4
64	4	18.2	18.2	54.5
66	3	13.6	13.6	68.2
72	1	4.5	4.5	72.7
76	3	13.6	13.6	86.4
78	1	4.5	4.5	90.9
80	2	9.1	9.1	100.0
Total	22	100.0	100.0	

Based on the table above, it can be seen that in post-test there were 2 students who got score 56 (9.1%), 2 students who got score 58 (9.1%), 3 students who got score 60 (13.6%), 1 student who got score 62 (4.5%), 4 students who got score 64 (18.2%), 3 students who got score 66 (13.6%), 1 student who got 72 (4.5%), 3 students who got score 76 (13.6%), 1 student who got score 78 (4.5%), 2 students who got score 80 (9.1%). The highest frequency was 4 at the score 64. The total frequency was 22.

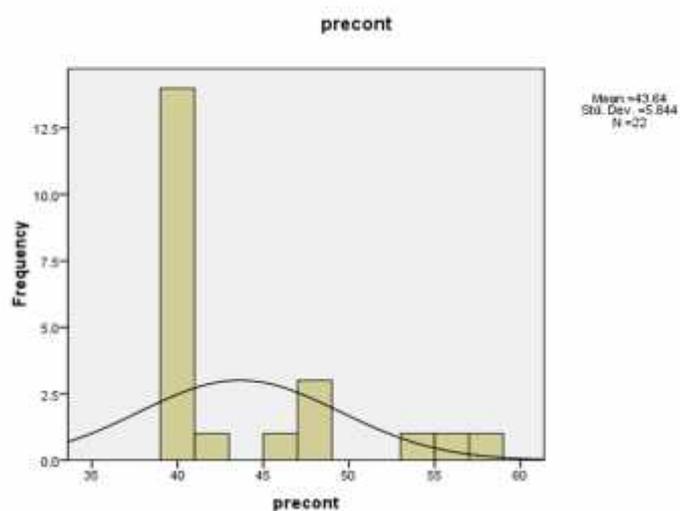
Finally, the students' scores have been known. The scores of post-test of experimental and control class can be concluded in the data analysis table.

## C. Data Analysis

### 1. The Data Analysis of Pre-Test of Students' Speaking Ability Taught without Using Prepared Speech Method

The data of the students' pre-test in control class were obtained from the result of their speaking ability without using Prepared Speech Method. It can also be seen that the total frequency was 22, the total score was 960 and the Mean was 43.64 with the Standard Deviation was 5.884. The following histogram describes the frequency pre-test of control class.

**Histogram IV.1**  
**Frequency Pre-test of Control Class**

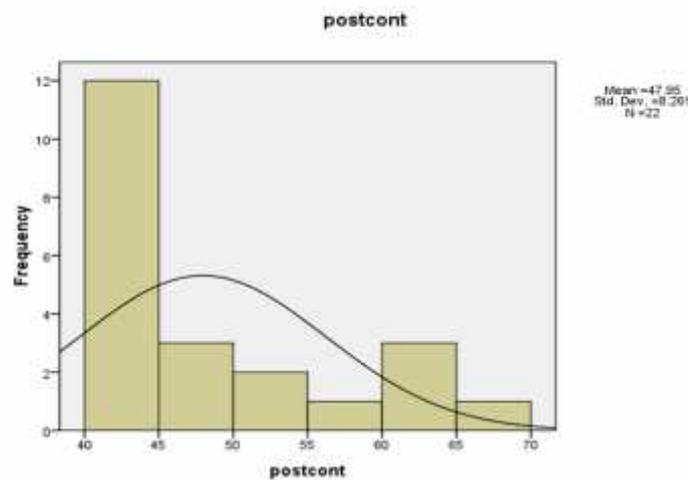


From the histogram above, it can be analyzed that the histogram is almost normal because the difference of Mean and Standard Deviation was far.

## 2. The Data Analysis of Post-Test of Students' Speaking Ability Taught without Using Prepared Speech Method

The data of the students' post-test scores in control class were obtained from the result of their speaking ability without using Prepared Speech Method. It can also be seen that the total frequency was 22, the total scores was 1055, the Mean was 47.95 and the Standard Deviation was 1.761. The following histogram describes the frequency post-test of control class.

