dharma pendidikan

Jurnal Pendidikan dan Pembelajaran

DP

DHARMA PENDIDIKAN

Beranda / Dewan Editor

Dewan Editor

Artikel

IMPLEMENTING EXCHANGE FORMATION ACTIVITY TO IMPROVE STUDENTS' SPEAKING ABILITY

Caltira Rosiana

STKIP PGRI Nganjuk

e-mail: caltirarosiana@stkipnganjuk.ac.id

Abstract

The goal of English English teaching especially especially speaking skill in the classroom is to stimulatestudents to express their ideas in the target language. Since the most important thing in speaking skill is how to make the listener understands the speaker"s message, Exchange Formation Activity can be used to improve students' speaking ability. This is because this method can be applied for teaching speakingeffectivelyin several ways. In teaching speaking, lecturers who teach English should make sure that the instructionsof the speaking material are related to the students' real life environment. Thus, the students can connect their speaking practice toexperiences in their daily activities.Thisstudy focused on the leacturer"s teaching process(English class management and teaching method) and employed CAR research design.Thedata for this study are acquired from evaluation and observation. There were several evaluations included; they werepre-test, treatment on cycle I and II, and post-test. The aim of the activities was to know whether the students improved their learning or their learning became less effective afer treatment. The results showed thatthe average score for students' pre-test was 66.5. The result of the first treatment was 62, the second treatment was 85, and the post test was 88. The students'post test"smean score was 88. In conclusionafter being treated using Exchange Formation Activity,thestudents' speaking abilitywassuccessfully improved which was shown by the final mean score 88 in the post test.

Keywords : Exchange Formation Activity, Speaking Ability, Improve

Introduction

The researcher observes speaking ability ofsecond semester students in CIVICS Department during before and after using Exchange Formation Activity, as well as the strategies that they employ to solve their problems in improving speaking ability. There are more than 75 % students of CIVICS department in STKIP PGRI Nganjukwho have problem in English Subject. Beside thelack of confidence in producing the target language (English), most of them also have limited vocabulary in English, worry about structure of speaking and have problems in English pronounciation.

Teaching speaking for those students is not easy, lecturers should not expect them to immediately brave to speak or speak fluently. Thisis because speaking skill needs time to grow. Students need time to prepare for weeks, sleep on it, dream about it and let ideas sink into their subconscious. They also need to ask questions, write down the thoughts, and keep adding new ideas. As they prepare every speech, they will ask themselves questions. The lecturermust be active to motivate their students to speak and should have a good technique to make it done(Savignon,

2002:3). It is because, the important thing in speaking is the speaker can delivermeaning of the sentences.

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach speaking strategies to the studentsbyusingminimal responses, recognizing scripts, and using English in every concersation. According to Baw, (2002: 45) lecturer uses effective strategies to help their students to expand their ability in speaking with confidence.

The objectives of this research are to find out the students' speaking ability before using Exchange Formation Activity for university students in the second semester year 2015/2016, to know students' speaking ability after using Exchange FormationActivity and to reveawhetherstudents' speaking ability can be improvedby using Exchange Formation Activity.The data used to fulfill those reserach objectives had been collected from observations, interviews, and questionnaire in the preliminary study before(Tang, J.2002: 37, Kim and Petraki. 2009: 58-60)

The Exchange Formation activity is one of the effective methods for teaching speaking which gives the students more exercises to practice their oralskill. In Exchange Formation activity, lecturergives chances forstudents to practice their English skill by walkingaround the class while asking questions for different students to get some informations. It helps the students to buildtheir confidence, learn more vocabulary, practicethe grammatical structure, and express their idea. This method can be applied for teaching speaking, especially for teachingstudents who are taking English Specific Purposes (ESP) course in the second semesterbecause they need to enhancetheir speaking skill. Speaking skill becomes important in ESP because the course require students to communicate their idea (Chinh, 2009: 216-218). In this method, the lecturer had designed effective activities in severalstages which support students' practice inimproving their speaking skill and increasing their confidence.

Method

The Research Design

The design of this study is classroom action research (CAR) since this is effective to improve the quality of English lecturer's performance in giving instruction and to improve students' achievement in learning English (Latief, 2013:144). The researcher applied classroom action research (CAR) design because the researcher has found the problem in CIVICS Department especially in ESP

subject and tried to provide solution while improving students' speaking ability by using three cycles.

