



**THE USE OF LIMERICK THEATRE AS RESOURCEFUL MATERIAL IN
DEVELOPING STUDENTS' SPEAKING SKILL
(A Case of the Eleventh Grade Students of Madrasah Aliyah Salafiyah Kajen
Pati in Academic Year of 2016/2017)**

a final project

**submitted in a partial fulfillment of the requirements for the degree of
Sarjana Pendidikan
in English**

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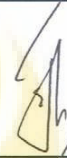
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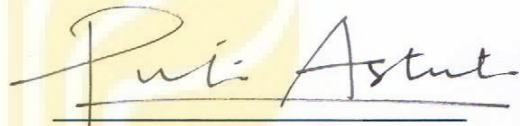
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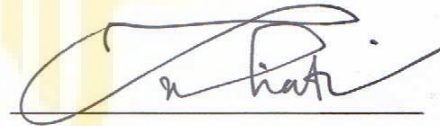
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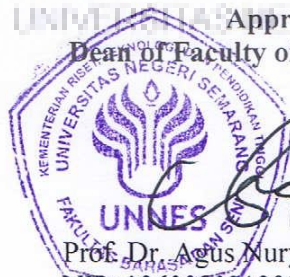
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MOTTO

“Always do what you are afraid to do”

- Ralph Waldo Emerson

“If you can't fly, then run,
If you can't run, then walk,
If you can't walk, then crawl,
But whatever you do, you have to keep moving forward”

- Martin Luther King Jr



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This final project is dedicated to
My beloved parents
My lovely wife
My dear sister and brothers
All of my best friend who always support
me

PERNYATAAN

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THE USE OF LIMERICK THEATRE AS RESOURCEFUL MATERIAL IN DEVELOPING STUDENT' SPEAKING SKILL (A Case of the Eleventh Grade Students of Madrasah Aliyah Salafiyah Kajen Pati in Academic Year of 2016/2017) yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan kerja saya sendiri, yang saya hasilkan setelah melalui penelitian, bimbingan, diskusi dan pemaparan ujian. Semua kutipan, baik langsung maupun tidak langsung, baik yang diperoleh dari sumber perpustakaan maupun sumber lainnya, telah disertakan keterangan mengenai identitas sumber dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, penulisan skripsi/tugas akhir/*final project* tetap menjadi tanggung jawab saya sendiri.

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Finally, with the humility of the authors convey, hopefully this study can add the treasury of knowledge, especially for the educational development of English language and literature. aamiin.

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ABSTRACT

Safuan, Imam. 2017. *The Use of Limerick Theatre as Resourceful Material in Developing Student' Speaking Skill (A Case of the Eleventh Grade Students of Madrasah Aliyah Salafiyah Kajen Pati in Academic Year of 2016/2017)*. Final Project. English Department, Faculty of Languages and Arts, State University of Semarang. First Advisor: Rini Susanti Wulandari, S.S., M. Hum.

Keywords: Limerick Theatre, Speaking Skill, Senior High School

This final project presented the use of Limerick Theater as resourceful material to improve the students' speaking skill. The objectives of this study was to find out whether teaching vocabulary using Limerick Theatre was effective to improve the students' achievement in learning speaking in Madrasah Aliyah Salafiyah Kajen in the academic year 2016/2017. This action research was carried out through a pre-test, cycle 1, and cycle 2. In each cycle, there was a test. Those were formative-test in cycle 1 and post-test in cycle 2.

Meanwhile, the tests, observation checklist, and questionnaire were used as the instruments in collecting data. The eleventh grade students of MA Salafiyah Kajen which consisted of 30 females were chosen as the subjects of this study. There were five meetings in this research. First meeting was used for conducting pre-test, the second and third meeting was used to conduct cycle 1 and formative-test cycle 1, the fourth and fifth meeting was used to conduct cycle 2 and post-test.

The result of this study revealed that through the limerick theatre as resourceful material, the teacher was able to improve students' speaking skill. The limerick theatre was applied in an interesting way and relaxing environment so that most of the students had positive behavior during the teaching learning process. This result is based on the analysis of the observation checklist and the questionnaire. In addition, there was significant improvement of the result of the students' average score in each test. The average score of students' pre-test result was 62. In the formative test, it increased 6.7 points become 68.7. The average score of students' post-test was 77.2 and it was above the minimum score of MA Salafiyah Kajen. Therefore, it can be concluded that limerick theatre gives contribution to the improvement of the students' speaking skill mastery.

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CHAPTER I

INTRODUCTION

This chapter presents the introduction of the study which consists of background of the study, reasons for choosing the topic, statements of the problem, purposes of the study, objective of the study, significance of the study, and outline of the report.

1.1 Background of the Study

Regarding to its role as an international language, English has been one of the main subjects in the secondary and primary education in Indonesia. That's why many efforts have been conducted to improve the quality of it's learning, including the emphasis that English learning should integrate the language skills (listening, speaking, reading, and writing) and language components (vocabulary, grammar, pronunciation, etc.). Speaking, however, is one of the language skills which needs to be given a huge concern since the main purpose of mastering a second or foreign language is to make the students able to communicate using it. According to Fulcher (2003: 23), speaking is the verbal use of language to communicate with others. The purposes for which we wish to communicate with others are so large that they are innumerable, and as these are not a book about human needs and desires we will not even attempt to provide examples. Lado (1961: 241) also states that speaking is ability to express oneself in life situations report act, precise words, or to express a sequence of ideas fluently.

Speaking is one of language skills that must be mastered by the learners to completely acquire the second or foreign language. Clark and Clark (1997: 223) states that speaking is fundamentally an instrument act. Speakers talk in order to

have some effects on their listeners. However, generally the students will find some difficulties in speaking. They may feel difficult in expressing their ideas, or have some problems with their pronunciation, stress pattern, intonation, and even their self-confidence. Those problems lead the learners to be incapable to speak in front of the class and another public area.

