THE INFLUENCE OF USING BOWLING CAMPUS STRATEGY TOWARDS STUDENTS’ ABILITY IN SPEAKING DISCUSSION AT THE TENTH GRADE OF SMA GAJAH MADA BANDAR LAMPUNG AT SECOND SEMESTER IN THE ACADEMIC YEAR OF 2019/2020

A Thesis
Submitted as Partial Fulfillment of the Requirement for S-1-Degree

By:

DASUKI

NPM.1611040255

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
RADEN INTAN LAMPUNG
1441H/2020 M
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Advisor: Meisuri, M.Pd
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TARBIYAH AND TEACHER TRAINING FACULTY
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ABSTRACT

THE INFLUENCE OF USING BOWLING CAMPUS STRATEGY TOWARDS STUDENTS’ ABILITY IN SPEAKING DISCUSSION AT THE TENTH GRADE OF SMA GAJAH MADA BANDAR LAMPUNG AT SECOND SEMESTER IN THE ACADEMIC YEAR OF 2019/2020

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The aim of the research is to know whether there is an influence of using Bowling Campus Strategy towards students’ ability in speaking discussion at the tenth grade of SMA Gajah Mada Bandar Lampung at second semester in the academic year of 2019/2020. Based on the preliminary research it showed the students’ speaking ability at the tenth grade of SMA Gajah Mada Bandar Lampung were still low. It can be seen from the students’ speaking score which shows that there were 56.2% of the students who got score under the criteria of minimum mastery. The criteria minimum mastery in SMA Gajah Mada Bandar Lampung is 70.

In this research, the researcher used pre experimental design, type the one group pretest-posttest. The population of this research was the tenth grade of SMA Gajah Mada Bandar Lampung. There were five classes of 180 students. The researcher took the sample by using cluster random sampling, the sample were X IPS 1 as experimental class, consist of 36 students. In collecting the data, the researcher used oral test for pre-test and post-test with the topics about the influence of gadget and the influence of game online.

After giving post-test, the researcher analyzed the data using paired sample test formula. After doing the hypothetical test, it was obtained the result of $t_{observed}$ was 16.412 and $t_{table}$ was 2.028. It means $t_{observed}$ is higher than the $t_{table}$ shown by $16.412 \geq 2.028$. This result means there is an influence of using Bowling Campus Strategy towards students’ ability in speaking discussion at the tenth grade of SMA Gajah Mada Bandar Lampung at second semester in the academic year of 2019/2020.

Key words: Bowling Campus, Experimental Research, Students’ ability in Speaking Discussion
THE INFLUENCE OF USING BOWLING CAMPUS STRATEGY TOWARDS STUDENTS' ABILITY IN SPEAKING DISCUSSION AT THE TENTH GRADE OF SMA GAJAH MADA BANDAR LAMPUNG AT SECOND SEMESTER IN THE ACADEMIC YEAR OF 2019/2020

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DECLARATION

I am a student with the following identity:

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Certify that this thesis is definitely my own work. I am completely responsible for the contents of this thesis. Other researchers’ opinion or research findings included in the thesis are quoted or cited in accordance with ethical standards.

Bandar Lampung, March 16th 2020

The Researcher,

Dasuki
Npm.1611040255
“Who, when they hear speech, follow the best of it (in the best way possible, and even seek what is better and straighter). Those are the ones whom God has guided, and those are the ones who are people of discernment.” (QS. Az Zumar: 18)
DEDICATION

From the deepest place my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis specifically to:

1. My beloved parents: Mr. Hairuddin and Mrs. Hajir who have bestowed me with loves and affections and tirelessly pray for my life and success.


3. My beloved sisters: Jasmuri, Warnela Jelita Putri, Eva rianti, S.Pd, and Neliasari, S.Ag who always support me.


5. My best friend: Mahmudah who always beside me in every condition, thanks to always make me laugh and to feel my life is better.

6. English education class E has been being my biggest support since 2016 until now.

7. My beloved Almamater UIN Raden Intan Lampung.
CURRICULUM VITAE

The name of the researcher is Dasuki. He was born in Kiling-Kiling, sub-district of Negeri Besar, regency of Way Kanan on June 10th 1998. He is the last child of six children of Mr. Hairuddin and Mrs. Hajir. He has one brother and four sisters namely Abizar, S.Pd, Jasmuri, Warnela Jelita Putri, Eva rianti, S.Pd, and Neliasari, S.Ag.

