

IMPROVING SPEAKING SKILL BY USING MODELING STRATEGY SECOND SEMESTER OF ELECTRO MAJOR STUDENTS AT SEKOLAH TINGGI TEKNIK MALANG

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Abstract: This research is categorized as a classroom action research (CAR). This research proposed to improve the speaking skill of university students by using modeling strategy in the teaching English at the second semester students of Sekolah Tinggi Teknik Malang to solve the students' incompetency on speaking skill. Based on the researcher's experience as a lecture and the results of preliminary research, it was revealed that the students were not confident to speak English, because they were shy to speak English due to the lack vocabulary and fluency, they hesitated to speak English because they thought that their English was not good enough. The result of the research showed that the criteria of success had been reached. There were two aspects determined as the success criteria of the implementation of group investigation in the teaching speaking; score improvement and classroom atmosphere (motivation). The result of speaking test presented that the students had made some progress. In the first cycle, average score was 7.42. It meant that the research was successful so the research stopped.

Key Words: Teaching, Speaking, Modeling Strategy

In English there are four language skills, they are listening, speaking, reading, and writing. The students must master the four of language skills so that they can use English actively. The most important skill of the other skills is speaking because speaking is spoken in daily life. Most student especially collage students have problem with speaking. For example they were bored and lazy to speak. In addition they did not have time to speak English. Therefore, that condition influences students' score of speaking when the research got score of them in practice teaching. The expected score of the Second Semester of Electro Major Students at Sekolah Tinggi Teknik Malang is below the school standard. That is 65, while the expected score on the basis

of school standard is 70 out of 10-100 score range. It showed that the speaking of Second Semester of Electro Major Students is speaking skill low. Furthermore, it showed that teaching English as foreign language is not easy especially in speaking.

Some linguists have underlined the importance of developing communicative competence, especially speaking skill, in language teaching. Nunan (1991, p. 39), for example states that to most people mastering the art of speaking is the single most important aspect of learning a second or foreign language and the success is measured in terms of the ability to carry out a conversation in the language. In addition, Tompkins and Hoskisson

(1998, pp. 17) say that the important general goal in language instruction is help students learn to communicate effectively with others through oral and written language.

In fact, the English instruction in some senior high school does not demonstrate a satisfactory result. Many students fail to reach the goal of English teaching. They are not able to communicate with the language either orally or in written form although they have learned English for many years. Based on the background above, the researcher is interested in applying the new teaching strategy in that school. The teaching technique is "Modeling Strategy". The researcher hopes by Modeling Strategy work technique, students can learn the language easily, practice the language more in the group of discussion and have good speaking.

This research investigates the use of Modeling Strategy to upgrade students' speaking ability in learning English. A Modeling Strategy is inspired by Sharan states that "Modeling Strategy work promotes learning in providing opportunity to share and test ideas with others and to examine different perspective on discusses" (Sharan, 1992, p.13). A Modeling Strategy hopes that everyone takes a part in a dialogue/discussion, so groups can work together and change a lot of for better.

Modeling Strategy is one of teaching strategy that can be used to increase the students' capability in learning English, especially speaking. Modeling Strategy is one of main cooperative learning in specific purposes. The students play in the small group.

The researcher applied Modeling Strategy in Sekolah Tinggi Teknik Malang, especially the grade ten students. The students, most of them, are silent. They are shy to

speak in front of their friends and do not be enjoyable in researching.

These are because many students don't have high self confidence. They rarely prepare themselves when attending the class. So that Modeling Strategy helps the students to practice their speaking because all of them are active. This new methodology is expected to be reference to the teacher in teaching English.

Based on the statement above, the researcher makes a simple definition that speaking is a powerful activity that develops in time; speaking competence in communication is a process of creating words to get the information and give explanation to others from one individual to another, from individual to groups, or from groups to groups.

Here, some problems are proposed by Ur (1996: 121). First problem is Inhibition; learning speaking is not much different from learning writing and reading. Speaking needs some level of real-time exposure to an audience. Learners are often inhibited of making mistakes; a foreign language is a strange lesson for them, they are afraid of making mistakes and fear of criticism. Another problem is nothing to say; in learning foreign language usually learners do not have any idea in their mind because they do not think in English but in their own language. It happened because they felt that they should speak the language which is strange for them.