Beside that, the researcher used descriptive quantitative to find out the differences of students' speaking ability before and after using Exchange Formation Activity. Quantitative data is numerical representatives' data showed in categories, or in rank order, or measured in units of measurement. Therefore, this data were used to construct graphs, and table of raw score to display several classifications from the final data that had been collected.

Table1. The procedure in Classroom Action Research

	Activities
P R O C E D U R E	- Finding the research problem based on observation from the English teaching process - Asking for permission to Head of STKIP PGRI Nganjuk, and doing consultation with another English lecturer - Doing the first research without using Exchange Formation Activity for the students who take ESP in the second semester at STKIP PGRI Nganjuk. - Doing second research (first treatment) by using Exchange Formation Activity. - Doing third research (second treatment) by using Exchange Formation Activity. - Doing fourth research (Post Test) by using Exchange Formation Activity - Calculating the percentage from the data students' performance. - Making the transcription of students' performance. - Generalizing the data. - Drawing Conclusion.

The researcher collected the data from the use of Exchange Formation Activity to improve students' speaking ability for second semester students of STKIP PGRI Nganjuk who take ESP course.The research was conductedfrom March 2016 and just like other CASR studies, this reserach was started from identifying problems in the classroom to finally set up effective solution (Englander, K. 2002:9). Then, in the first week of May 2016, the researcher conducted treatment for the students. The reserach was done in three sessions with2 x 45 minutes time allocation for each meeting.

Research Population

The population of this research is only one class which included studentsfromsecond semester who took ESP course atSTKIP PGRI Nganjuk in academic year 2015-2016 The total students in the class are 18 students. All students were included as the subject of this study because one of the aims of this research is to enhance students' learning process to increase students' speaking ability in CIVICS Department of STKIP PGRI Nganjuk.

Research Variable

Variable is the object and component of research which covers independent variable and dependent variable. Independent variable of this research is the use of Exchange Formation Activity. Then, dependent variable of this research is the students' speaking ability.

Data Collection

Data Collection Technique

In collecting data, the researcher observed students' activity and conducteda test. The observation had done by the researcher to see how the students solve their speaking problems before using Exchange Formation Activityand this was done at the end of March up to April. The researcher observedstudents' speaking activity and then took notes based about the activities. Because this reserach used CAR, checklist observation was used to observe lectuere"s activity in teaching speaking using ExchangesFormation Activity method. The checklist is used to compare the fact and the theory used in teaching speaking based on Exchange Formation Activity method.

Next, the researcher conductedoral test to collect the data of students' speaking ability and to know the achievement of the students „speaking. The test was given after the lesson finished. During the teast, the students were asked to describe certain topic from the lesson (Bank and Appointment). In the pre-test, thelectureruced three phases technique for telling time and date lesson. The students presented one

Dialog about showing opinion, asked and they were asked to read texts, to answerimplicit question orally and to identify the expression used for telling time. The lecturer also assigned thestudents in pairs simple dialog and to demonstrate it in front of the class. In the post test, thelecturer applied Exchange Formation Activity for Bank and Appointment"s material. Several themes were provided in cards and the students should create a dialog based on the theme and finally they should perform their dialog in front of the class.

Data Collection Instrument

In collecting data, the researcher used three instruments: card, observation sheet and document. By using these instruments, valid data were collected. First, the researcher used Pre- Test "English for Tourism"as the material with the title "Describing Things", the test was in the form of ora test. In this section, the

researcher asked students to make a dialog in pairs based on the theme and then they should practice it in front of the class.