In his academic background, he studied earlier at the age of six in Elementary school of SD N 1 Kiling-Kiling and graduated on 2010. Then, he continued to Junior High School of SMP N 2 Negeri Besar and finished on 2013. On the same year, he was accepted to the nearby Senior High School which was SMA N 1 Negeri Besar and graduated on 2016. Stepping to higher education, on 2016, he was accepted to one of state university in Bandar Lampung namely State Islamic University of Raden Intan Lampung (UIN Raden Intan Lampung) for studying in English Department of Tarbiyah and Teacher Training Faculty.
ACKNOWLEDGMENT

First of all, all praise is due to Allah, the most merciful, the most beneficent for His blessing and mercy given to the researcher during her study and in completing this graduating paper successfully. Then, peace and salutation always be with our prophet Muhammad SAW who has guided us from the darkness to the lightness.

This thesis entitled “The Influence of Using Bowling Campus Strategy towards Students’ Ability in Speaking Discussion at the Tenth Grade of SMA Gajah Mada Bandar Lampung at Second Semester in the Academic Year of 2019/2020” is presented to English Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students’ task in partial fulfillment of the requirement to obtain S1-degree. However, this thesis would not have been completed without the aid, support, guidance, help, advice, and encouragement of countless people. Therefore the researcher would like to express the deepest sense of gratitude to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with all staffs, who have given an opportunity and forbearance to the researcher when on going the study until the end of this thesis composition.

2. Meisuri, M.Pd the chairperson of English Study Program at UIN Raden Intan Lampung. As the Advisor, who has patiently guided and directed the researcher for the completion of this thesis as well.

3. Istiqomah Nur Rahmawati, M.Pd, as the Co-Advisor, who has guided the researcher since the first until the researcher completed of this thesis.
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5. M. Rizal, S.Pd as the English teacher at SMA Gajah Mada Bandar Lampung who given the guidance and spirit in conducting this research.

6. All lecturers of English Department of UIN Raden Intan Lampung, who have taught the researcher since the first year of her study.

7. My best friends Mahmudah, Tina, Laras, Farah, Aulia, Deka, Amar, Fahri, Almudra, Bagus, Farhan and others who cannot be mentioned all.

8. English education class E has been being my biggest support since 2016 until now.

Finally, nothing is perfect and neither in this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.

Bandar Lampung, March 16th 2020
The Researcher,

Dasuki
Npm.1611040255
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CHAPTER I
INTRODUCTION

A. Background of the Problem

English is used by most people throughout the world. Although there are some languages that become international language nowadays, people tend to use English rather than other languages. As an international language, English can give many advantages to people who learn it. English is taught in order to absorb science, technology and art. English also help people to communicate with other people in other countries.

Basically, there are four skills required in English teaching learning program they are listening, speaking, reading, and writing. Three components of English that are vocabulary, grammar, pronunciation. Among of these skills, speaking is one of the most important skills in language learning. By speaking we can convey information and idea and maintain social relationship by communicating with other.¹

Speaking is very important, since it is the most used skills when someone wants to convey messages and exchange information. According to Bailey, Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning.² Concerning the definition of speaking above, it means that speaking is a concept that follows from what they are about

¹Scott Thornbury, How to Teach Speaking, (Edinburg: Pearson Education Limited, 2002), p.1
to say, speaking has a level of social distance to be understood, because speaking must be suitable with the proper concept of social distance in the context. Through speaking can be expressed by reading and writing, because speaking is one of productive skills.

Speaking activities in the classroom should engage the students to get involved, so they experience how to use the target language. While in the actual implementation in the classroom, the activities do not really help the students to speak up. The activities are monotonous and uncommunicative. The students often find themselves lost and feel bored when learning English.

To help the students improve their speaking skills, the teacher should implement interesting engaging and challenging activities, one of the various activities. Through this way, the students are able to be in producing the target language. They experienced speaking English with more attractive and communicative ways.

The problem of foreign language speaking anxiety should therefore become a subject of conscious discussion in a foreign language classroom. Through increased language, learning and communicative awareness that students will acquire the courage to talk about their problems.  

In learning speaking, students may have difficulties in learning it. Based on the preliminary research in SMA Gajah Mada Bandar Lampung, the researcher

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conducted an interview with the English teacher there.⁴ The teacher’s name M. Rizal, S.Pd, the researcher found that the students are still passive in speaking English, and they were also unable to practice their English in the classroom, because the students do not feel confident, shy and afraid to speak English, owing to inadequate of vocabulary and grammar mastery, and also the time allocated for speaking was limited, and then, probably the strategy that was used by the teacher make students feel bored and uninterested in the class, it means that it was because of the lack of strategies. There are a lot of problems that were found by the students in speaking English.