Ur (1996:20) suggested some characteristics of a successful speaking activity include: Learners talk a lot, Participation is Open, High motivation and Language is unacceptable level. Learners talk a lot; Teachers should give a lot of time to students to speak in the classroom. Let students speak as much as possible in the discussion. The more

students talk, the more effective learning speaking is created. Next is Participation is Open, Teacher should control everyone in the classroom. Don't let the talkative students has dominant contributions in the discussion. Each student has the same chance to speak in the classroom.

Moreover, Teacher should support students to have high motivation in learning. Having good or interesting topic may increase students' motivation to achieve a task objective. The last is Teacher should know what to be taught to their students, meaning that the lesson should be acceptable. Students can express themselves to use the language in communication to each other.

Teaching Speaking Techniques, There are numerous techniques for teaching speaking skill among others: discussion, relaying interaction, using games, retelling story, role-playing, and drama. The teacher's inappropriate teaching techniques result in students' boredom. Due to the limited mastery of teaching technique, the teacher most of time tends to involve the students. Students are treated as possible participants who are required to respond to the teacher. Consequently, the students get bored and speak using mother language not English. In this teaching Speaking Techniques including: Discussion, Retelling story and also Drama.

Assessment of speaking performance, On Norris (2001, p.23) assessment is a set of activities designed to measure the student's achievement as a result of instructional program. The assessment is not only to assess the students but also to assess the teaching system itself. The characteristics of student procedure assessment are valid, reliable,

practicable, fairness, and usefulness. Meanwhile, Norris (2003:13) writes three characteristics of definition for performance assessment. These are (1). Examines must perform task, (2). The task should authentic, (3). It is success or failure in the outcome of the tasks.

Furthermore, Harmer (2003, p. 15) discusses about the assessment. He divides assessment into two parts, as follow: First, Teachers assessing of the students can both explicit, when the teachers say '*that was really good*' and implicit, during a language drill. It is not only giving positive effect, for example: the teachers give praising but also negative effect when they give criticism. Harmer writes that "show that to be effective, praise have to be combined, in the students' eyes, with the teacher's genuine interest in their work." Some of students like to be assessed in private assessment. The ways that the teachers can assess the students' work are comments, marks and grade, reports.

Furthermore, The teacher requires a program, which sets down how the modeling is to be integrated with the learning activities. He requires a program of skill development for modeling in speaking. The teacher explain one topic, then he look for some topics that can make students practice their skill after explained, the students divide into small group, each group consist 2 or 4 students. Each groups demonstrated the certain skill based on the skenario that has made. Give times the students about 10-15 minutes to make scanario and 5-7 minutes to exercise. Example, the topic is about "Memo". The groups should present the demonstrated their work, after that give change for other groups to give opinion for each demonstration. The last, the teacher give clarification of demonstration. The groups should be communicative and make close relationship with the teacher.

Method

Based on the focus of the research, this research intends to Improve Speaking Skill by Using Modeling Strategy. Therefore, the design of this research is Classroom Action Research (CAR). The researcher designed planning, implementing, observing and reflecting.

Planning

Planning is the step that should be taken on the classroom action research. It is made as guideline for the teacher to conduct the teaching activity. The teacher arranges preparing everything needed for applying the action such as preparing teaching procedure and lesson plan.

Lesson Plan: The researcher makes a lesson plan for each meeting in order to make the teaching and learning process can be performed effectively and efficiently. The main components should cover the objectives of the teaching and learning process, materials, techniques of teaching, the steps of the classroom activities, and learning sources.

Criteria of Success: There are two criteria will be used in this research to measure the success of the action are; (1) many students can be active in speaking activities; it can be seen from the students respond in field note. (2) The focus of this research is process and product. The mean of students' speaking score has increased; it is seen based on the students speaking scores. The speaking score targeted by the researcher is 70 and no one of the students get 65. This score shows the successful of the research.

Implementing

After the problem found, the researcher will implement the practice

rehearsal in group's method to improve students speaking ability. In this case, the goal of this action is to improve the students' speaking ability using practice rehearsal in group's implementation is the action of planning, (Latief,2003:107). The researcher plans to have four meetings in one cycle. To implement this method, several sequences are needed, there are: in the first stage called opening.

In the opening, the researcher will give a brief explanation concerning the method will be used to the students. Going to the next is main activities such as dividing students in groups, giving different topics to one students of each group's, asking the student to explain the topic to their group, monitoring students' activity, and giving time to the students to understand the explanation of their friends. Lastly is closing. It has two activities; those are asking each student to conclude the explanation of their group and discussing all of the topics together.

