

INCREASING THE SPEAKING ABILITY OF THE TEN GRADE STUDENTS OF MA NEGERI 2 JEMBER THROUGH FOUR STEPS INTERVIEW, ROLE PLAY AND CHASING GAME

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Abstract

Peningkatan kemampuan berbicara merupakan bagian yang sangat penting dalam pembelajaran bahasa. Proses belajar yang lebih lambat akan mempengaruhi kemampuan berbicara pembelajar bahasa. Penelitian ini dilaksanakan mengacu pada rendahnya kemampuan berbicara yang dimiliki oleh sebagian besar siswa kelas VIII di MA Negeri 2 Jember. Sebagian besar siswa malas untuk berbicara dengan menggunakan Bahasa Inggris di kelas. Mereka kesulitan dalam mengajukan pertanyaan, menjawab pertanyaan, mempresentasikan materi, dan bahkan mengekspresikan pemikiran atau ide mereka. Hal ini bisa dianalisa melalui tes berbicara yang diselenggarakan sebelum siswa diberi perlakuan dengan menggunakan metode *Four Steps Interview*, *Role Play* dan *Chasing Game* (FRC). Jumlah siswa yang nilainya diatas nilai minimum ketuntasan materi (65) hanyalah 12 siswa (31.57%) dari 38 siswa. Sedangkan 26 siswa yang lain gagal mencapai SKM. Nilai rata-rata dari tes berbicara siswa adalah 59.54. Akan tetapi, hasil dari kemampuan berbicara siswa tetaplah kurang memuaskan.

Setelah mengetahui bahwa kurangnya kemampuan berbicara bahasa Inggris siswa, maka peneliti mengembangkan strategi pengajaran berbicara bahasa Inggris yang menarik, menyenangkan, dan menantang, yaitu metode FRC (*Four steps interview*, *Role play*, and *Chasing game*). Desain penelitiannya adalah Penelitian Tindakan Kelas (PTK); yang dilaksanakan melalui siklus-siklus dengan tahap-tahap, yaitu *Perencanaan Aksi*, *Pelaksanaan Aksi*, *Observasi*, dan *Refleksi*. Untuk tahap pengumpulan data, peneliti menggunakan (a) tes kemampuan berbicara bahasa Inggris, yang dilaksanakan untuk mengetahui apakah siswa bisa mencapai indikator implementasi kesuksesan yang pertama, (b) angket, yang dilaksanakan untuk mengetahui apakah siswa bisa mencapai indikator implementasi kesuksesan yang kedua.

Key Words: *Increasing, Speaking Ability, FRC Methods.*

INTRODUCTION

The purpose of English teaching is to develop the students to be communicatively competence in the four skills such as: listening, speaking, reading, and writing. In the introduction of the Competence Based Standard Curriculum KTSP 2006, it is stated that one of the reasons why the government launches a more flexible curriculum is due to unsatisfying performance of graduate students in general. They are neither able to com-

municate in English nor read the English text book well¹. The objective of teaching English in Indonesia is to enable students to use English for communication². The statement is relevant to the objective of teaching English is to develop English

¹ BSNP, Badan Standar Nasional Pendidikan. *Kurikulum 2006*. (Jakarta: Departemen Pendidikan Nasional, 2006)

² H. Douglas Brown.. *Teaching by Principles. An Interactive Approach to Language Pedagogy*, (Addison Wesley Longman, Inc. 2001)

communicative skills both receptively and productively. So, they are addressed to cover the students' competence in four skills that encompasses listening, speaking, reading, and writing.

In addition, based on the researcher's experience in teaching English, a great number of students there still get mixed up with the precise words to communicate their ideas, thoughts, or feeling in spite of fact that they have been learning English in elementary school. They generally still find it difficult to acquire the four language skills. One of the factors of English learning failure is due to lack of both practice speaking and the situation of the class does not support them to speak. As a result, most of them fail to understand the four language skill above, or misunderstand what other people think, feel, and mean. This atmosphere will bring about miscommunication and other bad impacts. Therefore, it needs to develop the students to be communicatively competent and to use English as a means of communication, especially in an English class. Spoken language is considered primary, because all normal people in the world can speak well enough in their community, although many cannot read and write³. Speaking is a basic human activity through which communication with language is carried out. In speaking, people put ideas into words talking about perception, feeling, and intention they want other people grasp.