As we have already known, nowadays speaking has also become an essential part in the curriculum of Senior High School level. As written in *Kurikulum Tingkat Satuan Pendidikan (KTSP) XI grade Based Competence* number 3.2:

Expressing the meaning in transactional conversations (to get things done) and interpersonal conversation (socialize) formal and continues (sustained) by using the variety of spoken language accurately, smoothly and acceptable in daily life contexts and engaging in speech acts: advising, warning, passing on requests, and expressed the feelings of relief, pain, and pleasure. (2006).

The students of this level are mostly the psychologically developing children, English learning activities should be maintained carefully and prudently by considering the children's characteristics and their psychology development pattern. They still need helps to exclude themselves in acquiring English as a second or foreign language. That is why teaching children is far different from teaching adults that have been self-motivated. In this condition, teachers have a big role in teaching and learning process, especially towards the speaking skill which must be mastered by the learners to communicate well.

The students will meet some obstacles in giving information if they do not have ability in conveying an idea or a topic. That is why English learning activity needs to be developed through such an effective and attractive material for the

learners, so that all of them can get involved in that learning process. Learning material is knowledge, skills, and attitudes that must be mastered by students in order to achieve the standards of competence prescribed (Miarso, 2004).

One of the possible material to be used is poem with the intention to increase the students' speaking ability dealing with their fluency (communication is the objective) and accuracy (language is the objective). Poem is any kind of verbal or written language that is structured rhythmically and is meant to tell a story, or express any kind of emotion, idea, or state of being (Ollila and Jantas, 2006).

That is because during the learning process the teacher can give a huge concern on how the students can pronounce the words correctly and use the appropriate stress pattern and intonation. The idea of poem that is proposed by the writer in this study is in the form of *Limericks Theater*. Limericks are humorous little poems written in five lines (Lear, 1945). Using Limericks will attract the students to pay attention to it since it is such a new material for them. Moreover, they can feel happy in learning English because Limerick itself has its own uniqueness and contains humor inside of it.

Through the use of Limericks Theater in learning activity, the students will not feel shy or lack of confidence anymore since they do action in such a limerick theatre where they don't have to become themselves to express their ideas or thoughts.

The teacher should be able to improve the students' ability including some components which exist in terms of speaking. This Limericks Theater can cope with those requirements since using that material the students are brought into such an

interesting learning activity by involving all language skills and other language components, such as pronunciation, stress pattern, intonation, and even the language culture.

Teacher in carrying out his role as a teacher and advisor for his students surely is demanded to understand all about his character and the students' characteristics in order to do his job and role as a teacher, so the goals of the education in Indonesia can be reached. Looking at that reason, it is needed for a teacher to provide an interactive learning activity which can include all four language skills, especially speaking, and also the language components themselves.

In relation to the above proposition, writer considers that it is necessary to find out an alternative way to create suitable and interesting material related to students' problems. To solve the students' problems in speaking skill, the writer uses limerick theatre as resourceful material. Because it gives students an opportunity to practice communicating in different social contexts and in different social roles, so it can improve students' oral performance.

1.2 Reasons for Choosing the Topic

Speaking is so much a part of daily life that we take it for granted (Thornbury, 2005), but developing the students' speaking skill is not an easy job for the teacher. The teacher should be able to create or choose a technique or material, which is good for the students.

From the observation using qualitative and quantitative data which have been done by the school observer and the elaboration above, there are several reasons which become the consideration in choosing the topic. The reasons are:

1. The students' mastery of the grade XI Senior high school students in speaking English is still weak although they have good concept of English in their mind.
2. It is difficult for most English teachers to make their speaking class more enjoyable, interesting and communicative.
3. Applying Limericks Theater in speaking class can motivate students to express their ideas, interact actively and develop the speaking skill of the eleventh grade students in Senior high school.

1.3 Statements of the Problem

In order to make the discussion keep on the track, this study is aimed at answering the following questions:

1. How does the teaching and learning process by using Limerick Theatre as resourceful material to develop students' speaking skill on class XI F MA Salafiyah Kajen?
2. How is the improvement of students' speaking skill after being taught by using Limerick Theater as resourceful material in class XI F MA Salafiyah Kajen?

1.4 Purposes of the Study

Based on the formulated problems above, the following are the objectives of this study:

1. To explain the teaching and learning process by using Limericks Theater as resourceful material in developing students' speaking skill on class XI F MA Salafiyah Kajen.

2. To describe the improvement of applying Limerick Theater as resourceful material in developing students speaking skill in class XI F MA Salafiyah Kajen.

1.5 Objective of the Study

Based on the formulated problems above, the following is the objective of this final study: To explain the process of applying Limericks Theater and describing improvement in developing the speaking skill on the 11th graders of MA Salafiyah Kajen. The writer choose class XI F based on teachers' recommendation and the quantitative data obtained from the observation process of each class in the MA Salafiyah Kajen in which class XI F has the lowest average score in English.

1.6 Hypothesis

Hypotesis is an idea or a suggestion that is based on known facts and is used as a basic for source or futher investigation (Dantes, 2012).

In this case, hypothesis is statement about the expected relationship between variables. it is a prediction of expected outcomes pf research. Teh problem statement identifies the phenomena of interest. The hypothesis predict hoe the phenomen will be related.

There are two hypothesis in this study, they are working hypothesis and null hypothesis. Working hypothesis (H1) states there is an improvment students' speaking achievement being taught using Limerick theatre. Null hypothesis (H0) states there is no significant different students' achievement after being taught using Limerick theatre. (Arikunto, 2010)

1.7 Significance of the Study

This study is expected to be able to give some advantages as follows:

1. Theoretically

The findings of the study will give a new understanding for English teachers about the use of limericks theater to develop students' speaking skill.

2. Practically

(1). For the teacher

The study will give an inspiration for the English teacher that teaching speaking can be done through Limericks Theater which deals with the fluency (communication is the objective) and accuracy (language is the objective). Hopefully, the teachers can apply it in their teaching to make the students more understand than just teach by using a textbook without illustration in which it will make the students bored.

(2) For the students

The students hopefully have experience and an alternative way to learn English easier considering the demands of curriculum and more fun by regarding the students' learning style. Therefore, this experience can be applied in their learning in the real class.

(3) For the writer

This study can facilitate the writer with knowledge and experience about developing the students' speaking skill using Limericks Theater.

