

THESIS

**A STUDY ON THE USE OF PREPARED TALK
TO IMPROVE SPEAKING SKILL OF THE ELEVENTH
GRADE STUDENTS OF SMAK SINT CAROLUS KUPANG
IN THE SCHOOL YEAR
2013/2014**



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**TEACHER TRAINING AND EDUCATIONAL SCIENCES FACULTY
WIDYA MANDIRA CATHOLIC UNIVERSITY
KUPANG
2014**

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MOTTO

“Studying to be Wise”

(Rofinus Rotan)

DEDICATION

This thesis is particularly dedicated to:

- ❖ *My beloved parents
Bernadus Bolet and Simona Siti(the late)*
- ❖ *My beloved brothers and sisters (Albertus
Fransiskus, Abdon Manyela, Adelina
Edeltrudis and Emerensiana Sun)*
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Kupang, October 2014

The writer

ABSTRACT

This study is entitled: **A STUDY ON THE USE OF PREPARED TALK TO IMPROVE SPEAKING SKILL OF THE ELEVENTH GRADE STUDENTS OF SMAK SINT CAROLUS KUPANG IN THE SCHOOL YEAR 2013/2014.** The study is conducted to answer the question: Is Prepared Talk effective or not in improving speaking skill of the eleventh grade students of SMAK Sint Carolus Kupang? The study was conducted in order to find out whether the Prepared Talk is effective or not in teaching speaking for the eleventh grade Students of SMAK Sint Carolus Kupang in the school year 2013/2014 and to find out the differences in the results of teaching speaking by using Prepared Talk for the monologue presentation and without using Prepared Talk. This study is focused in five aspects of speaking as proposed by Hughes in terms of Pronunciation, Grammar, Vocabulary, Fluency and Comprehension. In obtaining the data, the writer applied the Prepared Talk. The random sampling system was used in choosing the respondents for this study. Actually there are 15 students in the eleventh grade of language program and the writer chose the students randomly by giving them the card which is written down “the numeral 1 until 10” and blank card. 10 students who got “the numeral 1 until 10” were the sample of the study. The instruments used in this study were pre test and post test. Based on the data analysis, the writer concludes that Prepared Talk technique is effective in teaching speaking for the eleventh grade students of SMAK Sint Carolus Kupang in the school year 2013/2014 and there are 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 2.5, while in the post-test 1 the class average score is 3.56 and in the post-test 2 the class average score is 4.46. The pre-test was given after students had been taught monologue presentation without applying Prepared Talk technique and the post-test was given after they were taught monologue presentation through Prepared Talk. Additional findings: 1) In making monologue presentation on a topic without Prepared Talk, students were afraid to present their ideas but after using Prepared Talk students were courageous to present their ideas. 2) In making monologue presentation without Prepared Talk technique students could not organize well their ideas accurately but after using Prepared Talk technique students were enthusiasm and they could organize their ideas accurately. 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 five aspects; pronunciation, grammar, vocabulary, fluency and comprehension.

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