IMPROVING STUDENTS' ABILITY IN SPEAKING USING SCIENTIFIC APPROACH OF EIGHTH GRADE OF SMPK PANTI PARAMA PANDAAN

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Abstract

This thesis discusses developing students' ability in speaking using the Scientific Approach for eighth grade students. This study uses Action Research. The purpose of this research is to improve students' ability in speaking using the Scientific Approach. The researcher was carried out in two cycles according to Classroom Action Research. The results of research , researchers concluded that the Scientific Approach can improve the students' ability in speaking of eight grade of SMPK Panti Parama Pandaan.

Keywords : Ability,Speaking,Scientific Approach

1. INTRODUCTION

Students who learn English can not be seen as succesful learners if they still cannot speak English. It is because a students' ability to understand an English text is not an absolute guarantee for them to be able to speak in English. Richards (2008:19) states that second language learners or foreign language learners who study English must be encouraged to master the speaking skill. It shows that speaking ability for English learners is an important issue to be emphasized.

Richards (2008:21-28) divides the function of speaking into three. The first function is talk as interaction which refers to conversation which serves interaction between the people. The focus of this conversation is not on the message, but how the speakers present themselves in a comfortable zone. In other words, talk as interaction is expected to establish the social relation (Pudyastuti and Wulandari, 2014:428). The second function is talk as transaction which refers to situations where the focus is on what is said and what is done. The main focus is to make the listeners clearly and accurately understand what the speakers say. It can be said that talk as transaction is an exchange of information among the speakers (Brown and Yule, 1999). The last function is talk as performance which refers to public talk. The focus is delivering the information in front of the people. It can be done through some activities such as classroom presentations, public announcements, and speeches.

Core Competence is the translation or operationalization of SKL in the form of quality that must be possessed by those who have completed education in a particular education unit or certain education level, an overview of the main competencies grouped into aspects of attitudes, knowledge, and skills (affective, cognitive, and psychomotor) which students must learn for a school, class and subject level. Core competencies must describe a quality that is balanced between hard skills and soft skills achievements. (Curriculum'13 for junior high school).

Basic competency is the competency of each subject for each class derived from Core Competencies. Basic competency is content or competency which consists of attitudes, knowledge, and skills derived from core competencies that must be mastered by students. These competencies are developed by taking into account the characteristics of students, their initial abilities, and the characteristics of a subject. .(Curriculum'13 for junior high school)

In learning English, students should be able to produce and figure out the verbal and written texts in the four skills, they are listening, reading, writing and speaking. Every skill has its own roles to build up students' ability to learn English. In learning English, those skills strengthen and support each other.

1. Speaking
a. The Nature of Speaking

Speaking is one of the four skills of English beside reading, writing, and listening. Like writing, speaking is categorised as productive skills. As stated by Spratt, et al. (2005: 32), that means that they focus on producing language rather than receiving it. Producing language means learners should be able to construct verbal and written language. In general idea, speaking is defined as having interaction between two speakers consisting of a speaker and a hearer. In the field of research, that general idea has led to some definitions of what speaking is about based on some experts. Nunan (2005: 48) defines speaking as productive oral skill and it consists of producing verbal expressions to transmit meaning. He adds that speaking is more difficult than other skills

because it occurs in real time and the speaker cannot revise or change what he says at that time.

2.Teaching Speaking

There are some considerations to conduct teaching speaking in the classroom. Teacher needs to understand how the techniques to teach speaking and moreover to teach speaking in Junior High School. a. Principles for Designing Speaking Techniques Speaking techniques are used to decide appropriate speaking activities. Based on that, Brown (2001: 275-276) explains some principles to design speaking techniques. Some of them are here as follow:

1) Uphold motivating techniques. Teacher tries to ask students for their goals and interests, for needs of knowledge, and being autonomous that will benefit them.
2) Give suitable feedback and correction. Students may be dependent on the teacher to get feedback. The teacher should be able to give appropriate feedback and correction.
3) Highlight the connection between speaking and listening. Listening is also a part of learning speaking. Teacher should not forget to integrate listening while learning speaking.
4) Provide students opportunities to start verbal communication. Students are expected to begin verbal communication as the teacher provides them such information.

a. Ability in Speaking

Ability in speaking are needed in learning English. Through activities, students are going to practice their speaking skills. As proposed by Harmer (2001: 271-275), there are activities widely used to teach speaking. Several of those activities are delivered below.

