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THE COMPARATIVE STUDY BETWEEN THE STUDENTS' ACHIEVEMENT IN SPEAKING ENGLISH BY USING PREQUESTIONING AND MOTIVATION OF THE FIFTH GRADE STUDENTS OF *SDN 2 CIKEUSAL KEC.GEMPOL KAB.CIREBON*

A THESIS

Submitted to the English Education Department of *IAIN Syekh Nurjati Cirebon in Partial*

Fulfillment of the Requirements for Islamic Scholar Degree in English Education

Arranged by

FITRI RIANA

Reg Number : 58430661

THE ENGLISH EDUCATION DEPARTMENT OF TARBIYAH FACULTYOF

SYEKH NURJATI STATE INSTITUTE FOR ISLAMIC STUDIES

CIREBON

2012

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ABSTRACT

FITRI RIANA : "**THE COMPARATIVE STUDY BETWEEN THE STUDENTS' ACHIEVEMENT IN SPEAKING ENGLISH BY USING PREQUESTIONING AND MOTIVATION OF THE FIFTH GRADE STUDENTS OF *SDN 2 CIKEUSAL KEC.GEMPOL KAB.CIREBON*"**

language is the only instrument for human beings to communicate and interact with others. And by the language they can increase their lives by means of knowledge, science, technology, religion, politics and so on.

The aims of the research are; to find out the students' achievement in speaking English by using pre questioning, to find out the students' achievement in speaking English by using motivation. And to know how is the students' achievement in speaking English by using pre questioning and motivation. The method of the research in this thesis is using a quantitative data and the technique of analysis data for comparative by using T-Test formula and Standard Deviation.

The researcher will draw a conclusion based on the result of research is the highest score on the students' achievement in speaking English by using pre questioning is 35 and categorized as " enough", and the lowest score is 20 and categorized is "poor". The mean of the result of the students' achievement in speaking English by using pre questioning and motivation is 28. The highest score on the students' achievement in speaking English by using motivation is 45 and categorized as " good", and the lowest score is 30 and categorized is "enough". The mean of the result of the students' achievement in speaking English by using pre

motivation is 38. So it can be concluded there is significant comparison between the students' achievement in speaking English by using pre questioning and motivation.

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PREFACE

All praises be to Allah, the God of all creatures and universe. The most gracious and the most merciful because of His Mercy and blessing, the researcher has finally been able to finish writing this thesis. May invocation and safety always be given to the prophet Muhammad (peace be upon him), his family, his followers up to the end of the world.

This thesis entitled in "**THE COMPARATIVE STUDY BETWEEN THE STUDENTS' ACHIEVEMENT IN SPEAKING ENGLISH BY USING PREQUESTIONING AND MOTIVATION OF THE FIFTH GRADE STUDENTS OF *SDN CIKEUSAL 2 KEC.GEMPOL KAB.CIREBON*".** it is presented to fulfill one of the requirements for the Islamic Scholar Faculty of *Tarbiyah*, English Study program of *Syekh Nurjati* State Institute for Islamic Studies.

In composing this thesis, there are so many people who participated, helped and advised directly or indirectly. So, in this opportunity, the researcher would like to convey her sincerely propound thankfulness to:

1. Prof. Dr. H. Maksum Mukhtar, M.A., The Rector of *Syekh Nurjati* State Institute for Islamic Studies.

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2. Dr. Saefudin Zuhri, M.Ag., as The Dean of *Tarbiyah Faculty* of *IAIN Syekh Nurjati Cirebon.*
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This thesis is still far from being perfect and there are many mistakes and errors in it would become my responsibility.

The researcher hopes this thesis will be some valuables to the readers, especially for the researcher and for the students of English Department of *Tarbiyah* Faculty of *IAIN Syekh Nurjati Cirebon.*

Cirebon, July 2012

The writer

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

People and language cannot be separated each other. Only with language they are able to communicate with others. Language is very important in the world. By language people can express their feeling , thought, knowledge, etc. In other words, language is the only instrument for human beings to communicate and interact with others. And by the language they can increase their lives by means of knowledge, science, technology, religion, politics and so on. There are some definition of language, such as:

According to Compact Dictionary Canadian English (1976: 382), language is 1. all of system by which human beings combine sounds into meaningful units, such as words, to convey ideas and feelings.

