

## **Improving Speaking Ability through Modeling Technique for the Tenth Year Students of SMK Islam 2 Wlingi**

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### **Abstract**

Young learners are motivated to learn when to have as much change as possible to practice at English classes. The purpose of this study was to accomplish the problem faced in the teaching learning process. The research design used is CAR descriptive qualitative, because this study is based on the following reason. This study is done in natural ways and class, the researcher as the main instrument in this study, the data collected consist of words and sentences, this study is more concerned on the process than result, students opinion about English learning. In collecting the data, the writer does Classroom Action Research (CAR). The writer uses two cycles, each of which consists of four phases, namely planning, implementation, observation and evaluation and reflection. In every cycle, the implementation was recorded in the observation form and the performance form. Informal questions and speaking test were also prepared to know the students understand toward the procedure text by using a modeling technique. The success of teaching does not depend on their intellectual and their inner beauty but also has more skills, because listen to the teacher using the target language communicatively from beginning (passive) and communicative activities (native).

The result of this study show that using modeling technique can improve the students speaking ability for the first year students of SMK Islam 2 Wlingi in learning English. It is reflected from their score in cycle I and II. From the description of data analysis, the average of the students speaking ability score is 71,43% in category enough at cycle 1 and 92,8% in category good at cycle 2. It is very important to give a model in teaching learning process to improve the student's interest and motivation to study English.

Based on the finding the research that the modeling technique can improve the students speaking ability.

**Keywords:** Improving Speaking Skill, Modeling, Tenth Year Students

## **Introduction**

The teaching English as a foreign language for almost all of those levels of students in Indonesia has played a significant role in the development of English communication competence, as well as our national science, technology and culture.

As a language, English is the medium of great deal of the world knowledge, especially in such area as science and technology (Crystal, 1997:101), furthermore, Crystal (1997: 104) states that English will provide the main means of access an essential competence to gain, especially for the vocational high school students considering that they are prepared to enroll in the university or to work.

Related to those objectives, obviously, the productive skills, especially speaking, have an important place in the teaching and learning of English. Having ability to speak English fluently has become the most demanding competence for those who want to get a job. Besides, for most language learners, being fluent in the target language is one of criteria to be called successful learners. No wonder, some students, teacher and parents regard speaking as the first preferable skill to master before others.

To help the students to have better English proficiency, the government, school, teachers and also parents have done some attempts continuously. It is also supported by conducting in service training for the teachers, providing well – equipped language laboratories for the students and implementing various teaching methods or media used in classroom.

One of the efforts that is really to promote the mastery speaking skill, especially in helping teachers to create natural communication within certain situations, contexts or themes is through maximizing the CTL method. CTL offers the way to superior that is followed by the students. It is caused because CTL appropriates of the work method of brain and the life principles (Johnson B Elaine, 2002: 32)

CTL method is the concept of learning in helping the teacher connect the material being taught or learners experience to real environment so that the learners are able to connect and implement their knowledge into the real life, both as the

member of the family and society (US Department of Education and The National School-to-Work Office, 2001)

According to C-Star Group, University of Washington (in Astutik, 2004:13) stated that CTL has seven component, they are constructivism, inquiry, questioning, learning community, modeling, reflection and authentic assessment.

### **Research Method**

Nurhadi and Senduk (2002:16) stated that “In teaching and learning process, skill or certain knowledge here is a model that can be imitated. In CTL, teacher is not the only model. Involving students or inviting an expert from outside the class can design as a model. The materials of the model that can be used for the teacher is modeling text.

Some teachers given an example the procedure or the steps how to do something before the students do some exercises. For example, how to find a keyword on the reading text. In the teaching learning process, the teacher demonstrates the way how to find the keyword on the text by scanning. When the teacher demonstrates he fast way to read, the students give more attention and turn the text. The teacher eyes contact in scanning the text will be the main attention for the students. In that way, the students know how the eyes contact in scanning effectively. The keyword that is found by the teacher will be unformatted to the students as a result in the teaching learning process. At the simple way, that activity can be called modeling. It means that there is a model which can be imitated by the students before they try to find the keyword. In this case, the teacher is a model.

