IMPROVING STUDENTS’ SPEAKING PROFICIENCY THROUGH CASE PRESENTATION METHOD

(A Classroom Action Research at the Second Year Students of SMA Negeri 1 Campalagian Polman)

A THESIS

Proposed as the Fulfillment to Accomplish Sarjana Degree at Faculty of Teacher Training and Educational Muhammadiyah University of Makassar

RUSMAN DJABIR
10535 2802 07

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MAKASSAR MUHAMMADIYAH UNIVERSITY
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In the name of Allah, Most Gracious, Most Merciful

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Makassar, 2014

The researcher

RUSMAN DJABIR
ABSTRACT

RUSMAN DJABIR, 2013. Improving the Students’ Speaking Proficiency through Case Presentation Method. (A Classroom Action Research at The Second Year Student of SMAN 1 Campalagian, Polman Regency). Guided by Kaimuddin and Radiah Hamid. Thesis of English Department, The Faculty of Teacher Training and Education, Muhammadiyah University of Makassar.

The objective of the research aimed to find out the improvement of students’ speaking proficiency through Case Presentation at class XI in SMA Negeri 1 Campalagian.

The method of this research was classroom action research that consisted of two cycles. One cycle consisted of four meetings. It means that there were eight meetings in two cycles. This classroom action research was done at SMA Negeri 1 Campalagian for English subject. As subject in this research was class XI Senior High School in 2012-2013 academic year with student’s number as about 30 students. Those consist of 25 women and 5 men. Instruments are speaking test and observation.

The finding of this research is the improvement of the students’ speaking proficiency in terms of speaking accuracy and speaking fluency in which the mean score of diagnostic test is 5.43, the mean score of cycle I is 6.63 and the mean score of cycle II is 7.30. The result above indicates that there a significant improvement of the students’ speaking proficiency in terms of speaking accuracy and speaking fluency in the application of case presentation method at class XI of SMA Negeri 1 Campalagian.
CHAPTER I

INTRODUCTION

A. Background

In the world of globalization of era, English has increasingly become the medium in every domain of communication, both in local and global contexts. As a result, the demand for speakers using English effectively was necessary in every country. Teaching and learning English, except for the native language, is thus crucial for communicative purposes to meet demands of global economics and to cope with the growing local, national and international demands for English skills. Khamkhien (2006:1).

English is a language as a means of communication requires a habit of practice. Therefore, speaking is one of the skills that becomes a priority for all people especially learners of English to learn. Students express their thoughts in speaking but the fact shows that they sometimes find themselves bereft and absolutely it gives bad impact to the English learning process. For this reason, the researcher wants to emphasize on improving the Speaking Proficiency in the English learning process.

The researcher considered a phenomenon among the students of SMA Negeri 1 Campalagian, Polman Regency especially at class XI that’s to say, almost every one of them wishes to speak, but they found themselves difficult and even bereft to express it. It was because they didn't have knowledge about grammar and vocabulary meant the students were difficult to give and arrange
question correctly concern with WH-Questions and the auxiliary verb in simple present form. Students were complicate to connect the subject with suitable auxiliary and also cause of lack vocabulary when they were speaking that actually can lead them from accuracy to fluency. This, of course, results in lacking confidence to speak in which they were afraid of making mistakes.

Besides the problems above the method that the English teacher applied in teaching English is conventional or not effective. The students were provided a piece of paper which contain of a dialogue then they memorized and practiced it in front of the class. This way made students monotonous because they were demanded to focus on the text. Considering to the reasons above, then the researcher focused his attention on the speaking skill as one of the skills of language.

Based on the observation by Diagnostic Test the researcher got the data of the class XI SMA Negeri 1 Campalagian, Polman Regency which consisted of 30 students, in average the students got 5.6 in English subject achievement, whereas the target is 7.0. For the classification 2 students got 7.5 or 6.67 % was fairly good, 4 students got 6.5 or 13.33 % was fair, 20 students got 5.5 or 66.67 % was poor and 4 students got 3.5 or 13.33 % was very poor. This fact directly showed us the weakness of the students in speaking skill especially in their accuracy and fluency. The Use of Case Presentation Method to improve students’ speaking proficiency is to lead the students from accuracy to fluency. Examining the influence of speaking proficiency. Using Case Presentation was rather difficult and challenging, that’s why the researcher was interested in observing it with the
given title “Improving Students’ Speaking Proficiency through Case Presentation Method.

B. Problem Statements

Based on the background above the researcher formulated research question, as follows:

1. Did Case Presentation Method improve the students’ speaking accuracy at class XI of SMA Negeri 1 Campalagian, Polman Regency?
2. Did Case Presentation Method improve the students’ speaking fluency at class XI of SMA Negeri 1 Campalagian, Polman Regency?

C. Objectives of the Study

The objectives of this research are:

1. To find out whether or not Case Presentation Method could improve students’ accuracy in speaking.
2. To find out whether or not Case Presentation Method could improve students’ fluency in speaking.

D. Significance of the Study

The result of the research was expected to be a meaningful input for the teaching device that could help the teachers find their easy communicative way of teaching the language and absolutely deal with the success of teaching speaking proficiency in learning process and it was expected to be meaningful for the students in learning the language so as to easily be able to understand and use it then either in their classroom or outside. Besides that, it was also expected to be a valuable reference for either the university, those who would do another research
relating to this case or the researcher for the English teaching improvement in future.