(4) For the other researchers

Hopefully this study can give an inspiration and be read as reference for other researchers to do the next experiment which is useful for English learning.

(5) Pedagogically

The study will give us beneficial knowledge about an alternative teaching method using poem as resourceful material especially limerick theater that can be applied to develop students' speaking skill or to attain students' better achievement in speaking.

1.8 Outline of the Study

This study is divided into five chapters. The first chapter discusses the introduction that consists of the background of the study, the reasons for choosing the topic, statement of the problem, objective of the study, hypothesis, significant of the study and the outline of the study.

The second chapter deals with the review of the related literature which consists of the previous studies, the theoretical background of the study, and the framework of the present study.

The third chapter is about the methods of investigation. This chapter consists of the research design, the subject of the study, the research variables, the types of data, the instrument for collecting data, the method of collecting data, and the method of analyzing data.

The fourth chapter presents the results of the study. This chapter discusses the general description, the detail results including data analysis, and the discussion based on the research findings.

The last chapter presented in this study is the fifth chapter. It deals with the conclusion and some suggestions related to the topic of the study.

CHAPTER II

REVIEW OF RELATED LITERATURES

This chapter presents three sections. The first section presents the review of previous studies in subject related to this topic. Then it followed by the second section which presents review of related literature. The last section is framework of the present study.

2.1 Review of Previous Studies

Teaching speaking using literature material is not something new in educational field in particular in learning techniques. As long as educational development increases rapidly, many researchers and teachers use these media such as poem, prose, drama, movies etc. to enhance and support the quality of teaching and learning process. No wonder many studies have been done on this topic.

One of the studies correlated to this study firstly was conducted by Salma Aini (2007), *Poem in the Language Classroom to Assist in Development of Speaking Skill*. In this study, she discussed about providing good potential for a variety of classroom activities, in order to give students more chance to gain true familiarity with any work as a whole. She argued the texts should have the capacity to engage the interest of the student. For example, as noted by Collie and Slater (1987), short stories offer greater variety than longer texts, offering greater chance of finding something to appeal to each individual tastes and interests, whilst poems offer a rich, varied range and are a source of much enjoyment.

Widdowson (1989) also argues that language has characteristics as a use of language, which make it especially well qualified to assist to develop in learners

the ability to use language, to put linguistic forms to the service of meaning. He adds that in the interpretation of poetry, there is a necessary interdependence between the understanding of formal structure and the recognition of a communicative effect.

Second, similar study were conducted by Novy Agustien (2008), namely *Using Poems as Resourceful Materials in Developing Senior High School Students' Speaking Skill: A case of the Eleventh Year Students of SMAN 1 Jepara in the Academic Year of 2007/2008*. She investigated the problem faced by the students to speak out, how poem can be implemented in students' speaking skill, and also how poem can improve students' speaking skill. In her study, she shows us how useful poem become a media to learn English as ESL. Poem is a literature product that can compare to create a variety in learning. Such as poem as a media in study is defined as kind of resources in literary contexts, usually accompanied by a literary analysis, which sometimes takes to discuss in literary program to give some criticism about the product of literary and compare them with some researcher theory.

Her study conducted classroom action research at XI D of SMAN 1 Jepara; she also used tests, questionnaire, and observation checklist as instruments of the study. The writer used poem to drill the students in speaking skill. Her study shows that poem essay drills can improve the students' achievement of speaking skill as shown in test results. In other words, using poem to improve student' speaking practice can be the one of the alternative medium to increase students' achievement.

There are similarities and difference found in this study with the present study. The similarities are the type of the research and genre of text which is going to be used in the present study. The type of the research is the same with Novy' study is classroom action research. Moreover, the kind of media which is going to be used by the writer is also the same. However, the media which is implemented to the study is different. Novy' study used kind of poem which more easy to deliver and to understand ESL students. On the other hand, in the present study the writer is going to poem media in the form limerick theater. Therefore, the results will be different although they have same context.

Third, similar study is conducted by Sari Irianti (2011), namely *Using Role Play in Improving Students' Speaking Ability (A Classroom Action Research in the Second Year Students Class VIII.1 of SMP PGRI II Ciputat)*. She discuss a local content in Elementary School, a compulsory subject in Junior and Senior High School and a complementary subject of the higher education institution. Her research uses the Classroom Action Research (CAR) method in which to identify the problem on students' speaking ability. It is initiated through the observation in the VIII.1 class of SMP PGRI II Ciputat, which is considered as the class whose speaking ability is low. The amount of students of that class is 36. In this Classroom Action Research, the writer implements the Kurt Lewin's design which consists of four phases. Those are planning, acting, observing, and reflecting. Meanwhile, the data is derived from the test, questionnaire, and observation. Moreover, related to the test result, there was 25% improvement of

students' mean score from pretest to the posttest of the first cycle. In the pretest, there were four students who passed the KKM. Meanwhile, in the result of posttest in cycle 1, there were 13 or 36.11% students in the class who passed the KKM considering their mean score of test is 63.30. Next, based on the result of the posttest in cycle 2, there were 32 students or 88% students in the class who passed the KKM considering their mean score 71.80. It is showed that the students have significant improvement; the improvement can be seen from the score that gets higher, from pretest, posttest 1, and posttest 2. Moreover, her study observation checklist showed that the students seemed braver and more confident in speaking. It proven by their participation in the class conversations, discussions, perform in the front of the class, pronunciation, fluency and feeling confident about speaking.

Fourth, other study based on Ni Wayan Darsini (2013) *Improving Speaking Skill Through Cooperative Learning Method of the Eighth Grade Students of SMPN 2 Ubud Bali in Academic Year 2012/2013*. In her study she consider to discuss that nowadays people believe that if the goal of English course is truly to enable students to communicate in English, then speaking skill should be taught and practiced in classroom. The present classroom action study dealt with improving speaking skill through cooperative learning method of the eighth grade students of SMPN 2 Ubud in academic year 2012/2013. The present classroom action study was basically triggered by the fact that the subjects under study still faced problem in speaking skill. The subjects' problem should be instantaneously solved. The implementation of cooperative learning method was expected to be an effective way

to improve speaking skill of the eight grade students of SMPN 2 Ubud. In this classroom action study, the teaching and learning process were divided into two cycles and each cycle consisted of two successive sessions.