In CTL method, teacher is not only model. Involving students or inviting an expert from outside the class can be designed as a model. A native speaker can be presented in the class to be a model how to spell, how to utter, how to read and soon.

The focus of English language teaching (ELT) has recently shifted to a concern with developing discourse skills which will allow them to engage with whole texts appropriate to social contexts. This shift in focus has led to a reassessment of the role of the syllabus in defining what will be taught in English language courses.

Syllabus and methodology are really two perspectives on this process of course design. Once a course has been planned as a syllabus, it is implemented.

In the classroom through methodology. The teachers need to decide on appropriate methodology, as methodology is means through which the syllabus is brought to life for the learners.

The text-based syllabus is a response to changing views of language and language learning. It incorporates an increasing understanding of how language is structured and how language is used in social contexts.

The most effectively methodology for implementing a text based syllabus is the genre approach. The cycle of teaching and learning activities in the genre approach consists of a number of stages which the teacher and students go through so that students gradually gain independent control of a particular text-type.

In the modeling text stage, the students investigate the structural pattern and language features of the model and compare the model with other examples of the text type. In this stage diagnostic assessment helps the teacher to decide how much time to devote to particular language features and what kinds of presentation or practice student's need with each feature.

Modeling activities are undertaken at both the whole text, clause and expression levels. It is at this stage that many traditional ESL language teaching activities come into their own. However it is important that these activities being achieved and the meaning being made.

## **Participants**

Tenth Year Students of SMK Islam 2 Wlingi

## **Materials and Procedures**

Research model of this Classroom Action Research used by the writer refers to Kemmis and Taggart Theory (1998) which consists of cycles. Each cycle has four steps. Steps 1 planning, steps 2 is implementing/acting, step 3 is observing and step 4 is reflecting.

- a. Identification of problem

The identification of problem starts by observing the document of speaking score in the previous semester and the result of researcher observation and interview with the teacher about the teaching learning process that has been done and it is found that the teaching learning process is not effective because it always uses the conventional

b. Planning

1. Prepare the learning instrument

The researcher prepares the learning instrument such as lesson plan, syllabus, modeling text, for suitable material in order to increase the students speaking ability.

2. Prepare the research instrument

- Instrument of input
- The researcher prepares a topic of speaking and the text modeling
- Instrument of process
- The researcher observation instrument consist of questionnaire which is given to the students and speaking test that is given to them at the end of the lesson
- Instrument of output
- The researcher makes the output instrument dealing with the result of the students speaking achievement based on mastery learning which has determined

c. Implementing / Acting

Doing the implementation of act simulation the teacher and the researcher together learn about how to implement modeling text to improve the students speaking ability. The activities are as follow:

- The English teacher gives the subject matter to all of the students
- She offers the regular instruction with command using a modeling text
- The teacher gives speaking test to know the students speaking achievement
- The result of the evaluation is corrected and analyzed by the researcher

d. Observing

Observation is done when the teacher doing the action. The observation is done by the researcher by noting all of the events or things that happen in the research class like the teacher's work, class situation, students' actions and attitudes, material changes or presentation, students observing to the material taught etc.

The researcher observes the teaching learning process. So, the researcher acts as the teacher of the instruction observer through the process and her way to offer the lesson on English speaking. She also observes the difficult parts of the lesson for the students that can be used as a feedback and correction to overcome the problem of students learning individually or in a group.

e. Reflection

The reflection is done in collaboration between the researcher and the teacher of SMK Islam 2 Wlingi. The result of the speaking test given by the teacher is to know the student's achievement of speaking. From the data, the researcher will analyze the problem in each of the reflecting steps in order to increase the student's speaking ability in English. The follow-up to the planning is designed based on the interaction between data analysis results and indications of success. In this step, the researcher would analyze qualitative and quantitative data which has been obtained from cycle 1. If in the first the achievement < 80%, it is needed to do the second cycle and etc. In this research the indicator of success could be in terms of quantitative and qualitative criteria.

