CEK PLAGIAT

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ABSTRACT

Implementing Exchange Formation Activity to Improve the Students' Speaking Ability

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The goal of teaching the spoken language in the classroom is enable to stimulate the students to express their ideas in the language, especially in English subject. Hence, the important thing in speaking skill is the way to make listener understands of what the speaker saying. Here, the researcher uses Exchange Formation Activity to improve students' speaking ability, because this method can be applied for teaching speaking effectively with some methods. In practicing speaking subject, the lecturers should be responsible to pay attention in some instructions relate their speaking material with the real experience. So, the students can connect their speaking ability and experience in their daily activities. This designed focus on the process of lecturer (English class management, teaching method) to make up the classroom teaching activities. The activities covered data acquired from the evaluations and observation. The evaluations consisted of pre-test, treatment on cycle I and II, and post-test. The aim of the activities were to know whether the students would have a good changing in their learning or even became worse after getting the treatments. The average achievement of the 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 mean's score in the post test was 88, it can be concluded that students were successfully improved their speaking ability with mean's score 88 by using Exchange Formation Activity.

Keywords : Exchange Formation Activity, Speaking Ability, Improve

The researcher observes the speaking ability which is encountered by the students in the CIVICS Department in the second semester before and after using Exchange Formation Activity, and steps of strategies that they can employ to solve their speaking ability. There are more than 75 % students of CIVICS department in STKIP PGRI Nganjuk have problem in English Subject. Beside, lack of confidence in producing the English language, most of them also less vocabulary in English, worry about structure of speaking and having problem in English pronounciation.

Teaching speaking for the students is not simple to do, they can not immediately brave to speak or can speak fluently; it is because speaking skill needs time to grow. Prepare for weeks, sleep on it, dream about it and let ideas sink into their subconscious. Ask questions, write down the thoughts, and keep adding new ideas. As they prepare every speech ask themselves the following question. The lecturer must be active to motivate their students to speak and should have a good technique to make it fare (Savignon, 2002:3). It is because, the important thing in speaking is the speaker applied to comprehend the meaning of the sentences.

The 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. The Effective instructors teach the students in speaking strategies by using the minimal responses, recognizing scripts, and using English in every concersation. According to (Baw, S. 2002: 45) the lecturer uses the effective strategies to help their students to expand the students' ability in speaking with confidance.

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. Then, this research also has purpose find out the students' speaking ability after using Exchange Formation Activity. Last, the objective of this research is finding out whether students' speaking ability can be increased by using Exchange Formation Activity. Those objectives research had been designed by the resecher 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 oural skill. In Exchange Formation activity lecturer asks students to practice their English skill by standing up and walk around while asking questions for different students to get some information. It helps the students building their confidence, learning more vocabulary, usig the grammatical structure, and trying to express their idea. This method can be applied for teaching speaking, especially for the students who are taking the English Specific Purposes (ESP) in the second semester need to evolve their speaking skill because in ESP subject, the students should communicate their idea (Chinh, 2009: 216-218). In this method, the lecturer had designed the effective activities in some stages which is support the students' action improving their speaking skill and increase their confidence.

METHOD

The Research Design

The design of this study belonged to a classroom action research (CAR) since it is an effective media in improving the quality of English lecturer's performance in instruction as well as students' achievement in learning English classrooms (Latief, 2013:144). The aim of this research is to find out the differences of using Exchange Formation Activity to improve students' speaking ability for the students who is taking the English Spesifict Purposes (ESP) subject in the second semester in academic year 2015/2016. The researcher applies classroom action research (CAR) design because the researcher has found the problem in CIVICS Department especially in ESP subject and tried to have an alternative to change that condition and improve students' speaking ability beside the others skills by using three cycles.

Besides that, the researcher uses quantitative descriptive data approach to find out the differences of students' speaking ability by using Exchange Formation activity. Quantitative data research is representatives' data from numerical for instance in categories, or in rank order, or measured in units of measurement.

Therefore, this data can be used to construct graphs, and table of raw and the researcher have done several classifications in getting the final data.

Table1. The procedure in Classroom Action Research

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

The researcher takes the data by using Exchange Formation Activity to improve students' speaking ability for the students who is teaching English for Specl Purposes in the second semester STKIP PGRI Nganjuk. The research conducted the research from March to know the naturaly problem and setting up the effective problem solving (Englander, K. 2002:9). Then, in the first week of May 2016, the researcher is doing treatment for the students. The lesson needed three periods of teaching which take 2 x 45 minutes for each meeting.