1) Acting

From A Script Students can be asked to write a script or take from their textbook and they are going to play the roles based on the script. Teacher needs to give students time to practice before playing in front of the class. Students who are braver or more active are given the first chance to play their roles to cheer up the class. Acting from a script is going to be learning and producing language at the same time. This activity is supported by the availability of the texts which the students learn in the classroom. The students can take the conversations from the texts and or novel then to act them out.

2) Communication Games

Games are fun activities. They are used to improve communication skills through fun activities. Games have their purposes. Communicative games stimulate students to interact to other students in order to finish the games.

3) Discussion

Discussions require students to share their opinions. Students can propose their opinions, ideas or thoughts. Small groups of discussion will provide time for students to give their opinions and shy students can also participate because there are only a small number of students in a group.

b. Speaking Performance Assessment Task

To be effective in learning speaking, learning should be equipped by speaking tasks. Speaking tasks are used to train students practicing their speaking skills. Brown (2003: 144 -182) states that there are five speaking performance assessment tasks. They are imitative speaking, intensive speaking, responsive speaking, interactive speaking, and extensive. The explanations of them are here as follow:

1) Imitative Speaking

The first stage of speaking performance is imitating a word, phrase or sentence. This task aims to focus on pronunciation. Repetition task is used as long as not to be overused to the most of speaking performances.

2) Intensive Speaking

This task deals with the production of verbal language that is designed to show competence in a small group of grammatical, phrasal or phonological relationship. Examples of this speaking performance task are directed response tasks, reading aloud and sentence and dialogue completion.

3) Responsive Speaking

Responsive speaking assessment tasks include interaction and test comprehension but in very short conversations, standard greetings and small talk, simple requests, comments and the like.

4) Interactive Speaking

The difference of responsive speaking from interactive speaking is in the length and difficulty of interaction involving various exchanges and or participants. Speaking tasks of this performance are tasks involving interactive discourse like interview, role plays, discussions and games, and tasks that are long duration involving less interaction like speeches, telling longer stores, and extended explanations and translations.

5) Extensive Speaking

Extensive speaking tasks involve complex rather monologue having less verbal interaction. They are such as speeches, oral presentations, picture-cued story telling. Teaching Pronunciation Students might acquire pronunciation without being taught but this should not erase the importance to teach pronunciation. The way how students should learn pronunciation depends on how they want to speak. The teacher can not expect them to speak like native speakers or as long as their pronunciation can be understood. Harmer (2007: 245) explains that the students should be able to use pronunciation which is good enough for them to be understood. But there are still problems in teaching pronunciation. Some of the problems are what the students can hear and what the students can say. Non native English speakers usually have problems

in different sounds. They need to differentiate the sounds.

c. Teaching Speaking for Junior High School Students

Grade VIII Junior High School students are categorised as young learners or older children. Putcha and Schratz (1993: 4) in Harmer (2001: 39) states that the teenage problems brought in the class as the result of the teachers' failure to build bridges between what they want and have to teach and their students' worlds of thoughts and experiences. Thus, Harmer (2001: 39) strengthens that students must be encouraged to respond to texts and situations with their own thoughts and experiences, rather than just by answering questions and doing abstract learning activities. Teaching speaking for Junior High School students has the essential aim that is to facilitate students to learn. As stated by Brown (2004: 7-8), teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. He (2004: 7-8) also adds that teaching is defined as showing or helping to learn how to do something, giving instructions, guiding the study of something. It can be concluded that the teacher ought to be the guide, facilitator and instructor to help students learn language. Teacher needs also to consider the age of students.

d. The Roles of Teacher

Teacher has prominent roles in conducting learning process in the classroom. Teacher is seen as the role model for the students to get resource of learning. Harmer (2007: 108) states that teacher is as a facilitator. He (2007: 108-110) also adds that there are more classifications of the roles of teacher in the classroom. They are as follow:

1) Controller

Teacher acts to control and lead the classroom. As controller, teacher usually tells students what to do, read aloud and the like. Teacher is also as transmitter to transfer knowledge.