Based on the interview in preliminary research, the researcher got the data of students’ speaking test that were taught by English teacher. The test was about dialogue that students performed in front of the class.

The students’ score of speaking can be seen in the following table 1:

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Score</th>
<th>The Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>≥ 70</td>
<td>79</td>
<td>43.8 %</td>
</tr>
<tr>
<td>2</td>
<td>&lt; 70</td>
<td>101</td>
<td>56.2 %</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>180</strong></td>
<td><strong>100 %</strong></td>
</tr>
</tbody>
</table>

*Source: Table Score of the Tenth grade Students SMA Gajah Mada Bandar Lampung*

Based on the table above, there are 79 of the 180 students passed in speaking test based on the minimum mastery (KKM) and there are 101 students who failed in this case, the standard score of KKM in SMA Gajah Mada Bandar Lampung is 70 and many students who got the score under 70. It means that some students still have difficulties in their speaking.

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⁴Rizal, *Interview with the English Teacher* (SMA Gajah Mada Bandar Lampung), April 12th 2019, unpublished.
Based on the reason above, the researcher concluded that the speaking abilities of students will increase if the students have more participated and practice in English. Bowling campus strategy can be used to solve the problem that is faced by the students in learning English, such as: inadequate vocabulary, feeling shy to speak English, not confident, and afraid of making mistakes and etcetera. by using this strategy the students will be fun and enjoyable in teaching learning process.

Therefore, the researcher wanted to discuss this research about speaking discussion ability, how to increased the speaking ability with this strategy, and then it can makes students feel confident when they speak English, convey messages, exchange information and give the opinion in the classroom.

The bowling campus strategy is an alternative in the review of material. This strategy enables teacher to evaluate how many students master of the material, and to corroborating, explaining, and recombining the main points of the lesson material. This strategy allows the students to be more active in teaching and learning process, and triggers the students to think critically about the topic, convey an opinion and idea, as well as can draw conclusions about the problem. It was possible to make teacher measure how far students master the material.

Each strategy have some advantages and disadvantages, they were same with bowling campus strategy, then depend on the user, how to solve the problem when used this strategy. In this research, the researcher gave one of the ways to solve the problem when teaching and learning used bowling campus strategy,

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which is one it can be useful when teacher used this strategy to teach the students especially in speaking discussion.

There are a lot of previous researches that have been done before. Among of them, according to Sumiran, Ramayani, Jolianis, the title is “Different Result of Learner IPS Students Used Bowling Campus Strategy Active Learning Which Conventional Learning at SMPN 31 Padang Which Listed in 2013/2014” the goal of this research was looking for different result of learner students used Bowling campus active learning which conventional learning at SMPN 31 Padang. Based on analysis data, they found is H_0 rejected and H_1 accepted. It means that there is different result of students learning used bowling campus active learning with conventional learning.6

The second study according to Ardiyati, the title is “The Application of Bowling Campus Strategy Active Learning to Improve Student’s Learning Achievement in Hydrocarbons Material at the Tenth Grade of Senior High School Al-Huda Pekanbaru” the researcher wanted to see the increase in student achievement after extensive treatment. This study was concluded based on data processing that the implementation of bowling campus strategy increased students’ learning achievement.7

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The third study according to Sukma, Ibrahim, studying in English about “Developing Materials for Active Learning of Guided Inquiry-Integrated Bowling Campus Strategy on the Topic of Sense of Hearing and Sonar System of Living Organism” the result was materials on active learning of guided inquiry integrated bowling campus strategy are proved to be appropriate: valid, practical (the developed materials can be used in learning process), and effective (the developed materials can enhance students’ learning outcome). Teaching and learning materials by using active learning of guided inquiry integrated bowling campus strategy are proved to be able to increase learning outcome of Junior High School.8

The fourth study according to Felani, Copriady, Linda, studying in English about “The Application of Bowling Campus Strategy Active Learning to Improve Student’s Achievement on the Topic of Solvability and Solvability Product at Eleventh Grade of SMA Negeri 14 Pekanbaru” the result is the application of bowling campus strategy can improve student achievement on the topic of solvability and solvability product at eleventh grade of SMA Negeri 14 Pekanbaru.9

The last previous research according to Anaya, Nor, Syahril, studying in English about “Cognitive Learning Outcomes Science of Physics Through the

Implementation Bowling Campus Strategy in the Class VIII⁶ SMPN 15 Pekanbaru” the result was the application of the bowling campus strategy to the light material in the class VIII⁶ of SMPN 15 Pekanbaru can be used as an alternative in learning physics to achieve better students learning outcomes.¹⁰

In the fifth previous research above, all of them used the same strategy namely Bowling Campus Strategy. However, subject of the study is different, and then researcher wanted to used this strategy to improve the speaking skill of students when they have discussion in the classroom.

