

Improving Students' Speaking Skill Through Learning Cell Method At Eleventh Grade SMAN 1 Palibelo

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ABSTRACT

The objective of the study is to improve students' speaking skill at eleventh grade students especially in class XI IPA2 of SMA N 1 Palibelo in academic year 2017/2018 through the learning cell method. The research designed was Classroom Action Research which has four procedures, namely: Planning, Implementing, Observing, and Reflecting. The subjects in this research were the eleventh grade students especially in class XI IPA2 of SMA N 1 Palibelo which has 30 students consisting of six males and twenty-four females students. The researcher used two kinds of research instruments, namely: Observation sheet and Speaking test. This research applied in two cycles. The data shown that both of teacher and students activities were in active level the students' speaking skill, based on the result observation data gained mean score class of first cycle were 73 and total of students were fulfil the criteria of individual only 17 from 30 students, so that, percentage of learning result were 66,6%. This score have not fulfilled the (KKM) of SMAN I Palibelo, it means that the research was unsuccessful because the target of the success in this study was 85% among the whole member of the eleventh grade of SMAN I Palibelo. So, the researcher should arrange for the second cycle, after doing improvement in second cycle the result of observation data gained mean score of the class were 85,33 and total of students were fulfill the criteria of individual 27 from 30 students, so that, percentage of learning result were 90%. It means that the application of the learning cell method is suitable especially to improve students' speaking skill.

Key words: Speaking Skill, Learning Cell Method

INTRODUCTION

Based on observation, the students of SMAN 1 Palibelo especially at eleventh grade, still could not use their language in communication well. This phenomenon occurred because there are problems faced by students. Those problems are; 1) Decrease of students understanding in speaking, sometimes make the students can not respond directly, 2) Inappropriate pronunciation, 3) Incorrect grammar, 4) Interaction among student by using English is very low 5) Self-confidence. Some of students do not believe in their potential.

According to the results obtained by the researcher observed that the fault is fully not only to the students but even then the error appears on the teacher themselves, in terms of teaching and teacher at SMA N 1 Palibelo still

using the traditional methods. To optimize learning outcomes, especially in the field of language skills, such as speaking, teaching methods required more emphasis on learning activities and creativity of the students. Based on this problems teacher must be creative to choose the suitable method in teaching. There are many methods that have been introduced by the experts: one of them is cooperative learning as the alternative method to teach speaking. Cooperative method has/many types, but one of the types is the Learning-Cell Method.

Zaini (2007: 89) Learning cell is a type of cooperative learning where student studies in pair, and then the student asks and answers in drill based on the same material/topic. It means through learning cell method students are able to practice and express their speaking in the

target language. Students also have opportunities to develop their listening skill and exactitude/accuracy of getting the other person opinion. It can make students be creative to speak out their opinion and make them have more time to practice their speaking and correction of pronunciation and grammar each other.

In finishing the problems, the goal of learning-teaching process can be reached and can increase the students' speaking skill significantly and meaningfully. This method is very effective because it can give the students the same chance to speak and give their opinion in good interaction. Besides that they can share each other as a team to overcome the problems that found in the learning process.

Learning Cell Method

Suprijono, (2013: 122) states that learning cell is a type of cooperative learning where student studies in pair, and then the student ask and answer in drill based on the same material/topic. The learning cell method is one of the best methods to help a couple of students to study more effective. The learning cell from a cooperative learning in couple from which the students ask and answer by turns based on the material.

Wales (Last update 3rd December 2010), a learning cell is an effective way for a pair of students to study and learn together. The learning cell was developed by Marcel Goldschmid of the Swiss Federal Institute Of Technology in Lausanne (Goldschmid, 1971). A learning cell is a process of learning where two students alternate asking and answering question on same materials/topic. Then, the teacher randomly put the students in pairs. The process begins by designating one student from each group to begin by asking one of their questions to the other. Once the two students discuss the question. The other student will ask a question and they will alternate accordingly. During this time, the teacher is going around the class from group to group giving feedback and answering question.

Elements of Speaking

In speaking, there are some specific elements that have strong correlation with this skill. They are:

Accuracy

Based on Webster Dictionary (1996: 15), accuracy is the quality of being accurate, while in oxford dictionary (2003) accuracy is degree of being correct. Marcel (1996: 15) states that accuracy is a manner of people in using appropriate word and pattern of sentences. In this case, accuracy divided into three, they are pronunciation, vocabulary and grammar.