2) Prompter Teacher

As prompter tries to encourage students to continue what they want to say by giving clues and also persuades them to use English rather that mother tongue language in a group discussion.

3) Participant In some opportunities,

Teacher needs to join to the students' activities to encourage them from inside the activities rather than just from the outside as prompter. Participating is seen more fun for the students to have teacher inside their activities. Teacher needs also to be careful not to be too dominant in participating.

4) Resource

Students sometimes want to ask for information or to know something. This is the chance for teacher as resource. Teacher needs also to stimulate them to be autonomous in learning by asking them to check to dictionary or other resources like internet. No teacher knows everything. Teacher needs to say for the answer of questions where teacher does not know yet the exact answer.

5) Tutor

Tutor is the combination of prompter and recourse. Teacher can ask and point some students to participate in their projects or activities. That is the role of tutor to directly make them take turn.

3. Scientific Approach

The scientific approach is closely related to the scientific method (Sani, 2014: 50). The experts believe that the scientific approach can make students more active in building their knowledge and skills and can encourage students to conduct investigations to find the facts of a phenomenon.

Permendikbud Number 65 of 2013 concerning Basic and Secondary Education Process Standards which explains that learning is fully directed at the development of all three domains (attitudes, knowledge, and skills) holistically, meaning that the development of one domain can not be separated from the other domains because these three domains related to each other. Thus, the whole learning process creates personal qualities that reflect the integrity of the attitudes, knowledge, and skills.

The Scientific Approach according to Sani (2014: 51) has a component of the learning process including: 1) observing; 2) asking; 3) try / collect information; 4) reasoning / association; and 5) forming networks (communicating).

The first activity in the scientific approach is in the step of observing learning. Students observe the object to be studied.

The second step in the scientific approach is questioning. Learning activities are asking questions about information that is not understood from what is observed or questions to get additional information about what is observed.

The third step in the scientific approach is associating (reasoning / processing information). Learning activities are first, processing information that has been collected is limited both from the results of collecting / experimental activities as well as the results of observing activities and collecting information activities; second, the processing of information collected from the nature of adding breadth and depth to the processing of information that is looking for solutions from various sources that have different opinions to the contrary.

The fourth step in the scientific approach is experimenting. The activity carried out is collecting information / experiments. Learning activities are conducting experiments, reading sources other than textbooks, observing objects / events / activities, interviews with resource persons.

The fifth step in the scientific approach is networking (forming networks). Networking is the activity of students to form networks in class.

Learning activities are conveying the results of observations, conclusions based on the results of the analysis verbally, in writing, or other media.

2. METHODOLOGY OF THE RESEARCH

The collection of data is an important step in deciding what action needs to be taken. Multiple sources of data are used to better understand the scpe of happenings in the classroom or school. According Hopkin (1993;113) there are some technique, and daily journals.In collecting the data the writer used qualitative and quantitative techniques. The qualitative technique was done by using observation, interview, and questionnaire.This research was basically qualitative research to get qualitative data but this is supported by quantitative data as well. Qualitative data are some observations in the forms of field notes, and interviews to be presented in interview transcripts. Quantitative data are gained from assessing students' ability using ability assessment rubric.

The data showed the students' ability in speaking using scientific approach of SMPK PANTI PARAMA PANDAAN in which the minimum passing grade that must be achieved by students in English subject was 75. It meant that all subjects included in VIII grade as subjects of investigation, must get at least 75 to pass the lesson.