It is obvious that although speaking is one of the four skills to be taught, it is not well taken care so far. This may be caused by the fact that many teachers spend too much more time on teaching grammar or structures than teaching communication. Because of those reasons, it is not surprising if students often complain and grumble when their teacher asks them to practice their ability in speaking English. Most of them are reluctant and passive

when they are asked to speak up, they prefer to keep silent. Moreover, if their teacher cannot carry out the strategies in the instruction, they not only get bored easily but also lose interest in practicing speaking English. Concerning with the variety of class activities, the most important to the learners' progress is a variety of class activities in which the students can use the language in the real situation, which is created by the teacher and can avoid students' boredom.

The interest of the students also needs to be created and to be kept for a longer time in order that the students are motivated to learn the subject well. To raise the students' interest in speaking, the teacher should find better teaching strategies to be applied in teaching and learning process. The teacher has important role to motivate the students for their motivation to learn determines the success in the teaching and learning process in the classroom.

For a long time, students have been introduced to common teaching methods by using drills and they do not have opportunity to use the language in appropriate situation. It makes the students bored and discouraged. The fact is that many high school students are still reluctant to speak English. They find that the longer they learn English the more difficult they speak. Students may know the language usages but they will be unable to use the language. Consequently, most of them quite often experience difficulties in speaking skill and English itself is always regarded as a difficult subject. Therefore, it is highly necessary for any language learners in general to improve their English speaking by acquiring and increasing good English speaking. One thing that can be taken into consideration in reinforcing students' speaking ability is by applying the methods of four steps interview, role play, and chasing game (FRC).

There are two reasons why the strategy mentioned above should be applied. Firstly, this strategy leads joyful and

³ Jerrold E. Kemp. *Instructional Design. A Plan for Unit and Courses Development*. (California: Feoron Pitman Inc. 1977)

interesting learning process. Secondly, based on the researcher's preliminary observation the methods of teaching speaking are still not intensively used in high school English learning at present. Most of the teachers and learners still apply traditional methods of teaching speaking, such as: oral practice, drill or applying any conventional techniques, which are unattractive, discouraging, and even frustrating for the learners.

RESEARCH METHOD

Data includes materials the people doing the study actively record, such as interview transcripts and participant observation field notes. Data also include what others have created and the researcher finds, such as diaries, photographs, official documents, and newspaper article.

Data collection method is meaningful effort in a qualitative as well as quantitative research. The researcher comes to a conclusion that the data collected in this research are in the form of words and this research is the qualitative one.

- **Observation** : It is used to identify the strategies used by the teacher in teaching English classroom assessment that include the teaching techniques and the learners' activities. In conducting the observation, the role of the researcher is an observer in which she sat on the back seat observing and doing note taking about all related events that occurred in the classroom.
- **Field Notes** : It is made in order to describe all teachers' and learners' activities in the classroom, so the data can be written in form of field notes, specifically, the data obtained was focused on the techniques that were used by the English teachers in assessing the students' achievement.
- **Questionnaires**: Respondents were also used in this study in order to get information about teaching speaking of English classroom assessment integrated with other skills especially in

English class of MA Negeri 2 Jember. The questionnaires were used to identify the students' perspectives in relation with the teaching techniques that were used by the English teachers. There are nine questions that must be answered by the students and the form of questionnaires are multiple choice

- **The interview**: Interviews given to MA Negeri 2 Jember English teachers are intended to get information on what types of games they use in the classroom. They are conducted outside the classroom when the English teachers are free. Beside that the research tends to ask to the teachers about the students achievement accuracy, pronunciation, fluency and grammar.

RESEARCH FINDING AND DISCUSSION

Implementation of the FRC Method needs evaluating to see whether it has good impact on the language learners' speaking ability.

As stated before, speaking ability seemed to be the problems of almost all students at MA Negeri 2 Jember. Therefore, to obtain the previous data of the students' speaking ability, the researcher conducted an oral performance test on October 1st 2012. The oral performance test was given to one class of 38 students in 2 x 45 minutes. The result of the test was not quite satisfying. Out of 38 students who joined the test, there were only 12 students (31.57%) who could pass the agreed mastery learning level (65). The average mark of the scores was 59.54.