The obtained data of the present classroom action study were collected through the administration of pre-test, post-test, and questionnaire which analyzed descriptively. The present classroom action study was started with administering initial reflection or pre-test to the subjects under study. It was designed for the purpose of diagnosing pre-existing the subjects' achievement in speaking skill. The results of the data analysis of the pre-test score showed the mean figure of 56.58. It was categorized as low ability of speaking skill. After the treatment was given, the results of the data analysis of the reflection or post-test scores in cycle I (X1, and X2) showed increasing mean figures of 65.86 and 74.22. The results of the data analysis of the reflection or post-test scores obtained by the subject under study in cycle II (X3 and X4) pointed out the increasing mean figures of 78.44 and 80.78. Compared with the mean figure of pre-test score, the mean figure obtained by the subjects under study for each session was convincingly much higher than the mean figure of pre-test score. The grand mean figure of the reflection or post-test scores obtained by the subject under study in cycle I was 70.04 and in cycle II was 79.61. There was a significant difference of the grand mean figure between cycle I and cycle II. The difference of the grand mean figure of cycle I and cycle II was 9.61. These findings clearly showed that the speaking skill of the subjects under study could be improved through cooperative learning method. The result of the data analysis from the administration of questionnaire showed the comparative

percentage figures of 52.20% for option A, 44.34% for option B, 03,22% for option C, and 0 % for option D. These findings clearly indicated the subjects' positive changing attitude and motivation in improving speaking skill through cooperative learning method.

The fifth, other study based on Lia Amalia Nirmawati (2015), namely *Improving Speaking Skills Through Speaking Board Games of Grade VIII Students of SMP N 13 Yogyakarta in the Academic Year of 2013/2014*. This study was categorized into Classroom Action Research (CAR). The subjects of the study were the VIII A students of SMP N 13 Yogyakarta in the academic year of 2013/2014. The main data of this study which are in the form of vignettes – collected by conducting classroom observation and transcripts – collected by conducting interview were analyzed qualitatively and supported by other data such as photographs and videos which were also analyzed qualitatively and students' scores which were analyzed quantitatively using descriptive statistics. To fulfill the validity of this study the researcher used some types of validity (democratic validity, outcome validity, process validity, catalytic validity and dialogic validity), while to fulfill the reliability the researcher used time triangulation and investigator triangulation for the qualitative data and inter-rater reliability for quantitative data. The steps of the study were planning, implementation, observations, and reflections. The actions were conducted during April-May 2014 in two cycles. The finding of this study is that the use of speaking board games to teach speaking improved the students' speaking skills at SMP N 13 Yogyakarta. The results of the research show that there was improvement of the students' speaking skills in some

aspects, such as pronunciation, vocabulary, accuracy and fluency. By implementing the speaking board games, the students became more confident to speak English. It also made the students participated more in the speaking activities and got more chances to speak. They could make conversations using the expressions they learnt during the implementation in joyful way. The improvement was also supported by the students' average score which increased 2.29 from the average score of pre-test which is 10.11.

And sixth, Another study based on Reena Mittal (2014) *Teaching English through Poetry: A Powerful Medium for Learning Second Language*, Poetry develops an understanding of texts and their use in language classrooms. Use of grammar is not easy for Non English background students but they too can exercise it will in poetry. We must not forget our oldest technique 'Narrative' in which tales were sung by people who are not literate even, but their compositions were par excellence. Even Homer's Iliad and Odyssey were also written in this form and they are unparalleled even now. Similarly 'Shi' in China and 'Tanka' in Japan are still popular as they are unrhymed poetic compositions which impart knowledge poetically to all. Poetry and related activities can play an important role in EET and learning. I have read that many of popular Pop Albums (popular music of today) are the outcome of practice of vocabulary and rhyming words as walking/talking, humming/coming, chance/dance and many more. So, poems and related exercises in classrooms can enhance EET. We as teachers must focus on words, their correct use and construction. Students will understand meaningful and relevant use of language as poetry awakens our senses and help to build oral

language skill. It offers wonderful opportunities for expansion of vocabulary and to work with rhyme and rhythm it is so versatile that it opens innumerable openings for teachers and students both. April can always be celebrated as the Month of Poetry.

The main aim of this study is to show that poetry is not a part of literature only. But to understand or adopt a language you have to be necessarily good in poetic formation. Even the plain prose has a poetry which can be understood when you are versatile in both. This paper has attempted to indicate how poetry and related activities might enhance ELL. As a teacher, we have to focus on vocabulary, our target language and use of grammatically correct sentences. A great depth of poetry can be found in songs, folk tale etc. which teach us how important poetry learning and teaching is. It has deep meaning which we have to understand for better understanding of language.

And the last one is study based on Thanyalak Oradee (2012) *Developing Speaking Skills Using Three Communicative Activities (Discussion, Problem-Solving, and RolePlaying)*. This study produced several important results. These are discussed below. The post-test mean score of the students' English speaking abilities was significantly higher than the pre-test one after the employing the three communicative activities, discussion, problem-solving, and role-playing. Characteristics of the activities may have encouraged interaction among the students in the language classroom. This could afford opportunity for language practice. The teacher arranged for language functions such as asking for directions, ordering food and beverages, talking on the telephone, and making an appointment

with doctors. These types of activities can afford students experience using the language for real communication. This idea was consistent with K. Johnson and K. Morrow (1981) where they proposed that the learner should know the purpose of speaking, what to speak, with whom, and where to speak, and how to use appropriate language. In this study, the contents of the language through the three activities were carefully selected to suit the syllabus, the learners' age and language level, and to create challenges for the learners to gain experience.

All of the result of the studies above shows that how important to mastering speaking skill. It was stimulated us to create some various innovations according to solve the problems of the speaking skills development which supported by the methods, media and materials. The development that have been done by some researcher above are included the literary products in form of poems.

