

**THE INFLUENCE OF THE STUDENTS KNOWLEDGE OF NOUN
ON THEIR ABILITY IN ENGLISH SPEAKING AT THE EIGHTH
YEAR OF *SMP NEGERI I KEDAWUNG***

A THESIS

Submitted to the English Education Department of *IAIN Syekh Nurjati
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English Education (S.P.d.I)



by

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RATIFICATION

The Thesis which is entitled in “**THE INFLUENCE OF THE STUDENTS KNOWLEDGE OF NOUN ON THEIR ABILITY IN ENGLISH SPEAKING AT THE EIGHTH YEAR OF SMP NEGERI I KEDAWUNG**” written by *Anggun Al Koriah* registered number *07430277* has been examined on Wednesday, 1st August 2012. It has been recognized as one of the requirements for Graduate Degree in English Education of Tarbiyah Faculty, English Study Program, and The State Institute for Islamic Studies (IAIN) Syech Nurjati Cirebon.

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ABSTRACT

ANGGUN AL KORIAH : “The Influence of the Students’ Knowledge of Noun on Their Ability in English Speaking At the Eighth Year of SMP Negeri I Kedawung.”

Language primarily is an important component of communication for human being in life accurately. By using language people can express their feelings, thought, etc. it means that people can communicate and interact with others. In generally, the students’ ability in English speaking is still low, because the students are less the knowledge of grammar, vocabularies and motivations. Meanwhile, in order the students can speak English, the students must knowledge of grammar and vocabularies especially noun.

There are four language skills, that is: speaking, listening, reading, and writing. Of all the four language skills, speaking seems more dominant and important than the other skills of language. Speaking is ability to pronounce the sounds of the words in expressing ideas, thoughts, and feeling for communication or by using words. The main purpose of speaking is to communicate. The order people can English speaking, certainly there are some factor besides must mastery in vocabulary, the knowledge of grammar especially nouns.

The aims of this research are to find out the data about the students knowledge of nouns, the students ability in English speaking, and how far is the influence of the students’ knowledge of nouns on their ability in English speaking. The field research in this thesis is the writer to find out quantitative data by using the formula of product moment correlation by Suharsimi Arikunto 2003. And the techniques of collection the data the writer applied are observation, interview, and test.

SMP Negeri I Kedawung same with the other junior high school, on the English teaching and learning materials as referred in the KTSP English Curriculum from the nation education department for second years of *SMP Negeri I Kedawung*. The result of the research, the writer can calculate, that is: the students’ knowledge of noun (Variable x) is 7.5. And the students’ ability in English speaking (Variable y) is 7.1. And from the calculating by using the formula product moment correlation, the result of the students’ knowledge of nouns (Variable x) and the student’ ability in English speaking (Variable y) is 0.67. It means that the influence of the students’ knowledge of nouns on their ability in English speaking can be seen from table product moment (r_{xy}) 0.40-0.70 is enough or sufficient correlation.

From the result above, the writer can conclude that there is significance the influence of the students’ knowledge of noun on their ability in English speaking.

OFFICIAL NOTE

The Dean of English Education Departement of
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Assalamualaikum Wr. Wb.

After guiding, analyzing, briefing and correction, to the writing of *Anggun Al Koriah* thesis with the students' main number *07430277* entitled in “**THE INFLUENCE OF THE STUDENTS KNOWLEDGE OF NOUN ON THEIR ABILITY IN ENGLISH SPEAKING AT THE EIGHTH YEAR OF SMP NEGERI I KEDAWUNG**”, we have the opinion that her thesis can be offered to be presented to the English Education Departmen of Tarbiyah Faculty of IAIN Syekh Nurjati Cirebon.

Wassalamu'alaikum wr. wb

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LETTER OF AUTHENTICITY

Bismilahirrahmanirrahim

Here with I acknowledge that thesis entitled in “**THE INFLUENCE OF THE STUDENTS KNOWLEDGE OF NOUN ON THEIR ABILITY IN ENGLISH SPEAKING AT THE EIGHTH YEAR OF SMP NEGERI 1 KEDAWUNG**” is really my own writing with some quotations from some sources by using the acceptable scientific method of writing.

I have written this letter of authenticity according to the truth. I will be responsible for any risk that happens in the future if it is proven to offend the ethic of scientific writing.

Cirebon,

The Writer,

ANGGUN AL KORIAH

AUTOBIOGRAPHY



The writer of this thesis is Anggun Al Koriah, she was born on July 16th 1989 in Cirebon, West Java. She has a brother that is Agus Tian Sugiarto. The writer is the second child in her family. Her father's name is Mr. Arbani and her mother's name is Mrs. Kasanah.

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DEDICATED TO:

- ❖ *My beloved mother and father (Mr. Arbani and Mrs. Kasanah) who never stop to give me spirit and love. I'd like to say "Thank you very much" I love you... ☺☺☺*
- ❖ *My brother who have been giving me support. His name is Agus Tian Sugiarto. ☺☺☺*
- ❖ *Mr. A. Asmuni and Mr. Tohidin as my first and second supervisor thank you for your correction and guidance. ☺☺☺*
- ❖ *All of my friends in everywhere, especially my close friends (USwatun Khasanah_Agis, Yunah, Desi Kirei, Bundo Nunung, Aryanita, Nia Fitriani, Alfi, Tagun, Aat, Devi, my classmate PBI-B, and others). ☺☺☺*
- ❖ *My favorite group boy band, with always listen their songs, I can finished this thesis. Thank you for SuperJunior (SUJU) From Korea. ☺☺☺*

PREFACE

Bismillahirrahmaanirrohim.

In the names of Allah are Most Gracious, and Most Merciful. All praises be to Allah the Cherisher and Sustainer of the World. The writer has been capable of carrying out and finishing his thesis. His invocation and safety always be given to the prophet Muhammad (peace be upon him), his family, his companions, and his followers till the end of the World.

The thesis entitled in “**THE INFLUENCE OF THE STUDENTS’ KNOWLEDGE OF NOUN ON THEIR ABILITY IN ENGLISH SPEAKING AT THE EIGHTH YEAR STUDENTS OF SMP NEGERI I KEDAWUNG**” is submitted to the English Education department of tarbiyah faculty of the *Syekh Nurjati* The State Institute For Islamic Studies (IAIN) Cirebon in Partial Fulfillment of the requirement for Islamic Scholar In English Education.

In composing this thesis, there are so many people who have participated, helped, and advised directly or indirectly. So, the writer would like to convey his sincerely profound thankfulness and gratitude to:

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11. Everyone that cannot be mentioned one by one who has helped the writer to finish writing this thesis, thanks for them.

The writer also realizes that this thesis is far from perfect. For this reason, the writer invites the reader to give any suggestions, corrections, and comments for revision if it is needed.

I hope that this thesis will become a great valuable contribution to the thoughts of any body who reads it, especially for the writer himself and all reader who want to improve their English.

Cirebon,

The writer,

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CHAPTER I

INTRODUCTION

A. The Background of The Problem

The existence of human beings wherever they live will be always accompanied with the existence of language. The human beings and language can not be separated each other. By language they are able to communicate with other people. In other word, language is the only instrument for human beings to communicate. We use language for many purpose, we tell others what we know, we express our feelings, ask questions, make request, criticize, insult, apologize, promise, thank, say hallo and good bye.

According to Joseph A.Devito (1997 : 13) says that people used the language in their daily life for discovering their personality through social comparative process, keeping the interaction, with their communication. It is right that the position of language is at the center of human life. So, without language people cannot life.

According to Oxford Advanced Learner's Dictionary (1981: 641) "Language is the systems of sounds and words used by humans to express their thoughts and feelings". Bram's (1955: 2) defines that language as a structured system of arbitrary vocal symbols by means of which members of a social group interact. Hughes (1962: 2) defines that language as a system of arbitrary vocal symbols by which thought is conveyed from one human being to another. And

according to Devito (1970: 7) defines that language as a potentially self-reflexive, structured system of symbols which catalog the objects, events, and relations in the world.

Based on definitions above, it can be absolutely known that language is the only instrument of communication in the forms of the articulated system of sound symbols produced by the organs of speech which are arbitrary and conventional to express someone's ideas, thoughts, and feelings to someone else. It is in the forms of words that are used by an ethnic group or a nation. Those words actually catalog the objects, events, and relations in the world.

There are thousand of languages in the world, such as Arabic, English, French, and german, etc. English as one of the international language in the world has an important role in our life. The fact shows us that English is used as an international language for communication. Most of the countries in the world are study English to fulfill the international communication according to their purpose.

Learning is a process and fundamental element in realizing variety and level of education. The purpose of learning a language is not only knowing what the language, but also know how to use the language. It means that learning a language is not only know the knowledge of the language (grammar, vocabulary, etc) but also know how to use it for communication. Generally, English learning purpose is to help the student to communicate English fluently. It means, they have to master the language acquisitions and language skills, such as speaking,

reading, writing and listening. According Oxford Learners' Pocket Dictionary (1995:238) "The knowledge is information, understanding and skill gained through education or experience".

English couldn't be separated with grammar, because grammar is one of important aspect of language. According to Oxford Learners' Pocket Dictionary (2004:187), Grammar is the rules for forming words and making sentences. In grammar, there are parts of speech. Such as noun, verb, adjective, etc. According Marcella Frank, noun is a word functioning as a subject, object, or subjective complement in central core. The example of noun is flower, girl, names of places, etc. There are some kinds of noun, that is: Proper noun, Abstract noun, collective noun, Countable and Uncountable noun. The function of noun is: the subject of verb, the complement of verb, the object of verb, the object of preposition.

According Brown, 1994, There are four skills of language, that is: Speaking, Listening, Reading, and Writing. Of all the four skills of language, speaking seems more dominant and important than the other skills of language. Speaking is an interactive process of contracting meaning that involves producing, receiving, processing information.

