

IMPROVING STUDENTS' SPEAKING SKILL BY USING "CLASS STORY"

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ABSTRACT

The research aim is to prove improving students' speaking skill in MTs. Darul Aminin NW Aikmual in academic year 2019/2020 by using "Class Story" method. The population of this research was the first level students' of MTs. Darul Aminin NW Aikmual in academic year 2019/2020 and the sample of the students were 25 students. The researcher used a speaking test as the instrument of the research. The instrument of data collection is the test given as pretest and post test. The result of the data indicates that the t-table (2.012) is lower than the t-counted value (9.817) by applying 0.05 level of significance and the degree of freedom (df) is 48 ($df=25 + 25 - 2 = 48$). It means that the research hypothesis is accepted. It proves that improving students' speaking skill at the first level of MTs. Darul Aminin NW Aikmual in academic year 2019/2020 can use "Class Story" method.

Keywords: *Improving; Speaking Skill; Class Story*

INTRODUCTION

An activity used by someone to communicate with the other is the meaning of speaking. It takes place in every where and has become part of our daily activities. When someone speaks, he or she interacts in using language to express their ideas, feelings and thought. They also shares information to the other through communication.

On the other hand, speaking has some aspects such the students had to master on grammar, vocabulary, fluency, and

pronunciation. Relating to speaking activities in class and helping students to improve their speaking skill, it is a part of the teacher's job expected to have right teaching techniques to provide students with appropriate teaching materials, to create a positive classroom environment. In teaching learning process, it is should not only happen between teacher and students but also between students and students.

The priority for many second languages or foreign language learners is

mastery of speaking skill in English. Consequently learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis how much they feel, they have improved in their spoken language proficiency.

Speaking also is the action of passing on information or expressing your thoughts and feelings in spoken language. The term is also used in reference to the act or process of delivering speeches or lectures.

It is obvious that speaking is a crucial part of second language learning and teaching, from statement above. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues.

Based on researcher observation that conducted at the school in MTs. Darul Aminin NW Aikmual, researcher thought the students have problem in pronunciation, that made them loose their self-confidence to improve their speaking, learn without laboratory and less English books. Beside that from timing in teaching English at these school only two meetings per week. If this look at from time effectiveness, it is so short time to teach English especially in speaking. Example of problem students in pronunciation, when the students hard to deferences and mention words, bad symbol (æ) bed symbol (e) but symbol (Λ) back symbol (b) sad symbol (æ) and etc. So that, in this case researcher want help the students , through classs story method for repair pronunciation, especially material the narrative text.

Hopefully, the teaching and learning process may run smoothly and effectively,

the program of the teacher training is also conducted for that purpose. After learning English the students hopefully be able to get working knowledge of English which can be applied as a means to grasp the science of the university, most of which are speaking in English.

The researcher choose MTs. Darul Aminin NW Aikmual as place to do the research because the researcher though that MTs. Darul Aminin NW Aikmual open handed to researcher for education purpose, so it gives more useful information for completing the research. Commonly first level students less on mastery speaking, so that, the researcher tries to use “Class Story” method for improving on mastery speaking.

Statement of the Problems

How to improve the students’ speaking skill in MTs. Darul Aminin NW Aikmual in academic year 2019/2020 by using “Class Story” method?

Purpose of the Research

It is to improve students’ speaking skill in MTs. Darul Aminin NW Aikmual in academic year 2019/2020 by using “Class Story” method.

Significant of the Research

The importance of this research is to improve students’ speaking skill at MTs. Darul Aminin NW Aikmual in academic year 2019/2020 by using “Class Story” method.

In theoretical, the significant of the research is to improve students’ speaking skill in MTs. Darul Aminin NW Aikmual in academic year 2019/2020 by using “Class Story” method for the students, this research is important to improve their speaking skill by using “Class Story”.

In practical, the significant of the research is to improve students’ speaking

skill in MTs. Darul Aminin NW Aikmual in academic year 2019/2020 by using “Class Story” the students will practice their ability in speaking skill. Beside that, to motivate the students improve their speaking skill, so that the students feel easy to study speaking and feel easy to do exercise. For the other researcher, this research result can be used an input for other researcher in applying “Class Story” for teaching their students to improve their speaking.