Considering the unsatisfying test result mentioned above, the researcher implemented the English teaching methods to enhance students' speaking ability through FRC Method.

Findings of the Study Cycle I

a. Planning

Having identified the problem of speaking deficiency among the students, then the researcher started the research procedure with planning, implementation, observation and reflection. It was conducted from August 7th 2012 to August 21st 2012. This constituted the first cycle. The cycle consisted of two sessions. The first session was conducted from August 28th 2012 to September 11th 2012, whereas, the second session was conducted from September, 25th 2012 to October 9th 2012. Each session was administered in 2 x 45 minutes. As stated above, that the class, which was consisted of 38 students.

b. Implementation

The implementation of FRC Method was depicted on the teaching and learning scenario stated based on the 2006 curriculum. The first session was conducted from August 7th 2012 to August 21st 2012.

In implementing this method, the researcher followed the teaching and learning English strategy based on curriculum 2006 designed by Badan Standar Nasional Pendidikan (BSNP). It states that teaching and learning English strategy is integratedly carried out through four steps, namely: Building Knowledge of the Field (BKoF), Modelling of Text (MoT), Joint Construction of the Text (JCoT), and Independent Construction of the Text (ICoT)⁴. The steps above should be conducted in two cycles, Oral and Written cycles.

Referring to the 2006 curriculum designed by BSNP, speaking is not discretely taught but it is integrated into the four language skills. They are listening, speaking, reading, and writing. Therefore, in the first session of this research, re-

searcher determines FRC methods to be carried out as a quick warming up before practicing speaking skill through four steps interview, role play and chasing game (FRC) methods as introduction.

First Session

The first session was conducted from August 7th 2012 to August 21st 2012.

Preparation

1. *State the objective of learning speaking by using FRC methods*

Teacher started the class by greeting and asking how they were that day. "Good morning, class. How are you today?" Then he aroused students' motivation by asking some questions about the previous lesson.

2. *Tell the class the kinds of methods to speak*

There were various kinds of methods in learning speaking English. However, the researcher selected four steps interview, role play and chasing game. Then, he asked the students to practice speaking in the first session because these methods are considered to be easier to practice and it can be interactively applied in pairs or in groups.

Explanation on the procedure of the application of FRC methods

1. *Pre speaking activity*

First of all, the teacher divided the class into groups of four. There were 38 students in the classroom. Thus, there would be ten groups and each group consists of four students. However, among the ten groups, there was one group that consists of two students. Secondly, the teacher asked each group to complete semantic web which describes fruits. Then, he asked the group to choose one of the members to be a speaker to present the result of discussion. The speaker of each group should present the description of fruits in front of the class.

2. *Speaking skill activity*

Firstly, the teacher put a picture of

⁴ PUSKUR, *Badan Penelitian dan Pengembangan. Kurikulum Berbasis Kompetensi, Mata Pelajaran Bahasa Inggris*. (Jakarta: Departement Pendidikan Nasional. 2001).

fruits on the students' back. Secondly, he asked each member of the group to find what kind of fruit which was put on his/her back by interviewing friend (partner) of the group. Finally, teacher welcomed the feedback from the class concerning pronunciation, intonation, grammar, fluency and how to use vocabulary in context. Thus, teacher and student shared each other on the implementation of the method.

Second Session

The second session was conducted from August 28th 2012 to September 11th 2012. The teacher conducted teaching and learning process by implementing Four Step Interview, Role play, and Chasing game. It was as a review before starting further games.

Preparation

1. State the objective of learning speaking by using FRC methods

Teacher started the learning process by greeting and asking how they were that day. "Good morning, class. How are you today?" Then he aroused students' motivation by asking some questions about the previous lesson. This was done as a speaking review before doing further FRC methods called "four steps interview, role play and chasing game".

2. Tell the class the kinds of methods to speak

The teaching and learning process of speaking skill was conducted by doing four steps interview, role play and chasing game. Then, he asked the students to practice more speaking English in the second session because these methods are considered to be easier to practice and it can be interactively applied in pairs or in groups.

Explanation on the procedure of the application of FRC methods

First of all, the teacher chooses one of the students in class to be "dr. Wolf". He would help his friend find the correct descriptions if he could not answered.