E. Scope of the Study

The scope of this research was limited to the application of Case Presentation to improve students’ speaking accuracy and fluency at class XI of SMA Negeri 1 Campalagian, Polman Regency which covered both accuracy especially in grammar and fluency especially in smoothness.
CHAPTER II

REVIEW OF RELATED LITERATURE

A. Some Previous Related Research Findings

In this part, the researcher writes down some previous related research findings found by some researchers which relate to speaking. As follows:

Jumahida, (2008). Thesis. *Improving The Students Speaking Performance Through Team Game Tournament Method Type* at the Second Student of SMAN 3 Takalar. She reported that the students are really interested in learning English through team game tournament method type. Even if it is improving the students’ speaking performance. She found that 77.5 % of the students were interested in learning English and 75 % of the students improved their English through team game tournament method type.


Nasyah, (2009). Thesis. *Improving The Students Speaking Ability Through English Outbound Activities at* the Second Year of SMPN 1 Pallangga Gowa, Regency, she reported that English outbound activities are a good method in studying English outside and can improve their speaking ability especially in comprehensibility. He found that 76 % of the students were interested in this method and 74 % of the students were effective in speaking.
Hartini, (2010) concluded that the students’ pronunciation in vowels sounds was improved through Students Team Achievement Divisions’ Technique and the implication of a classroom action research. The improvement vowels sounds was significant in which cycle II is greater cycle I. cycle I (7.30) < cycle II (7.98).

Hasriati, (2004). Thesis. Improving the Students Speaking Skill Through Situational Language Learning at the Second Year of SMPN 2 Kajuara Bone. She explained that situational language learning method is a good way to improve the students speaking ability. He found that 73 % of the students were effective in learning English and 70 % of the students could increase their English through situational language learning.

Using Case Presentation is really a right method to develop the students’ Speaking proficiency because Case Presentation Method shows that teacher requires not only knowledge of subject matter, but knowledge of how students learn and how to transform them into active learners. It can also improve students’ listening ability in additions for speaking ability.

B. Some Pertinent Ideas

1. Definition of Case Method

According to Smith (1987:14) the term case teaching in this context refers to a description of a situation which exists or existed within an organisation. Furthermore Barners, et al (1994:14) cite that a teaching case is description of
episodes of practice, a selection of reality, a slice of life, a story designed and presented as study material, an exercise, a puzzle, or a problem.

The case method is a teaching approach that consists in presenting the students with a case, putting them in the role of a decision maker facing a problem. Hammond (1976:3). The case method is a form of learning where the students first read a description of a real case or a problem taken from their occupational area. The description can be 2-50 pages and can sometimes include a video etc. The students elaborate on what to do in this case or how to solve this problem. After that they meet with the class and discuss the case with one another.

A case is typically written as a semi-story, told by case protagonists. But a story is always an interpretive account; there are inevitable gaps between reality, experience, and expression Bruner (1990:7). Truthful representation of reality is made even more difficult by the limited space for a typical teaching case.

Relating to the definition above researcher concludes that case is a situation, a selection of reality that happen in environment which need to be resolved. The other hand case is a problem that comes from the causal relationship based on facts that occurred.

2. Definition of Presentation

Cunning Sworth (1984:34), states that presentation is the initial stage of learning a new item. The teacher provides the new information, the new piece of knowledge, and the students concentrates on understanding it and remembering it.
Although students may not seem to be doing very much overtly at this stage. The students are in fact very active mentally as students seek to understand and internalise the new rule which is being presented.

To make clear before giving more information about presentation, first of all, let’s define what researcher means by “presentation”:

a. Essberger (2007:1), define that presentation as a short talk by one person to a group of people introducing and describing a particular subject.

b. Presentation is something that is presented specific. Making students speak is the problem of most of teacher. Teacher should always look for new ways to encourage their students to practice their oral English spontaneously.

Essberger (2007:1), states that “asking students to give presentation has the follow advantages: a) it gives the presenting students a good opportunity to practice unaided speaking, b) it gives the other students good listening practice, c) it increases the presenting students’ competence when using English, d) It can be good practice for the real situation for those students who may actually need to give presentation in English in their professional lives, e) it is an excellent generator of spontaneous discussion”. Base on the definition above researcher can conclude that presentation is a chance where students delivering one point of information through describing a particular situation. Furthermore, doing presentation will lead the students into a professional speaking. Presentation also
giving a chance for students to explore their ability in English dealing with their speaking proficiency.

3. **Definition of Case Presentation Method**

Refers to both of case and presentation definition above, the researcher concludes that Case Presentation is a short talk by one person or group people to deliver a news in class presentation form where the content is about a problem based on the facts that occurred for getting resolution.

Case Presentation is really a right method to develop the students’ Speaking proficiency because Case Presentation Method shows that teacher requires not only knowledge of subject matter, but knowledge of how students learn and how to transform them into active learners. It can also improve students’ listening ability in additions for speaking ability. Essberger (2007:2). In addition, this is an interesting method for students to practice their English, because they are free to choose a case what they like to present as their interest.