Based on arguments above, the researcher gave the title in this research, “The Influence of Using Bowling Campus Strategy toward Students’ Ability in Speaking Discussion at the Tenth Grade of SMA Gajah Mada Bandar Lampung at Second Semester in the Academic Year of 2019/2020”.

B. Identification of the Problem

Based on the background of problem, the researcher identified the problems of speaking as follows:

1. The students feel shy and afraid (not confident) to speak in English.
2. The students’ vocabulary mastery was inadequate.
3. The students were not interested and felt bored in the learning process.
4. The students’ motivation were less to learn English.

C. Limitation of the Problem

In this research, the researcher focused on the used of bowling campus strategy towards students’ speaking ability, especially in discussion.

D. Formulation of the Problem

Based on the identification and limitation of the problem, the researcher formulated the problems in this research as follow, is there any influence of using bowling campus strategy toward students’ ability in speaking discussion at the tenth grade of SMA Gajah Mada Bandar Lampung in the Academic Year of 2019/2020?

E. The Significance of the Research

Based on previous explanation, the objective of this research was to know whether there is an influence of using bowling campus strategy toward students’ ability in speaking discussion at the tenth grade of SMA Gajah Mada Bandar Lampung in the academic year of 2019/2020. The significance of this research as follows:

1. For the Students

The students will get used to speak English after using Bowling Campus Strategy, it could be helped the students to develop their opinions, ideas, and feelings.
2. For the Teacher

To give information for the English teacher that Bowling Campus Strategy is effective to be used in learning process, especially in speaking.

3. For the Researcher

The researcher knew about the students’ speaking ability by using Bowling Campus Strategy and the researcher carried out the strategy to the next teaching and learning in the classroom.

F. Scope of the Research

Scope of the research as follows:

a. Subject of the Research

The subject of the research was the students at the tenth grade of SMA Gajah Mada Bandar Lampung in the Academic Year of 2019/2020.

b. Object of the Research

Object of the research was the use of Bowling Campus Strategy and students’ ability in speaking discussion at the tenth grade of SMA Gajah Mada Bandar Lampung in the Academic Year of 2019/2020.

c. Time of the Research

This research was conducted at second semester in the Academic Year of 2019/2020.

d. Place of the Research

This research was conducted at SMA Gajah Mada Bandar Lampung in the Academic Year of 2019/2020.
CHAPTER II
REVIEW OF RELATED LITERATURE

A. Speaking

Language is basically a communication tool that was essential for human life. It means that communication language used to express variety of things. The importance of language that covers almost all areas of human life. Everything suggested, thought and experienced with someone only to be understood by others if it has been expressed by language, both orally and in writing. Everyone is aware of language interaction and all sorts of activities in the community will not work without the language.

In this case, the researcher showed about concept of speaking. It was divided into several points:

1. Definition of Speaking

There are many definitions of speaking, according to Harmer, speaking is the ability to speak fluently presupposed not only knowledge of language features, but also the ability to process information and language ‘on the spot’. It requires the ability to cooperate in the management of speaking turns and non-verbal language. It happens in the real situation and has little time fo detailed planning. Therefore, the fluency is required to reach the goal of the conversation.¹

According to Cameron states that, speaking is also important to organize the discourse so that the interlocutor understands what the speaker says. Speaking is

important for language learners because speaking is the first form of communication. They are expected to be able to speak English accurately, fluently, and acceptably in the daily life.²

According to Thornbury, speaking is so much a part of daily life that we take it for granted. The average person produces tens thousand of words a day, although some people like auctioneers or politicians may produce even more than that. So natural and integral is speaking that we forget how we once struggled to achieve the ability until, that is, we have to learn how to do it all over again in a foreign language.³

From the explanation above, the researcher concluded that speaking is a process to convey and sharing ideas and feelings orally. Speaking involved some language components such as vocabulary, pronunciation, accuracy and fluency. Students need to master all of those elements. Speaking, especially in a foreign language, is a very necessary activity for all ages of learners because from this activity people can understand what the other said who use a foreign language too.