The writer got some points from studies above that could prove to the next inovation about poems as resourceful material more brief and strong. The points are:

- a. Poems has providing good potential for a variety of classroom activities.
- b. Poems offer a rich, varied range and a source of much enjoyment.
- c. Poems are qualified to assist to develop in learners the ability to use language.
- d. Poem more easy to deliver and to understand ESL students.
- e. Students will understand meaningful and relevant use of language as poetry awakens our senses and help to build oral language skill.

- f. Poems has deep meaning which we have to understand for better understanding of language.

In short, those previous studies are regarded as relevant to this study and needed to be base of the analysis in the next chapter. In addition to complement the existing research, the writer conducted the research of the use of Limerick Theatre as resourceful material in developing students' speaking skill as a form of innovation and refreshment in mastering speaking skill.

2.2 Review of Related Literature

In This section the writer discusses the issues on speaking, teaching speaking, teaching speaking in senior high school, the school based curricullum, limerick, theathre, and roll play technique.

2.2.1 Speaking

In this point the writer explain the important parts of speaking it begin with definition of speaking, elements of speaking, speaking points consideration and types of speaking activities.

2.2.1.1 The Definition of Speaking

Speaking skill, as the writer writes in the previous chapter is one of the basic language skills that has important role rather than other skills due to it is significant and its use for communication. So that, the writer will explain about the nature of speaking itself in order that gives the obvious information about what speaking is.

In the point of view of Jones (1989:14), speaking is a form of communication, so it is important that what you say is conveyed in the most effective way. How you say something can be as important as what you say in getting meaning across. Based

on that opinion, speaking is realized as communication, therefore, speakers are required to be able to express what they want to say as effectively as possible in order to convey the message. Bygate (1997) said that Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. It is the skill which the students are frequently judged. It is also the vehicle par excellent of social solidarity, of social ranking, of professional advancement and of business. It indicates that as one of the language skills, speaking should get the attention from teachers and learners because it plays the important role in our society.

Meanwhile, McDonough and Shaw (2003:134) state, that there are some reasons for speaking involved expressing ideas and opinions: expressing a wish or a desire to do something; negotiating and/or solving a particular problem; or establishing and maintaining social relationships and friendships. Besides, fluency, accuracy, and confidence are important goal in speaking. Therefore, as a language skill, speaking becomes an important component to master by the students as the main tool of verbal communication because it is a way to express ideas and opinions directly what we have in our minds.

Based on the previous definitions above, it can be synthesized that speaking is the process of using the urge of speech to pronounce vocal symbols in order to share the information, knowledge, idea, and opinion to the other person. Moreover, speaking cannot be dissociated from listening aspect, because speaking involves speaker and listener.

2.2.1.2 The Elements of Speaking

Speaking is a complex skill requiring the simultaneous use of a number of different abilities, which often develop at the different rates. Either four or five components are generally recognized in analyzing the speech process (Heaton, 1990:70-71):

a. Pronunciation

As stated by Harmer (2007:343), if students want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. The speaker must be able to articulate the words, and create the physical sounds that carry meaning. At the level of word pronunciation, second language learners regularly have problems distinguishing between sounds in the new language that do not exist in languages they already know.

b. Grammar

It is obvious that in order to be able to speak a foreign language, it is necessary to know a certain amount of grammar and vocabulary (Bygate 1997:3). Grammar is the sounds and the sound patterns, the basic units of meaning, such as words, and the rules to combine them to form new sentences (Fromkin and Rodman, 1998:14). Therefore, grammar is very important in speaking because if the speaker does not master grammar structure, he cannot speak English well.

c. Vocabulary

As we know, vocabulary is a basic element in language. Vocabulary is single words, set phrases, variable phrases, phrasal verbs, and idioms (Folse, 2004:2). It is clear that limited vocabulary mastery makes conversation virtually impossible.

d. Fluency

In simple terms, fluency is the ability to talk freely without too much stopping or hesitating (Riddel, 2001:118). Meanwhile, according to Gower (1995:100), fluency can be thought of as ‘the ability to keep going when speaking spontaneously. When speaking fluently students should be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and other mistakes.

e. Comprehension

The last speaking element is comprehension. Both speakers discuss comprehension because comprehension can make people getting the information they want. Comprehension is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like.

2.2.1.3 Points to Consider about Speaking

Speaking is a form of communication, so it is important that you say is conveyed in the most effective way. How you say something can bias important as what you say in getting your meaning across. Jones stated that there are some points to consider about speaking. They are:

a. Clarity

The words you speak must be clear if listeners are to understand what you say. This means speaking your words distinctly and separately, not running them together, and slurring them.

b. Variety

Speech has its own rhythms and tunes. The voice usually rises, for instance, to indicate a question. Some words in a sentence require more emphasis than others if the meaning is to be clear. Unimportant words tend to be spoken more quickly than important ones. Consider things like pitch, emphasis, speed, variations in volume, pauses.

c. Audiences and Tones

The way you speak and the audience to whom you are speaking will affect the tone you use. In short, in speaking, speakers must consider the three points above so that they can convey meaning as effectively as possible. (Jones, 1989:14)

2.2.1.4. Types of Speaking Activities

The most important feature of speaking activity is to provide an opportunity for the students to get individual meanings across and utilize every area of knowledge they have. According to Riddel (2001:117), there are the various kinds of activities that can be implemented by teachers in order do stimulate students to speak. Those activities are ranking, balloon debate, debates, describing visuals, role-plays, students' talks, and discussion. In this study, the writer chooses role play as a technique to improve the students' speaking skill because it can work with any levels. With lower levels, give them a realistic context (especially if in an English-speaking country) like shopping, and a realistic role (i.e. the customer, not the shop assistant).