**Histogram IV.2**  
**Frequency Post-test of Control Class**

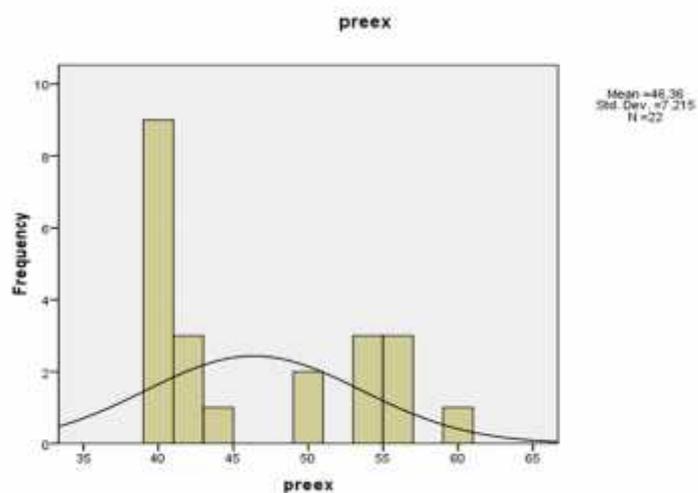


From the histogram above, it can be analyzed that the histogram is almost normal because the difference of Mean and Standard Deviation was far.

### 3. The Data Analysis of Pre-Test of Students' Speaking Ability Taught by Using Prepared Speech Method

The data of the students' pre-test scores in experimental class were obtained from the result of their speaking ability by using Prepared Speech Method. It can also be seen that the total frequency was 22, the total scores was 1020, the Mean was 46.36 and the Standard Deviation was 1.538. The following histogram describes the frequency post-test of control class.

**Histogram IV.3**  
**Frequency Pre-test of Experimental Class**

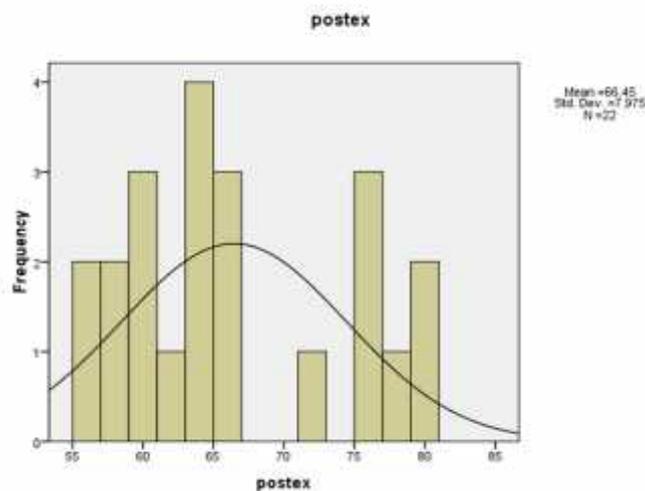


From the histogram above, it can be analyzed that the histogram is almost normal because the difference of Mean and Standard Deviation was far.

#### 4. The Data Analysis of Post-Test of Students' Speaking Ability Taught by Using Prepared Speech Method

The data of the students' post-test scores in experimental class were obtained from the result of their speaking ability by using Prepared Speech Method. It can also be seen that the total frequency was 22, the total scores was 1462, the Mean was 66.45 and the Standard Deviation was 1.700. The following histogram describes the frequency post-test of control class.

**Histogram IV.4**  
**Frequency Post-test of Experimental Class**



From the histogram above, it can be analyzed that the histogram is almost normal because the difference of Mean and Standard Deviation was far.

**Table IV.13**  
**The Students' Post-test Scores**

No	Experimental Class	Control Class
1	64	52
2	62	64
3	56	44
4	76	60
5	76	42
6	66	44
7	64	60
8	72	40
9	80	48
10	64	40
11	58	42
12	76	66
13	64	40
14	66	42
15	80	44
16	60	48
17	60	48
18	66	55
19	60	40
20	78	42
21	58	42
22	56	52

The process of statistic analysis by using t-test in SPSS program is as follows:<sup>1</sup>

- a. Open SPSS program
- b. Entry of data available based on the group in the certain variable.
- c. Click *analyze* in the menu of SPSS, then choose *compare mean*
- d. Choose *Independent Sample T-Test*
- e. Entry the experimental class score in *variable test (s)*

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<sup>1</sup> Hartono, *SPSS 16.0, Analisis Data Statistika dan Penelitian*, (Yogyakarta: Pustaka Belajar, 2008), pp. 154-160.