Observing

The observation was conducted during the process of the teaching and learning using modeling strategy at the same time with the implementation. It was conducted in order to see the teachers and students activities and performance in their application of modeling strategy. During this stage, the implementasion of the action plan and both intended and unintended effects of the action were carefully monitored. In this stage, data gathering were carried out by using some instruments. They were test, observation cheeklist, field note, and quetionnaires.

Field Notes is one of instruments used to record any information during teaching and learning activity. The researcher will take note regularly while teaching the students. This instrument is purposed

to know the progress of the students and record activities in teaching and learning process. It was written description of what was heard, seen, experienced, and done in collecting data and reflecting the data.

Observation Checklist: The researcher uses observation sheet or checklist to collect data during the teaching learning process. According to Ary (1979:191) says that observation is the most desirable measurement method. The observation focuses on students activities during in the classroom. The observation is used to observe the process of teaching speaking skill by using Modeling Strategy.

Test is a set of questions both verbal and printed questions in sequence to assess the comprehension, value or abilities of self or entity. Speaking test was used to measure the students individual ability in speaking practice of dialogues about menu in cycle I and symbol or sign cycle II. In this study the researcher conducted the observation based on the preliminary observation, pre-test and the result of the test that was done after applying the action at the end of each cycle. The score of test were depend on the ability of proficiency description of testing speaking; accent, grammar, pronunciation, fluency, and comprehension in 4-10 scale. The performance is observed evaluated by two rates namely the research hisself and the English teacher to keep the reliability of the test result. The scoring method and its description are adopted from Testing for Language Teachers Hughes 2000 (in Alif, 2007, p. 31).

Reflecting

The reflection stage was conduted after the accomplishment of each cycle. It was done by comparing the data collected through observation stage with the criteria of success. If it

has met the criteria of the succes, the research was stopped. On the other hand, if it does not met or achieved the criteria of success, it was necessary for the researcher to revise the plan and has another cycle to be implemented. That was why the result of the reflection was used as the basic of the consideration to revise the cycle and implemented to the next cycle.

The researcher analyzed the data both quantitatively and qualitatively. The result analysis is to see whether the implementation of action is successful or not, so that the decision to stop or continue the next cycle can be taken. The data obtained from the result of observation and field note is classified as qualitative data. Meanwhile questionnaire and test is classified as quantitative data. The quantitative data are presented in diagram. The data obtained from observation is calculated in percentages. The data from the questionnaires is analyzed in this tally to find out the frequency and percentages.

Results

Research Findings

The research findings deal with the data that the researcher found during implementing the strategy in the teaching and learning process. The aim of this research is to present data during implanting the technique to the students of Sekolah Tinggi Teknik Malang which was done in second cycles. Those are the following elaboration of the research findings.

The Students' Achievement

According to the data of students' test which was also supported by observation record, the researcher could briefly conclude that the result met the criteria of success. It proved that, all of student categorized active participants. This situation happened because of some indicators, such as:

showing the student's enthusiasm, responding instruction, requesting assistance, doing discussion, and doing test. In this case, the researcher used three different instruments such as field note, observation checklist, and speaking test.

The result of observation checklists and field notes showed that the student's involvement in the teaching and learning process improved. Before the implementation technique the students were a tendency to be passive when they joined the English class especially in English class. They felt shy and reluctant to speak up and to express their idea orally, after implementation the strategy in one cycle. The criteria of success had been achieved. The criteria started that if 70% students involved in the teaching and learning process actively it meant that the criteria achieved. The result of observation checklist and field notes showed. That there we 72.5 % students who were actively involved in the teaching and learning process. The students began to have bravery in expressing their ideas orally.

From the speaking test, the researcher could report the result of the test that the students 'speaking score was 7.42 in average. Thus, the students 'speaking Skill was improved from 6.5 in average in the preliminary research to 7.42 after the researcher implemented the strategy in the classroom.

Discussion

Classroom activities that develop the student ability to express their ideas are an important component of a language teaching. Ur (1996: 120) states that some of characteristics of successful speaking activity are learners talk a lot, participation is even and motivation is high

In this stage, The researcher found out some improvement from the students speaking skill by using

Modeling Strategy was effective. Improving speaking skill through Modeling Strategy had given students time to practice their speaking English. It had proven that they were enthusiasm to speaking English. According Penny (1996:21), he said that the teacher should have given students time to talk as much as possible. Therefore, the students had many times to practice their English in the classroom. The students also got equal participation in the teaching and learning activity.