2.2.2 Teaching Speaking

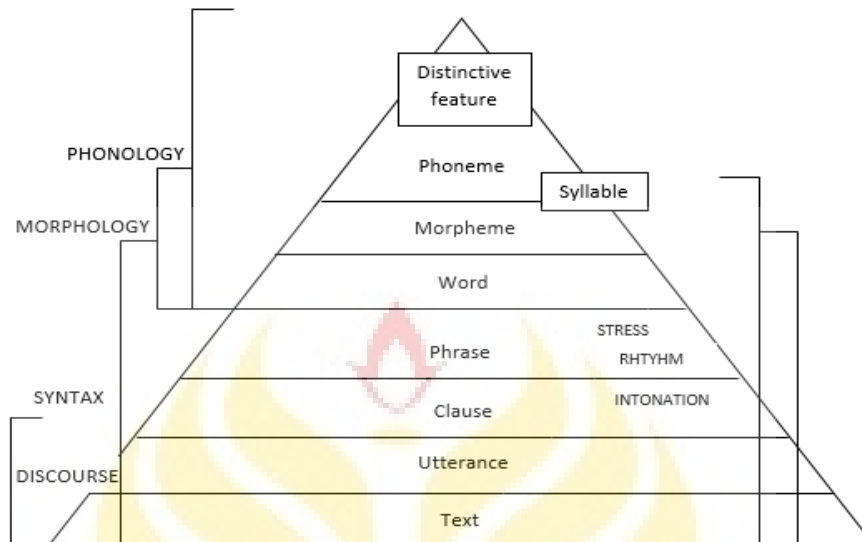
According to Florez in Bailey (2005:2) speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Then, it is often spontaneous, open-ended, and evolving, but it is unpredictable. Moreover, most of people prefer communicate orally to each other because they can take and give the direct responses of their interlocutor.

Nevertheless, people who want to be able to communicate through speaking for all languages, they should learn it seriously. Because speaking in foreign language is very difficult, people should not only know certain amount knowledge of grammar and vocabulary in English, but also practice communicating through socialization in their social environment continuously. As stated by Lazaraton in Celce Murcia (2001:103) that for most people, the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication.

In teaching English as a foreign language, speaking can be defined as the productive and oral skill which consists of producing systematic verbal utterances to convey meaning (Bailey, 2005:2). It means that in active and productive skill, students should use all and any language at their mind to achieve a certain communicative purpose.

According to Longman in Nunan (2003:51) the many linguistic elements involved in speaking are described as follows:

Figure 2.1
Linguistic Elements in Speaking



From the description above, beginning at the pyramid's base, text means stretches of language of an undetermined length. Spoken texts are composed of utterances. An utterance is something someone says. It may not be a full and grammatical sentence as the concept is used in writing, it is an utterance. The next two levels, clauses and phrases, don't usually appear alone in formal writing, but they are quite common in speech. A word is called a free morpheme—a unit of language, which can stand in its own and have meaning. The top levels of the pyramid deal with the sound system of the language.

Then, according to Harmer (2001:269), the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot. The following are the elements necessary for spoken production:

- a. Connected speech

In connected speech, sounds are modified, omitted, added, or weakened.

b. Expressive device

Native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal means how they are feeling.

c. Lexis and grammar

Spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language functions.

d. Negotiation language

Effective speaking benefits from the negotiator language we use to seek clarification and to show the structure of what we are saying.

Actually, the goal of teaching speaking skill is communicative efficiency. Students should be able to make themselves understood, using their current proficiency to the fullest. Students need to be able to speak English with confidence in order to carry out many of their basic communication to another person. As stated by Nunan (2003) cited in (http://iteslj.org/Articles/Kayi-Teaching_Speaking.html), what is meant by teaching speaking is to teach ESL learners to:

- a. Produce the English speech sounds and sound patterns.
- b. Use word and sentence stress, intonation patterns and the rhythm of the second language.
- c. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- d. Organize their thoughts in a meaningful and logical sequence.
- e. Use language as a means of expressing values and judgments.

- f. Use the language quickly and confidently with few unnatural pauses, which are called as fluency.

In this case, speaking should play a role as skill. Bygate (1987:5) described two basic ways in which speaking can be seen as a skill, they are:

- a. Motor-perspective skills which involve perceiving, recalling, and articulating in the correct order sounds and structures of the language.
- b. Interaction skills which involve making decisions about communication, such as: what to say, how to say it, and whether to develop it, in accordance with one's intentions, while maintaining the desired relations with others.

In other word, speaking is the skill that the students will be judged upon most in real-life situations. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensively. Therefore, the English language teachers have a responsibility to prepare the students as much as possible to be able to speak in English in the real world outside the classroom and the testing room.

Because students often think that the ability to speak a language is the product of language learning, speaking is also a crucial part of the language learning process. The following are the principles for teaching speaking stated by Nunan (2003:54):

- a. Be aware of the differences between second language and foreign language learning contexts.
- b. Give students practice with both fluency and accuracy.

- c. Provide opportunities for students to talk by using group work or pair work, and limiting teacher's talk.
- d. Plan speaking tasks that involve negotiation for meaning.

According to Harmer (2007:123), there are three main reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities-chance to practice real-life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the languages they know provide feedback for both teacher and students. And finally, the more students have opportunities to activate the various elements of languages they have stored in their brains, the more automatic their use of these elements become. As a result, students gradually become autonomous language users. These mean that the students will be able to use words and phrases fluently without very much conscious thought.

Then, the following are some strategies of teaching speaking that can be used to help students expand their knowledge of the language and their confidence in using speaking to learn:

1. Using minimal responses

One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying.

2. Recognizing scripts

Teacher can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, teacher can give students practice in managing and varying the language that different scripts contain.

3. Using language to talk about language

By encouraging students to use clarification phrases in class when misunderstanding occurs, and by responding positively when they do, teacher can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

<http://www.nclrc.org/essentials/speaking/stratspeak.htm>

Therefore, it is essential that English language teacher pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. They should create suitable, enjoy and meaningful activity or task which can engage the students to practice speaking seriously. As stated Harmer (2007:123):

“Good speaking activities can and should be extremely engaging for the students. If they are all participating fully-and if the teacher has set up the activity properly and can then give sympathetic and useful feedback-they will get tremendous satisfaction from it.”