William Francis Mackey (1961:263) state about speaking. "Speaking is the most complex of linguistic skills, since it involves thinking of what is to be said while saying what has been thought". Rodri Jonea (1989:14) said that

“speaking ability is a form of communication so it is important that what you say is conveyed in the most effective way”. While Tarigan (1980 : 15) informs that:

“Berbicara adalah kemampuan mengucapkan bunyi-bunyi artikulasi atau kata-kata untuk mengekspresikan, mengatakan serta menyampaikan pikiran, gagasan dan perasaan. Sebagai perluasan dari batasan ini dapat kita katakan bahwa berbicara merupakan suatu sistem tanda-tanda yang dapat didengar (audible) dan yang kelihatan (visible) yang memanfaatkan otot dan jaringan otot tubuh manusia demi maksud dan tujuan gagasan atau ide-ide yang dikombinasikan lebih jauh lagi, berbicara merupakan suatu bentuk perilaku manusia yang memanfaatkan factor-faktor fisik, psikologis, neurologis, semantik dan linguistik sedemikian ekstensive secara luas sehingga dapat dianggap sebagai alat manusia yang paling penting bagi kontrol sosial”.

“Speaking is the ability to pronounce the articulation of sounds or words in order to express, to say, to convey thoughts, ideas, and feelings. As the development of this definition we can say that speaking is a symbolic system which is audible and visible, using muscles and the network of physical muscles for the sake of objective and intension for the combine opinion and ideas. Further more, speaking is the nature of human behavior which uses some physical, psychological, neurological also semantic and linguistic factors extensively. In the whole, it is considered as the most important instrument for social control”.

Speaking seems intuitively the most important. Spoken language is the most developed, used and studied by the foreign learners. Speaking activity for human beings will not to be left behind all along their eyes are opened. To make the students easy in english speaking, the writer will try touse how to pronunciation words in english, especially in the knowledge of noun. The students knowing about noun but their haven't known, how to pronunciation words.

Generally, the students' at the eighth year always make mistakes when speaking especially, pronunciation. As a matter of fact, the pronunciation of the sound of the word is almost not the same as the writing of the word itself. Unlike Indonesian, the pronunciation of the sound of the word is exactly the same as the writing of the word itself. Moreover, when they are done pronunciation the words, especially noun, and their speaking practice in short conversation, some of them cannot to pronounce the words, especially noun, and their to speak English. Because they pronunciation words the same as the writing of the word itself.

In order that the students are able to speak English practice, especially in pronunciation. They of course have to have supporting knowledge about the words (vocabulary) and are also able to introduce noun to the students', and to practice of pronunciation word, and then to increase ability in English speaking. Such as a learning situation which will be done by the writer when doing research at this school with the effort to adding the students' knowledge of noun and how to pronounce the noun and in English speaking in sentence.

According to the problem above, the students knowledge of noun but their haven't known to pronunciation words. The writer has choosen the topic "The Influence of The Students Knowledge of Noun on Their Ability in English Speaking at The Eighth Year Students' of *SMP Negeri 1 Kedawung*".

B. The identification of The Problem

From the background of the problem above, can be identified the research problems as follows:

1. The Field of the Research

The field of the research of this thesis is speaking, especially ability in English speaking

2. The kinds of the problem

The kind of the problem of the research is to describe the students' knowledge of noun on their ability in English speaking.

The approach of the research in speaking this thesis is using quantitative approach. It means the data that will be achieved in particular form are presented by numbers; consequently, they can be measured and interpreted by means of using statistical analysis.

3. The Main of the Problem

The main of the problem of the research is the influence of the students' knowledge of noun on their ability in English speaking.

C. The Limitation of The Problem

In this researcher will limit the problem which has influence with the title of the thesis, that is the influence of The Students Knowledge of Noun on Their Ability in English Speaking at The Eighth Year Students' of *SMP Negeri 1 Kedawung*.

D. The Questions of The Research

The writer formulates the problem into three question, namely:

1. How is the students knowledge of noun at the eighth year students' of *SMP Negeri I Kedawung*?
2. How is the students ability in English speaking at the eighth year students' of *SMP Negeri I Kedawung*?
3. Is there any positive and significant influence of the students knowledge of noun on their ability in English speaking at the eighth year students' of *SMP Negeri I Kedawung*?

E. The Aims of The Research

In accordance with those real problems above, the aims of this research in this thesis as follows:

1. To know the data about the student knowledge of noun at the eighth year students' of *SMP Negeri I Kedawung*
2. To know the data about the student ability in English speaking at the eighth year students' of *SMP Negeri I Kedawung*
3. To know how is the influence of the students knowledge of noun on their ability in English speaking at the eighth year students' of *SMP Negeri I Kedawung*.

F. The Use of The Research

The research product hoped to be able to:

1. Increase the developing of language learning, especially in increase the students knowledge of noun.
2. Increase the students ability, especially in English speaking.
3. With the students knowledge of noun, the students can increase ability in English speaking.

CHAPTER II

THE THEORETICAL FOUNDATION

In this chapter, the writer wanted to tell about Noun Concepts and Speaking Strategy:

A. The Discussion of Noun Concepts

1. The Definitions of Nouns

Azar (1993:263) states that a noun is used as a subject or an object.

Martin H. Manser (1995:281) states that noun is the name of thing, quality, etc and can be the subject or object of verb.

According Marcella Frank (1972:6), “The noun is one of the most important parts of speech. Its with arrangement with the verb helps to form the sentence core which is essential to every complete sentence, it may function as the chief or “head” word in many structures of modification”.

Based on the definition above, the writer can conclude a noun is one of the most important parts of speech, the words or the name of thing and quality used as a subject or an object.

2. Kinds of Noun

Some nouns may belong to more than one of the kinds given below:

a. Proper Nouns

A proper noun is the word that stands for name of person, country, or any particular names which begins with a capital letter in writing. It includes:

1) Personal names

Example : Mr. John Smith; France; Tom; Madrid

2) Names of geographic units such as countries, cities, rivers, etc

Example : Holland; Paris; Bandung

3) Names of nationalities and religious

Example : a Dutchman; Christianity

4) Names of holidays

Example : Easter; Thanksgiving Day

5) Names of time units

Example : Saturday; June

6) Words used for personification – a thing or abstraction treated as a person

Example : Nature; Liberty

As opposed to proper noun, all other nouns are classified as common nouns.

b. Concrete Nouns

A concrete noun is a word for a physical object that can be perceived by the senses – we can see, touch, smell the object.

Example : Flower; Girl; Table; Blackboard; etc.

c. Abstract Nouns

An abstract noun is a word for a concept – it is an idea that exists in our minds only.

Example : Beauty; Justice; Mankind; Happiness; Freedom;etc.

d. Countable Nouns

A countable Noun can usually be made plural by the addition of *-s*.

Example : one girl; two girls; a table; two pens; etc.

e. Uncountable Nouns

An uncountable noun is not used in the plural.

Example : Ink; Sugar; Salt; Coffee; etc.

f. Collective Nouns

A collective noun is a word for a group of people, animals or objects considered as a single unit.

Examples : Audience; Committee; Class; Team; People; Faculty; etc

g. Noun Compounds

The term of compound, as it is used for a part of speech, refers to a group of words usually two, but sometimes more joined together into one vocabulary unit that function as a single part of speech. Noun compounds consist of the following forms:

1). Noun + noun

Example: bedroom; grammar book; etc.

2). Possessive noun + noun

Example: Students' book

3). Adjective + noun

Example: black bird; white board; etc

4). Verb + noun

Example: dance team

5). Gerund + noun

Example: swimming pool; living room; etc.

6) Noun + verb

Example: handshake; milkshake; etc.

7) Preposition + noun

Example: overall; downpour; etc.

8) Noun + gerund

Example: water skiing

9) Noun + prepositional phrase

Example: brother in law; mother in law; etc.

10) Verb + preposition + adverb

Example: breakdown; grow up; etc.

3. The Usefulness of Noun

Nouns often need a word called an article or determiner (like *the* or *that*). These words usually do not go with other kinds of words like verbs or adverbs. (For example, people do not say "I will the go to school" because *go* is a verb.) Adjectives can also describe nouns. In English, there are more nouns than any other kind of word.

Every language in the world has nouns, but they are not always used in the same ways. They also can have different properties in different

languages. For example, in some other languages, nouns do not change for singular and plural, and sometimes there is no word for *the*.

Some examples of nouns in English are: *time, people, way, year, government, day, world, life, work, part, number, house, system, company, end, party, information*.

In English sentences, nouns can be used as a subject, object, or complement. They often come after prepositions, as the 'object of preposition'. Nouns can sometimes describe other nouns (such as a **soccer** ball). When they do this, they are called modifiers. There are also verb forms that can be used in the same way as nouns (such as 'I like *running*.) These are called *verbals* or *verbal nouns*, and include *participles* (which can also be adjectives) and *infinitives*.

B. The Discussion of Speaking Strategy

1. The Definition of Speaking

However, a student might be good at listening understanding. It is not guarantee they will speak well. It means that although many students at other skills including vocabulary and grammar, most of them are still poor in speaking.

The four language skills, they are; speaking, listening, reading and writing. Of all the four skill of language, speaking seems more dominant and important than the other skills of language. Man who can use a language will

be regarded as getting a success in learning language. It is necessary for the students to know what the meaning and definition of speaking is.

In the process of writing this paper, the writer has tried to find out the meaning of speaking as one of skills in English language. He has finally found several resources that explain speaking as follows;

1. In Oxford Advanced Dictionary the definition of speaking is. “to express or communicate opinions, feelings, ideas, etc, by or as talking and it involves the activities in the part of the speaker as psychological, physiological (articulator) and physical (acoustic) stages”.
2. According to Hornby (1995:1287), “the verb “to speak” mean express ideas, feeling using words”.
3. According to Glen Fulcher (2003:23) speaking is the verbal use of language to communicate with other. Speaking or making conversation is not so easy as people imagine. Most speaking involves interaction with one or more participants. Speaking also deals with listening and understanding of how the often participants are feeling and other to do something.

Based on the definitions above, the writer concludes that speaking is ability to pronounce the sounds of the words in expressing ideas, thoughts, and feelings for communication for each other.

