IMPROVING STUDENTS’ SPEAKING SKILL THROUGH WORD CARD TECHNIQUE OF THE 2017/2018 TENTH YEAR STUDENTS OF SMK TARBIYAH ISLAMIYAH

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Abstract

This experimental study is to find out the improvement of using word card on the students’ speaking skill. The subject of the study are students of the 2017/2018 tenth year students of SMK Tarbiyah Islamiyah. Then the writer made and administered the test, they are pretest and post test in the form of speaking test to the students to collect the data in the post test, they are two cycles, there are Cycle I and Cycle II. In the Cycle I, the researcher just gave the goal of teaching, the explanations about the material (Introducing Self And Others). In the cycle II, the researcher told the goal of teaching, gave the more explanations and told how to do an introduction by using word card.

After the data had been collected and analyzed, in the pretest, the finding showed that from 37 students in pretest the category of students’ achievement was very low, only 1 students got the passed and 36 students hadn’t gotten passed by the average was 52.56. In the cycle I, there were 2 students got the passed and 35 students hadn’t gotten the passed with the average was 65.27 the category of students’s achievement was low. So based on the category of pretest and cycle I, the researcher continued to next cycle. In the cycle II, there were 13 students got very high 16 students were high and 8 students were in Medium. Finally, it was concluded that by using word card could improve students’ speaking skill through word card technique of the 2017/2018 tenth year student of SMK Tarbiyah Islamiyah.

Referring the explanations above, it could give some suggestions that school could improve the learning result in tenth year students of SMK Tarbiyah Islamiyah, the media of word card could be used to improve the students of learning result special in speaking when introducing self and others, to the students were hoped to be more active and more demonstrated in learning process so that could be gotten better score and the teacher should motivate the students in improving speaking skill.

Keywords: word card technique, students’ speaking skill

1. INTRODUCTION

English language has acknowledged as one of widely-used languages for people in order to be able to communicate with other people from different countries because English is the most common primary language in the world as an international language. It can not be deny that in the competitive era of globalization, the skill to communicate in English is a precious value because in internal relationship speaking english skill is very important to be able to participate in the wider world of work.

In fact when the writer did an observations. After doing the observation in SMK Tarbiyah Islamiyah Hamparan Perak the description of the teacher and the result of students test showed that in pre test only 2.70% of students who got the best score in speaking. So the writer assumed that students in SMK Tarbiyah Islamiyah has a low speaking skill.

Using word card, it is expected that the result of this study will be useful for both the teacher and readers to improve their skill in teaching, especially in the use of teaching technique.
The writer hope that the result of this study will be a motivation and variation for the students in learning English. Finally it will lead them to a better result of studying English.

THEORITICAL FRAMEWORK

1. Speaking
   Speaking is at the heart of second language learning. It is arguably the most important skill for business and government personnel working in the field. Yet it appears particularly vulnerable to attrition. Speaking is a process in conveying one feeling or idea to other with verbal language.

2. The Purpose Of Speaking
   Speaking skill dealing with their purposes, they are: the skill to understand English dealing with everyday subjects and spoken at normal speed. The skill to answer questions which require short and extended answers, the ability to ask question in order to elicit short and extended answers, the skill to use orally a large number of elementary sentences patterns, the skill to reproduce orally the substance of passage of English after having heard it several times and read it, and the skill to conduct a simple conversation on everyday subject (e.g., expressing preferences, polite interchange, careers, travel, common experiences, etc).

3. Types Of Speaking
   There are two types of speaking, they are Monologue and Dialogue.
   a. Monologue when one speaker uses one spoken language for any length of time, as in speeches, lectures, readings, news broadcast and the other, the listener must process long stretches of speech without interruption.
   b. Dialogue involves two or more speakers and can be divide into those exchanges that promote social relationships (interpersonal) and those for which the purpose is to convey propositional or factual information (transactional).

4. Skill
   The word "skill" is derived from the adjective "able" that has the similar meanings as "can". The meaning of this word is the situation of being able. It is also a potential capacity or power to do something physically or mentally.