Scope of the Research

This research was focus on the use of narrative text to make the students work together in their groups so that they can improve their speaking with use narrative text especially to their speaking skill in the past using their own words at the first level students of MTs. Darul Aminin NW Aikmual in academic year 2019/2020.

Definition of Key Terms

1. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997).

2. Narrative Text is kind of the text to retell the story that past tense. The purpose of the text is to entertain or to amuse the readers or listener about the story.

<http://dasarbahasainggris.blogspot.com/2013/09/the-defenition-of-narrative-text-and-html>

3. (Marsland, 1998:40) Class Story is’ a strategy that include subject with away make some groups for discuss about something. It means that, there are some groups in the class, will be percentages or talking about the material has given by the teacher to students in front of class.

METHOD OF THE RESEARCH

This research conducted by a classroom action research. Action research is the way groups of people can organize the conditions under which they can learn from their own experiences and make their experiences accessible to others.

Kemmis and McTaggart (2000: 595) describe it as participatory research that involves a spiral of self-reflective cycles of four stages, namely the cycle of plan, action, observation, and reflection. New knowledge is gained the result of changes in practice. Action research is often conducted to discover a plan for innovation of interaction and collaborative. Action research is an observation of an activity that is appears consciously in a class. It is a way of reflecting on the teaching that will be systematically collecting data on everyday practice and then analyzing in order to some decision about the future practice should be. This concept according to Wallace (1998: 4) is mean action research. This is why the term “action” was used for this method of research. It will focus on individual or small group professional practice and it is not concerned with making general statements.

Subject of the Research

The research conducted the students’ of MTs. Darul Aminin NW Aikmual in academic year 2019/2020. Further, there was only one class of the students, consist of 25 students. The object of the research is to improve students’ speaking skill by using “Class Story” method.

Setting of the Research

This research was conduct in MTs. Darul Aminin NW Aikmual in academic year 2019/2020 where there are not so many English books and without laboratory. So, not support for learning process especially in English Language to improve speaking skill.

Research Procedures

The researcher used a speaking test as the instrument of the research. It aimed to know the knowledge and skill in fact to get the data that used to examination.

The researcher took the information transfer especially for description or tell something (suitable title has chosen) in their environment of speaking test types. The students took a title and tried to tell the story in a predetermined tense (pronunciation) that the students had some times to study.

1. Planning

This research was undertaken through three steps. At first, it was a pre-test, the second step was treatments, and the last step the students did the post-test.

In common step of lesson plan this research did through three steps which first activities, main activity, and last activity. There are explanations each step as follows:

a) The first activity

In first activity the researcher prepared such as greeting, check was student attendance and preparation needs to students as media, tool and material who used in teaching and learning process. Besides that, in this step the researcher gave motivate to the student.

b) The main activity

In main activity the researcher gave the material/topic to student by use of media and strategy in teaching and learning process. Beside that the teacher used "Class Story" in teaching and learning process to made easier student in understand the material/topic.

c) The last activity

In this activity the researcher gave support to learn material by the students'. The researcher and student drew the conclusion from studied material/topic. Then, teacher gave the students home work.

2. Implementing actions

Activities carried out at this stage is to carry out all the things that have been planned at the planning stage in accordance with researcher planned. The teacher ask to the students for make some groups, and each groups have a leader for guide theirs groups, and than the teacher ask the definition of narrative text before going to the material.

a. The teacher tell to students about material or explain about what is the narrative text, and after that if the students has been understand about it, the teacher give a topic (a text) to students for disccus with theirs groups and give some times for disccus has determine by teacher.

b. If time finished for disccus about topic, the teacher ask to students for presentage result on front of class to each groups especially invite the leader groups, and if the leader present clearly, the audience ask questions to groups about topic (feedback).

c. If the questions not clearly, the other friends from groups can answer questions, let audience feel satisfied. If the audience not satisfied also with answer from other groups, the teacher try to complete or add answer question let all of the students feel satisfied and easy understan about topic.

d. After that, all of the groups has presentage in front of class, the teacher take conclusion together about the topic today, and give to students motivation for easy understand next topic and give to students home work.

3. Observing

During the lesson, the teacher was observe the researcher teaching by applying class story method in speaking narrative text. It done through the instrument used they were observation recorder, field notes and test in order to observe students' participation in the learning process. On the other side, the

researcher used the students' final test to obtain the quantitative data.