2. Speaking Ability

Speaking ability can be categorized as an important aspect and beneficial skill in learning language. It is a part of the goal in learning English in the curriculum besides listening, reading and writing. It is supported by Harmer’s theories who said that speaking ability often evaluate their success in language learning as well

² Lynne Cameroon, Teaching Languages to Young Learners, (Cambridge: Cambridge University Press, 2001), p.41
³ Scott Thornbury, How to Teach Speaking, (London : longman, 2005), p.1
as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. It means that in learning English students are not only focused in listening, reading, and writing, the learners should also master speaking as one of the goals of learning English. As we know, students’ speaking ability is students’ capacity to express their opinion, ideas, feelings, and experiences using English with good grammar, pronunciation, fluency, vocabulary, and comprehension.

Speaking ability is the ability in producing a language. The students must practice in their daily activities because speaking ability is verbal intelligence. This is supported by Richard, who states that it is important that students should be able to produce naturally the language which has been presented to him and which he has practiced in various more or less controlled situations. It means that speaking ability is a form of productive skill verbally which the students can practice the English speaking naturally based on the context.

Speaking ability cannot be assessed by time. According to Luoma, speaking is an important skill of the curriculum in language teaching, and it also makes them an important object of assessment. Assessing speaking is challenging, because there are so many factors that influence our impression of how well someone can speak a language. It means that speaking ability can be assessed appropriately based on its scale or scoring rubric, there are vocabulary, grammar, pronunciation, comprehension, and fluency.

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Based on the explanations above, it can be concluded that speaking ability is verbal intelligence in producing language naturally to achieve the communicative competence, by using speaking elements, they are: vocabulary, grammar, pronunciation, comprehension and fluency.

3. Students’ Speaking Ability

Students’ speaking ability is the ability of students to speak with others, where the students are can express their ideas, feelings, opinions, which can be measured by five criteria: vocabulary, grammar, pronunciation, comprehension and fluency. Students’ speaking ability it can be succeeded if the ability of students has met the criteria of speaking.

4. Teaching Speaking

Teaching speaking is an activity done by English teachers. They should transform their knowledge about speaking to their students in order to make the students know the way how to speak well. In teaching speaking, all English teachers should encourage the students to do speaking task. There are basic reasons why it is a good idea to give students tasks which provoke them to use all and any language at their command as follows:

1.1 Rehearsal

Getting students to have a free discussion gives them a chance to rehearse having discussion outside the classroom. Having them take part in a role play at an airport check in desk allows them to rehearse such real life event in the safety of the classroom. This is not the same as practice in which more detailed study takes place. Instead, it is a way for students to “get the feel” of what
communicating in the foreign language really feels like. It means that when we want to speak or practice with other people we have to prepare what we want to say it can also make easy or confident when we speak up with other people because through rehearsal it same as we try to arrange what we want to say with other.

1.2 Feedback

The students are trying to use all and any language they know in providing feedback for both teacher and students. Teachers can see how well their class is doing and what language problems they are having, (that is a good reason for boomerang lesson). From this theory it can be concluded that the feedback is the result from what the students have done in learning. It can also trigger the teacher to increase of the lesson for the students.

1.3 Engagements

All students are participating fully and if the teacher has set up the activity properly, then give sympathetic and useful task (role play, discussion, and problem solving) are intrinsically enjoyable in themselves. It can also called in engagements the students and the teacher have a something to do for the study in the class.

Speaking activities gave the students enormous confidence and satisfaction. In addition, Ur states that, there are four characteristics and problems of speaking activity.

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[8] Ibid.

[9] Ibid.
a. Characteristics of Teaching Speaking

a) Learners talk a lot. As much as possible give the learner speaking activity in the classroom.

b) Participation is even. Classroom discussion is not dominated by minority of talkative participants: all get a chance to speak, and contributions their opinion are fairly evenly distributed.

c) Motivation is high. Learners are eager to speak: once 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 to understand of each other.\textsuperscript{10}

b. Problems of Teaching Speaking

a) Inhibition.

b) Nothing to Say.

c) Low or Uneven Participation.

d) Mother tongue use.\textsuperscript{11}

Based on the explanation above, it can be concluded that in teaching speaking, it is good if the students are able to dominate four characteristics of successful speaking activity, such as learners talk a lot, participation is even, students have high motivation and students language are in acceptable level.