4. **The Teaching Process of Case Presentation Method**

Barners, et al (1994:26), state that learning cycle model people learn constantly cycling through the four stages of *active experimentation, concrete experience, reflective observation and abstract conceptualisation*. Can be seen as follows: (1). In the first cycle learners receive the case teaching or the case can be provided by the student self.(2). The learners review the case.(3). Reflect and analyses the data presented in it. (4). Learners then are asked to reach conclusion about the case.
5. **The Advantage of Case Presentation Method**

According to Foran (2002:45), that the goal of the case presentation method include developing critical thinking skill, learning through decision-making and role-playing situation, developing confidence in defining and solving problem through interactive discussion and exercising and developing skill in public speaking and group problem solving.

The researcher can say that case presentation method is a great way to achieve the students’ competence in speaking especially in accuracy for pronunciation, grammar, vocabulary and especially in fluency for smoothness competence through presentation. In other word students is not only focus in one skill through this method but students can improve another skill and ability which are very helpful for their speaking improvement. Besides that Case Presentation Method has been used at Cambridge Harvard University and many other universities for more than 50 years, mostly within business, economic and law studies. During the 1980s and 1990s many universities and subject areas have adopted this method.

6. **The Concepts of Speaking**

a. **Definition of Speaking**

Gronbeck, (1992 : 2), states that speaking is information by giving ideas, asking question and giving responses which have correlation with opinions, or arguments that can stimulate students to support their opinion. It is expected that through the speaking activities, the students can apply their speaking.
Speaking however particularly in English is not easy to do. Chastain, (1976: 334) states that learning to speak is obviously more difficult than learning to understand the spoken language, because it concerns with sequential arrangement of activities that requires on the part of the teacher and the learners. So it is easy or enough for the students to hear or to listen the speech only. Therefore, as students, they have to practice their English anywhere. A teacher should give more attention and give various activities for the student in teaching speaking skill to increase the student ability to use the language because this case is one of the ways to improve students’ English speaking.

Widdowson, (1985:57), states that speaking means of oral communication in giving impormation for one person or some people which involves two elements, namely the speaker is someone who gives the message and the listener is someone who receives the message. In other word, the oral communication involves the productive skill of listening.

Widdowson, (1985:58), states that an act of communication through speaking is commonly performed in face to face interaction and occurs as part of dialogue or rather from or verbal exchange. Therefore it is depends on an understanding of what else has been said in the interaction. Furthermore, Byrne, (1976:8) states that speaking is a means of oral communication in giving ideas or impormation to others. It is the most essential way in which the speaker can express himself through the language.

Relating to the explanation above, the researcher concludes that speaking is process between speaker and listener giving information each other and both
listener and speaker are active during the oral communication takes place. The act of speaking involves not only the production of the sound but also the use of gesture, the movement of the muscles of face, and indeed of the whole body. All of these non vocal of speaking as a communication activity are transmitted through the visual medium.

**b. Kinds of Speaking**

Speaking is commonly divided in two kinds, namely speaking performance and speaking competency as Manser in Jumahida (2008:19).

1. **Speaking Performance.**

Manser states that performance is the person’s process or manner of play. Therefore, researcher may conclude that the speaking performance is the way of one’s manner in speaking.

2. **Speaking Competency**

He defines that competency has ability, skill, and knowledge to do something. Then, through this basic definition, researcher also may conclude that speaking competency is one’s ability to speak which is supported with adequate skill and knowledge and it is not assessed by how is delivered.

**c. The Element of Speaking**

According to Harmer, (1991:20) aspects of speaking can be divided as follow:
1. **Pronunciation**

Pronunciation is an act or result of producing the sound of speech, including articulation, vowel information, accent, and inflection, often with reference to some standard of correctness or acceptability.

Harmer (1991: 25), On the other hand, accurate pronunciation is important if students want to be understood clearly. Pronunciation errors may cause misunderstanding and lead to breakdowns in communication. If students’ pronunciation is good enough to be understood, the aim of communication can be achieved with ease.

Simon (1978: 441) defines pronunciation as:

a. The act of pronouncing words with reference to the pronunciation of sound, the placing of stress, intonation, etc.

b. The manner of uttering a discourse noticeably accent is not most priority matter to be native speaker like pronunciation, but having sure that the saying are understood more important. In other hands, the language learners need to be able to say what he or she wants to say. This means that his/her pronunciation should be at least adequate for that purpose (being understood). It can not be separated from intonation and stress.

2. **Vocabulary**

Vocabulary is very important in speaking English. It is impossible to speak without mastery of vocabulary. Therefore, this element is somewhat essential to learn before practicing speaking. The students sometimes get trouble in
memorizing all vocabulary that they have known because they seldom practice and use them. Thus, it needs to keep them in their mind.

Harmer (1991:135), divides vocabulary in two types that is active vocabulary and passive vocabulary. Active vocabulary is the words that students have learned and they expect to be able to use them. Passive vocabulary is the words they can recognize but cannot be produced.

### 3. Grammar

Using language efficiently requires many skills, and to perform those skills, student should possess a certain level of grammatical knowledge. It helps them to use language not only as senders, but also receivers. Grammatical knowledge helps them combine words into sentences, with the grammatical knowledge they possess, it is believed that students eventually avoid making mistakes. Harmer (1997:27).

Two methods that have been widely used in teaching grammar are deductive/explicit and inductive/implicit. It means that the teachers present and explain grammar rules explicitly to students. Student then practice using the rules and in the end, they can apply the rules when they use the language. Harmer (1997:27).