1. The researcher was recorder directly English Teaching and learning process in the class.

2. Field notes used to record detailed information about the implementation of the research. In addition it used to know the good point from the students, teacher's side and things to consider for the next meeting. The researcher and observer were record a description of classroom atmosphere, the setting of the class, and the students' activities during the teaching and learning of narrative text using class story.

3. Test

The classroom action research conducted into two cycles. There were also tests in each cycle. The kind of test was the student speaking skill about narrative text based on their experiences. Test is some questions or exercises and to measure skill, knowledge, intelligent and attitude of someone or group of people (Burhan Bungin, 1992: 179). Therefore, the researcher conducted tests in each cycle. So that way, the researcher took the score based on the student's speaking skill to measure the progress in form of group work.

4. Reflecting

After all step this activity done it. So, the researcher repeate back the research procedure until this research achievement criteria of minimum success. Criteria of success minimum in this research if 75% students got score ≥ 7.0 If the 75% students got score ≥ 7.0 therefore this research look on the end and the researcher drew the conclusion. Beside that if the students got score ≥ 7.0 under 75% therefore this research drew out to next cycle until with third cycle. If on third cycle this research haven't up to

criteria of success, this research also did the end and the researcher drew to conclusion based on observation result

FINDINGS AND DUSCUSSION

The researcher analyzed the data taken from pretest and posttest. The researcher conducted the pretest before the treatment to the experimental class for eight meetings. He/She firstly gave the pretest to find out the students' speaking skill. He/She also gave the pretest to the control class to compare their prior knowledge. He/She presented Class story in teaching and learning process of speaking to the experimental class. After the treatment, he/she gave the posttest to the both classes. He/She also compared the result of posttest of both. The difference between the result of pretest and posttest aims to measure how the improvement of the students' speaking skill by using "Class story" method. He/She computed the students's scores of the test by using the scoring system.

Based on the students' score in the pretest in experimental class, the students got different scores. there were students who got low, middle and high score. The low score is 33.34, the middle score is 50, and the high score is 91.6. After calculating the total score, the result shows that the mean score pretest of the experimental group were 45.33. He/She assessed their speaking by using the scoring rubric. He/She also categorized the students' result, there was 18 students got very poor score, 4 students got poor score 1 student got fair score, 1 student got good score, and 1 student got very good score. In addition, some student of experimental class get very poor score. The result of pretest in experimental class shows that 22 students are fail, meanwhile 3

students are success in pretest. It means almost of the students are failed in speaking. The result of pretest in experimental class can be seen in table 1.

Table 1
The Students' Grade of Experimental Class in Pretest

No	Initials	The Students' Score				Category	Qualification
		Fluency	Accuracy	Score	Standard		
1	AB	1	3	4	33.34	Very Poor	Failed
2	AF	1	3	4	33.34	Very Poor	Failed
3	AA	2	4	6	50	Poor	Failed
4	AFL	2	7	9	75	Fair	Successful
5	AK	3	8	11	91.67	Very Good	Successful
6	ANR	1	5	6	50	Poor	Failed
7	ANH	1	4	5	41.67	Very Poor	Failed
8	FH	2	3	5	41.67	Very Poor	Failed
9	APR	1	4	5	41.67	Very Poor	Failed
10	AP	1	3	4	33.34	Very Poor	Failed
11	FNA	2	5	7	58.33	Poor	Failed
12	IPS	2	3	5	41.67	Very Poor	Failed
13	IML	1	4	5	41.67	Very Poor	Failed
14	MI	2	4	6	50	Poor	Failed
15	MG	1	4	5	41.67	Very Poor	Failed
16	MA D	1	3	4	33.34	Very Poor	Failed
17	NM	1	3	4	33.34	Very Poor	Failed
18	NR	1	3	4	33.34	Very Poor	Failed

						Poor	
19	PA	1	4	5	41.67	Very Poor	Failed
20	RN	1	4	5	41.67	Very Poor	Failed
21	RR	2	8	10	83.33	Good	Successful
22	SNS	1	4	5	41.67	Very Poor	Failed
23	YAK	1	3	4	33.34	Very Poor	Failed
24	WTP	1	3	4	33.34	Very Poor	Failed
25	ZF	1	3	4	33.34	Very Poor	Failed
Total		34	102	136	1133.42	Very Poor	Failed
Average		1.36	4.08	5.44	45.33		

After getting the students' standard score of the posttest in experimental class, the researcher gets the students low score is 66.67, the middle score is 83.33, and the high score is 100. After calculated the total score, he/she gets the mean score is 81.66. He/She categorized the students' result, there are 1 students gets poor score, 10 students get fair score, 8 students get good score, and 6 students get very good score. The students' result shows that 1 student is fail, meanwhile 24 student is success in speaking. It means some students have an improvement in speaking. The result of posttest in experimental class can be seen in table 2.

