

INCREASING STUDENTS' SPEAKING ABILITY THROUGH DIFFERENT CONTEXT OF MATERIALS STRATEGY FOR THE SIXTH GRADERS OF SDN 01 RENSING BAT

M. Ubaidillah Karomi Safari

e-mail: ubaidillahsafari@gmail.com

Institut Elkatarie, Lombok Timur, NTB

Abstract

This study is aimed to investigate students' ability in speaking during conversation and to what extent students' ability in carrying out conversation through different context of material strategy given by teacher. The problems were (1) How were students' speaking ability during conversation through different context of materials given by teacher?. (2) To what extent students' speaking ability during conversation through different context of materials?. This study was descriptive qualitative study. Population was the sixth graders of SDN 01 Rensing Bat which consist of 30 students. Instrument used of data was speaking test. The data analyzed by analytic scoring in Browns' theories. Results of study showed that students were able to speak during conversation with whole aspects of speaking skill. They proved by data of achievement ranges from C (fair) to A (good) with 30 students achieved (99.9%). While, data showed number of students achieved rating level of D (poor) and E (very poor) was none students (0.0%). In addition, Mean Score achieved (17.6) while Standard Deviation was (2.27). by this data clearly showed that the sixth graders of SDN 01 Rensing Bat were fair level in speaking skill.

Keywords: Speaking Skill, Conversation

INTRODUCTION

Recently, human quality is essentially collared by the mastery of language. Something can be mastered if language of the world can be understood. Language mastery stimulates us to know more information about international problems increase knowledge. By mastering a language people can express ideas, share stories, tell experiences or convey something.

In teaching English especially in speaking skill we certainly face many challenging. One of them is how language should be taught and studied. In this case, Harmer (1998) stated there are four things needed to do acquire language such as exposing, understanding its meaning, understanding its form and practicing the language. Another challenge is that students rarely have any chance to

practice and use language that they are learned.

Teaching English for students in primary school is an appropriate ways to begin increasing students' ability in English especially in speaking skill. In this stage, students are still in desiring high motivation in learning. They are able to study English by playing, singing, and dancing. One of the characteristic of successful speaking classroom is ones where learners talk a lot. Thus, if teacher spends too much time in the classroom, students will have poor motivation and lack of willing to communicate. According to Nunan (in McDonough, 2003) stated to create the good outcomes of students' participant in speaking, a teacher should involve them in doing material or task. Thereby some talkative participants that yield good outputs of teaching and learning should not dominate classroom activity.

In many schools students' problem in speaking because of some factors such as poor in practicing and lack in English vocabulary. Each grade of students acquires the speaking skill as it is needed for the next levels. Basic speaking concepts are strengthened as students' progress through elementary school, middle school and high school. Students should be freely learned about creativity of speaking.

Students as sample in this study face difficulty in speaking English because their teachers never give them particular method in speaking

classroom activity. Thus, only few of students seem to be able to speak. As result they lack of strategies and confidence to meet speaking classroom activity.

There were two problems in this study (1) How were students' speaking ability during conversation through different context of materials given by teacher?. (2) To what extent students' speaking ability during conversation through different context of materials?. Objectives of this study were to know students' speaking ability during conversation through different context of materials given by teacher. (2) To find out the extent of students' speaking ability during conversation through different context of materials.

Speaking Skill

According to Hymes (1975) Speaking is the capability to articulate the sound expressing and delivering though, opinion and wish. The capability of humans to speak well is really needed in delivering thought; feeling and ideas to make people could easily understand what we talk about. In addition Hymes (1975) stated when human delivers a message and it is accepted by the communicant, so it happen a communication between communicator and communicant. Speaking skill is really important in the process of interaction among human being. This could not be separated from our life since it has an important role to

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help us build communication one another as social creatures.

Nature of speaking is being a productive skill. By this nature people produce words or deliver a message orally. Through speaking people express emotions, communicate intentions, react to other persons and situation, influence other human beings by using audible symbol or visible body action to expect listeners to understand the meaning of the message they convey (Rivers, 1998:189).