The deductive teaching method believe that teaching grammar deductively is easy because it does not take much time for teachers to explain. As a result, they can spend more time on having students work on communicative activities to practice using language within limited class time. Harmer (1997:29).
The inductive teaching method accept that teaching grammar inductively enhances learning because it challenges students, especially high proficiency students, to discover the rules themselves, which makes them successful. For young students, it is more appropriate to teach grammar inductively because they can practice and use the language as much as possible in class so that they can acquire language subconsciously. Harmer (1997:30).

According to Simon (1978:792) grammar in the following:

a. The study of language, which deals with the forms and the structure of words (morphology) and with the customary arrangement in phrases and sentences (syntax).

b. The system of words structure and words arrangement of a given language at a given time.

c. A system of rules for speaking and writing a given language.


e. One of speaking and writing, it has to be learned because the valuable transmission in speech through the understanding of structural patterns.

4. **Fluency**

Fluency is the state of being able to speak a language smoothly and easily and students are to communicate easily to others friends.

Brown (1980:255), fluency is ready and expressive use of language. It is probably best achieved by allowing the “stream” of speech to “flow” then, assume of this speech spills over beyond comprehensibility to river bank of instruction or same details of phonology, grammar and discourse explained that fluency defined
as the ability to across communicative intent without to much hesitation and to many pause or breakdown in communication.

5. **Accuracy**

Accuracy in speaking is a way of people speaks by using an appropriate vocabulary, pronunciation and grammar. Harmer (1991:32). Accuracy is the state of being correct or exact and without error, especially as result of careful afford.

C. **Classroom Action Research (C.A.R)**

The research conduct classroom action research (C.A.R). thisis a reflective process which helps teachers to explore and examine aspect of reading and learning and to take action to change and improve. The purposes of classroom action research consist of some parts. It provided a framework for trying out different approaches and ideas, helped to develop reflective practice, confident enables teacher to make choices and decisions about their teaching styles and improved students learning. Arikunto (2008:9).

Classroom action research had two characteristic. They are: (1) the researcher to a problem statement which faced teacher, (2) had certain action to improve the teaching and learning process in the classroom.

The model of Classroom Action Research (C.A.R) as Hopkinsand Lewin Kurt in Sanjaya (2009:23) as follow:

a. Hopkins model

Hopkins described this model of classroom action research that was started through making planning. Conducting action, observation and reflecting. Then the researcher repeated to make planning, action, observation and reflecting.
b. Lewin Kurt model explained four steps in the research process, they are: planning, action, observation and reflecting. The relations among them is called a cycle. It means that a cycle consists of planning acting, observing and reflecting.

For more detail information of the research design of this research the explanations are as below:

This research consist of two cycles. Each cycle consisted of four meetings. In a cycle consists of four steps, they are:

1. Planning

In this step, the researcher will draw up an action research plan which stated our question, how and why he is going to carry out the research. Things to think about: how long it would take? What tools would she used in our research? How would she record our research? there are several planning of doing research, where he prepares all of the instruments to get valid data such as pre-test, post-test, guidelines of observation, answer sheets, and reading texts consist different short story, and etc.

a. Acting

Action will be done based on the planning that is arranged before.

b. Observing

In this stage, the researcher will observe how the condition of the teaching and learning process consist what the students do in the classroom and what the weakness in this research. She will write down all the students’ activities during
the teaching and learning process. The writing or the note will be evaluated for the next step. But if the researcher is as a direct teacher, the researcher will ask helping of relevant teacher to observe this research. In other word, the observed will observed the researcher and students’ activity during in teaching and learning process.

c. Reflecting

This stage will help to make sense of the data he has collected in her research. It is process to help she answer her research question. What have she found out? How successful will be the changes? Did she need to take any follow-up action? In other words, if there were weakness of this research she began to think a problem solving in the next cycle.
D. Conceptual Framework

The conceptual framework underline this research presented in this following diagram:
The conceptual framework above shows the process of the researcher where focuses in speaking skill to improve the students’ speaking proficiency through case presentation method. Based on the classroom action research that this research is done in two cycle where the first and the second cycle have a tight relationship. Every one cycle consists of planning, action, observation and reflection and for the cycle is done based on the reflection or what the students have gotten in the first cycle.

The researcher focuses on speaking skill to measure the accuracy and fluency of the students in speaking. In speaking accuracy consist of grammar, pronunciation and vocabulary but in this research more specific to the grammar as the students lack when they are speaking. Besides accuracy, speaking fluency is also measured in this research consist of smoothness which consists of word frequency and time duration that the students use when they are speaking.

This method can be helpful for the teacher to improve the students’ speaking proficiency. Every single meeting students speak more then the teacher because they must finish one case through presentation in the class and the teacher controls while checking and recording what they are doing in the class to see and get their accuracy and fluency in speaking. The class will be lot of fun in using English to speak because they enjoy to deliver the case material that they are presenting and as the great result their speaking proficiency dealing with the accuracy and fluency will improve certainly.
CHAPTER III

RESEARCH METHODOLOGY

A. Research Setting

This research would follow the principal working of Classroom Action Research (C.A.R) that contains of four sorts, they were: Planning, Action, Observation, and Reflection. This research would be held around two cycles. Those were first and second cycle and each cycle was the series of activities which have closed relation. Where, the realization of the second cycle was continued and repairing from the first cycle.