Table 2
The Students' Grade of Experimental Class in Posttest

No	Initials	The Students' Score				Category	Qualification
		Fluency	Accuracy	Score	Standard		
1	AB	2	7	9	75	Fair	Successful

							sful
2	AF	2	8	10	83.33	Good	Succesful
3	AA	2	8	10	83.33	Good	Succesful
4	AF L	2	9	11	91.67	Very Good	Succesful
5	AK	2	8	10	83.33	Good	Succesful
6	AN R	2	8	9	75	Fair	Succesful
7	AN H	2	8	10	83.33	Good	Succesful
8	FH	2	9	11	91.67	Very Good	Succesful
9	AP R	3	9	12	100	Very Good	Succesful
10	AP	2	7	9	75	Fair	Succesful
11	FN A	3	8	11	91.67	Very Good	Succesful
12	IPS	2	7	9	75	Fair	Succesful
13	IML	2	9	11	91.67	Very Good	Succesful
14	MI	2	7	9	75	Fair	Succesful
15	MG	2	8	10	83.33	Good	Succesful
16	MA D	2	7	9	75	Fair	Succesful
17	NM	2	7	9	75	Fair	Succesful
18	NR	2	7	9	75	Fair	Succesful
19	PA	2	8	10	83.33	Good	Succesful
20	RN	2	8	10	83.33	Good	Succesful
21	RR	2	9	11	91.67	Very Good	Succesful
22	SNS	2	7	9	75	Fair	Succesful

							sful
23	YAK	3	7	10	83.33	Good	Succesful
24	WTP	2	6	8	66.67	Poor	Failed
25	ZF	2	7	9	75	Fair	Succesful
Total		53	193	244	2041.66		
Average		2.12	7.72	9.76	81.66	Fair	Succesful

Based on the result of the pretest in control class, the researcher computed the students' score and gets the low score is 33.34, the middle score is 50, and the high score is 83.33. Meanwhile, he/she gets the mean score of pretest in control class is 47.33. He/She categorized the students' result, there were 15 students get very poor score, 6 students get poor score, 1 student gets fair score, and 2 students get good score. In addition, almost of the student of control class get very poor score. He/She also qualified the students' result, he/she gets 21 students are fail, meanwhile 4 students are success in pretest. The result of pretest in control class can be seen in table 3.

Table 3
The Students' Grade of Control Class in Pretest

No	Initials	The Students' Score				Category	Qualification
		Fluency	Accuracy	Score	Standard		
1	ES	1	4	5	41.67	Very Poor	Failed
2	ABM	2	7	9	75	Fair	Succesful
3	AFH	1	6	6	50	Poor	Failed
4	DR	2	8	10	83.33	Good	Succesful

5	AA F	1	5	6	41.67	Very Poor	Failed
6	FR A	1	5	6	41.67	Very Poor	Failed
7	FO	1	3	4	33.34	Very Poor	Failed
8	FA	1	5	6	50	Poor	Failed
9	HI	2	6	8	66.67	Poor	Failed
10	IF	1	3	4	33.34	Very Poor	Failed
11	IW	1	3	4	33.34	Very Poor	Failed
12	IFR	1	3	4	33.34	Very Poor	Failed
13	INA	2	8	10	83.33	Good	Succes sful
14	KA	1	3	4	33.33	Very Poor	Failed
15	KK	2	7	9	75	Fair	Succes sful
16	LA	1	5	6	41.67	Very Poor	Failed
17	MK	1	3	4	33.34	Very Poor	Failed
18	MS	1	3	4	33.34	Very Poor	Failed
19	MM	1	3	4	33.34	Very Poor	Failed
20	NA	1	6	7	58.33	Poor	Failed
21	SH	1	4	5	41.67	Poor	Failed
22	SN	1	3	4	33.34	Very Poor	Failed
23	SR	1	3	4	33.34	Very Poor	Failed
24	SI	1	3	4	33.34	Very Poor	Failed
25	SAP	2	6	8	66.67	Poor	Failed
Total		31	115	145	1183.4 2		
Average		1.24	4.6	5.8	47.33	Very Poor	Failed