Speaking is considered as very important aspect of learning a foreign language. According to Burn and Joyee (1999:54) stated the most language programs aim to integrate both spoken and written languages but the emphasis is given to speaking. Speaking in a language program is emphasising on various ways according to needs and goals of the students and focus of the course. Richard and Renandya (2002:201) stated large percentage of the world's language learners study English in order to develop proficiency in speaking.

Aspects of Speaking Skill

The aspects of speaking skill consist of grammar, vocabulary, comprehension, fluency and pronunciation. Grammar is a group of paradigm of structure generally covers segment of phonology and sentences (Wilkins, 1972:28). Vocabulary is the

words its self in English sentences. There are a lot of synonym in English should be mastered by students.

Vocabulary takes a very important role in process of communication. Comprehension is a fundamental purpose of speaking. It is the ability to understand completely. Speaking is an expression of words orally and clearly. To have interacting communication in delivering information or a message certainly, the speaker must be able to utter the words clearly and also appropriate words, simple sentences, effective in expression of speaking material.

Comprehension is easier when decoding is automatic so young readers must learn to recognize words quickly and accurately (Kuhn & Stahl, 2003). Comprehension is a fundamental purpose of speaking or the ability to understand completely and be familiar with a situation and fact.

Fluency is refers to aspect of overall speaking ability. Fluency considered in apposition to accuracy and complexity (Skehan, 1996). It is best thought of as an integrated component of language. The term refers to an aspect of overall speaking ability. There were various ways to build fluency for example certain experiences such as abroad, contribute to it. There are seven principles to consider when designing and doing fluency building activities, incorporate repetition, increasing speaking time, prepare

before speaking, use familiar and motivating topics, ensure appropriate level, impose time limits and teach formulaic sequences.

Pronunciation is important to be mastered it is help us to deliver message during communication. It is important to be given to the students. It is one of the language components that students have to be mastered. They have to learn to recognize and make some sounds that are not used in their own language.

Analytic Scoring of Speaking

According to Brown (2001) analytic scoring of speaking in grammar, vocabulary, comprehension, fluency and pronunciation are like:

In grammar, the aspects of scoring are like *Excellent to good* (equivalent to that of an educated native speaker), *Good to adequate* (able to use language accurately on all levels normally pertinent to professional needs. Error in grammar is quite rare), *Adequate to fair* (control grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively), *Unacceptable not* (can usually handle elementary constructions quite accurately but not does have through or confident control of grammar), *College level work* (Error in grammar are frequent. But speaker can be understood by native used to dealing with foreigners attempting to speak his language).

In vocabulary, there are *Excellent to good* (speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms and pertinent cultural references), *Good to adequate* (can understand and participate in any conversation), *Adequate to fair* (able to speak language with sufficient vocabulary to participate effectively in most formal and informal conversation), *Unacceptable not* (has speaking vocabulary sufficient to express himself simply with some circumlocutions), *College level work* (speaking vocabulary inadequate to express anything but the most elementary needs).

In comprehension, there are *Excellent to good* (equivalent to that of an educated native speaker), *Good to adequate* (can understand any conversation within range of his experience), *Unacceptable not* (can get gift of most conversation of non-technical subject), *College level work* (within scope of his very limited language experience, can understand simple questions and statement if delivered with slowed speech, repetition or paraphrase).

In fluency, there are *Excellent to good* (has complete fluency in language such that his speech is fully accepted by educated native speakers), *Good to adequate* (able to use language fluently on all levels normally pertinent to professional needs), *Adequate to fair* (can discuss particular interest of

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competence with reasonable ease), *Unacceptable not* (can handle with confidence but not with facility most social situations including introductions and casual conversation about events work and family), *College level work* (not specific fluency description refer to other for language areas implied level of fluency).

In Pronunciation, there are *Excellent to good* (equivalent to and fully acceptable native speaker), *Good to adequate* (error in pronunciation are quite are), *Adequate to fair* (error never interferes with understanding and rarely disturbs native speaker accent may be obviously foreign), *Unacceptable not* (accent is intelligible though often quite faulty), *College level work* (error in pronunciation are frequent but can be understand by native speaker used to dealing with foreigners attempting to speak his language).

Conversation

A conversation is talk between two or more people in which thoughts, feeling and ideas are expressed, questions are asked and answered, or news and information are exchanged. A conversation is a sequence of messages that involve two or more participants who intend to achieve a particular purpose.