B. Aspect of Speaking

1. Types of Speaking

\textsuperscript{10}Penny Ur, \textit{A Course in Language Teaching, Practice and Theory}, (Cambridge: Cambridge University Press, 2009), p.120

\textsuperscript{11}Ibid, p.122
There are two types of speaking, according to Nunan in Brown, Monologue and dialogue. In monologues, when one speaker uses spoken language for any length of time, as in speeches, lectures, readings, news broadcasts, and the like, the hearer must process long stretches of speech without interruption will go on whether unplanned, monologues differ considerably in their discourse structures. Planned monologues (such as speeches and other prewritten material) usually manifest little redundancy and are therefore relatively difficult to comprehend. Unplanned monologues (impromptu lectures and long “stories” in conversations, for example) exhibit more redundancy, which makes for ease in comprehension, but the presence of more performance variables and other hesitations can either help or hinder comprehension.\(^{12}\)

Dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationships (interpersonal) and those for whose purpose is to convey propositional or factual information (transactional). In each case, participants may have a good deal of shared knowledge (background information, schemata) therefore, the familiarity of the interlocutors will produce conversations with more assumptions, implications, and other meanings hidden between the lines. In conversations between or among participants who are unfamiliar with each other, references and meanings have to be made more explicit to assure effective comprehension. When such references are not explicit, misunderstandings can easily follow.\(^{13}\)


\(^{13}\)Ibid.
Based on the explanation above, the researcher chose dialogue as type of speaking which has related with speaking discussion, because when students discuss in the class automatically needs conversation between students, therefore the researcher conducts dialogue is a good choice to used by students.

a. Types of Classroom Speaking Performance

Brown suggests some types of classroom speaking performance are as follows:

a) Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “human recorder” speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.  

b) Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are “going over” certain forms of language.  

15 Ibid.
c) **Responsive**

A good deal of student speech in the classroom is responsive: short replies to teacher-or student-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues.\(^{16}\)

d) **Transactional (Dialogue)**

Transactional language, carried out for purpose of conveying or exchanging specific information, is an extended form of responsive language.\(^{17}\)

e) **Interpersonal (Dialogue)**

The other form of conversation was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.\(^{18}\)

f) **Extensive (Monologue)**

Finally, students at intermediate to advance levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.\(^{19}\)

Based on six types of classroom speaking performance above, the researcher chose interpersonal (dialogue) as a classroom speaking performance which has related to speaking discussion because in speaking discussion the students need to develop their social relationship to improve

\(^{16}\) Ibid.
\(^{17}\) Ibid.
\(^{18}\) Ibid, p. 274
\(^{19}\) Ibid.
their speaking. Therefore, the students can be easily to convey their ideas and opinions.

b. Types of Classroom Speaking Activities

According to Harmer, explains a number of classroom speaking activities, are an follows:

a) Acting from a Script

This type of activity allows the teacher to ask the students to act out scenes from plays, course books or dialogues written by themselves. Sometimes it can be followed by filming the result. By giving students practice in these things before they gave their performances, it means that acting out is both learning and language producing activity. 20

b) Playing Communication Games

This type of activity makes use of games which are designed to provoke communication between students. It frequently depends on an information gap, and than one student has to talk to the partner in order to do the required tasks. 21

c) Discussions

One of the reasons that discussions fail (when they do) is that students are reluctant to give an opinion in front of whole class, particularly if they cannot think of anything to say and are not,

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anyway, confident of the language they might use to say it. Many students feel extremely exposed in discussion situations.\textsuperscript{22}

Some discussions just happen in the middle of lesson, they are unprepared for by the teacher, but, if encouraged, can provide some of the most enjoyable and productive speaking in language classes. Their success will depend upon our ability to prompt and encourage and perhaps, to change our attitude to errors and mistakes from one minute to the next. Pre-planned discussions on the other hand, depend for their success upon the way we ask students to approach the task in hand.

One of the best ways of encouraging discussion is to provide activities which force students to reach and decision or a consensus, often as a result of choosing between specific alternatives. An example of this kind of activities (with particular relevance to schools) is where students consider a scenario in which an invigilator during a public exam catches a student copying from hidden notes. The class has to decide between a range of option, such as:

- The invigilator should ignore it.
- She should give the student a sign to show that she’s seen (so that the student will stop).
- She should call the family and tell them the student was cheating.
- She should inform the examining board so that the student will not be able to take that exam again.\textsuperscript{23}

\textsuperscript{22} \textit{Ibid.}
\textsuperscript{23} \textit{Ibid. p.273}
This activity needs to be encouraged by the teacher in order to provide productive speaking in language classes. It can be achieved by providing activities which force students to reach a decision as a result of choosing between specific alternatives in the discussion.

d) Prepared Talk

This activity allows a student (or group of students) make a presentation on a topic of their own choice. The talks are not designed for informal spontaneous conversation. This activity represents a defined and useful speaking genre and can be extremely interesting for both speaker and listener if properly organized.  