- f. Entry the control class in *grouping variable*
- g. Click *define group*
- h. Entry 1 to *group 1* and 2 to *group 2*
- i. Click *ok*

The output of data analysis is as follows:

**Table IV.14**  
**Group Statistics**

	Control	N	Mean	Std. Deviation	Std. Error Mean
Experiment	1	22	47.95	8.261	1.761
	2	22	66.45	7.975	1.700

**Table IV.15**  
**Independent Sample Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Experiment Equal variances assumed	.002	.966	-7.557	42	.000	-18.500	2.448	-23.440	-13.560
			Equal variances not assumed	-7.557	41.948	.000	-18.500	2.448	-23.440

After getting the output of SPSS analysis, the writer interpreted the output as follows:

- a. The output of group statistic shows that the mean of the experimental class is 66.45 and the mean of control class is 47.95, and N (number of the case) for each class is 22. Standard deviation of experimental class is 7.975 and standard deviation of control class is 8.504. Standard error mean of the experimental class is 1.700 and standard error mean of the control class is 1.761.
- b. The output of independent samples test shows that the t-test result is 7.557, its df is 42, significant is 000, mean difference is 18.500, its standard error is 2.448, lower difference interval is 23.440, and upper difference interval is 13.560.

There are two ways that can be done in interpreting  $t_o$ . they are as follows:

1. By comparing  $t_o$  ( $t_{obtained}$ ) to  $t_t$  ( $t_{table}$ ), from  $df = 42$ . It is found that the level of significant of 5 % is 2.02 and the level of significant of 1% is 2.72. it can be stated that  $2.02 < 7.557 > 2.72$ . It means that the null hypothesis ( $H_o$ ) is rejected, while the alternative hypothesis is accepted.
2. By orienting the number of significance. If probability  $> 0.05$ , nuul hypothesis ( $H_o$ ) is accepted. If probability  $< 0.05$ , alternative hypothesis ( $H_a$ ) is accepted.

Based on the score of t-test (7.557), it shows that there is significance effect on the students who are taught by implementing prepared speech method. It is proved by the finding t-test (7.557) which is less than  $t_{table}$  at 5% level of significance (2.02), while t-test is (7.557) greater at  $t_{table}$  at 1% level of significance (2.72). It can be stated that  $2.02 < 7.557 > 2.72$ . It means that null hypothesis ( $H_0$ ) is rejected, while alternative hypothesis ( $H_a$ ) is accepted. In conclusion, teaching speaking by implementing prepared speech method at the second year students of SMA Pembangunan Bagan Batu Rohil regency is better than without implementing prepared speech method. Thus, there is significant effect of prepared speech method to improve students' speaking ability at the second year students of SMA Pembangunan Bagan Batu Rohil regency.

Based on the analysis data about the students' speaking ability in speaking, it showed that mean of the students' ability in speaking after using prepared speech method was higher than mean of the students' ability in speaking before using prepared speech method.

Therefore, the result in this analysis could answer the formulation of the problem:

1. The students' speaking ability of the second year students at Senior High School Pembangunan Bagan batu of Rohil Regency taught without using prepared speech method had lower score.

2. The students' speaking ability of the second year students at Senior High School Pembangunan Bagan batu of Rohil Regency taught by using prepared speech method had higher score.
3. There is significant effect of using prepared speech method to improve students' speaking ability of the second year students at Senior High School Pembangunan Bagan batu of Rohil Regency.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This research consists of two variables. They are the effect of Prepared Speech Method (independent variable) and the students' speaking ability (dependent variable). Here, the writer concludes based on what has been discussed in the previous chapters, and the conclusions are students' speaking ability that was taught without using prepared speech method is lower than using prepared speech methods or the students' speaking ability that was taught by using prepared speech method is better than without using prepared speech method, and the last Prepared speech method gives significant effect toward students' speaking ability at the second year of Senior High School Pembangunan Bagan Batu of Rohil Regency.

In conclusion, teaching English by implementing Prepared Speech method at the second year students of Senior High School Pembangunan Bagan Batu of Rohil Regency is successful to improve their speaking ability.

#### B. Suggestion

##### 1. Suggestion for the Teacher

- a. The teacher should be creative in selecting the strategy that can be used in English teaching in order to make the students interested and not bored.
- b. The teacher should give opportunities to the students to share or express their ideas or opinions in front of their friends.

## **2. Suggestion for the Students**

- a. The students should pay more attention to the lesson that has been explained by the teacher.
- b. The students should have discussion and share information with their friends about English to improve their speaking ability.
- c. The students should practice their English whenever they are.

## **3. Suggestion for Next Researcher**

- a. Next researcher should give contribution in conducting the research especially about speaking ability.
- b. This research is one of the ways in improving students' speaking ability. It is expected that the findings will be used as starting points to conduct another research. There are many other techniques to make teaching and learning process more effective.

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