5. Word Card
   Word card is one kind of form focused instruction, it is a type of teaching which "involves some attempts to focus learners’ attention on specific properties so they will learn them" it means using word cards is intend to “develop some elements of language such as pronunciation, grammar, vocabulary, spelling, and so on"
CONCEPTUAL FRAMEWORK

Speaking is the cognitive, linguistics and psychomotor skill to use language in expressing opinion, ideas, perception and feeling through interactive discourse with others speaker of language. The main goal of teaching speaking is oral fluency in expressing something intelligibly, reasonably and accurately. But in reality, there are many students who can not achieve these goals.

Word card as one of Cooperative Learning activities can help researcher to organize the students in the class. In the word card, the researcher takes part to explain a little about the material and the competence which will be reached, to lead the class to do activities of Word card, to control all the students in discussion and finally to give the evaluation and suggestion for the process and the result of teaching and learning.

The students will be easier to remember what they have share in discussion and the students not only learn how to express their opinion or idea but also to appreciate their friends' opinion or idea. And finally the students enjoy the teaching and learning process because word card activities made the students be active and interactive.

2. RESEARCH METHOD

The research was conducted at SMK Tarbiyah Islamiyah. The location of the research at jln.Perintis Kemerdekaan Simpang Beringin Hamparan Perak. The reason for choosing this school because it could be accessible in term of time and location. the research was conducted on October 2017.

The design of the research was CAR (classroom Action Research). Classroom Action Research is an action research conducted by researchers in the classroom. Action research is essentially a series of “research – action- research- action”, which carried out cycles in order to solve the problem. There were four component of Classroom Action Research: Planning, Acting, Observing and Reflecting.

There were two classes of the tenth grade students of SMK Tarbiyah Islamiyah. the writer did the research in X TKJ 2 consist of 37 students where based on the observation in X TKJ 2 The Score of Speaking skill was lower than X TKJ 1, so the writer did the research in X TKJ 2.

Instrument was an important device for collecting the data in this study to collect the data, writer would like to use instrument (pre test and post test). in this study the writer used an instruction which give to the students there were three instructions. finishing scoring of the students, writer calculated to know the mean of the students’ score of each cycle, the research are applied the formula bellow:

\[ N = \frac{x}{n} \times 100 \]

Where:
N = The score result of students.
\( x = \text{The total score from each aspect} \)
\( n = \text{The maximum score} \)

To know the presentation of the students' improvement in learning, the researcher used the formula as an example:

\[
P = \frac{f}{n} \times 100
\]

Where:

- \( P = \text{The percentage of students.} \)
- \( f = \text{The number of students who get the improvement.} \)
- \( n = \text{The total number of the students who do the test.} \)

3. THE DATA AND ANALYSIS DATA

A student was said passed if \( P > 65\% \), and a class was said passed if \( \text{PKK} > 100\% \).

Table the score of pretest Based on the classical formula of the students' mastery, the writer got \( \text{PKK} = \frac{1}{37} \times 100\% = 2.70 \) from the result, the writer got the conclusion that from 37 students only 5 students got Merit (pass), the category of students' achievement was Very Low.

Table the Score of Post test (cycle 1) \( \text{PKK} = \frac{2}{37} \times 100\% = 5.40 \), from the result the writer got the conclusion that from 37 students there were 2 students got Merit (passed), the category of students achievement was low.

Table the score of Post test (cycle II) \( \text{PKK} = \frac{29}{37} \times 100\% = 78.37 \) from the result the writer got the conclusion that writer already succeeded to do the research, the category of students achievement was high, because there are 13 students got very high and 16 students got high.

4. THE CONCLUSION

Referring the research findings and the data analysis can be concluded that:

1. From the beginning research (Pretest) was gotten the learning process was very low where only 1 student got passed from 37 students, at this pretest the researcher just told the goal of teaching, gave the instructions.

2. At the cycle I, there are 2 students who got passed and 35 students more still failed, the category was still low, in this cycle the researcher told the goal of teaching, gave more explanations about the material, because the result was still low so the researcher continued the next cycle.

3. And at the cycle II, the researcher solved the problem in cycle I by giving more explanation about the material and gave the way to be easy in speaking by using word card. Finally, the
students got the improvement there are 29 students got passed with the average 85.13, the
category of students' achievement was high.

4. So, it could be concluded that using word card in introducing self and others could improve
the students' speaking skill in tenth year students of SMK Tarbiyah Islamiyah.

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