1. Cycle I
a. Planning

The activities were done in this stage as follows:

1) Understanding the curriculum used in the class XI as an object.
2) Designing lesson planning based on the curriculum for the implementation of action.
3) Designing instrument which would be used in this research.
4) Teacher prepared test for the students.

b. Action

This action will be held in four meetings. The steps as follows:

1) Teacher explained that material which will be studied.
2) Teacher divided the students into some groups.
3) Students received the case material teaching.
4) Students reviewed the case material in front the class by presentation.
5) Teacher controlled and checking the students’ mistakes when students were speaking.
6) Students then were asked to reach conclusion about the case material.
7) Teacher gave a test in the end of that presentation.

c. Observation

Observation was collecting data activity related to the learning English process which had problem solving and learning strategy which had improvement. Therefore, in this stage the researcher prepared the data collection, collector data instrument would be used, data source would be explained.

d. Reflection

Analyze all of the data which had been collected from observation, to assess the teaching program’s achievement after giving an action at the first cycle. The gotten result could be a basic to formulate the next repairing lesson plan. If the first cycle was less successful, the teacher continued to the second cycle.

2. Cycle II

In this section would be done to the next action based on the value of cycle I reflection, as follows:

a. Planning

1) Evaluating the result of reflection, discussing and finding the improvement to be applied for the next learning process.
2) Designing the lesson planning of cycle II based on the cycle I

3) Repairing the weakness of the action in the first cycle.

**b. Action**

In this stage, action was done to improve the result based on the reflection of the cycle I. The stages done were the same as the previous cycle as follows:

1) Teacher divided the students individually learning as replacement of grouping in the first cycle.

2) Students delivering the case material individually.

3) Teacher controlled the learning process carefully as the first cycle.

4) Teacher gave students a test as the result of all activities

**c. Observation**

In the case the observation was done at the cycle II is almost same as the cycle I.

**d. Reflection**

Reflection was done to seem the result of the second cycle action process, to analyze, understand and make conclusion activity. The researcher analyzes first cycle to know whether the action of this cycle reaches success criteria based on test result of second action.

**B. Research Subject**

The subject of this research was the student of SMA Negeri 1 Campalagian, Polman Regency at XI class that consisted of 30 students.
C. Research Variables and Indicators

1. Research Variables

The variable was one of the very important elements of research, and there were two kinds in it; those were independent and dependent variable. Independent variable of this research was the application of Case Presentation Method but in Classroom Action Research the researcher focused in dependent variable. Dependent variable of this research was accuracy especially in grammatical usage and fluency.

2. Research Indicator

The indicator of this research was to measure the students’ speaking accuracy dealing with grammar where students could use WH-Questions with the auxiliary verb in simple present form and speaking fluency dealing with smoothness and word frequency when they were speaking.

D. Research Instrument

In this research, there were two main instruments which were used to collect data; they are observation sheet and speaking test. The functions of each research instrument were:

1. Observation sheet was used to collect data about students’ participation in teaching learning process in speaking and implementing case representation method. The data of the test were analyzed based on the following speaking tables:
Table 3.1: Grammar

<table>
<thead>
<tr>
<th>Classification</th>
<th>Score</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>9.6 – 10</td>
<td>They speak effectively and excellent of grammar</td>
</tr>
<tr>
<td>Very good</td>
<td>8.6 – 9.5</td>
<td>They speak effectively and very good of grammar</td>
</tr>
<tr>
<td>Good</td>
<td>7.6 – 8.5</td>
<td>They speak effectively and good of grammar</td>
</tr>
<tr>
<td>Fairly good</td>
<td>6.6 – 7.5</td>
<td>They spoke sometimes hasty but fairly good grammar</td>
</tr>
<tr>
<td>Fair</td>
<td>5.6 – 6.5</td>
<td>They speak sometimes hasty, fair of grammar</td>
</tr>
<tr>
<td>Poor</td>
<td>3.6 – 5.5</td>
<td>They spoke hasty, and more sentences are not appropriate in grammar</td>
</tr>
<tr>
<td>Very poor</td>
<td>0.0 – 3.5</td>
<td>They speak very hasty, and more sentences are not appropriate in grammar and little or no communication</td>
</tr>
</tbody>
</table>

(Layman in Kurnianingsi, 2008: 30)

Tables of speaking fluency:

Table 3.2: Smoothness

<table>
<thead>
<tr>
<th>Classification</th>
<th>Score</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>9.6 – 10</td>
<td>Their speaking is very understandable and high of smoothness.</td>
</tr>
<tr>
<td>Very good</td>
<td>8.6 – 9.5</td>
<td>Their speaking is very understandable and very good of smoothness.</td>
</tr>
<tr>
<td>Good</td>
<td>7.6 – 8.5</td>
<td>They speak effectively and good of smoothness.</td>
</tr>
<tr>
<td>Fairly Good</td>
<td>6.6 – 7.5</td>
<td>They speak sometimes hasty but fairly good of smoothness.</td>
</tr>
<tr>
<td>Fair</td>
<td>5.6 – 6.5</td>
<td>They speak sometimes hasty, fair of smoothness.</td>
</tr>
<tr>
<td>Poor</td>
<td>3.6 – 5.5</td>
<td>They speak hasty and more sentences are not appropriate in smoothness.</td>
</tr>
<tr>
<td>Very poor</td>
<td>0.0 – 3.5</td>
<td>They speak very hasty and more sentences are not appropriate in smoothness and little or no communication</td>
</tr>
</tbody>
</table>

(Layman in Jumahida, 2008: 31)
2. Speaking test was used to measure the students’ proficiency in speaking.