The data collection must be processed and analysed (Kothari,2004 :38). The main data which were needed for the present study as mentioned previously were gathered through first meeting , the last meeting and additional supporting data were gathered through administering questionnaire to the eight grade students of SMPK Panti Parama Pandaan. The result of the achievement test would be analyzed descriptively since it was in the form of raw scores. The average score of the whole subjects would be gotten byusing the following formula :

$$M = \frac{X}{N}$$

The formula is described as following :

M = Score of average score from the subjects' activeness in speaking

X = The sum of the total score

N = The total number of the subjects

To see the improvement of students' activeness in speaking ,the result of the mean score of first meeting was compared with the result of the main score of the last meeting in each session. Supporting data were taken to find out the precentage of subjects who strongly agreed, agreed,quite agreed and disagreed of the technique applied based on the questionnaire given. The analysis of the data used the following formula :

Precentage = $\frac{\text{Total reponses on an item}}{\text{Total reponse on all items}}$ x 100 %

It was aimed to improve the speaking skills of the students of SMPK Panti Parama through Scientific Approach. All of the actions had been conducted in two cycles. Based on the result of the actions in Cycle 1 and Cycle 2, the research team agreed to discontinue the research up to this cycle. The implementation of pictures and the complementary actions were successfully accomplished and the objective of the research had been achieved. The research findings would be inferred from the qualitative and the quantitative data gathered during the research. The qualitative data are from the observation of teaching and learning process, interview with the English teacher, the collaborator, and also the students. While, the quantitative data are derived from the speaking scores of pre-test and post-test and the result of questionnaires given at the end of each cycle.

3. RESULT AND DISSCUSSION

The students' mean score in fluency aspect increased after the implementation of pictures. The students score increased 1.47 from 5.53 in the pre-test to 7.00 in the post-test. The mean score of the pronunciation aspect gained by the students is 1.99. In pre-test, the mean score is 4.64. After doing the actions, the mean score becomes 6.62. In accuracy aspect, the mean score is also improved. In pre-test, the mean score is 4.60. In post-test, the meanscore becomes 6.37. The gain score obtained is 1.76. The last aspect is vocabulary which also reveals some improvements. The students' mean score in pre-test is 5.52 which increases into 7.31 in the post-test. It means the gain score is 1.79. The improvements achieved by the students above are presented in the following chart.In reference to the discussion above, the students' speaking skills improved in four aspects of speaking which are fluency, pronunciation, grammar, and vocabulary. The general findings of the students' mean score in pre-test and post-test are presented in the table. The mean score of post-test is higher than the mean score of pre-test. The gain score of the students' speaking ability is 7.08 showing that there is an improvement of students's speaking skills.

4. CONCLUSION

The objective of this research study was to improve the students'ability in speaking using scientific approach. Based on the results of this research revealed the improvements contributed by the implementation of Sientific Approach in the teaching and learning process of speaking in grade VIII of SMPK Panti Parama.

First, Scientific Approach were believed to be effective to improve the students' motivation. They were able to engage the students' attentions and interests during the teaching and learning process of speaking. Besides, it could provide the students convidence. Second, the improvement could also

be seen in the teaching and learning process. In addition, the Scientific Approach could provide various fun learning activities so they decreased the students' boredom during their learning. With regard to the result of the research, the implementation of Scientific Approach supported with its accompanying actions is successful to improve the speaking abilityof grade VIII students of SMPK Panti Parama.

It is important for the English teachers to improve the teaching and learning process, not only in Reading, Writing, and Listening but also Speaking. It can be done by applying appropriate the approcing so that the students will be motivated and interested in the teaching and learning process of speaking. If the students are motivated and interested in the teaching and learning process of speaking, the students can experience speaking practices joyfully. They valuable resources as they provide a shared experience in the classroom, a need for common language forms to use in the classroom, a variety of speaking practices which are fun and able to improve the students' speaking abilities not only in the aspect of the students' pronunciation, but also their fluency, grammar, and also vocabulary mastery, and a focus of interest for students.

This research study is aimed at improving the students' speaking ability. However, there were still some problems which were not yet solved. Related to the focus of the study, it is advisable that the results of the study can be used as one of references for the other researchers who conduct the similar studies related to the development of the students' speaking ability.

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