Population of the Research

The population of this research is the only one class; the students who are teaching ESP in the second semester STKIP PGRI Nganjuk in academic year 2015-2016, it consists of 18 students. There is not sample in this action research because it arose from the aim of the research namely recondition of students' learning process so that can increase students' speaking ability in CIVICS Department of STKIP PGRI Nganjuk.

Variable of the Research

Variable is the individual characteristic which must be observed. It means that the variable is something divided as an object and component of the research. The variable of this research are 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 this section, data collection technique used to get data as the information and note that have relationship with the title of the research. In collecting data, the researcher used two techniques that are, observing students' activity and giving a test.

The observation had done by the researcher to see the phenomena that students solve in speaking before using Exchange Formation Activity in last March up to April, which exist in the field so that the researcher can collect data. The researcher observes the students' speaking activity and then takes a note based on their activity. Because the technique of research using CAR, checklist observation used to know the activities of lecturer during teaching speaking using Exchanges Formation Activity method.The checklist becomes one of points in this study to compare the fact and the theory used in teaching speaking by exchange Formation Activity method.

Next, the researcher used oral test to collect the data to know the students speaking ability and to know the achievement of the students 'speaking. The test is given after the lesson had finished. The test is about how the students describing the material (Bank and Appointment). In the pre-test, the lecturer used three phases technique with telling time and date material. The researcher had been presented one dialog about showing opinion, asked students to read the texts, answered the implicit question orally and identify the expression those are utilized for telling time. Moreover, the lecturer banded the students in pairs and asked them to design the simple dialog and demonstrate it in front of the class. In the post test, the lecture rapplied the Exchange Formation Activity with Bank and Appointment's material, made some theme from it to the cards and then lecturer suggested students to make a dialog based on theme and the last was performance their dialog in front of the class.

Data Collection Instrument

The instrument used for getting data as the Formations. In collecting data the researcher used three kinds of instruments that are card, observation's sheet and document. By using these instruments, the researcher expects that she could get the valid data. First, the researcher used Pre- Test "English for Tourism" as the material with the title "Describing Things", the test is about speaking test and the form is oral test. In this section, the researcher asked students to make a dialog in pairs based on the theme and then practice it in front of the class.

The treatment is the second instrument which divided into two treatments as the first treatment to apply Exchange Formation activity. The students got a card that consists of topics or questions (Bank). Then, the researcher gave the students opportunity to make a dialog in pairs. And then they practice the topic or questions by giving some questions to other friends and trying to find the answer. It can help students improve their vocabulary, feel confident, pay attention of grammatical structure, and braveness to express their idea. Here, the researcher took a note about students' speaking activity by checklist. It is used in comparing the fact and theory

which used in teaching speaking by Exchange Formation Activity method. The second treatment is the students got a card that consists of different topics or questions with treatment I (Appointment). Next, the researcher gave the students opportunity in making a dialog in the small group which is consists of four students. And then they practice the topic or questions by giving some questions to other friends and try to find the answer. Last instrument are post- test, which used cards. The test is about speaking test and the form is oral test. Here, the topic is same about Appointment, but the students have to change their cards to the others cluster, make a dialog and present it in front of the class, so although they accept cards again about Appointment but different topic. It makes them more active, creative and interest with the ESP subject especially in speaking activity.

Data Collection Procedure

In this study, researcher designed the steps into three cycles. In every cycle, researcher does one preface of study and four steps, they are; planning, action, observation and reflection, and need time 2 X 45 minutes.

Table 2. Data Collection Procedure

Cycle	Activities
Preliminary Study	It is done by the researcher to find the problem about teaching learning in the class, the students do not do the homework; make a noise, low of 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 played a group work in implementing of Exchange Formation Activity in teaching and learning process, such as: the lecturer explains the purpose and rules of Exchange Formation Activity, the divides the students in pairs, asks and gives time to discuss the material