Speaking is one of the language skills that is often used to convey something in somebody's mind. And it is exactly an active process, Tarigan (1981:15-16) informs that:

“Tujuan berbicara adalah untuk berkomunikasi. Apakah sebagai alat sosial (social tool) ataupun sebagai alat perusahaan maupun professional (business or professional tool), maka pada dasarnya berbicara mempunyai 3 maksud umum, yaitu:

- a) Memberitahukan, Melaporkan*
- b) Menjamu, Menghibur*
- c) Membujuk, Mengajak, Mendesak/meyakinkan”*

“The main purpose of speaking is to communicate. Whether as a social tool or business or professional tool, so basically has three general purposes, namely:

- a) To inform, to report
- b) To serve, to entertain
- c) To persuade, to invite, to urge or to convince” (translate by the writer)

The writer is of opinion that the ability about the essence of a speaker will also make someone to be a good hearer. Speaking is very important in communication orally.

2. Teaching and Learning English Speaking

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols. Speaking is a crucial part of second language learning and teaching. However, today's world requires that the goal of teaching speaking should improve students' communicative skills because students can express themselves and learn how to use a language.

According to Hornby (1995: 37) teaching means giving the instruction to (a person): give a person (knowledge skill, etc). While

speaking means to make use of words in an ordinary voice. So, teaching speaking is giving instruction to a person in order to communicate.

Tarigan (1990: 3-4) defines that speaking is a language skill that is developed in child life, which is preceded by listening skill, and at that period speaking skill is learned. It means that speaking is the basic language.

The goal of teaching speaking skills is to communicate efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation (Burnkart.1998:2).

The writer opinion, that teaching speaking is the way for students to express their emotions, interact to other person in any situation.

According to Jeremy Harmer (2001: 269) their ability to speak fluently presupposed not only knowledge of language feature, but also the ability to process information and language 'on the spot'. He recognizes that there are some elements of speaking for spoken production. They are;

- a. *Connected speech*, effective speakers of English need to be able not only to produce the individual phonemes of English but also the use fluent 'connected speech'. It is for the reason that we should involve students in activities designed specifically to improve their connected speech.
- b. *Expressive devices*, 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. The use of these devices contributes to the ability to convey meanings. They allow the extra

expression of emotion and intensity. Students should be able to deploy at least some of such supra segmental features and devices in the same way if they are to be fully effective communicators.

- c. *Lexis and grammar*, spontaneous speech is marked by use of a number of common lexical phrases, especially in the performance of certain language function. Where students are involved in specific speaking context such as job interview, we can prime them. In the same way, with certain useful phrases which they can produce at various stage of an interaction.
- d. *Negotiation language*, effective speaking benefits from the negotiatory language we use to seek clarification and to show the structure of what we are saying.

Based on recognized from Jeremy Harmer above, about some elements of speaking for spoken production, that is connected speech, expressive, lexis and grammar, and negotiation language. It can be result that someone can get advantage from the way. We can get the aim what we are wanted and need through utterance. When the students are listening to someone else talk, they often need to ask clarification. So, the useful thing teacher do is offering them phrases the sentences.

Many teachers agree that students should learn to speak the second language by interacting to others. For this case, students should master several speaking components', such as: comprehension, pronunciation, grammar, vocabulary, and fluency. In brief, English teacher should be creative in developing their teaching learning process to create good atmosphere, improve the students speaking skill, give attention to the speaking components', and make the English lesson more exiting.

For this reason, the English teacher should apply appropriate method and technique of teaching speaking. The method used by the teacher is Communicative approach. In communicative approach, language is primarily a tool of communication. Thus, learning a language means learning to perform communicative speech acts with it (Brickerton. 1996: 1).

In general, speech acts are acts of communication. To communicate is to express a certain attitude, and the type of speech act being performed corresponds to the type of attitude being expressed. For example, a statement expresses a belief, a request expresses a desire, and an apology expresses a regret. As an act of communication, a speech act succeeds if the audience identifies, in accordance with the speaker's intention, the attitude being expressed which realized in the language.

Communication between human is an extremely complex and ever changing phenomenon. People in the world need to communicate each other, to get communicate they need a learning, according Saljo (1979, cited in Ramsden, 1992, pp. 26 to 27) defines learning that :

- a. Learning is acquiring information or “ knowing a lot”
- b. Learning is memorizing or storing information.
- c. Learning is acquiring facts and skills that can be used.
- d. Learning is making sense or “making meaning” of the various parts of information
- e. Learning involves comprehending or understanding the world by reinterpreting knowladge. (Elizabeth, 2005 : 13)

Generally, learning is the process from did not know to know.

There are five the components of speaking skill, namely: pronunciation, grammar, vocabulary, comprehension, fluency, which the students must have of the mastery it.

3. Some Techniques of Teaching Speaking

Fauziati (2002: 6) describes that technique is classroom practice done by the teacher when presenting a language program. This is the way the classroom activities are integrated into lessons and used as the basis for teaching learning.

From definition of technique above, that technique is the way the classroom activities with using the method of teaching and learning.

Previously, there are six ways to promote activities of speaking skills, one of them is dialogue and prepared talk. The writer are interested in dialogue and prepared as the technique of teaching skills because dialogue is the interaction between people with different points of view, intent on learning from one another.

And prepared talk is a popular kind of activity 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, they are more 'writing-like' than spoken orally. However, if possible, students should speak from notes rather than from a script

There are many ways in teaching speaking. For getting good students' speaking ability, teachers are allowed to implement some techniques in speaking classroom.

There are some techniques to teach speaking states by Chang Feng Hein and Chen Shin Jin as quoted by Sofiatun;

- a. *Retelling activities*, it means that, the students read a story 2 or 3 times before asking them to retell it,
- b. *Using dialogue*, the students are required to fill in the blank space from the dialogue,
- c. *Role-play*, the teacher has devised a "correspondent's interview", a kind of role-play dramatization, in which one student acts as a correspondent and another as a designed character,
- d. *Description*, the students describe the person or thing assigned of them. Their description should be sufficiently informative for their classmate to be able to identify the person or thing, and
- e. *Discussion*, to begin with, present a few simple problem-solving topics to the students and then ask them to give opinion about it.

From some the technique to teach speaking based on Chang Feng Hein and Chen Shin Jin above, it can increase the students in speaking ability but the writer adding, that before the students do activity above, they can prepared talk, where a students makes a presentation on a topic. Such talks are not designed for informal spontaneous conversation; because they are prepared, they are more 'writing-like' than spoken orally. However, if possible, students should speak from notes rather than from a script

Ur (1991:121) states about some problems of teaching speaking as follow:

- a. Inhibition
Unlike reading, writing, listening activities speaking requires some degrees of real-time exposure to an audience. Students are often inhibition about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful or criticism of losing face, or simply say of the attention that their speech attracts.
- b. Nothing to say
Even if they are not inhibition, you often hear learners complain that they can not think of anything to say: they have no motive to express themselves beyond the quality feeling that they should be speaking.
- c. Low or Uneven Participation
Only the participant can talk at a time if she/he is to be heard; and in large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some students to dominate, while other speaks very little or not at all.
- d. Mother-Tongue Use
In classes where all, or a number of the students share the same mother tongue, they may tend to use it; because it is easier, it feels unnatural to speak to one another in a foreign language, and because they feel less 'exposed' if they are talking in small groups it can be quite difficult to get some classes, particularly the less disciplined or motivated ones-to keep to the target language.

Based on the problems of teaching speaking from Ur (1991:121) above, the writer opinion that besides some the problems above, there are the problems that is belief in oneself in give expression a topic in speaking. Occasionally, the students feeling afraid and bashful because the students less mastery vocabulary and in the speaking.

Many ways and efforts have done by the teachers to solve the problems. Ur (1991:121) explains that there are five steps can be done by the teachers to solve these problems, they are:

- a. Use Group work
This increases the sheer amount of learner talk going on in a limited period of time and also lowers the inhibitions of learners who are unwilling to speak in front of the full class. It is true that group work

means the teacher cannot supervise all learners speech, so that not all utterances will be correct, and learners may occasionally slip into their native language: nevertheless, even taking into consideration occasional mistakes and mother-tongue use the amount of time remaining for positive, useful oral practice is still likely to be far more in the full-class set-up.

- b. Base the activity on easy language
In general, the level of language needed for a discussion should be lower than that used in intensive language – learning activities in the same class: it should be easily recalled and produced by the participants, so that they can speak fluently with the minimum of hesitation. It is a good idea to teach or review essential vocabulary before the activity starts.
- c. Make a careful choice of topic and task to stimulate interest.
On the whole, the clearer the purpose of the discussion the more motivated participants will be.
- d. Give some instruction or training in discussion skills.
If the task is based on group discussion then include instruction about participation when introducing it. For example: tell learners to make sure that everyone in the group contributes to the discussion; appoint a chair person to each group who will regulate participation.
- e. Keep students speaking the target language
You might appoint one of the groups as monitor, whose job it is to remind participants to use the target language, and perhaps report later to the teacher how well the group managed to keep to it. Even if there is monitoring such lapses help participants to be more careful.

In order to overcome the problems in teaching speaking. There are steps, according to Ur above. The writer added steps to overcome the problems in teaching speaking, that is give opportunity to the students for prepared talk. In order for the students to be more easy before speaking, they prepared talk.

There are four characteristics of a successful teaching in speaking, namely:

a. Learning Talk a lot

As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

b. Participation is even

Classroom discussion is not dominated by a minority of talkative participants; all get a chance to speak, and contributions are fairly evenly distributed.

c. Motivation is high

Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

d. Language is of an acceptable level

Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

From the four characteristics of a successful teaching in speaking above, that is learning talk a lot, participation is even, motivation is high, languages is of an acceptable level. It can result that for the student can speaking in English, we as the teachers, must developing the motivation is high and also the students always learn speaking. And also increase vocabularies.