With this aim, various speaking activities can contribute a great deal to students in developing basic interactive skills necessary for life. These activities

make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

2.2.3 Teaching Speaking at Senior high school

The uses of speaking in senior high school should be known by both the teacher and students. The mastery of speaking skills in English is a priority for many second-language or foreign-language learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. Oral skill has hardly been neglected in EFL/ESL course (witness the huge number of conversation and other speaking course books in the market), though how best to approach the teaching of oral skill has long been the focus of methodological debate. Teachers and textbooks make use of a variety of approaches, ranging from direct approaches focusing on specific features of oral interaction (e.g., turn-taking, topic management, and questioning strategies) to indirect approaches that create conditions for oral interaction through group work, task work, and other strategies (Richards, 1990).

2.2.4 The School Based Curriculum

The School Based Curriculum is an operational curriculum that is arranged and done by every school. It is arranged based on the consideration of standardized competence and basic competence expanded by BNSP (National Education Standard Agency).

In accordance with School Based Curriculum the objectives of the English lesson are elaborated as follows:

2. Developing the competency of communication in the form of oral and written to reach the functional literacy level.
3. Having awareness of the meaning and importance of English to increase the competitive power of the nation in the global world.
4. Developing the students' understanding about the connection between language and culture.

Then, those objectives are explained broadly in the scope of English for Senior high school explained by Ministry of National Education (2006:278), namely:

1. Language competence which involves language skills that are listening, speaking, reading and writing.
2. The ability to understand and create various short functional texts, monolog, and essay in the form of procedure, descriptive, recount, narrative, and report.
3. Sub competence which involves linguistic competence, socio-cultural competence, strategic competence, and discourse competence.

Moreover, the teaching and learning English should be matched with the characteristics of the students who should achieve the functional literacy level. It means that the Senior high school graduate are expected to be able to communicate in spoken and written form to solve the daily problem. Nearby, it is supported with competence in understanding or producing spoken and written text that are realized in four language skills, namely: listening, speaking, reading, and writing. Those four skills are used to respond or create discourse in society.

2.2.5 Limerick

Cuddon (1999) explains that Limerick is a traditional English poetry which is usually used for humor or joking. Limerick can be interpreted as a poem consisting of five lines with one couplet and one triplet.

Couplet consists of two lines together in a rhyme. Meanwhile, triplet consists of three lines with the same rhyme. Limerick uses a-a-b-b-a rhyme pattern, with the first, second and fifth row have three movements of rhythm or beat and the same rhyme, while the third and fourth lines have two beats and rhymes which are similar, but not the same as the three other lines. The nature of Limerick intends for things that are funny or strange languages using various styles such as hyperbole, onomatopoeia, idioms, puns, etc. So, people who hear it will feel happy and excited (Tigges:1987)

Example of limerick :

There was a Young Person of Smyrna

Whose grandmother threatened to burn her.

But she seized on the cat,

and said 'Granny, burn that!

You incongruous old woman of Smyrna!

By: *Edwart Lear (2005)*

2.2.6 Theatre

Theatre (or theater; derived from the word theatron from a Greek word meaning "a place to watch") is a branch of the performing arts which is connected with the drama and related to acting in front of an audience by using a combination of

speech, gestures, expression, dolls, music, dance and others (Waluyo (2001). Bernard Beckerman (1979), head of the Department of Drama at Hofstra University, New York, in his book, Dynamics of Drama, theater is defined as it's occurs when a person or more are isolated in a given time or space, presenting themselves to others." Theater can also take the form of opera, ballet, mime, kabuki, puppet shows, classical Indian dance, Kunqu, mummings play, improvisation and pantomime performances.

In general, the stage of theater can be divided into two, namely the artificial stage and natural stage. A theater stage that is artificial means a place which is specially designed to display a show. Setting the place, time and atmosphere can be manipulated and are designed in accordance with the desire. Meanwhile, a theater stage that is natural can use the outdoors or the environment as a vehicle to carry the show (Schonmann, 2011). Thus, a form of theater stage is not just a place which is high or large such as stadiums, but the environment will also be referred to 'a stage' for the actors of performance. In learning English using Limericks Theater, teachers can use the artificial stage and natural stage in turn to avoid the monotony of learning patterns.

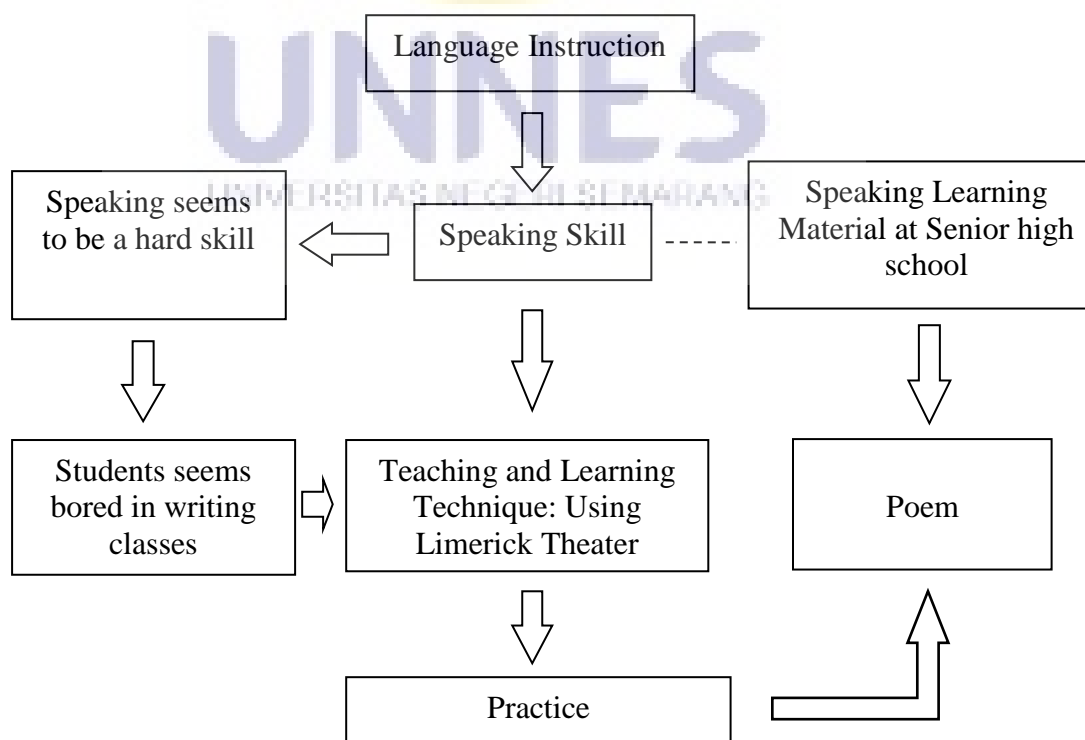
2.3 Framework of the Present Study

While listening and reading are receptive skills, speaking and writing are productive skills. Though all of four skills have to be mastered by the learners, yet it is rather difficult to enhance the productive skills in EFL context. It is obviously found out especially in speaking skill. Speaking is an essential skill but difficult to accomplish for EFL students. In many countries, Speaking is emphasized for taking tests.