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e) Questionnaires

This type of activity allows the students to design questionnaires of any appropriate topic. The questioner and respondent have something to say to each other using the natural use of certain repetitive language patterns and thus are situated in the middle of our communication continuum. The results obtained from questionnaire can form the basic of written work, discussions, or prepared talks.  

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Based on the explanation above, the researcher chose discussion as a classroom speaking activities because, it was related to the title from this research, Discussion activity help the students to develop their ideas when they were speaking in the classroom. Then, discussion activity make the students felt enjoy in the learning process, and also the students not debate, they only sharing their

24 Ibid. p.274
25 Ibid.
ideas to find out the solution from the material that the researcher was given to the students.

2. Aspect of Speaking Assessment

Harmer states that speaking is one of four basic skills of language and it has important role in daily life because it is the main skill in communication. Speaking must fulfill these following criteria, they are:

a. Pronunciation

Pronunciation refers to the ability to produce easily comprehensible articulation. There are three basics of the main range of the teaching technique which can be involved to assist pupils in learning pronunciation. The first is exhortation. Exhortation is the instruction to imitate and mimic, to make such a sound, without further explanation. The second is speech training. It is the construction of special games and exercises which entail the use of word or sentence so as to practice particular sounds, sequences of sounds, stress-patterns, rhythm, and intonation. The third is practical phonetics which including description of the organ of speech, description of the articulation of sounds, description of stress, rhythm, and intonation. 26

b. Grammar

The study of how words and their component parts combine to form sentences, structural relationship in language or in a language, sometimes including pronunciation, meaning, and linguistic history. Grammar is the set of logical and

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26Jeremy Harmer, How to Teach English, (Edinburg Gate: Pearson Education Limited, 2007), p. 343
structural rules that govern the composition of sentences, phrases, and words in any given natural language. Grammars refers it is a kind of regularity of sounds structure that nobody could learn language without grammar.27

c. **Fluency**

Fluency is the smoothness of flow with which sounds, syllables, words, and phrases are joined together when speaking. It can be seen that fluency as the maximal affective operation of the language system so far acquired by the students. It refers to the one who express a language quickly and easily without and difficulty.28

d. **Comprehension**

Comprehension the study how well students understand a language, or that helps them to improve their understanding of it, in which they read a piece of writing or listen to someone speaking, and then answer question. Besides that, comprehension is the ability to understand completely and be familiar with a situation, facts. It refers to the ability of understanding the speakers intension and general meaning.29

e. **Vocabulary**

Vocabulary means the appropriate diction which is used in communication. Vocabulary refers to the selection of words that suitable with content. Vocabulary is divided in to two parts close class and open class. Close class consist of preposition, pronoun, conjunction.30

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27 Ibid.
28 Ibid, p.344.
29 Ibid.
Based on the aspect of speaking assessment above, all of them are important for the speaking, because each other have attachments. It means that in speaking we must be mastered in many aspects. In speaking we need to apprehend this component. Therefore, it can be makes to understand what they are said. The students will be activated speakers when they do practice in speaking class because in this activity the students show what their thinking.

C. Bowling Campus Strategy

1. Definition of Bowling Campus Strategy

The bowling campus strategy is an alternative in the review of material. This strategy enables teacher to evaluate how many students master the material, and to corroborating, explaining, and recombining the main points of the lesson material.\(^{31}\)

According to Suprijono, the bowling campus strategy is one of the active learning strategies for the direct attention of learners to the material presented.\(^{32}\) The bowling campus strategy on the other hand, is a little more practice or task.\(^{33}\)

Therefore, the researcher concluded that bowling campus strategy is the strategy where the teacher ask to the students to make a group for discuss some material, then the students take turns expressing their opinions among groups. This strategy allows the students to be more active in teaching and learning.

process, and triggers the students to think critically about the topic, convey an opinion and idea, as well as can draw conclusions about a problem. It was possible to make teacher measure how far students master the material.