C. The Frame of Thinking

Every language existing in the world that is used by the people as a tool of communication between or among the people must be in the forms of words and sentences that have meanings to express someone's ideas, thoughts, and feelings to someone else. Grammar is one of requisite for people to hold communication well, so when they speak could be understood easily by others. To make good communication with others they need ability, especially grammar, vocabularies, and speaking. Grammar is still become the focus of English language teaching in Indonesia. Although in 1994 the curriculum has emphasized students' learning written (include grammar) and spoken language.

In the knowledge of noun, the students must know vocabularies especially noun. By the students' knowledge of noun, their able increase knowledge of noun. Not only the students' knowledge of noun, but also they known how writing and pronunciation this word. Noun is one of the most important parts of speech, the words or the name of thing and quality used as a subject or an object.

Most of the eighth year students at *SMP Negeri I kedawung* always make mistakes in learning English speaking, especially in pronunciation. Because they are known a words in English especially noun, but they are didn't know how to pronounce that words. And the students usually make a mistake in sentence, answering questions in a short conversation.

The words are the core or the root of a language. It means that the existence of a language is caused by the existence of the words. The words indicate thing, activity, or condition. In other words, the existence of the word refers to the existence of thing, activity or condition. In grammar and vocabulary there are some parts of speech, that is noun, adjective, verb, etc. Such as, noun for example: table, cow, pencil, two girls, etc. Adjective, for example: the name of colors, high, long, etc. Verb for example: write, drink, read, etc. Finally, the students' need the most of learning in knowledge of grammar and vocabularies especially in noun, in order can be adding their knowledge of noun. And in increase their ability in English speaking, especially pronunciation of words.

So, based on the statement above, the writer regard that is positive influence of the students' knowledge of noun on their ability in English speaking at the eighth year students' of *SMP Negeri I Kedawung*.

D. The Hypothesis of Research

The hypothesis of the research in this thesis that is there is a positive and significant influence of the students' knowledge of noun on their ability in English speaking at the eighth year students' of *SMP Negeri I Kedawung*.

CHAPTER III

THE METHODOLOGY OF THE RESEARCH

A. The Objective of the Research

The objectives of the research in writing this thesis are to find out the data about the influence of the students' knowledge of Noun on their ability in English speaking at the eighth year of *SMP Negeri I Kedawung*.

B. The Place and Time of the Research

The place of the research is at *SMP Negeri I Kedawung*. It is located on Cideng Jaya Street number 299, the district of Kedawung, the Regency of Kabupaten Cirebon 45153. The research has chosen the eighth year students of *SMP Negeri I Kedawung*. He has begun to do research from 13 September until 13 November 2011. The research had lasted for exactly two months.

C. The Method of the Research

The method of the research is using qualitative method. It means that to get the information about real condition of the school, the process of teaching and learning, and the facilities of the school, the writer interviewed the headmaster, the teacher and some students. Besides, the research is using quantitative method.

D. The Variables of the Research

There are two variables of the research as follows:

1. X variable

It is the students' knowledge of Noun

2. Y variable

It is the students' ability in English Speaking

E. The Population and the Sample

1. Population

Population is needed to be the object of doing research. Arikunto (2002: 108) defines that *Populasi adalah keseluruhan objek penelitian*. Population is all objects of the research. The population of the research is all of the students' of the eighth year at *SMP Negeri I Kedawung*, namely 351 students'.

2. Sample

Sample is taken from population. Meanwhile, suharsimi Arikunto (1998:120) argues "*bahwa apabila object penelitian kurang dari 100, lebih baik diambil seluruhnya, sehingga penelitiannya merupakan penelitian populasi, selanjutnya jika subjectnya lebih besar dapat diambil antara 10-15% dan 20-25% atau lebih*". "That if the object less than 100, it is better taken all of them, so that, the research is population research. Furthermore, if it is more than 100, it can be taken between 10-15% and 20-25% or more".

The writer has taken the sample of the research 10% out of the whole population, that is 10% out of 351 students = $10/100 \times 351 = 35$ students.

F. The Techniques of Collecting the Data

The techniques of collecting the data are as follows:

1. Observation

According to Arikunto (2005:30) defines that *pengamatan atau observasi (observation) adalah suatu teknik yang dilakukan dengan cara pengamatan secara teliti serta pencatatan secara sistematis*. Investigasi or observation is a technique which is done in the way of doing observation carefully also recording systematically

Furthermore, Purwanto (2002:149) defines that *observasi adalah metode atau cara-cara menganalisis dan mengadakan pencatatan secara sistematis mengenai tingkah laku dengan melihat atau mengamati individu atau kelompok secara langsung*. Observation is the method or the way of analyzing and taking a note systematically concerning about behavior by looking at or watching closely to an individual or group directly.

To get the data concerning the school, the writer has observed the objective condition of the school, the condition and the number of the students, the staff, the facilities of the school, and the real process of teaching and learning English.

2. Interview

Arikunto (2006: 155) defines that *wawancara adalah sebuah dialog yang dilakukan oleh pewawancara (interviewer) untuk memperoleh informasi dari terwawancara (interviewee*. Interview is a dialog which is done by an interviewer to get information from an interviewee.

The writer will interview the headmaster of the school, the English teacher, and some of the students to get information about the objective condition of the school namely, the method of teaching, the real process of teaching and learning, and the facilities available at school.

3. Test

Arikunto (2002:127) defines that *test adalah serentetan pertanyaan atau latihan serta alat lain yang digunakan untuk mengukur keterampilan, pengetahuan intelegensi, kemampuan atau bakat yang dimiliki oleh individu atau kelompok*. Test is a sequence of question or exercise and other means that are used for measuring skills, knowledge of intelligence, ability or talent being possessed by individual or group.

With the help of the English teacher, the writer will give a test to the students to know their knowledge of Noun and their ability in English Speaking.

G. The Technique of Analyzing The Data

After the writer calculation of data, and now calculated many data. That the data, will the writer classify into two forms, namely the data in the form of the qualitative and quantitative data.

1. Qualitative Data

Qualitative data the writer would like presentation data such as general description of SMP Negeri I Kedawung Cirebon, like: used to describe the school condition, for the teachers and students, so on associated with the qualitative data.

2. Quantitative Data

While the quantitative data, the writer will be analysis with using a formula product moment by Suharsimi Arikunto: 2003 to look for correlation between the students knowledge of noun and their ability in English speaking. That formula is as follow:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Where :

r_{xy} = Koefisien korelation (Coefficient correlation)

$\sum x$ = Jumlah skor X (the sum of X scores)

$\sum y$ = Jumlah skor Y (the sum of Y scores)

$\sum xy$ = Jumlah skor XY (the total sum of X and Y)

$\sum x^2$ = Jumlah skor X² (the sum of X² scores)

Σy^2 = Jumlah skor Y^2 (the sum of Y^2 score)

N = Jumlah respondent (the number of respondents)

(Suharsimi Arikunto ; 2003 : 73)

(Sudijono ; 2001: 180)

The result of correlative calculation then will be consulted with the product moment interpretation below:

Table I

The Number of Index Correlation

<p><i>Besarnya "r"</i></p> <p><i>Product moment (rxy)</i></p> <p>Value "r"</p> <p>Product Moment (rxy)</p>	<p><i>Interpretasi</i></p> <p>Interpretation</p>
<p>0.00-0.20</p>	<p><i>Antara variable X dan Y memang terdapat korelasi, akan tetapi itu sangat lemah atau seringkali diabaikan (dianggap tidak ada korelasi antara variable X dan variable Y).</i></p> <p>Between X variable and Y variable there is correlation but the correlation is neglected (it is considered that there is no correlation X variable and Y variable.)</p>

0.20-0.40	<p><i>Antara variable X dan variable Y terdapat korelasi yang lemah atau rendah.</i></p> <p>Between X variable and Y variable there is a weak or low correlation.</p>
0.40-0.70	<p><i>Antara variable X dan variable Y terdapat korelasi yang sedang atau cukup.</i></p> <p>Between X variable dan Y variable there is an enough or sufficient correlation.</p>
0.70-0.90	<p><i>Antara variable X dan variable Y terdapat korelasi yang kuat atau tinggi.</i></p> <p>Between X variable and Y variable there is a strong or high correlation.</p>
0.90-1.00	<p><i>Antara variable X dan variable Y terdapat korelasi yang sangat kuat atau tinggi.</i></p>

	Between X variable and Yvariable there is a very strong and very high correlation.
--	--

(Sudijono, 2001:180)

In the score of evaluation can be standard are:

Very good : 81% - 100%

Good : 61% - 80%

Enough : 41% - 61%

Less : 21% - 40%

More less : 0 – 20%

To know the research has positive and significant influence or no positive and significant influence or the percentage of X variable gives contribution to the Y variable, the research has used the formula of DC (Determination Coeficient) that is $r^2 \times 100\%$

$$DC = r^2 \times 100\%$$

Note :

DC = determination coefecient

r = correlation coefficient

(Sugiyono, 2007: 215)

CHAPTER IV

THE RESEARCH FINDINGS

A. The Presentation Data

1. The Historical Background of *SMP Negeri I Kedawung*

In here, there are the names of headmasters and remove of name the school who had ever occupied in *SMP Negeri I Kedawung*:

- a. In 1950 with the headmaster named Mr. Yusuf. Before becoming *SMP Negeri I Kedawung*, the school's name *Sekolah Guru Bantu 4 (SGB 4)* the teachers School Training Association that was located in *Tuparev street*.
- b. In 1965, *SGB 4* changed its name become *SMP Negeri 3 Cirebon*.
- c. In 1966, *SMP Negeri 3 Cirebon* really functioned with the school's headmaster named Mr. Harjo Siswoyo Sumarno, *SMP Negeri 3 Cirebon* was still located in *Tuparev Street*. Sumarno's leadership was up 1980.
- d. In 1980 until 1986, the school was managed by Raden Suryamin Ilyas.
- e. In 1986 until 1987, the school was managed by Drs. Didi Mulyadi but the period of his leadership was only one year.
- f. After Mr. Ilyas was changed by Mr. Aji Rianto until 1996.
- g. In 1997 until 2000, *SMP Negeri 3 Cirebon* changed its name to become *SMP Negeri I Cirebon- Barat/ West Cirebon* that is located because of the political problem of the new order. And the time, the school was managed by Drs.Nurdin M.Pd.