The treatmentwas the second instrument whichwas divided into two treatments The first treatment by using Exchange Formation Activity was done by giving cards to the students that had several opics or questions (about Bank). Then, the researcher gave the students opportunity to make a dialog in pairs. And then they practiced the topic or questions by giving some questions to other friends and by trying to answer the questions. It could help students to improve their vocabulary, feel confident, pay attention of grammatical structure, and practice expressing their idea. Here, the researcher took a note of students' speaking activity by using observation checklist. It was later used in comparing the fact and theory related totheteaching of speaking in Exchange Formation Activity method. The second treatment was still gave cards that had different topics or questions to the students but the theme was different fromtreatment I (Appointment). Next, the researcher gave the students opportunity to make a dialog in small groups which had four students in each group. And then they practicedby giving some questions to other friends and answering the questions. The last instrument waspost-test. Here, the topic was exactly the same as the second treatmnet, Appointment. The difference was that in the post- test, the students'mustexchange their cards to others, make a dialog and present it in front of the class. So, although they got another card about Appointment, but with dfferent sub-topic. This made them more active, creative and interestedinthe ESP lessonspecially in speaking activity.

Data Collection Procedure

In this study, the researcher designed the researchinto three cycles.Everysycle had one preface of study and four steps, they are; planning, action, observation and reflection. The needed time for each meeting was 2 X 45 minutes.

Table 2. Data Collection Procedure

Cycle	Activities
Preliminary Study	It is done by the researcher to find the problem in the class, such as the students do not do the homework, were noisy, had low motivation, etc.

The First Treatment	a. Planning Prepared the instruments such as materials, syllabus, lesson plan (RMP), worksheet, learning scenario, technique and the instrument to observe and evaluate the teaching and learning process. b. Acting The researcher applied group work in implementing Exchange Formation Activity, such as: the lecturer explained the purpose and rules of Exchange Formation Activity, divided the students in pairs, gave time for students to discuss the material and make dialog, asked students to present their dialog in front of the class, concluded the lesson together with students, and evaluated the lesson and closed the session. c. Observing To obtain the data, the researcher used observation and analyzed several documents. The researcher observed the activities of Exchange Formation Activity using observation checklist. d. Reflecting The data gained from the test and the result of observation were interpreted and analyzed The analysis was used to identify the weakness of cycle I.
Second Treatment	a. Planning Prepared the syllabus, lesson plan, learnt the results of reflection on the cycle I, redesigned cycle II based on notes on cycle I and recorded problems and obstacles during learning activities b. Action Action implemented in cycle II was the same as cycle I, but used different topics or sub concepts. Implementation of action plan was based on what has been designed or made. The lecturer gave different topic from the first cycle (Appointment), with activities as follow: - Divided students in group that had four students - Asked students to make a dialog based on theme - Asked students to present their dialog in front of the class - Lecturer concluded the final discussion of all questions related to the material presented together with students - Evaluating and Closing c. Observation Observation was conducted from the start to the end of the learning process with same procedures as in cycle I. d. Reflection Reflection on the cycle II was essentially the same as cycle I, the differences was material or sub concepts that was studied.
Post Test	a. Planning Prepared the syllabus and lesson plan. Learned the results of reflection on the cycle I and II. In cycle III, the things that needed to be prepared in essentially the same as in planning in cycle I and II, differing only in material or sub concepts that was studied. Revised the improvement of learning results from reflection of previous cycles and recorded problems and obstacles during learning activities b. Action Action essentially the same as cycle I, but differs in materials or sub concepts, implementation of action plans based on what has been designed or made. c. Observation The activities of observation were conducted from starting previous cycles. d. Reflection Reflection on the cycle III was essentially the same as cycle I and II, the differences was a sub concept that was studied. Meanwhile, cycle III was the improvement of cycle I and cycle II. The improvement was based on the results of reflection in every previous cycle, some qualified aspects form previous cycles were adopted in cycle III. After had been decided that the implementation of treatment was successful, the cycle was stopped.

Data Analysis

To analyze the data, the researcher used average analysis. The researcher drew main score from assessment and count the mean using "Mean Formula".

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

Where:

M_x = Mean
X = The total of research
N = Number of Cases

Whereas to know the level of students' thoroughness, the researcher used the formula:

$$\text{Percentage of students' thoroughness} = \frac{\sum \text{through student}}{\sum \text{students}} \quad X \quad 100\,\%$$

RESEARCH FINDING AND DISCUSSION

The Result of Pre-Test Analysis

Before the teaching and learning activities were undertaken, the researcher performed a pre-test on May 06, 2016. The test wasin the form oforal test. In this section, the researcher asked students to make a dialog in pairs based on the theme "Describing Things" and then practiced it in front of the class.The assessment from this activitywasto measure the students' speaking skill.According to the data, the average achievement of students' pre-test was 66.5 and the students' thoroughness was 39%. The researcher concluded that the students had difficulties to comprehend English speaking lesson.