	and then make dialog, asks students to present their dialog in front of the class, the lecturer with students concluded the final discuss of all questions related to the material presented, evaluating and closing c. Observing To obtain Formation or data, the researcher used observation and analyzed documents. The researcher looked at the activities of the observation process execution using exchange Formation activity action by giving checklist on the observation sheet d. Reflecting The data gained from the test and the result of observation which was interpreted and analyzed whether the action activity results in the progress, successfulness. The analysis is to know the weakness on the cycle I.
Second Treatment	a. Planning Preapared the syllabus, lesson plan, learn the results of reflection on the cycle I, which be inputted in the action more effective and efficient in cycle II and record problems and obstacles when learning activities b. Action Action was implemented in cycle II in 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. The lecturer gives a different topic with the first cycle (Appointment), with activities as follows: - Divides students in group that consist of four students - Asks students to make a dialog based on theme - Asks students to present their dialog in front of the class - Lecturer with students concluded the final discuss of all questions related to the material presented Evaluating and Closing c. Observation The activities of observation were conducted from starting up to finish of action with such procedures in the 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 The activities are prepared the syllabus and lesson plan. Learn 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 planning in cycle I and II, differing only in material or sub concepts that was studied and revised the improvement of learning results from reflection of cycle I and record problems and obstacles when learning activities b. Action Action was implemented in cycle II in 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 up to finish of action with such procedures in the cycle I. 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, in the cycle III was an improvement of cycle I and cycle II. In according with the results of reflection in every previous cycle, if reflection exhaustiveness of qualified in the cycle III defined the implementation of the action is stopped, and it is successful.

Data Analysis

To analyze data of assessing students' performance, the researcher used average analyzing. The researcher makes a main score from assessment and makes the average of it. From explanation above, to analyze data of the result, the researcher uses "Mean Formula".

To calculate the students' mean score

$$M_x = \frac{\sum X}{N}$$

Where : M_x = Mean

$\sum X$ = The total of research

N = Number of Cases

Whereas for knowing level of students' thoroughness, the researcher uses the formula that is used as follows:

$$\text{Percentage of students' thoroughness} = \frac{\sum \text{thorough student}}{\sum \text{students}} \; 100\,\%$$

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 is about speaking test and the form is oral test. In this section, the researcher asks students to make a dialog in pairs based on the theme "Describing Things" and then practice it in front of the class. The assessment from this activity has purposes of the test to measure the speaking skill of the students. According to data, the average achievement of the students' pre-test was 66.5 and the students' thoroughness was 39%. The researcher concluded that the students had difficulties to comprehend English the lesson about speaking skill.

The Result of Treatment

Table 3. Recapitulation The Result of Students' Speaking

	Details	Result
treatment 1	Total of Result	1748
	Mean of students' score	62
treatment 1I	Total Result	2403
	Mean of students' score	85
the Post Test	Total Result	2484
	Mean of students' score	88

Based on the table above, it was acquired that mean of students' score was 62 and, it could be concluded that it was unfinished category. The students had not enjoy Exchange Formation Activity, they were still confused because the lecturer less explains how to play Exchange Formation Activity. So that, the speaking skill taught was not maximum received and remembered by students. The second data was acquired that mean of students' score was 85 so that Exchange Formation Activity had been achieved by students. Then, it could be concluded that using Exchange Formation Activity to improve students' speaking was almost success. The last result of post-test, was acquired that mean of students' score was 87,312 so that Exchange Formation Activity had been achieved by students. And it could be concluded that using Exchange Formation Activity to improve students' speaking was success.

The result of this study is as Exchange Formation Activity can improve students' speaking ability as an alternative way of teaching English at English Department in STKIP PGRI Nganjuk, besides and by using conventional way. There is a significant improvement on the speaking skill achievement between the students who have been taught using Exchange Formation Activity and those who have been taught using the conventional way. The students' mean is 66.5 for students who are taking the ESP subject in the second semester in STKIP PGRI Nganjuk in academic year 2015/2016.

The use of Exchange Formation Activity is more effective than the use of conventional way in teaching speaking ability. These Formations based on the result of the pre-test, treatment, and post-test score analysis. The mean in treatment I is 62, after that continue in treatment II is 85, and the mean in the post-test is 88. Since the mean difference of third groups is significant, the Exchange Formation Activity technique can improve students' speaking ability for students who are taking the ESP subject in the second semester in STKIP PGRI NGanjuk in 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 ESP subject in the second semester in STKIP PGRI NGanjuk in 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.

For English Lecturer

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.

For the Students

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.

For the Next Researchers

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.

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