- h. In 2000 until 2001, the school was managed by Mr. Abdulmanan.
- i. In 2001 until 2003, the school was managed by Mr. Maman.
- j. In 2003 until 2005, the school was managed by Mr. Yan Leonardo
- k. In 2005 until 2008, the school changed its named again to become *SMP Negeri I Kedawung* because there was an expansion region from West Cirebon District into Kedawung District. At the time the school was managed by Hj. Nur, until 2008.
- l. In 2008 until 2010, the school was managed by Mr. Muhaimin.
- m. In 2010 until now, the school was managed by Drs. H. Aenudin, M.Pd.

To develop the school in order that in can keep on making a progress and having a high quality of education, so the school has a vision, mission and strategy as follows:

a. Vision

Menuju sekolah yang unggul dalam prestasi, berbudaya dan bernuansa religious.

Bring the school in excelling in achievement, culture and having religion atmosphere.

b. Mission

1) *Menumbuhkan semangat keunggulan*

2) *Meningkatkan prestasi belajar siswa untuk bekal melanjutkan ke tingkat yang lebih tinggi.*

- 3) *Melaksanakan isi kurikulum yang lebih baik sesuai dengan perkembangan zaman.*
 - 4) *Menumbuhkan penghayatan terhadap agama yang dianut dan budaya bangsa.*
 - 5) *Menjalin hubungan baik dengan masyarakat disekitar sekolah, dunia usaha dan industry.*
- 1) Growing a an excellent spirit
 - 2) Improving the students' achievement for preparation to a higher education level.
 - 3) Implementing the content of curriculum that is better in accordance with the development era.
 - 4) Growing the sense of religion that is believed and the culture of the notion.
 - 5) Keeping good relationship with the community around the school, the world of business, and industry.

c. Strategy

- 1) *Penataan kelembagaan.*
 - 2) *Optimalisasi pelaksanaan KBM.*
 - 3) *Optimalisasi pelaksanaan penataan lingkungan sekolah.*
 - 4) *Optimalisasi kegiatan keagamaan.*
- 1) Institutional management.
 - 2) Optimum Implementation of the process of teaching and learning.

- 3) Optimum Implementation of managing the school environment.
- 4) Optimum the activities of religion.

2. The Geographical Location of *SMP Negeri I Kedawung*

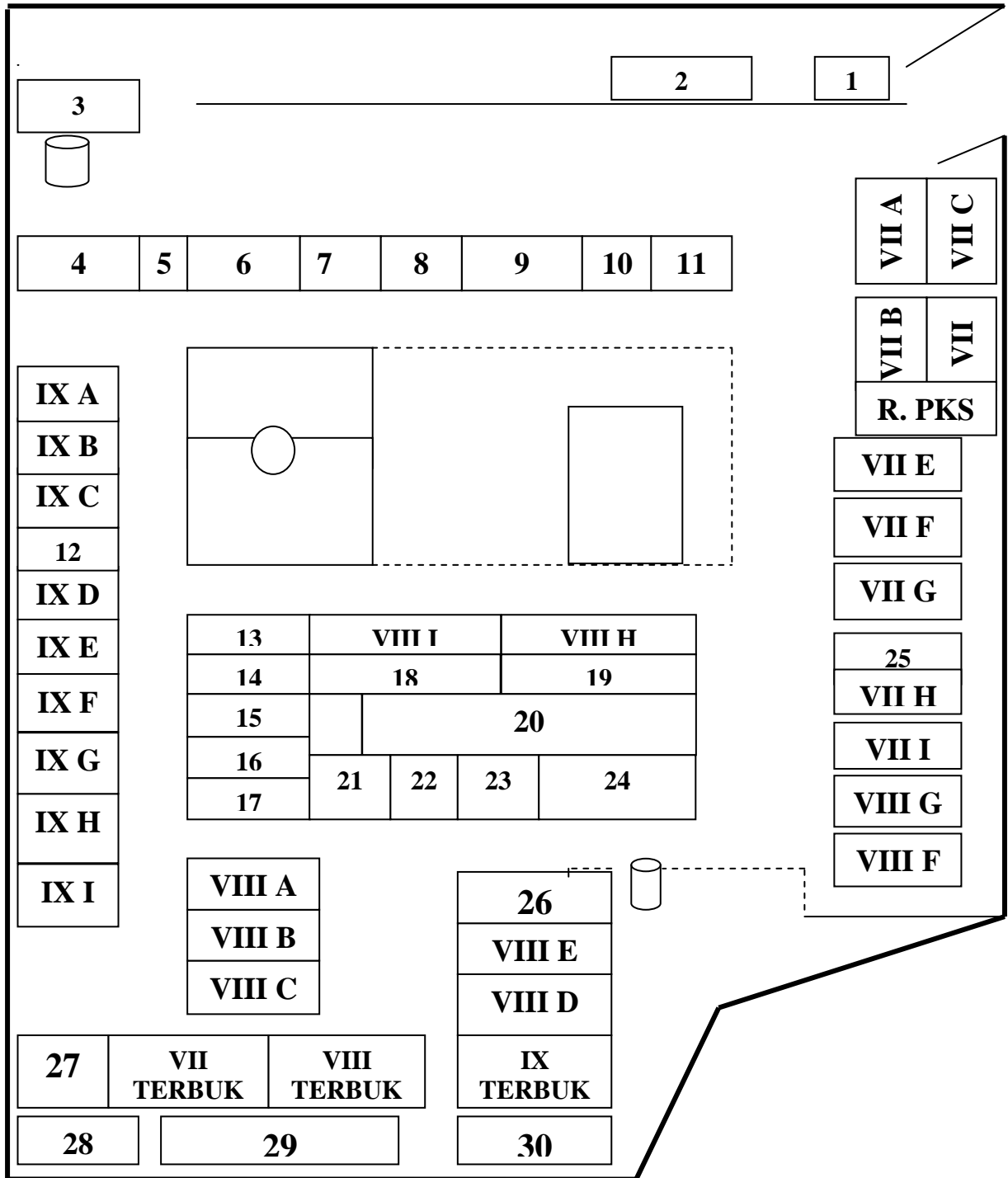
SMP Negeri I Kedawung is Located at Cideng Jaya Street number 299, the district of Kedawung, the Regency of Kabupaten Cirebon 45153. The Border Lines of the School's area are as follows:

- a. In the Northern Part, it borders with Pilang Village.
- b. In the Eastern Part, it borders with Sutawinangun Village
- c. In the Southern Part, it borders with Tuk Village.
- d. In the Western Part, it borders with Kedung Jaya Village.

3. The Building Construction of *SMP Negeri I Kedawung*

The condition of the school building condition of *SMP Negeri I Kedawung* is good enough and it is very deserves to carry out the process of teaching and learning. To know in details about, it can be seen at the sketch of table I below:

Table 2
The sketch Building construction of *SMP Negeri I Kedawung*
The School Year 2011-2012



Note:

- | | |
|----------------------------|--------------------------------------|
| 1. Picket Post | 16. Develop SSN Room |
| 2. Parking Area | 17. Tailoring Room |
| 3. Mosque | 18. Biology Laboratory |
| 4. Library Room | 19. Physics Laboratory |
| 5. Teachers Toilet | 20. Artistic Room |
| 6. Teachers Room | 21. Boy Scouts Room |
| 7. Living Room | 22. Students Intra Organization Room |
| 8. Headmaster Room | 23. Sport Storage |
| 9. Administration Room | 24. In Door Sport Room |
| 10. Cooperative Room | 25. Students Health Unit Room |
| 11. BP/BPK Room | 26. Students Toilet |
| 12. Library of SMP terbuka | 27. Students Toilet |
| 13. PASKIBRA Room | 28. Storage |
| 14. KOPSIS Room | 29. Canteen |
| 15. Computer Room | 30. School Guard house |

Resource: The School Administarion

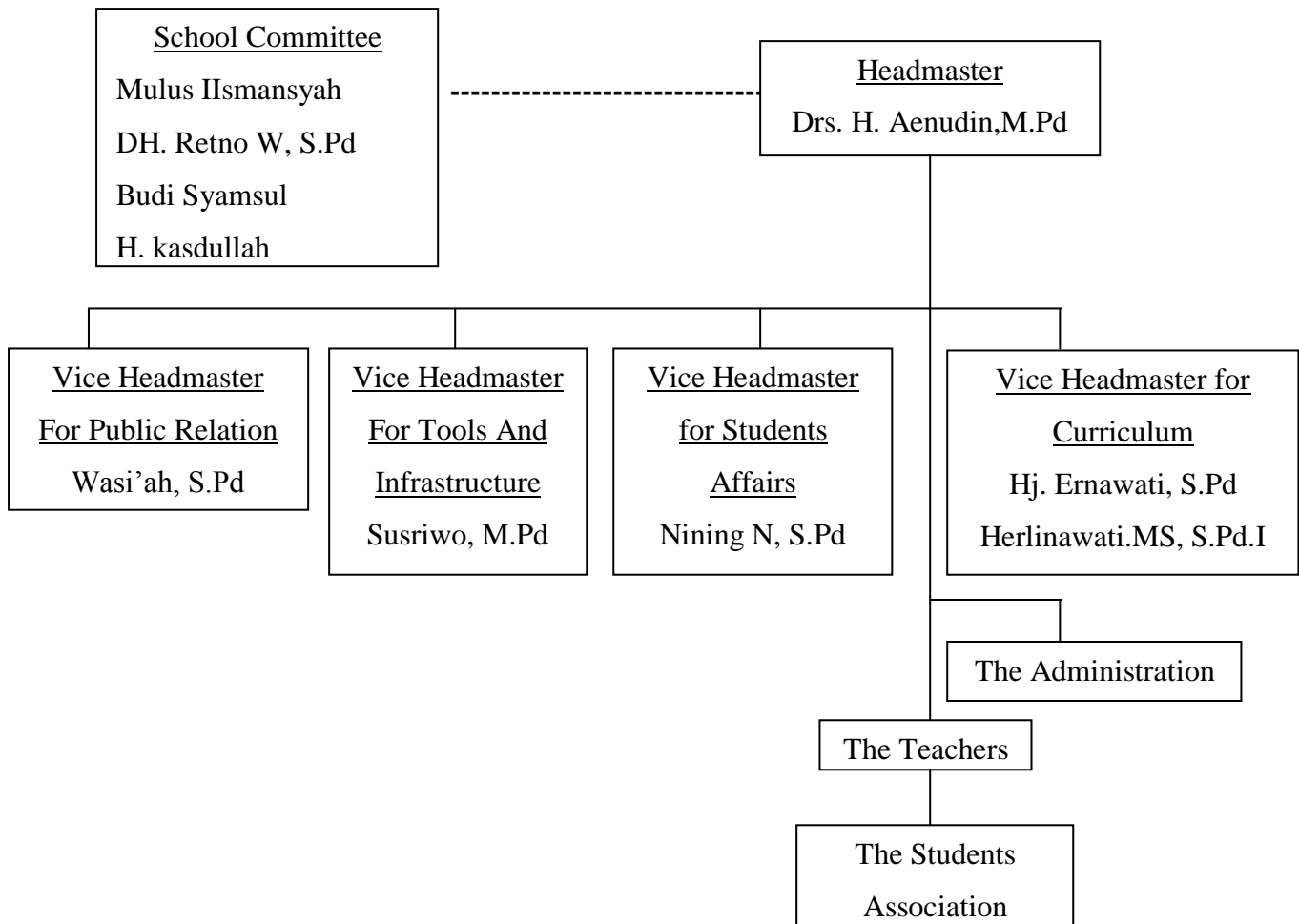
4. The Structure Organization of SMP Negeri I Kedawung

