

THESIS

**THE USE OF PREPARED TALK TO IMPROVE
SPEAKING SKILL OF THE EIGHTH GRADE
STUDENTS OF SMPK SAINT JOSEPH KUPANG
IN THE SCHOOL YEAR 2017/2018**



MARIA KRISTIANSI

**TEACHER TRAINING AND EDUCATIONAL SCIENCE FACULTY
WIDYA MANDIRA CATHOLIC UNIVERSITY
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**Presented in Partial Fulfilment of the Requirements
for Sarjana Pendidikan Degree in English Language Education**

MARIA KRISTIANSI

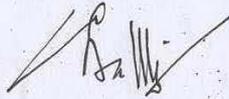
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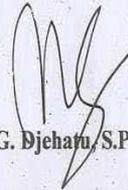
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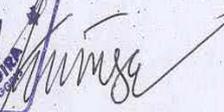
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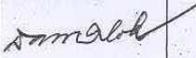
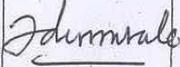
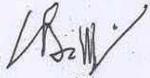
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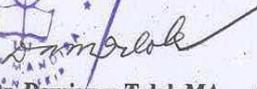
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MOTTO

*“I walk on the storm but the storm
makes me strong”*

(Maria Kristiansi)

DEDICATION

This thesis is particularly dedicated to:

1. My beloved Father, WihelmusWajong.
2. My beloved Mother, FelixiaYassi.
3. My beloved Brothers, FelixiusMelki, Maximus Igo, Francisscus Ivan, and YohanesFreynaldoHernasution.
4. My beloved Sister, Maria AyuBerlinda.
5. My beloved almamater, WidyaMandira Catholic University.

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Kupang, April 2018

The writer

ABSTRACT

This study is entitled: **THE USE OF PREPARED TALK TO IMPROVE SPEAKING SKILL OF THE EIGHTH GRADE STUDENTS OF SMPK SAINT JOSEPH KUPANG IN THE SCHOOL YEAR 2017/2018**. The study was conducted to answer the questions: (1) Is Prepared Talk effective or not in improving speaking skill of the eighth grade students of SMPK Saint Joseph Kupang in the school year 2017/2018?. (2) To what extent is the improvement of speaking skill of the eighth grade students after being taught using Prepared Talk?. (3) How is prepared talk used to improve the speaking skill of the eighth grade students of SMPK Saint Joseph Kupang? The Objectives of the study are: (1) To know whether the Prepared Talk is effective or not in improving speaking skill of the eighth grade students of SMPK Saint Joseph Kupang in the school Year 2017/2018. (2) To know what extent the improvement of speaking skill of the eighth grade students is after being taught using prepared talk. (3) To find out the way of prepared talk technique being used to improve the speaking skill of the eighth grade students of SMPK Saint Joseph in the school year 2017/2018. This study is focused in four aspects of speaking as proposed by Hughes in terms of Pronunciation, Grammar, Vocabulary, and Fluency. In obtaining the data, the writer applied the Classroom Action Research method. The random sampling system was used in choosing the respondents for this study. There are 26 students in the eighth grade of class Band and the writer chose the students randomly by giving them 26 cards where 10 of 26 were written down "the numeral 1 until 10" and the other 16 cards were blank. 10 students who got "the numeral 1 until 10" were the sample of the study. The instrument used in this study was pre test, classroom performance and post test. Based on the data analysis, the writer concludes that (1) Prepared Talk technique is effective in teaching speaking for the eighth grade students of SMPK Saint Joseph Kupang in the school year 2017/2018. (2) The improvement of speaking skill of the eighth grade students was getting better after being taught using prepared talk and there were significant differences in the results of teaching speaking by using Prepared Talk and without Prepared Talk. The class average score of speaking in the pre-test is 2.7 classified as elementary level while in the post-test 1 the class average score is 3.8 classified as intermediate level and in the post-test 2 the class average score is 4.25 classified as advance level. (3) The way of prepared talk technique being used to improve speaking skill of descriptive text of the eighth grade students of SMPK Saint Joseph Kupang in the school year 2017/2018 is through giving them topics and asking them to choose the topics, giving them chance to elaborate their ideas based on the topic given, then presenting the topic. There is feedback between the presenter and the listener after presentation, Not only that but the researcher help them by giving them the treatment during the process of teaching and learning, giving motivation and support in doing individual presentation in front of the classroom. The pre-test was given after students had been taught the material without applying Prepared Talk technique and the post-test was given after they were taught with the material through Prepared Talk. Based on the result of the study the writer would like to

offer some suggestions as follows: 1)The English teacher should allocate more time for the students by giving whatever topics or subject and should give the chance for the students to prepare their ideas before making the presentation. 2) The English teacher should be more serious in helping the students to improve their speaking skills in four aspects; pronunciation, grammar, vocabulary, and fluency.

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