E. Procedure of Collecting Data

The procedures of collecting data in this classroom action research include speaking test and observation sheet.

1. Test was used at the end of every cycle using criteria of speaking test to measure students’ speaking achievement.

2. Observation was used to measure the students’ participation the teaching and learning process through case representation.

F. Technique of Data Analysis

The data on the students’ speaking proficiency in terms of accuracy was analyzed in the following procedures:

1. To find out the mean score of the students’ test, the researcher used the formula:

\[
\overline{X} = \frac{\sum X}{N}
\]

Where:

\( \overline{X} \) = Mean Score

\( \sum X \) = Total Score

\( N \) = The number of students (Gay 1981:298).

2. To classify the students’ score, there were seven classifications which were used as follows:

a. 9.6 – 10 as excellent

b. 8.6 – 9.5 as very good
c. 7.6 – 7.5 as good

d. 6.6 – 7.5 as fairly good

e. 5.6 – 6.5 as fair

f. 4.6 – 5.5 as poor

g. 0 – 3.5 as very poor (Layman in Hasriati, 2004:29).

3. To Calculate the percentage of the students’ score, the formula which was used as follows:

\[ P = \frac{F}{N} \times 100 \]

Notation : P: Rate Percentage

F: Frequency of the correct answer

N: The total number of students (Sudjana in Marlina, 2011:25)
CHAPTER IV
FINDINGS AND DISCUSSION

This chapter consists of findings of the research and its discussion. The findings of the research present the result of the students’ improvement in speaking proficiency toward the application of case presentation, and the discussion of the research covers further explanation of the findings.

A. FINDINGS

1. The improvement of the students’ speaking proficiency

The application of case presentation method in improving the students’ speaking proficiency covers speaking accuracy dealing with grammar and speaking fluency dealing with smoothness and word frequency.

a. The improvement of the students’ speaking accuracy dealing with grammar

The application of case presentation in improving the students’ speaking proficiency in terms of grammar can be seen the difference by considering the result of the students’ diagnostic test (Non Case Presentation) and the students’ achievement after taking action in cycle (The Application of Case Presentation)
### Table 4.1: The percentage of the students’ grammar in speaking.

<table>
<thead>
<tr>
<th>No</th>
<th>Classification</th>
<th>Range</th>
<th>Non CP D-test</th>
<th>The Application of Case Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Freq</td>
<td>%</td>
</tr>
<tr>
<td>1</td>
<td>Excellent</td>
<td>9.6 – 10</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>Very good</td>
<td>8.6 – 9.5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>Good</td>
<td>7.6 – 8.5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>Fairly good</td>
<td>6.6 – 7.5</td>
<td>2</td>
<td>6.67</td>
</tr>
<tr>
<td>5</td>
<td>Fair</td>
<td>5.6 – 6.5</td>
<td>4</td>
<td>13.33</td>
</tr>
<tr>
<td>6</td>
<td>Poor</td>
<td>3.6 – 5.5</td>
<td>20</td>
<td>66.67</td>
</tr>
<tr>
<td>7</td>
<td>Very poor</td>
<td>0 – 3.5</td>
<td>4</td>
<td>13.33</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

The table above shows that the percentage of the students’ grammar in speaking diagnostic test (Non CP) indicates that 2 students (6.67%) got fairly good, 4 students (13.33%) got fair, 20 students (66.67%) got poor, 4 students got very poor (13.33%) and none of students for the other classification.

And after taking action in cycle I by using case presentation method, the percentage of the students grammar was 3 students (10%) got good, 6 students (20%) got fairly good, 11 students (36.67%) got fair, 10 students (33.33%) got poor and none of the students for the other classification.
And the cycle II, the percentage of the students’ grammar in speaking was 2 students (6.67%) got very good, 5 students (16.67%) got good, 8 students (26.66%) got fairly good, 15 students (50 %) got fair and none of the students for the other classification.

To know the percentage of the students’ achievement in grammar clearly, look at the following chart:

![Chart showing percentage distribution for D-test, Cycle I, and Cycle II]

Based on the result beside the mean score of the students’ grammar in speaking accuracy at class XI IPA3 of SMA Negeri 1 Campalagian is presented in the following table:

Table 4.2: The mean score of the students’ grammar in speaking accuracy

<table>
<thead>
<tr>
<th>Mean score of the Students’ Grammar</th>
<th>Non CP</th>
<th>The Application of Case Presentation Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diagnostic test</td>
<td>Cycle I</td>
<td>Cycle II</td>
</tr>
<tr>
<td></td>
<td>5.43</td>
<td>6.57</td>
</tr>
</tbody>
</table>
The table above shows that the mean score of the students’ grammar in speaking. In the students’ speaking diagnostic test (Non CP), the mean score is 5.43 (five point fifty), in the cycle I, the mean score is 6.57 (Six point fifty seven) and the cycle II, the mean score is 7.30 (seven point thirty). It indicates that the students’ grammar in speaking improved significantly through the application of case presentation method.