Therefore, it is not likely to make students interested in speaking which becomes decontextualized and artificial. It becomes the challenge of educator and teacher to facilitate speaking class which is not only focusing to pass examination or to get a good grade in class but also to arise a joy in speaking.

A good framework of the study will explain the link between variables to be studied theoretically (Sugiyono, 2010). Here, the writer would like to conduct a study to help the students overcome their problems through a kind of teaching material which use limerick theater. The writer going to use the media in teaching and learning process. Meanwhile, since the study is conducted at the eighth grade of Senior high school, the material is adjusted with the curriculum at that level. The writer decide to limerick poem as the media (as the material). It is hoped that limerick theater might motivate, support and develop students' the `skill. The framework of the present study can be seen in the following scheme:

*Figure 2.2
Framework of the Present*



CHAPTER V

CONCLUSION AND SUGGESTION

This is the last chapter presented in this study. It consists of conclusion and suggestion related to the topic of the study.

5.1 Conclusion

Based on the result of the research data using Limerick Theatre as resourceful material in developing students' speaking skill in case of eleventh grade of MA Salafiyah Kajen, can be concluded as follows:

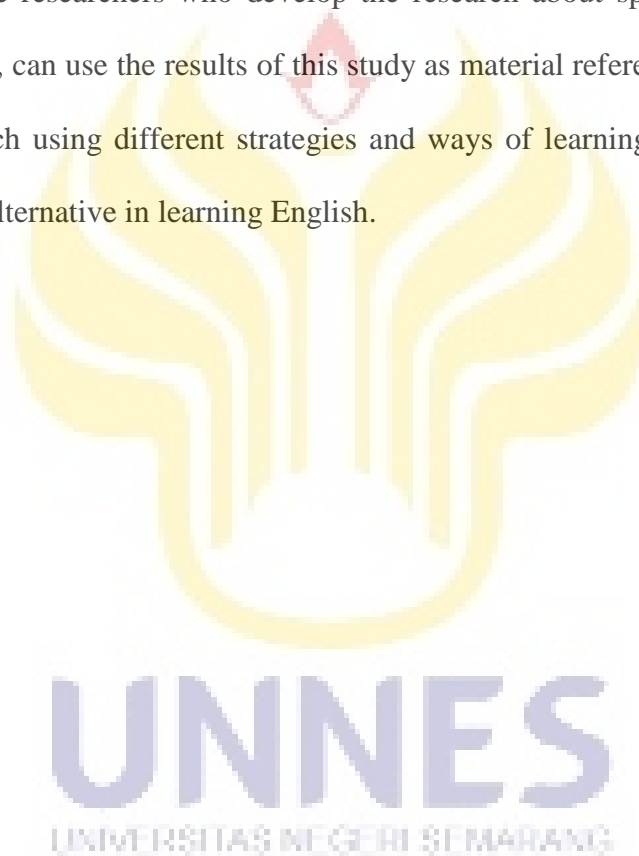
1. Learning process that have been done by the writer has increased. Based on the results of observation sheet and questionnaire the writer could explain some points that can prove the development of students speaking skill using Limerick Theatre. The points are : the students were serious to followed and recorded the material given; the students were active when interacting with the teacher; the students were focused in paying attention to the teacher explanation; and the students were serious in doing the test. Eventhough, in the cycle I the seriousness of the students still not running maximal, but when it has been done in cycle II every aspect in learning process have increase.
2. This research uses the Classroom Action Research (CAR) method in which to identify the problem on students' speaking ability. It is initiated through the observation in the XI F class of MA Salafiyah Kajen Pati, which is considered as the class whose speaking ability is low. The amount of students of that class is 30. In this Classroom Action Research, the writer implements the Kemis and Taggart's design which consists of four phases. Those are

planning, acting, observing, and reflecting. Meanwhile, the data is derived from the test, questionnaire, and observation sheet. Moreover, related to the test result, there was 25% improvement of students' mean score from pretest to the posttest of the first cycle. In the pretest, there were no one students who passed the KKM. Meanwhile, in the result of posttest in cycle 1, there were 10 or 33.3% students in the class who passed the KKM considering their mean score of test is 68.7. Next, based on the result of the posttest in cycle 2, there were 25 students or 86.6% students in the class who passed the KKM considering their mean score 77.2. It is showed that the students have significant improvement; the improvement can be seen from the score that gets higher, from pretest, posttest 1, and posttest. Based on the research conducted in XI F class of MA Salafiyah Kajen Pati, the writer concluded that activity can improve students' speaking ability showed by the score they get. Furthermore, from the students' response toward the teaching and learning activity during CAR, it is proved that the response of the students toward their interest in learning speaking using limerick theatre as material is 86.6% that means it falls into the strong and very strong category. It can be concluded that the students like limerick theatre. Moreover, the observation checklist showed that the students seemed braver and more confident in speaking. It proven by their participation in the class conversations, discussions, perform in the front of the class, pronunciation, fluency and feeling confident about speaking.

5.2 Suggestion

Based on the results of the research, the writer suggests to use of Limerick Theater as an alternative way to mastering speaking skill. This result could be facilitating the learners in mastering speaking skill. In addition, this research could expect to foster interest and response of learners towards learning speaking.

The researchers who develop the research about speaking in this case using poetry, can use the results of this study as material references to conduct the other research using different strategies and ways of learning. Therefore, it will create new alternative in learning English.



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