Then, the teacher put a picture of fruit on the student's back. Secondly, he asked them to get out of the class. While singing "a fruit song", the students got around the yard. Then, he asked them to come in each group. After that, he asked each member of the group to find what kind of fruit which is put on his/her back by interviewing friend (partner) of the group.

Finally, he asked the students to report the result of his/her interview in a group. After all of the students found the correct description of the fruit on his/her back and their friends. As the conclusion, the teacher gave some feedbacks related to the implementation of the FRC methods. It was time for sharing or discussing about what had been done during the class presentation.

c. Observation

In this research, the researcher applied quantitative as well as qualitative data. The quantitative data were gained from the result of test before and during the implementation of FRC methods, whereas, the qualitative was gained from the result of students' response toward the implementation of the methods.

d. Reflection

The scores of students' speaking ability were converted in a 0-100 scale. The result of converted speaking ability scores were used as the indicator of successful implementation of the action. The indicator was reflected by (a) 75% of the students' speaking ability score reaches above 65 in a 0-100 scale, and (b) students are actively involved and highly motivated in language learning.

Firstly, most of the students were actively involved during the implementation of the methods. Secondly, after all students could guess the name of fruit, they reported to each partner.

Considering the above evaluation and the low achievement after being treated with FRC method in cycle I, the average of the converted score of

speaking ability was only 66.01. It was found that 26 students (68.42%) out of 38 students reached the minimum mastery learning score (60). Therefore, the researcher concluded that the implementation of FRC method needed proceeding to the second cycle.

As a matter of fact, the implementation of FRC methods in the first cycle was successful in creating enjoyable learning atmosphere and able to decrease anxiety or tension among the students.

Findings of the Study Cycle 2

As stated in the reflection step that the second cycle was badly needed proceeding due to the failure of the first cycle implementation of the FRC methods to meet the determined measurement of success. The cycle was carried out from September 25th 2012 to October 9th 2012.

a. Planning

Having known that the implementation of the first cycle did not work quite well and did not meet the measurement of success either, the researcher determined to proceed to the second cycle.

b. Implementation

Referring to the reflection stated in the first cycle that the students should have been provided with more additional practice speaking with FRC methods; therefore, in the second cycle the researcher presented the methods in the hope revising the implementation of those of the first cycle.

First Session

The first session was conducted from September 25th 2012 to October 9th 2012.

1. State the objective of learning speaking by using FRC methods

Teacher, as usual, greeted his students and told them about learning speaking by using FRC methods. Then, he aroused students' motivation by asking

some questions about the previous lesson.

- 2.. Tell the class how to conduct speaking

The teaching and learning process of speaking skill was conducted by doing four steps interview, role play and chasing game. Then, he asked the students to practice better speaking English in the first session because these methods are considered to be easier to practice and it can be interactively applied in pairs or in groups.

As stated in the schedule in table 4.5, that for the first session, the methods would be performed from September 25th 2012 to October 9th 2012

Preparation

1. State the objective of learning speaking by using FRC methods

The following methods were meant to improve the students' speaking ability in such a way that they can practice on other topics

2. Group work/ Pair work

Explanation on the procedure of the application of FRC methods

The students were guided to do "role play" and "chasing game" after they had learnt how to describe fruits by doing four step interviews.

3. Feedback

In this stage, both teacher and students give self-evaluation on the implementation of the learning process.

c. Observation

This step concerned with the data, instruments, sources, and the techniques of data collection. To obtain the data, the researcher conducted a test before and during the implementation of FRC methods. The data was also derived from the students' speaking ability focusing on the pronunciation, grammar, vocabulary and fluency.

d. Reflection

The indicators of successful implementation that the researcher had determined in advance stated that (a) 75 % of the students' speaking ability scores reach above 65 in a 0-100 scale. (b) Students are actively and highly motivated in language learning.

This chapter covers both the conclusion and suggestion that are made on the basis of the research results and their discussion presented in the previous chapter. The first is the conclusion of the research findings aimed to increase students' speaking ability through FRC methods. The second is some suggestions which are addressed for the teaching of speaking skill by implementing FRC methods and for future research.

CONCLUSION

This chapter covers both the conclusion and suggestion that are made on the basis of the research results and their discussion presented in the previous chapter. The first is the conclusion of the research findings aimed to increase students' speaking ability through FRC methods. The second is some suggestions which are addressed for the teaching of speaking skill by implementing FRC methods and for future research.

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