To see clearly the improvement of the students’ grammar in speaking accuracy, look at the following chart:

b. The improvement of the students’ speaking fluency dealing with smoothness

The application of case presentation method in improving the students’ proficiency in terms of smoothness can be seen the difference clearly by considering the result of the students’ observation data (Non CP) and the students’ knowledge after taking action in cycle (The Application of Case Presentation)
Table 4.3: The percentage of the students’ smoothness in speaking.

<table>
<thead>
<tr>
<th>No</th>
<th>Classification</th>
<th>Range</th>
<th>Non CP</th>
<th>The Application of Case Presentation Method</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Observation Data</td>
<td>Cycle I</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Freq</td>
<td>%</td>
</tr>
<tr>
<td>1</td>
<td>Excellent</td>
<td>9.6 – 10</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>Very good</td>
<td>8.6 – 9.5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>Good</td>
<td>7.6 – 8.5</td>
<td>2</td>
<td>6.67</td>
</tr>
<tr>
<td>4</td>
<td>Fairy good</td>
<td>6.6 – 7.5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>Fair</td>
<td>5.6 – 6.5</td>
<td>4</td>
<td>13.33</td>
</tr>
<tr>
<td>6</td>
<td>Poor</td>
<td>3.6 – 5.5</td>
<td>18</td>
<td>60</td>
</tr>
<tr>
<td>7</td>
<td>Very poor</td>
<td>0 – 3.5</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>30</td>
<td>100</td>
<td>30</td>
</tr>
</tbody>
</table>

The table above shows that the percentage of the students’ smoothness in diagnostic test of speaking (Non CP) indicates that 2 student (6.67%) got good, 4 students (13.33%) got fair, 18 students (60%) got poor, 6 students (20%) got very poor and none of students for the other classification.

And after taking action in cycle I by using case presentation method, the percentage of the students’ speaking test in smoothness was 4 students (13.33%)
got good, 5 students (16.67%) got fairly good, 12 students (40%) got fair, 9 students (30%) got poor and none of the students for the other classification.

And in the cycle II, the percentage of the students’ speaking test in smoothness was 1 student (3.33%) got very good, 4 students (13.33%) got good, 12 students (40%) got fairly good, 13 students (43.34%) got fair and none of the students for the other classification.

To know the percentage of the students’ achievement in smoothness clearly, look at the following chart:

Based on the result beside the mean score of the students’ smoothness in speaking fluency at class XI IPA₃ of SMA 1 Campalagian is presented in the following table:
Table 4.4: The mean score of the students’ smoothness in speaking fluency

<table>
<thead>
<tr>
<th>Mean score of the Students’ Smoothness</th>
<th>The Application of Case Presentation Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non CP</td>
<td>D-test Cycle I Cycle II</td>
</tr>
<tr>
<td>5.43</td>
<td>6.63</td>
</tr>
<tr>
<td></td>
<td>7.30</td>
</tr>
</tbody>
</table>

The table above shows that the mean score of the students’ smoothness in speaking. In the students’ speaking diagnostic test (Non CP), the mean score is 5.43 (Five point forty three), in the cycle I, the mean score is 6.63 (Six point sixty three ) and the cycle II, the mean score is 7.30 (Seven point thirty). It indicates that the students’ smoothness in speaking improved significantly through the application of case presentation method.

To see the improvement of students’ smoothness in speaking fluency, look at the table below:

Based on the data of the students’ speaking proficiency above in terms of accuracy dealing with grammar and fluency dealing with smoothness are presented in the following table of mean score:
Table 4.5: The mean score of the students’ speaking proficiency in terms of accuracy and fluency

<table>
<thead>
<tr>
<th>Subject</th>
<th>The mean score of the students’ speaking proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Non CP</td>
</tr>
<tr>
<td>Diagnostic-test</td>
<td>5.43</td>
</tr>
<tr>
<td>Test of Cycle I</td>
<td></td>
</tr>
<tr>
<td>Test of Cycle II</td>
<td></td>
</tr>
<tr>
<td>30 students</td>
<td></td>
</tr>
</tbody>
</table>

The table above shows that the mean score of the students’ speaking proficiency in terms of accuracy and fluency indicates that the mean score of diagnostic-test is 5.43 (Five point fourty three), the mean score of cycle I is 6.63 (Six point sixty three) and the mean score of cycle II is 7.30 (Seven point thirty), It proves that the students’ speaking proficiency in terms of accuracy dealing with grammar and fluency dealing with smoothness improved significantly through the application of case presentation method.

To see the improvement of the students speaking proficiency clearly, look at the following chart:
B. DISCUSSION

In this part, discussion deals with the interpretation of findings derived from the result of findings about the observation result of the students’ speaking proficiency in terms of accuracy dealing with grammar and fluency dealing with smoothness the application of case presentation method.