## **Research Findings**

### Analysis cycle 1

In the first meeting, the teacher and the researcher got into the class. Then, the leader of the class led to pray and said greeting. Afterwards, the teacher took absent of the students. Then, the teacher asked them to take their notebook and held them in groups of four. Each group contained seven students and each group had to work cooperatively in order to solve their problems.

On teaching learning process, the teacher used target language to carry on communicative approach in teaching speaking comprehension. She tried to avoid using Indonesian in presenting the material in order to make the students focus on target language. Whereas, the students activity was to work cooperatively in their groups. They tried to use target language to communicate in teaching learning process. They tried to use target language to communicate in teaching learning process. They tried to avoid using Indonesian in order to make themselves focus on target language.

Then, the teacher explained about the procedure text. Procedure text differ other texts. This text learned about the steps or ways in making something. After that, the teacher gave some questions to know how far the students understood about the materials given. In fact, some of them were still confused on it. For this, the teacher explained again more detail by giving an example to operate ATM machine.

Two hours had passed. The teacher ended the teacher class by greeting them and giving them homework to do together with their group. This second homework was given as task for the cycle 2. This theme was how to operate computer.

#### Analysis cycle 2

In this circle the teacher and researcher tried to carry on the lesson well. The teacher improved his lesson plan, action scenario and re-arranges the sequence of presenting material. She also conducted classroom effectively by explaining material. She also conducted classroom effectively by explaining the teaching-learning objective to the students, so that the students understood what the teacher wanted. As usual, the teacher and the researcher got into the class. The teacher greeted and all the students answered happily.

Before the presentation, teacher explained about procedure text. On teaching learning process, the teacher used target language to carry on communicative approach in teaching speaking comprehension. She tried to avoid using Indonesian in presenting the material in order to make the students focus on target language. The students' activity was to work cooperatively in their groups. They tried to use target language to communicate in teaching learning process. They

tried to avoid in using Indonesian order to make themselves focus on target language.

### **Discussions**

Based on the observation in cycle 2, the students more active than before and the reading score of the students increased. They felt enjoying with the communicative approach.

The teacher applied the approach well. She used target language relatively relax and slow, so the students could understand what the teacher said. There was only one obstacle, by using communicative approach the condition of class rather crowded. Furthermore, the teacher could control the class condition. The teacher also explained the material with louder voice and slow, so the students could absorb the presented material by the teacher well.

In cycle 2 the teacher felt satisfaction with the students respond and the students score 92,8% of students has passed the limitation score 7,14% of students has not passed the limitation score because they are included slow learner students. It meant that it is not necessary to continue to the next cycle because more than 85% of the students have passed the limitation score.

### **Conclusion**

English is very important to give model in teaching learning process to improve the students' interest and motivation to study English. Target language is used from beginning until the lesson ended and the teachers try hard to avoid in using Indonesian. It is meant for making students feel accustomed to using target language communicatively. The students looked confused at first, especially on cycle 1, but then they enjoyed because they can work and share together with their friend in – group using target language besides the teacher used the target language relatively relax and slow. The modeling technique can improve the students understanding to understand the lesson.

The achievement of students is relatively increased from cycle 1 to cycle 2. However, in cycle 1, the students looked confused and did not understand what the teacher meant. They could not follow the lesson well. Then, the teacher

explained the objective of the lesson and action scenario. It made the students understood and could the lesson well. On cycle 1 there were students 20 which need more attention because their mean score were too low, that was 71,4. On cycle 2, there were 9 students got mean score 32,14 or 7,14%. Furthermore, on cycle 2 the target had been reached, that was more than 85% have passed the limitation score fixed by curriculum 2013. It meant that researcher did not need to continue to next cycle.

### **Suggestions**

- a. Based on the finding of the research that the modeling technique can improve the students speaking ability so it is very important for the students interest and motivation to study English
- b. The SMK English teacher should give more time or chance for the students to practice their speaking.

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