English is an international language. Therefore, English that must be taught started from the students of kindergarten up to the students university. And the problems of the school are teacher doesn't have the interest method or media, besides that the teacher can't create the interest leaning in the classroom. So, the students are not be motivated in teaching learning and they are understanding the material slowly. Therefore, if the teacher has the interest method or media, the students are more spirit

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and interest in teaching and learning process. Besides that they are understanding the material quickly especially for in teaching speaking English.

There are four major skills of language that learners have improved as follows: writing, reading, listening, and speaking. Learning English for children needs adjusting. They need guiding from their teacher. The teacher have to create the interesting learning in the classroom because they are often bored. Therefore, in learning English in Elementary school, the teacher can use the pre questioning and motivation. By pre questioning and motivation in the future they are easy to learn English. They have competency at least they get a good achievement in speaking English.

When the teacher teaches English, they can use pre questioning and motivation for the students achievement. Basically, the students need warming up for teaching and learning first. Many ways to give warming up for the students, one of the example is pre questioning. Pre questioning is a way to give spirit for the students in teaching and learning process. Based on Brown's (2001) explanation of display questions, schema theory and students' background knowledge explanation. He also defined pre-questioning implicitly as some questions which are provided before the students read the whole text, in order to build the students' interest and motivation, also their cognitive factors and pre-questioning is very useful to activate the schemata, thus the students can predict what will be faced by them in the reading text. So, the students are more spirit in teaching and learning in the classroom. Besides

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that, motivation is so important. Therefore, it makes sense to try and develop our understanding of it.

As H Douglas Brown points out cognitive view of motivation includes factors such as the need for exploration, activity, stimulation, new knowledge and ego enchancement (Brown 2000: 160-166). It is accepted for most fields of learning that motivation is essential to success that we have to want to do something to succeed at it. Without such motivation we will almost certainly fail to make the necessary effort. Motivation is also consists of intrinsic and extrinsic motivation. Intrinsic motivation is especially important for encouraging success because it comes from within the individual. And extrinsic motivation is caused by any number of outside factors. For example, the need to pass an exam, the hope of financial reward.

In this point the pre questioning and motivation will be connected with the students achievement in speaking English. If the students have no strong motivation in learning. So, their achievement is low or they will be failed. Marion Williams and Richard Burden suggest that motivation is a state of cognitive arousal provokes a decisions to act as result of which there is sustained intellectual and or physical effort so that person can achievement some previously set goal (Williams and Burden 1997:20).

After I reviewed three the previous studies, I found out the previous studies of those thesis are conducted by: Mira Yusanti (2011) her register Number 06430556, Erna Maria Sopiana (2012) her register number 06320197, Saeful Bahri

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(2012) his register number 07430268. And the previous studies of them will be explained in below as follows:

A. The previous studies of this thesis is conducted by Mirawati Yusanti (2010) and her register number 06430556. And her research title : "THE CORRELATION BETWEEN THE STUDENTS' MASTERY IN VOCABULARY AND THEIR ABILITY IN SPEAKING ENGLISH OF THE ELEVENTH YEAR AT *SMKN 1 LEMAH ABANG CIREBON."* Her research was aimed to find out the data about the students' mastery in vocabulary. In collecting data, she used Pearson's Correlation Product Moment and Determination Coefficient Formulation. She classified the data the form language, sentence, tense, and teaching by picture form. She said that the students' mastery in vocabulary and their ability in speaking English through picture teaching is more effective and it can give stimulate and provide information more. She draws conclusion relating to the students' mastery in vocabulary is "good". It is known from test and the mean of vocabulary is 72.5 Meanwhile, the students' ability in speaking English is 78.3. It indicates that the students' ability in speaking English is good. And from the calculation of product moment correlation the result of the correlation between the students' mastery in vocabulary and their ability in speaking English is 0.47. It can be categorized as "enough" of sufficient". It indicates that there is enough or sufficient correlation between the students' mastery in vocabulary and their ability in speaking English.