To carry out the process of teaching and learning in the school there will be personnel that must be responsible and work in this school. The personnel are formed in the school structure organization such as, the headmaster, the teacher and the administrator. A headmaster not only one self

of to make a decision but also it helped by community in seconded which the beginning to become school committee.

Well, the task in the structure organization, that is: The tasks of headmaster as a leader to have some tasks, is to arrange planning, organized activity as a supervisor. The task a vice headmaster for curriculum, is helping the headmaster in realization activity in studying and teaching such as to prepare the education calendar and division of the task teachers and the lesson list. The task of a vice headmaster for public relation, is helping the headmaster in realization task which the public or human relationship such as organized social service. The task of a vice headmaster for students affairs, is helping the headmaster in students affairs such as arranged and founded activity program OSIS and arranged realization curricular and extracurricular. The task of a vice headmaster for tools and infrastructure, is helping the headmaster in affairs which relationship with tools and infrastructure school such as planning need tools and infrastructure for supporting process studying and teaching. The task of administration is in writer letters and bookkeeping. The task of teacher is helping the students in the study. The task of student is obeys rules of school and the study. The school structure organization can be seen at the table 2 in page 41:

Table 3
The School Organization of SMP Negeri I Kedawung
School Year 2011-2012



Keterangan / Note:

————— : Garis Komando / Command Line

----- : Garis Konsultasi / Consultation Line

Resource: The School Administration

5. The Objectives Condition of the teachers in *SMP Negeri I Kedawung*

A teacher is supposed to be a dominant factor who gives knowledge and service to the students' in the field of education. He or She plays an important role in the process of teaching and learning not only teaches the teaching material to the students' but also educates them to become the polite, discipline, religious, and responsible persons. He or She always watches the students' attitudes especially, about the school subject that he or she teaches not only in the class but also outside the class.

As an English teacher, he or she must be able to create such a learning situation so that the students' learning outcomes can be proud. Actually, the success of the students' learning achievement will refer to the teachers' success in the process of teaching and learning in which finally will bring the good name of the school.

In the school year 2011/2012, the total number of the teachers' of *SMP Negeri I Kedawung* regency is 47 teachers, consisting of 13 male and 34 female teachers', 10 part-time and 37 Full-time teachers. Besides the teachers', there are 8 administrators consisting 5 male Administrator and 3 female administrators, 1 security, 2 caretakers, and 3 cleaning service boys, 3 Full-time Administrator and 5 part-time administrators. The educational background of the teacher in S2 - 3 teachers, S1 -40 teachers, D3 – 3 teachers, and D1 – 1 teacher. The objective condition of their names, positions, and education, can be seen at table 3 below:

Table 4
The teachers' Names, Positions, and School Subjects
School Year 2011/2012

No.	NAME	Position	Education	School Subject
1	Drs. H. Aenudin, M.Pd	Headmaster of the school	Magister	Sports
2	Drs. Wiriana	Teacher	-	Natural Knowledge and Science
3	Emiyati, S.Pd	Teacher	Scholar	Mathematics
4	Hj. Nurul Huda, S.Pd	Teacher	Scholar	Art and Culture
5	Sunaryo	Teacher	-	Natural Knowledge and Science
6	Susriwo, M.Pd	Teacher	Magister	Natural Knowledge and Science
7	Nining Nurnaningsih, S.Pd	Teacher	Scholar	Indonesian
8	Hj. Mutmainah, S.Pd	Teacher	Scholar	Indonesian
9	DH. Retno Wardani, S.Pd	Teacher	Scholar	Indonesian
10	Hj. Ernawati, S.Pd	Teacher	Scholar	Mathematics
11	Siti Romlah, S.Pd	Teacher	Scholar	English and Character
12	Nurwida, S.Pd	Teacher	Scholar	Indonesia and Sudanese
13	Suhartini, S.Pd	Teacher	-	Sudanese
14	Rosadi Yusuf	Teacher	-	Social Knowledge and Science
15	Yenny Marliani, S.Pd	Teacher	Scholar	Civics
16	Neni Adamah, S.Pd	Teacher	Scholar	Social Knowledge

				and Science
17	Dra. Hj. Riadoh	Teacher	-	Education of Islam and Javanese
18	Dra. Amalia M, S.Pd	Teacher	Scholar	Natural Knowledge and Science
19	Uus Sutresna	Teacher	-	Sports
20	Khamimah, S.Pd	Teacher	Scholar	Indonesian and Javanese
21	Suharti Juliah, S.Pd	Teacher	Scholar	Indonesian
22	H. Suhari, S.Pd., MM	Teacher	Magister	Sports
23	Sumiyati, S.Pd	Teacher	Scholar	Indonesia and Javanese
24	Sri Wahyuni, S.Pd	Teacher	Scholar	Natural Knowledge and Science
25	Maryam, S.Pd	Teacher	Scholar	Mathematics
26	Drs. Rispani	Teacher	-	Social Knowledge and Science
27	Sri Hastuti, S.Pd	Coordinator of Guidance and Conseling	Scholar	Guidance and Conseling
28	Maryanah, S.Pd	Teacher	Scholar	Social Knowledge and Science
29	Eva Yulvina, S.Pd	Teacher	Scholar	Arts and Culture
30	Sa'diya, S.Ag	Teacher	Scholar	Education of Islam
31	Ayu Yuliawati, S.Pd	Teacher	Scholar	English and Arts and Culture
32	Syamsiyah N, S.Sos	Teacher	Scholar	Civics
33	Een Idah Ernawati, S.Pd	Teacher	Scholar	Indonesian and

				Sudanese
34	Indriyani, S.Pd	Teacher	Scholar	Mathematics
35	Herlinawati, S.Pd.I	Teacher	Scholar	English
36	Sri Ani, S.Pd	Teacher	Scholar	Mathematics
37	Jamilah, S.Ag	Teacher	Scholar	Education of Islam and Javanese
38	Hasyim Asy'ari, S.Pd	Teacher	Scholar	English
39	Dian Ekaningsih, SE	Teacher	Scholar	Javanese
40	Evi Susanti, SE	Teacher	Scholar	Social Knowledge and Science and Character
41	Suhenih, S.Kom	Teacher	Scholar	Informative Technology and Character
42	Firman Alamsyah, S.Pd	Teacher	Scholar	Civics and Informative Technology
43	Hj. Siti Saadah, S.Pd	Teacher	Scholar	English and Character
44	Rini Toamah Gusrini, S.Pd	Teacher	Scholar	Sudanese and Character
45	Arief Syarifudin	Teacher	Scholar	Informative Technology
46	Debby Mulyaningsih AP, SE	Teacher	Scholar	Character
47	Moh. Arifin, S.Pd.Jas	Teacher	Scholar	Sports
48	Nurani	Administrator	-	-
49	Sarpadi	Administrator		
50	Budi Syamsul	Administrator	-	-

51	Rubaedah	Administrator	-	-
52	Desy Sumarni Utaryo	Administrator	-	-
53	Ayi Eka Susilo	Administrator	-	-
54	Syarif Hidayat, Amd	Administrator	-	-
55	Arief Syarifudin	Administrator	-	-
56	Kabo	Cleaning Service Boy	-	-
57	Madori	Cleaning Service Boy	-	-
58	Tori	Cleaning Service Boy	-	-
59	Sunardi	Security	-	-
60	Jano	School Caretaker	-	-
61	Tusin	School Caretaker	-	-

Resource: The School Administration

6. The Objective Condition of the Students in SMP Negeri I Kedawung

The students are the only target and the most important component in the process of teaching and learning. Without the existence of the students, the process of teaching and learning will never exist. The students are supposed to be a person who learns, to get knowledge and science with the purpose to improve her/his knowledge and science. The knowledge and science that she/he receives is supposed to be the instrument to get an ideal in the future time.