1. The improvement of the students’ speaking proficiency.

The result of the data analysis through the speaking test shows that the students’ speaking proficiency in terms of accuracy and fluency improved significantly. It is indicated by the percentage of the result of the students’ diagnostic-test and the percentage of the result of the students’ speaking test in cycle I and II that the mean score of the students’ diagnostic-test was 5.43 (Five point fourty three). It is lower than the mean score of the students’ speaking test in cycle I was 6.63 (Six point sixty three) and cycle II was 7.30 (Seven point thirty). These scores are got from speaking accuracy and speaking fluency.

a. The result of the students’ speaking accuracy dealing with grammar, as follows:

The result of the data analysis by using speaking test shows that the mean score of the students’ grammar in speaking proficiency in terms of accuracy i.e. the mean score of cycle I was 6.57 (Six point fifty seven) and cycle II was 7.30 (Seven point thirty). They are higher than the mean score of diagnostic test namely 5.43 (Five point fourty three). The data were acquired from the presentation of data analysis, such as: In cycle II, 2 students (6.67%) got very good, 5 students (16.67%) got good, 8 students (26.66%) got fairly good, 15 students (50%) got
fair and in cycle I, 3 students (10%) got good, 6 students (20%) got fairy good, 11 students (36.67%) got fair, 10 students (33.33%) got poor while in diagnostic test, 2 students (6.67%) got fairly good, 4 Students (13.33%) got fair, 20 students (66.67%) got poor, 4 students got very poor (13.33%). It indicates that the application of case presentation method could improve the students’ grammar in speaking significantly.

b. The result of the students’ speaking fluency dealing with Smoothness

The result of the data analysis by using speaking test shows that the mean score of the students’ smoothness in speaking proficiency in terms of fluency i.e. the mean score of cycle I was 6.63 (Six point sixty three) and cycle II was 7.30 (Seven point thirty). They are higher than the mean score of diagnostic test namely 5.43 (Five point foury three). the data were acquired from the presentation of data analysis, such as: in cycle II, the percentage of the students’ speaking test in smoothness was 1 student (3.33%) got very good, 4 students (13.33 %) got good, 12 students (40%) got fairy good, 13 students (43.34%) got fair. and in cycle I, was 4 students (13.33%) got good, 5 students (16.67%) got fairy good, 12 students (40%) got fair, 9 students (30%) got poor while in diagnostic test, 2 students (6.67% ) got good, 4 students (13.33% ) got fair, 18 students (60 %) got poor, 6 students (20 %) got very poor. It indicates that the application of case presentation method could improve the students’ smoothness in speaking significantly.

Based on the explanation above, the researcher concludes that the application of case presentation method could significantly improve the students’
speaking proficiency in terms of accuracy dealing with grammar and fluency dealing with smoothness. It is proved by the comparison of the students’ mean score i.e. the mean score of diagnostic test was 5.43 (Five point fourty three) while the mean score of speaking test in cycle I was 6.63 (Six point sixty three) and that of speaking test in cycle II was 7.30 (Seven point thirty). It means that the mean score of the speaking test in cycle I and II is higher than the mean score of diagnostic test.
CHAPTER V
CONCLUSION AND SUGGESTION

In this chapter, the researcher would like to give several conclusion and suggestion based on the previous chapter:

A. CONCLUSION

Based on the research findings and discussion in the previous chapter, the researcher draws conclusion that:

1. The students’ speaking proficiency in terms of accuracy and fluency

   The mean score of the students’ speaking pre test was 5.43 (Five point fourty three). It is categorized as poor classification (low ability). While the mean score of the students’ speaking test in cycle I was 6.63 (Six point sixty three). It is higher than the mean score of the students’ diagnostic test. But the result is not significant from the result which is expected according to the background namely 7.0 (seven point zero). Cycle II and the mean score of the students’ speaking test was 7.30 (seven point thirty). It indicates the significant score from the result expected in the background namely 7.0 (seven point zero). The result above is acquired from the students’ speaking proficiency in terms of speaking accuracy and speaking fluency.

   a. The student’s Speaking accuracy

      grammar

      - The mean score of the students’ diagnostic test = 5.43
b. The students’ Speaking fluency

Smoothness

- The mean score of the students’ pre test = 5.43
- The mean score of the students’ speaking test in cycle I = 6.63
- The mean score of the students’ speaking test in cycle II = 7.30

It proves that the application of case presentation method could significantly improve the students’ speaking proficiency in terms of accuracy dealing with grammar and fluency dealing smoothness at class XI IPA 3 of SMA Negeri 1 Campalagian.

B. SUGGESTIONS

In relation to the speaking proficiency in terms of accuracy in this thesis. The writer would like to give some suggestions to students (learners), the teachers of English and the next researchers as follows:

1. For students
   a. In relation to this method, to get communicative ability, the students should practice their English more by applying case presentation method in daily activities because it can stimulate them to speak up more and to get natural communication.
   b. The students should make English as daily conversation in their activities even though just speak little by little. And Don’t forget to memorize many
more English daily expression in order to make you speak easily in your activities

2. For teachers of English

a. The application of case presentation method could significantly improve the students’ speaking proficiency in terms of accuracy dealing with grammar at class XI IPA3 of SMA Negeri 1 Campalagian. So It is strongly suggested to be applied in teaching English speaking in the classroom in order to improve the students’ achievement.

b. The teachers should be creative in teaching English especially speaking because to master it need more technique or method in improving it.

3. For the next researchers

To improve the students’ speaking proficiency generally, there are many cases which must be improved such as: speaking accuracy, speaking fluency, how to delivery speaking etc. but in this research, the researcher focused attention on improving the students speaking accuracy and fluency. So for the next researcher, they can take the other abilities to be improved it neither they use this method or other methods. But it is better to use this method in order to know the students’ speaking proficiency improvement for the other abilities.
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