B. The previous studies of this thesis is conducted by: Erna Maria Sopiana (2012) and register number 06320197. And her research title "THE CORRELATION

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BETWEEN THE STUDENTS' KNOWLEDGE OF VOCABULARY AND THEIR ABILITY IN SPEAKING AT THE SECOND GRADE STUDENTS OF *SMPN 1 PLUMBON"*. Her researcher was aimed to find out the data about the students' knowledge of vocabulary, to find out the correlation between the students' knowledge of vocabulary and their ability in speaking. The method is using a quantitative method. It means that the data which are obtained from the field of the research are the analyzed statistically by means of numbers by using pearson's correlation product moment and determination coefficient formulation. The population of the research is all of students at the second grade of *SMPN 1 PLUMBON CIREBON*. all of the students at second grade consists of nine classes. And she took a sample from one class namely, 11 per 100 X 355 = 39 students. So, the sample of the research was 39 students. The analysis of the test show that the average score the students' knowledge of vocabulary was 67.69 and the average score of the students ability in speaking was 68.00. Both of these score can be categorized as " sufficient". Meanwhile, the calculation by using product moment correlation by pearson indicates the result of the correlation between the students' knowledge of vocabulary and their ability in speaking is 0.61. It means that between X and Y variable there is sufficient correlation. In other words, there is a significant and positive correlation of the students' knowledge of vocabulary on their ability in speaking at the second grade students of *SMPN 1 PLUMBON CIREBON*

C. The previous studies of this thesis is conducted by Saeful Bahri and register number 07430268. And his research title " THE INFLUENCE OF INFORMATION

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GAP TECHNIQUE IN IMPROVING STUDENTS' SPEAKING ABILITY AT THE SEVENTH YEAR OF MTs NEGERI KARANGKENDAL KABUPATEN CIREBON". The method of the research is quantitative approach by means using theoretical data and empirical data resource. The techniques of collecting data are analyzed by the theoretical and statistical analysis. For statistical analysis, he uses formula of pearson's product moment correlation. To indicate how many percents the contribution of X variable influences Y variable, he uses coefficient of determination (DC = R^2 X 100%). The objective of the research in this thesis is to know how the influence of information gap technique in improving students' speaking ability at the seventh year students of *MTs KarangKendal Kabupaten Cirebon.* The students' response information gap technique activity is 7.58. It is in good clarification. For improving students' speaking ability, it can be known 8.3. It is in good clarification. Product moment correlation coefficient between X variable and Y variable (rxy) is 0.82. It is categorized in good correlation. The contribution of coefficient of determination (DC) is 67.24% and the test is 32.76% can be formed the other factors such as approach, media, preparation of learning process etc that need to be investigated more detail.

So, I conclude my thesis has strength is the score of test like "good", sufficient" and etc. They can be described more detail. So, the readers can understand what does mean?

Pointing explanation above, the researcher will do research about the students achievement in learning English in their teaching and learning process at the

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school. It is especially stressed about the comparative between the students achievement in speaking English learning. And the objects of the research are the students at *SDN 2 CIKEUSAL Kec. Gempol Kab. Cirebon.*.

B. The Identification of the Problem

1. The Field of the Research

The field of the research in this proposal is speaking. In this case, the writer will do research about the students' achievement in speaking English by using pre questioning and motivation.

2. The Kinds of the Problem

The kinds of the problem the students have low spirit and motivation in teaching and learning English in the classroom especially in speaking.

So, by using pre questioning and motivation the students can understanding and practicing in front the class and the teaching and learning English is more interest.

3. The Main of the Problem

The main problem of this thesis is the students don't have motivation in teaching and learning process especially in speaking English because the teacher doesn't have the interest method or media, besides that they can't create the interest learning in the classroom. So, the students are often bored quickly.

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C. The Limitation of the Research

In this research, the researcher will limit the problem which has comparison with the title of the proposal that is the comparative between the students' achievement in speaking English by using pre questioning and motivation of the fifth grade of *SDN 2 CIKEUSAL*.

D. The Questions of the Research

The writer has some basic questions as follows:

1. How is the students' achievement in speaking English by using pre questioning?
2. How is the students' achievement in speaking English by using motivation?
3. Is there any positive and significant comparison between the students' achievement in speaking English by using pre questioning and motivation?

E. The Aims of the Research

The aims of this research in this proposal as follows:

1. To find out the students' achievement in speaking English by using pre questioning.
2. To find out the students' achievement in speaking English by using motivation.
3. To know how is the students' achievement in speaking English by using pre questioning and motivation.

F. The Use of the Research

The research possibly hoped that the result of the research can affect the development of the students achievement in teaching and learning all of the subjects especially in English. And its influence on the students achievement in speaking and conversation. Particularly at the fifth grade students of *SDN 2 CIKEUSAL* and generally for the development of teaching and learning English at school in around of Indonesia.

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