The total number of the school population at *SMP Negeri I Kedawung* in the school year 2011-2012 is 1.057 students. These students are divided into three grades. The total number of the seventh grade is 357 students consisting 9 classes. The total number of the eighth grade is 351 students consisting of 9 classes. The total number of the ninth grade is 349 students consisting 9 classes. To know more detail about the students, it can be seen at table 4 below:

Table 5
The Total Number of the Students at *SMP Negeri I kedawung*
School Year 2011/2012

Class	Male	Female	Total
VII	157	200	357
VIII	158	193	351
IX	157	192	349
Total students			1057

Resource: The School Administrator

7. The Objective Condition of the School Facilities in *SMP Negeri I Kedawung*

SMP Negeri I Kedawung is located at Cideng Jaya Street. It has suitable and representative building and other supporting facilities. It is comfortable and broad enough for studying. The school has appropriate facilities such as teachers' room, headmaster's room, and administration

office. To know more detail about the objective condition of the school facilities, it can be seen at the table 5 and table 6 below:

Table 6
The Facilities of SMP Negeri 1 Kedawung
School Year 2011/2012

No.	Kind of facility	Total
1	School Guard's House	1 Unit
2	Class Room	27 Units
3	Library	1 Unit
4	Computer Laboratory	1 Unit
5	Mathematical and Natural Sciences Room	2 Units
6	The Students Health Unit	1 Unit
7	Canteen	9 Units
8	The Mosque	1 Unit
9	The Ceremony Field	1 Unit
10	Office	5 Units
11	The Sport Field	3 Units
12	Art Room	1 Unit
13	Skill Room	2 Units
14	Security Post	1 Unit
15	OSIS Room	1 Unit

Resource: The School Administration

Table 7
The Condition of Extracurricular Activities of *SMP Negeri I Keadwung*

No.	Kinds of Extracurricular
1	OSIS
2	PRAMUKA
3	PMR
4	PKS
5	PASKIBRA
6	Basket
7	Soccer
8	MP (White Pigeon)
9	Choir
10	Art

Resource: The School Administration

8. The Curriculum English of *SMP Negeri I Kedawung*

The other components that support the process of teaching and learning is curriculum. A curriculum has important role in the school, especially in teaching and learning process. Each teaching must has any purposes that aid the curriculum it must be a good cooperation between the teacher and students who will implement the school curriculum. Here, the writer takes the curriculum definition from dakir (2004; 98) is follow:

“Suatu program pendidikan yang berisikan berbagai bahan ajar dan pengalaman belajar yang diprogramkan, direncanakan dan dirancangan dengan sistematis atas dasar norma-norma yang berlaku yang dijadikan

pedoman dalam proses pembelajaran bagi tenaga kependidikan dan peserta didik untuk mencapai tujuan pendidikan”.

The quotation above translated into English as follow:

“An education program which is content any learning subject and learning experience programmed, planned and construe base on prevail norms collected systematic become manual directive in learning process for educator and the students to reach goal education”.

According to oxford advent learner’s dictionary by as Hornby (2000:2325) “The subject that are include in course of study or taught in a school, collage, etc.

In the process of teaching and learning are ready written in the curriculum each lesson. The English teaching materials presented in the KTSP English curriculum from nation education department for second years students of *SMPN I Kedawung* Cirebon. There are four points in teaching English (speaking, listening, reading, and writing).

9. The Process of Teaching and Learning in *SMPN I Kedawung*

When doing research, the writer was able to find the information from the English teacher that the process of teaching and learning English is given four periods for two meetings a week. One meeting consists of two periods and one period is 40 minutes. So, every meeting takes 80 minutes. So, in one week the students learn English 2 x 80 minutes or 2 hours 40 minutes in every class.

Before teaching, the teacher always makes the lesson plan that will be presented to the students in order that the teacher is able to present the material of teaching well so that the process of teaching and learning can run well. In general, the teacher begins the process of teaching and learning by greeting the students, reciting Qur'an verses, and instructs the chairman of the class to lead the prayer before the process of teaching and learning. Then, the teacher asks about the students' condition and checks up the attendance list of the students. The teacher begins the process of teaching and learning by asking the teaching material which they have not yet understood. And the next activity, the teacher gives exercises to know their understanding about the teaching material that they have studied. She always solve the student' learning difficulties if there is enough time within the period of teaching. In the activity, the teacher summarizes the teaching material and gives the students' advice to review and study again the teaching material at home, and gives homework related to the teaching material. In the last meeting, the process of teaching and learning is always ended up by praying together like when beginning the process of teaching and learning.

B. The Research Findings

1. The Students' Knowledge of Noun (X Variable)

The writer made the test consist of twenty questions to know the influence of noun knowledge on the students (X Variable). The writer took 35 students (as a sample) to answer the questions. And then, the students

were asked to fill in the table for answering their questions of noun. There are twenty questions, and each item is given one point, if they answer all of the questions correctly, they get 10 points. The result of the test can be seen in the table below:

Table 8
The Result of the Students' knowledge of Noun
(X Variable)

No.	Name	Score
1.	Arin	8.5
2.	Abdallah Husaeni	7.5
3.	Adam Ghulaimi	6
4.	Ade Maulana	7.5
5.	Agung Shodiqin	6
6.	Ahmad Ilham Syahbani	7
7.	Andi Faisal	8
8.	Aris Ramadhan	8.5
9.	Cindi Alamanda	8
10.	Dani Priyono	7
11.	Dawud Apriyanto	9
12.	Dewi Sri B	8
13.	Deya Ameliah	8.5
14.	Dhita Stefani	7.5
15.	Dita Priyani	7
16.	Eka Rahman	5.5
17.	Fahrin Irawan	6
18.	Gilang Ramadhan	5.5

19.	Irawati	9
20.	Intan Tsniyah	8
21.	Isda Maulida	7.5
23.	Ita Atita	6
23.	Jeffri Purwantoro	9
24.	Mufita Khoirunnisa	7.5
25.	Nur'aeni	7
26.	Nia Junengsih	8
27.	Nuriyani	8
28.	Rizky Arumdhanie	7
29.	Setiatin	7.5
30.	Sugandhi	6.5
31.	Sakinah Trias Putri	8
32.	Sutrisma Sari	7.5
33.	Teguh Sugiono	8
34.	Uripah	7
35.	Uun Kurnaesih	9.5
	Total	262

To know the average score of the students' knowledge of Nouns, the writer uses the formula of mean as follows:

$$Mx = \frac{\sum x}{N}$$

Where:

Mx = Mean of X variable

$\sum x$ = Total score of variable

N = Total of students

$$Mx = \frac{262}{35} = 7.48 = 7.5$$

So, the mean of the students' knowledge of Nouns is 7.5.

2. The Students' Ability in English Speaking (Y Variable)

In this part, the writer also made ten questions to know the students ability in English speaking (Y variable). The students were asked to read about text, then the students' choice as correct answer. There are ten questions and each question given 4 point. Then, if they answer all of the questions, they get 40 score. The answer all in correct divided four, so they get 10 score,

Table 9
The Result of the Students' Ability in English Speaking
(Y Variable)

No.	Name	Score
1.	Arin	7
2.	Abdallah Hussaeni	7
3.	Adam Ghulaimi	7
4.	Ade Maulana	8
5.	Agung Shodiqin	6
6.	Ahmad Ilham Syahbani	7
7.	Andi Faisal	8
8.	Aris Ramadhan	7
9.	Cindi Alamanda	7
10.	Dani Priyono	7

11.	Dawud Apriyanto	8
12.	Dewi Sri B	7
13.	Deya Ameliah	8
14.	Dhita Stefani	7
15.	Dita Priyani	7
16.	Eka Rahman	6
17.	Fahrin Irawan	7
18.	Gilang Ramadhan	6
19.	Irawati	7
20.	Intan Tsniyah	8
21.	Isda Maulida	7
22.	Ita Atita	6
23.	Jeffri Purwantoro	7
24.	Mufita Khoirunnisa	8
25.	Nur'aeni	7
26.	Nia Junengsih	8
27.	Nuriyani	8
28.	Rizky Arumdhanie	7
29.	Setiatin	7
30.	Sugandhi	6
31.	Sakinah Trias Putri	8
32.	Sutrisma Sari	7
33.	Teguh Sugiono	7
34.	Uripah	7
35.	Uun Kurnaesih	8
	<i>Jumlah</i>	250

To know the average score of the students' ability in English speaking, the writer uses the formula of mean as follows:

$$My = \frac{\sum y}{N}$$

Where:

My = Mean of Y variable

$\sum y$ = Total score of variable

N = Total of students

$$My = \frac{250}{35} = 7.1$$

So, the mean of the students' ability in English speaking is 7.1.

3. The Influence of the Students' Knowledge of Noun on Their Ability in English Speaking

After getting the data about the influence of the students' Knowledge of Noun as X variable, and the students' ability in English Speaking as Y variable, The writer also gets the data of X^2 , Y^2 , and XY further, the writer would like to calculate those data know how far the influence between both of them. The data can be in the table below:

Table 10
The Calculation of X and Y Variable

No.	Name	X	Y	X ²	Y ²	XY
1.	Arin	8.5	7	72.25	49	59.5
2.	Abdallah Husaeni	7.5	7	56.25	49	52.5
3.	Adam Ghulaimi	6	7	36	49	42
4.	Ade Maulana	7.5	8	56.25	64	60
5.	Agung Shodiqin	6	6	36	36	36
6.	Ahmad Ilham Syahbani	7	7	49	49	49
7.	Andi Faisal	8	8	64	64	64
8.	Aris Ramadhan	8.5	7	72.25	49	59.5
9.	Cindi Alamanda	8	7	64	49	56
10.	Dani Priyono	7	7	49	49	49
11.	Dawud Apriyanto	9	8	81	64	72
12.	Dewi Sri B	8	7	64	49	56
13.	Deya Ameliyah	8.5	8	72.25	64	68
14.	Dhita Stefani	7.5	7	56.25	49	52.5
15.	Dita Priyani	7	7	49	49	49
16.	Eka Rahman	5.5	6	30.25	36	33
17.	Fahrin Irawan	6	7	36	49	42
18.	Gilang Ramadhan	5.5	6	30.25	36	33
19.	Irawati	9	7	81	49	63
20.	Intan Tsniyah	8	8	64	64	64
21.	Isda Maulida	7.5	7	56.25	49	52.5
23.	Ita Atita	6	6	36	36	36
23.	Jeffri Purwantoro	9	7	81	49	63
24.	Mufita Khoirunnisa	7.5	8	56.25	64	60
25.	Nur'aeni	7	7	49	49	49