The Result of Treatment

Table 3. Recapitulationof of Students' Speaking Result

	Details	Result
treatment I	Total Result	1748
	Mean of students' score	62
treatment II	Total Result	2403
	Mean of students' score	85
the Post Test	Total Result	2484
	Mean of students' score	88

Based on the table above, the mean of students' score was 62 and it could be concluded that it was unsatisfactory. In treatment I. The students had not fully enjoyed Exchange Formation Activity; because they were still confused whic was caused by less explanation given by the lecturer about Exchange Formation Activity. So, the speaking skill taught was not optimum. The second data showed that the mean of students' score was 85. This means that Exchange Formation Activity had been achieved by students. Itcould also be concluded that using Exchange Formation Activity was almost successful to improve students' speaking. The last result of post-

tests howed the highest mean of students' score which was 87,312. It indicated that Exchange FormationActivityhad been successfully improve students' speaking.

The result of the study showed that Exchange Formation Activity can improve students' speaking ability and wasanalternativeway of teaching English for ESP course in STKIP PGRI Nganjuk. There wasa significant improvement on the speaking skill achievement beforeand after the students had been taught using Exchange Formation Activity.

The results had also indicated that the use of Exchange Formation Activity was more effective than conventional way in teaching speaking ability. It could be seen from theresult of pre-test, treatment, and post-test score analysis. The mean in treatment I was 62, in treatment II it was 85, and the mean in post-test was 88. Since the mean difference of post-test was significant, it could be summarized that the Exchange Formation Activity technique could improve students' speaking ability especially for students who are taking the ESP subject in the second semester in STKIP PGRI Nganjukin academic year 2015/2016.

CONCLUSION AND SUGGESTION

Conclusion

Based on the the discussions above, it can be concluded that there is significance improvement of student's speaking ability by using Exchange Formation Activity. The students' mean is 87, 312 who are taking the English for Special Purposes (ESP) subject for CIVICS Department in the second semester in STKIP PGRI Nganjuk academic year 2015/2016.

Suggestion

Based on the above conclusion, the researcher would like to give some suggestions that are hopefully useful for English lecturer, students, and the next researcher.

As English lecturer, she / he must be able to create his or her own technique to increase the students' interest in learning English. Lecturer should use Exchange Formation Activity as method to improve students' speaking ability in order to make the students more motivated in learning English since they are from other major of English. The lecturer should use English as a means of communication in class, so that the students get used to hearing and spelling the English words. This would help the students to master English speaking ability faster and easier. Since of the limited

time at university, English lecturer should give more practices as homework. This is very useful to enrich the student‟s mastery of English speaking ability.

The students have to improve their knowledge, especially in enriching their speaking ability from the other sources like English story books, English magazines, songs, videos, etc. The students have to practice their English in daily conversation because it can help them enrich their speaking ability.

Last, the researcher offers the suggestion that such activity should be conducted in other classes of other school to get the wider generalization of the result of the study. The researcher hopes there will be many researches that explore the use of Exchange Formation Activity in teaching learning process especially to improve students' speaking ability and hopes that Exchange Formation Activity can give a valuable contribution.

References

Baw, S.S.2002.*Transforming the Whole Class Into Gossiping Groups*. English Teaching Forum. Thailand

Chinh, S.H.2009. *EFL Children's View on English Picture Story Books*.Assian EFL Journal. Volume 11, Issue 4

Englander, K.2002.*Real Life Problem Solving: a Collaborative Learning Activities*. English Teaching Forum. Mexico

Kim, Y and Petraki, E. 2009.*Students' and Teachers' Use of an Attitude to L1 in the EFL Classroom.*Assian EFL Journal. Volume 11, Issue 4

Latief, M.A. 2013. *Research Methods on Language Learning: An Introduction*. Malang: UM Press.

Savignon, J.S.2002. *Communicative Curriculum Design for 21 Century.English Teaching Forum*. United States.

Tang, J. 2002. *Using L1 in the English Classroom.*English Teaching Forum. China.