Conversation ability is very important in communication. According to Robin Alexander (2008)

stated conversation is necessary not just for learning but also for building and expanding the brain as a physical organism. English conversation ability is actually carried out conjunction with training of listening comprehension. English conversation ability to carry out the principle of training should adhere to the following four aspects: First, Not only to give students opportunity and to have that content. Classroom teacher in the past a change to say, and now let students have more change to say. Said, to give students' some tips and guidance, not disorder, mess. Second, we must have English conversation individual training and hearing must have curricular training session but also have extra-curricular training session to open up various channels of English conversation. Fourth, it is necessary to the overall planning but also a feasible step in the right way, long-term adherence, self-results.

Conversation concept describes interaction between two or more cognitive systems such as a teacher and a student or distinct perspectives within one individual and how they engage in a dialog over a given concept and identify differences in how they understand it.

In conversation learning students begin with ability to carry out conversation based on the context offered by teacher. They want to think about developing a focus for their learning of how they talk to each other.

Students are learning how to carry out conversation. A learning conversation is planned and systematic approach to professional dialogue that support teacher as a result the teacher gains new knowledge and use it to improve his or her teaching.

Conversation based on context of situation

Context is the environment or situation in which something exists or occurs. Using conversation context of situation when talking between two or more people in which thoughts, feelings and ideas are expressed, question are asked and answered, or news and information are exchanged. As people, we can recognize the context of information is applicable to each context and derive information from each context such as talking about school the situation only focus on school area during conversation.

METHOD

This study was a descriptive qualitative study. This described students' ability in carrying out conversation based on the context of situation offered by teacher. Subject of study was students at sixth graders consist of 30 students. Technique of data collection used 4 steps such as conducted a test in some question or exercises, observation and interview and documentation or recording. Data analysis used 3 steps, they are identifying the students' ability in carrying out the conversation,

classifying students' ability and concluding results of analysis.

RESULTS AND DISCUSSION

The results showed students were able to speak during conversation with clearly delivered ideas with determined the aspects such as using appropriate pronunciation, vocabulary, using appropriate language and fluency in carrying out conversation to improve students' speaking ability. This speaking test could be studied through one of the research problem proposed in this study.

Students' ability in carrying out conversation based on the context of situation offered by teacher. It was analysed based on the aspects in speaking test such as grammar, vocabulary, comprehension, fluency and pronunciation. To know students' ability in carrying out conversation based on the context of situation intently and formerly this was done in analysing which covers finding out the students score in whole aspects in speaking test, Standard Deviation and norm group to determine the achievement level of students' speaking test in whole aspects. The value of mean, Standard Deviation and the score range achieved were exemplified as below:

Frequency of students' score

Range of score	Frequency	Qualification	%
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21-25	3	Very good	10%
16-20	23	Good	76.6 %
11-15	4	Average	13.3 %
6-10	-	Low	-
0-5	-	Very Low	-

Based on the data above, the elaborated result as follow:

1. There were 3 students remarked with A qualification (very good) with value (10%).
2. There were 23 students remarked with B qualification (good) with value (76.6%).
3. There were 4 students remarked with C qualification (average) with value (13.3%).
4. There were none students remarked with D qualification (poor) with value (0.0%).
5. There were 3 students remarked with E qualification (very poor) with value (0.0%).

The cumulative score to all aspects could display the unity students' ability in carrying out conversation like the score ranged from 14 to 22. Standard Deviation was 2.27 and the calculated Mean score was 17.6.

In summary it could be conclude that the sixth graders of SDN 01 Rensing Bat were able in carrying out conversation through different context of situation strategy. This clearly depends with the data results showed the number of students who belong to

the average qualification (C) up to highest were 30 (99.9%) and those who unable that is the poor qualification (D) to the lowest was none students (0.0%).

CONCLUSION

The conclusion answered the problems of study with the results declared the sixth graders of SDN 01 Rensing Bat were able to communicated during conversation with all aspects of speaking skill. This proved that there were 30 students remarked with score from C (average) to A (very good) with value (99.9%). There were none students remarked score from D (poor) to E (very poor) with value (0.0%). This data means the sixth graders of SDN 01 Rensing Bat was considered fair level achieved in carrying out conversation through context of situation strategy.

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