After getting the students' standard score of the posttest in control class, the researcher gets the students low score is 33.34, the middle score is 50, and high score is 91.67. The mean score of the posttest in the control class is 64.31. He/She categorized the students' result, there are 1 student gets very poor score, 17 students get poor score, 3 students get fair score, 2 students get good score, and 2 students get very good score. In addition, almost of the student of experimental class get poor score in posttest. He/She also qualified the students' result that there are 18 students fail, meanwhile 7 students are success in speaking. The result of posttest in experimental class can be seen in table 4.

Table 4
The Students' Grade of Control Class in Posttest

No	Initials	The Students' Score				Category	Qualification
		Fluency	Accuracy	Score	Standard		
1	AA F	2	6	8	66.67	Poor	Failed
2	AB M	3	8	11	91.67	Very Good	Succes sful
3	AF H	2	6	8	66.67	Poor	Failed
4	DR	2	8	10	83.33	Good	Succes sful
5	ES	2	5	7	58.33	Poor	Failed
6	FR A	2	7	9	75	Fair	Succes sful
7	FO	2	4	6	50	Poor	Failed
8	FA	2	5	7	58.33	Poor	Failed
9	HI	2	7	9	75	Fair	Succes sful
10	IW	2	5	7	58.33	Poor	Failed
11	IF	2	6	8	66.33	Poor	Failed
12	IFR	2	5	7	58.33	Poor	Failed

13	INA	3	8	11	91.67	Very Good	Successful
14	KA	2	5	7	58.33	Poor	Failed
15	KK	3	7	10	83.33	Good	Successful
16	LA	2	6	8	66.67	Poor	Failed
17	MK	2	4	6	50	Poor	Failed
18	MS	2	5	7	58.33	Poor	Failed
19	MM	1	3	4	33.34	Very Poor	Failed
20	NA	2	6	8	66.67	Poor	Failed
21	SH	2	5	7	58.33	Poor	Failed
22	SN	2	4	6	50	Poor	Failed
23	SR	2	4	6	50	Poor	Failed
24	SI	2	5	7	58.33	Poor	Failed
25	SAP	2	7	9	75	Fair	Successful
Total		62	141	193	1607.99		
Average		2.48	5.64	7.72	64.31	Poor	Failed

It can be seen that the scores of both classes show the difference. The mean score of the posttest in the control class is 64.31 while the mean score of the posttest in the experimental class is 85.15. By seeing the result of the posttest of both classes, the treatment that applied in the experimental class was effective. After conducting the treatments, the researcher administered posttest to measure class story method whether it improves student's speaking skill or not. The researcher used the similar type of test as in the pretest in order to find out whether there was any impact after the researcher applied the treatment or not.

Based on the result of posttest the lowest score is 33.34 and the highest score is 100. After getting the mean score of pretest and posttest, the researcher continued to count the mean deviation and square deviation. The researcher got the deviation of the pretest and posttest in group and then

made statically analysis using t-test as stated previously. The step should be done to find the mean deviation of each class. The mean deviation of the experimental class is 36.32 while the control class is 16.8. The researcher then calculated the mean square deviation score of experimental and control classes are 2717.05 and 1987.54.

After presenting the raw scores of students into the table and calculated the mean score of pretest and posttest, the researcher then calculated the deviation score. The researcher got the deviation of the pretest and posttest in group and then made statically analysis by using the t-test. The step should be done to find out the mean deviation of each group. The researcher then calculated the t-counted by using the formula. That is 9.817. By applying 0.05 level significant with the degree of freedom and the degree of freedom (df) is 48 ($df=25 + 25 - 2 = 48$) the researcher found that t-table (2.012) is lower than t-counted (9.817). It means that the researcher hypothesis is accepted. In the other word, the improving students' speaking skill at first level of MTs. Darul Aminin NW Aikmual in academic year 2019/2020 can use "Class Story" method.

KESIMPULAN

To improve students' speaking skill can use "Cass Story" method. There is a significant of improving students' speaking skill because the result of data analysis presented indicates that the ttable value (2.012) lower than the tcounted value (9.817).

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