26.	Nia Junengsih	8	8	64	64	64
27.	Nuriyani	8	8	64	64	64
28.	Rizky Arumdhanie	7	7	49	49	49
29.	Setiatin	7.5	7	56.25	49	52.5
30.	Sugandhi	6.5	6	42.25	36	39
31.	Sakinah Trias Putri	8	8	64	64	64
32.	Sutrisma Sari	7.5	7	56.25	49	52.5
33.	Teguh Sugiono	8	7	64	49	56
34.	Uripah	7	7	49	49	49
35.	Uun Kurnaesih	9.5	8	90.25	64	76
	Total	262	250	1996.5	1800	1886.5

From the table above, the writer calculate the correlation by using this formula:

$$N = 35$$

$$\sum X = 262$$

$$\sum Y = 250$$

$$\sum XY = 1886.5$$

$$\sum X^2 = 1996.5$$

$$\sum Y^2 = 1800$$

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

$$r_{xy} = \frac{35 \times 1886.5 - (262)(250)}{\sqrt{[35 \times 1996.5 - (262)^2][35 \times 1800 - (250)^2]}}$$

$$r_{xy} = \frac{66027.5 - 65500}{\sqrt{[69877.5 - 68644][63000 - 62500]}}$$

$$r_{xy} = \frac{527.5}{\sqrt{[1233.5][500]}}$$

$$r_{xy} = \frac{527.5}{\sqrt{616750}} = \frac{527.5}{785.3} = 0.67$$

From the calculation above, the writer can take a conclusion that the correlation between X variable and Y variable is 0.67. So, it means that correlation between X variable (the students' knowledge of Nouns) and Y variable (the students' ability in English speaking) is enough or sufficient correlation. Based on interpretation of r_{xy} scale, the value or r_{xy} (0.67) is available between 0.40 – 0.70. It indicates that there is an enough or sufficient correlation between X variable and Y variable. Meanwhile, to know the influence of X variable on Y variable the writer uses the formula as follows:

$$DC = r^2 \times 100\%$$

DC = Determination Coefficient

r = Correlation Coefficient

$$DC = r^2 \times 100\%$$

$$DC = 0.67^2 \times 100\%$$

$$DC = 0.4489 \times 100\%$$

$$DC = 44.89\%$$

So, the influence of X variable on Y variable is 44.89%

Based on the calculation above, the writer finds that 44.89% is the enough influential level from the correlation between the students' knowledge of Nouns (X variable) and the students' ability in English Speaking (Y variable)

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After collecting and analyzing the research findings, finally the writer can draw a conclusion as follows:

1. The English teachers always give some vocabularies in the learning to the students. And also the English teachers always give practices in English speaking. But the students' knowledge of vocabulary and grammar is still low. With the students' knowledge of vocabulary and grammar, especially noun is able to increase the students' ability in English speaking.
2. The students' knowledge of Noun at the eighth year of *SMP Negeri I Kedawung* is recognized "Good", because they have the result from the tested, it showing 7.5.
3. The students ability in English speaking at the eighth year of *SMP Negeri I Kedawung* is recognized "Good", because they have the result from the tested, it showing 7.1. Meanwhile, the average score of the students' ability in English Speaking after being tested showing 7.1.
4. Finally, after collecting the data of the students' knowledge of Noun (X variable) and the data of the students' ability in English Speaking (Y variable), the writer analyzed to get the result of the analysis by means of the formula of product moment. In fact, the result of the analysis showing 0.67. It means that

there is an enough or sufficient correlation between X variable and Y variable. It also known that the influence of X variable on Y variable shows 44.89%. It means that there is enough influential level from the correlation between the students' knowledge of Noun and the students' ability in English Speaking.

B. Suggestion

After the writer finished this thesis, the writer would like to give some suggestions for the process teaching and learning English, as follows:

In the process teaching and learning English, the English teacher need the efficient and effective strategy in the students knowledge of grammar and vocabularies especially noun and in the four language skills especially speaking ability.

Grammar is as foundation of a language. The students must learn about grammar, whereas speaking is the important in communication orally. In order we can speaking English, we must knowledge of vocabularies and increased knowledge of vocabularies, because this is very relationship.

The writer realizes that the research paper is far from being perfect. The writer may not say that our method is better than the other method, but the writer however should say that our methods need correcting the other writer. The last, the writer suggest for the next researcher to prepare in order that the next research is more perfect and able to complete what the writer has not collected in this research yet.

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APPENDIX I

Instruction:

1. Write your name and class on the answer sheet given
 2. Choose the correct answer on the available answer sheet
 3. Do your best and good luck!!!
-

Name :

Class :

A. Underline the noun in this sentence

Example: The pen for the writing

The pen for the writing

1. I have three cats
2. He is playing football
3. This is her sister
4. The cow is eating
5. The baby is crying

B. Put 'a' or 'an' in the blank

Example: I have ruler.

I have a ruler.

6. My father buying New car
7. This is egg
8. My mother has Umbrella.
9. I have Dog.
10. I have Bed in my room.

C. Fill in the blank with 'much' or 'many'.

Example: there isn't Water in the pail

There isn't much water in the pail

11. There are not Glasses in the table
12. There isn't milk in the bottle
13. There are pencils in your pencil-case
14. There are People in the hall.
15. There is Sugar in this bottle.

D. Fill in the blank with noun.

Example: I write with a

I write with a pen

16. Sinta is buying
17. I bought the bag from my
18. She is my
19. I need For reading.
20. My mother buying in the market

APPENDIX II

Speaking Test

A : What's your name?

B :

A : Where are you from?

B :

A : How many friends in this class?

B :

A : Do you have any sisters or brothers?

B :

A : How many sisters or brothers do you have?

B :

A : Do you have any pens?

B :

A : How many pens do you have?

B :

A : How much water is there in the bottle?

B :

A : How much pocket money do you have everyday?

B :

A : How many books do you bring in your bag?

B :

APPENDIX III

INTERVIEW

➤ **Kepala Sekolah**

1. Kapan dan bagaimana sejarah berdirinya sekolah ini?
2. Berapa jumlah pegawai sekolah ini?
3. Bagaimana geografis di sekolah ini?
4. Sejak kapan bapak menjabat sebagai kepala sekolah?
5. Bagaimana usaha bapak untuk memajukan sekolah ini yang akan datang?

➤ **Guru Bahasa Inggris**

1. Bagaimana dengan kurikulum yang diterapkan oleh guru Bahasa Inggris proses pembelajaran?
2. Apa peran guru dalam proses pembelajaran bagi siswa?
3. Apakah dalam belajar guru selalu menggunakan alat peraga?
4. Bagaimana prestasi belajar siswa khususnya dalam mata pelajaran Bahasa Inggris?
5. Hambatan apa saja yang menjadi kendala dalam proses pembelajaran?
6. Bagaimana upaya guru dalam menghadapi kesulitan belajar khususnya untuk para siswa kelas 8?

APPENDIX IV

ANGKET PENELITIAN

Nama :

Kelas :

Sekolah :

Petunjuk Pengisian

- Tulis nama sekolah dan kelas pada kolom yang tersedia.
 - Bacalah dengan baik item dan alternative jawabannya.
 - Pilihlah alternative jawaban yang paling sesuai dengan pendapat anda dan berilah tanda silang (X) pada jawaban yang anda pilih.
-
-

1. Dengan kita mempelajari Noun (kata benda) kita bisa menambah pengetahuan bahasa inggris ?

- | | | |
|------------------|-----------------|------------------------|
| a. Sangat setuju | c. Ragu-ragu | e. Sangat tidak setuju |
| b. Setuju | d. Tidak setuju | |

2. Anda memperhatikan baik-baik ketika Guru anda sedang menerangkan pelajaran yang sedang dipelajari ?

- | | | |
|------------------|-----------------|------------------------|
| a. Sangat setuju | c. Ragu-ragu | e. Sangat tidak setuju |
| b. Setuju | d. Tidak setuju | |

3. Saya sangat senang belajar bahasa inggris ?

- | | | |
|------------------|-----------------|------------------------|
| a. Sangat setuju | c. Ragu-ragu | e. Sangat tidak setuju |
| b. Setuju | d. Tidak setuju | |

4. Setiap pelajaran bahasa Inggris saya selalu membawa kamus ?

- | | | |
|------------------|-----------------|------------------------|
| a. Sangat setuju | c. Ragu-ragu | e. Sangat tidak setuju |
| b. Setuju | d. Tidak setuju | |

5. Saya sangat kesulitan dalam mempelajari Noun (kata benda) dalam bahasa Inggris ?
- a. Sangat setuju c. Ragu-ragu e. Sangat tidak setuju
b. Setuju d. Tidak setuju
6. Apakah anda suka / tertarik berbicara Bahasa Inggris ?
- a. Sangat setuju c. Ragu-ragu e. Sangat tidak setuju
b. setuju d. Tidak setuju
7. Saya merasa kesulitan dalam berbicara menggunakan bahasa Inggris?
- a. Sangat setuju c. Ragu-ragu e. Sangat tidak setuju
b. Setuju d. Tidak setuju
8. Ketika anda menjawab soal, apakah ada kesulitan dalam menjawabnya?
- a. Sangat setuju c. Ragu-ragu e. Sangat tidak setuju
b. Setuju d. Tidak setuju
9. Ketika guru memberikan contoh kalimat tentang Noun (kata benda), kamu mencatat dan mencoba membuat kalimat yang lain?
- a. Sangat setuju c. Ragu-ragu e. Sangat tidak setuju
b. Setuju d. Tidak setuju
10. Anda kesulitan dalam mengucapkan (pronunciation) kata-kata dalam bahasa Inggris terutama dalam Noun (kata benda) ?
- a. Sangat setuju c. Ragu-ragu e. Sangat tidak setuju
b. Setuju d. Tidak setuju