2. Procedure of Bowling Campus Strategy

1. A procedure in bowling campus strategy according to Silberman as follows:
   a. Divide the participants into teams of five or six participants and have each team select a captain.
   b. Give teams an index card to answer the question.
   c. Review the following rules:
      a) The team captain who holds up an index card first has the opportunity to answer.
      b) An index card can hold up before the question is completed, if the participant has already known the answer.
      c) One points for each correct answer.
      d) If the answer is incorrect, other teams have an opportunity to answer.
   d. After all question has been asked, add the score and announce the winner.
   e. Review the material who require more explanations based on the previous answer.

As for the selection of variations in the bowling campus strategy:

a. Have each member of the team take a turn the coin. He or she cannot consult with team members before answer.
2. Meanwhile according to Suprijono, procedure of bowling campus strategy as follow:
   a. Teacher delivers the material that will be taught.
   b. Teacher makes groups and calls the chairman of each group to give an explanation about the material.
   c. The chairman back to each group and explain about the material to his friends.
   d. Each student is given a sheet of paper, to write down one question concerning any matter which has been described by the chairman.
   e. Then each student has one question and gives an opportunity for another group to answer the question that has been written in paper.
   f. Evaluation.35

   For the two procedures above, the researcher chose procedure by Suprijono, because it was suitable for teaching speaking in SMA Gajah Mada Bandar Lampung, in order the discussion used procedure by Suprijono could be helped the students to speak with provide the question and answer before, even though both of the two procedures were equally good.

3. Advantages and Disadvantages of Bowling Campus Strategy

   The selection of the learning strategy is to teach students to built on the basis of the assumption that there is no one strategy or whatever its name can be used

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properly for all materials. All strategies have an advantages and disadvantages in learning.

1. Advantages of bowling campus strategy as follow:
   a. Encourage students to think and express their opinions with a strong and accurate argument.
   b. Develop imagination and instutif with a critical thinking.
   c. It is helpful as a valuable material for a teacher.
   d. A more lively classroom atmosphere, and dynamic.
   e. The height of students participant, to give an opinion both individual or teams.
   f. Stimulate students to looking for solutions facing together.
   g. To cultivate a form tolerance in the opinion.
   h. Practice to creative thinking.
   i. The result of the discussion is easily to be understood.
   j. To expand the scope of the outfield and the insight of the learner.\textsuperscript{36}

From the advantages above, it can be concluded that, this strategy was suitable for used in the process teaching and learning, especially for speaking, because this strategy enable for students to critical thinking about the religion, social relationship, politics, and others, both the relationship to Allah SWT and to humans.

\textsuperscript{36}Jumanta Hamdayama, \textit{Metodologi Pengajaran}, (Jakarta: Bumi Aksara, 2016), pp.45-46
2. Disadvantages of bowling campus strategy as follow:

   a. Possibility for students who are not active, to have opportunity to play and disturb other friends.

   b. When the classroom activity uncontrolled, possibility of time to be ineffective.\(^\text{37}\)

   From the disadvantages above, one of the ways to solve the problem if the situation in the class is not conducive, the researcher gave one question. The question is “mention five gadgets that you know, based on the top five rankings?” after that, give the reward as an appreciation, then make students refocus to the topic of discussion.

D. Frame of Thinking

Based on the preliminary research, the researcher found that the students were still passive in speaking English, and they were also unable to practice their English in the classroom, because the students do not feel confident, shy and afraid to speak English, owing to inadequate of vocabulary and grammar mastery, and also the time allocated for speaking is limited, and then, probably the strategy that was used by the teacher made students feel bored and uninterested in the class, it means that because of the lack of strategies. There are a lot of problems that were found by the students in speaking English.

\(^{37}\text{Ibid, p.47}\)
About to with the concerning the teaching of the speaking and referring to the frame of the theories mentioned before, the researcher assumed that by using bowling campus strategy can helped the teacher and students in the teaching speaking process. By using bowling campus strategy can improved the students’ speaking skill, because the students begin to find new vocabulary. Also besides, students feel interested in learning English because they felt fun and enjoyable. Bowling campus strategy was suitable for teaching speaking skill because the students achieved new words, experience, talk with others (share information), without feeling bored.

E. Hypothesis

Based on the theoretical views and assumption above, the researcher formulates the hypotheses as follows:

\( H_a \): There is influence of using bowling campus strategy toward students’ ability in speaking discussion at the tenth grade of SMA Gajah Mada Bandar Lampung at Second Semester in the academic year of 2019/2020.

\( H_o \): There is no influence of using bowling campus strategy toward students’ ability in speaking discussion at the tenth grade of SMA Gajah Mada Bandar Lampung at Second Semester in the academic year of 2019/2020.
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