In teaching speaking, the best way is by grouping the students so that the students socialize each other. In this case the students learnt how to live together in society and solve the problem with different point of view from the member of groups. The students learn to respect other people when discussion occurred. Harmer (2001, p. 168) state that once we have decided to have students working in pair or groups. We need to consider how we are going to put them into those pairs and groups – that is, who are going to work with whom.

Improving speaking skill through Modeling Strategy was also improving the students' motivation during process teaching and learning activity. The students wanted to speak because they were interested in topic and the strategy. They were more active in the classroom activity, they were not passive students but they were more active in the classroom activity. It was related with statement of Penny (1999, p. 121). He argument that one characteristic to get success was motivation. The researcher always gave motivation and spirit to the students to speak English as much as possible during teaching and learning activity.

The researcher introduced new technique to solve their speaking problems through Modeling Strategy. The researcher got satisfied because the mean score of speaking ability of

the students of the Second Semester of Electro Major Students at Sekolah Tinggi Teknik Malang reached the improvement. This was proven by knowing that the mean score of students' speaking ability was 7.42 from 6.5 in the preliminary research. It meant that Modeling Strategy was an effective strategy to help students in improving speaking skill. All indicators of the criteria of success have been fulfilled, the result of the students' response toward the implementation of Modeling Strategy had positive impact. So, the use of Modeling Strategy could improve the students speaking skill and solve the students speaking problems.

From the discussion above, the researcher is able to draw a valid conclusion that Modeling Strategy can improve speaking ability of the Second Semester of Electro Major Students at Sekolah Tinggi Teknik Malang in the teaching and learning process.

Conclusion and Suggestion

Conclusion

Based on the result of this research in classroom action research (CAR) at Sekolah Tinggi Teknik Malang was successful, which was conducted in two cycles, it can be concluded as follows;

The first the implementation of modeling strategy has improved the students' low motivation of the Second Semester of Electro Major Students at Sekolah Tinggi Teknik Malang. The students' low motivation, the lack of self-confidence, anxiety of making mistakes and the boredom in learning are caused by the monotonous strategy of teaching and learning process. By using modeling strategy that is more students' centered the students can involved actively in the classroom. The students had positive response toward the implementation of the modeling strategy. The strategy is able to motivate the students to study because they can learn. The

students are grouped into small group consisting of 2 - 4 members of different background of ability and personality. The strategy facilitates the students to express their idea in enjoyable with the dialogue, because they are helped by their teammates and their teacher. Furthermore, they can work together, learn to tolerate, and learn to help. Modeling strategy provides opportunities for meaningful interaction with one another.

The second the implementation of modeling strategy has improved the students' speaking skill of the Second Semester of Electro Major Students at Sekolah Tinggi Teknik Malang. It can be studied from the improvement score achievement from the test of cycle I and test of cycle II. The first tests showed that the students' speaking skill were low. The students' mean score in the first test was only 65. After being treated in cycle II, the students' mean score improved into 7.42. As the result the students were able to speak fluently although they still made some grammatical and pronunciation mistakes that were acceptable. Beside their self-confidence in their speaking, the students also enjoyed learning the materials and modeling strategy was meaningful learning for them.

Suggestions

Suggestion for the English Teacher: The modeling strategy has improved the students' learning speaking skill. The teachers are recommended to use modeling strategy to teach speaking skill. The teacher must select easy topics related with their level. The teachers are suggested to prepare more creating in designing the topic of discussion. Besides, the teachers are also suggested to consider grouping students into heterogeneous group in which each group consist of the higher, lower, and middle achiever in

order to allow the students to learn from each other's. Furthermore, the teachers arrange the group seat, in which each member can see and hear easily. The teacher should monitor the group discussion whether they work and learning together. The teachers always correct the students' mistakes at the end of the lesson so that the students can reduce their mistakes and it does not disturb the teaching and learning process.

Suggestion for Further Researcher: The future researcher may conduct the same procedure of modeling strategy used in this research. The future researcher can make any improvement in order to make the better research. Another suggestion to the future researcher is to make more investigation and more accurate representation of effectiveness of modeling strategy in teaching speaking by conducting experimental research. The future researchers are also suggested to conduct a similar research on other skills like listening, writing, and reading at other level of students for the improvement of teaching English. It is advisable to planning before carrying out the research.

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