Pronunciation

Byrne (1981: 6) states that pronunciation is the sound that speaker can imitate where are listening to other. According to Hammer (1991: 11) Pronunciation is how to say a word in which made of sound, states and intonation

Sound

On their own the sound of language may will be meaningless some of preambles that speaker of English as foreign language because they have difficulty with individual sound

Stress

Stress is a feature of word not only when the words construct phonemically minimal pair partner, but also in giving shape to a word as spoken, Broghton (1980:9).

Intonation

Intonation is the "tunes" or "melody" of English (Edinburg, 1986:1964).

Vocabulary

The first element which present itself students of any language is the lexis-the word, whether isolated or in context. The word confront the students continuously, as they progress from simplest concept to the most abstract, in learning a given language, therefore a center of interest for both the students and the teacher.

According to Longman Dictionary of Company English (Longman, 1995:2004), state that vocabulary are all the words that some knows, learner or users the word particularly language, a list of words with explanation of their meaning, in a book of learning foreign language.

Furthermore, Harmer (1991) distinguishes two types of vocabulary in the words, active vocabulary and passive vocabulary in the words, which we want students to understand, but they will not use themselves. In addition, Marcel (1996) defines that someone can be consider of having good vocabulary use, when the vocabulary produce is wide (lack of repetition) or appropriate with certain situation of dialogue or speech.

Based on the definition above, the writer concludes that vocabulary mastery refers to confeying meaningful words in the context use. Concerning to whom, what, and when the speaker speaks.

Grammar

Cook (1991: 9-11) states that types of grammar as in the following:

Concerned with labeling the sentences with part of speech. Analyzing sentences mean labeling the parts their names and giving rules that explain verbally how they may be concerned it's called traditional grammar.

Concerned with how the words go into phrases structure which shows how some words go together in the sentences and some do not. To native speaker's knowledge of language. It's called structure grammar.

Perspective grammar, grammar that prescribes what people should say. It is the rullles found in school-book; say the warning against final preposition in sentences.

Simon and Schuster (1972: 792) state the grammar as in the following:

The study of the language which deals with the forms and structure of words or we are called morphology, and with their customary arrangement in phrase and sentence or we called syntax.

The system of words structures and words arrangements of agiven language at given time.

One's manner of speaking or writing it has to be learned because the valuable transmission in speech through the understanding of structural patterns.

A system of rules for speaking and writing a given language and book containing rules.

From the definition above, the writer concludes that correct grammar refers to correct use of syntactical rules with interweaves the conveying meaningful words in the context.

Fluency

Fluency refers to how well a learner communicate meaning rather than how many mistakes that they make in grammar, pronunciation and vocabulary. Based on Webster dictionary (1996) fluency is ready to express the use of language.

According to Hornby (1995:122) state that fluency is the quality or condition of being fluent. Fluency is highly complex notion relate mainly to smoothness of continuity in discourse. It includes a consideration of how sentence are connected, how sentence patterns very in word-order and omit elements of structure and also certain aspects of the prosody of discourse.

Self Confidence

Speaking is the oral communication. Many students have no self-confidence so they can communication with other people. They sometimes fell embrressed to speak English. Self-confidence or as phsychologist call it self esteem has its in early experience, it start with parent helping the child call to fell worthwhile and component in mastering early childhood task.

Students Achievement

Achievement is the first result of activity that has already been done and created, either individually or in group(Djamrah, 1994 cited in Sanjaya, 2011). While according to Maszid hasan Abdul Dahar cited by Djamrah as cited in sanjaya, (2011) achievement is what has been able to be created, the result of work, the result which is amusing got through hard work. Taking these two concept achievement emphasizes on the result achieved from an activity. Thus, it can be understood that achievement is the result of an activity which has been done, created, is amusing achieved hard work either individually or in group in certain activity.

RESEARH METHOD

This research used Class Action Research (CAR). This classroom action research was conducted at the class XI IPA2 at SMA N 1

Palibelo. This research was conducted on September until October 2017. The subject of this classroom action research was the class XI IPA2 at SMA N 1 Palibelo academic year 2017/2018, those were 6 males and 26 females that consist of 30 students, the objects of this research was improving students' speaking skill through learning cell method. In conducting the research, the writer was followed steps in cycle I and cycle II. Those were planning, action, observation, and reflection. Instrument for this research are observation checklist and speaking test.

For collecting data, researcher uses reading test for gathering students' score. Then researcher also uses observation checklist for collecting data. The data of the result test would be collected from students' result score for each test would be calculated by using formula as follow:

Calculating the mean score of students' reading comprehension test by Formula:

$$\bar{x} = \frac{\sum X}{N}$$

Where :

\bar{x} : Mean score

$\sum X$: Sum of all score

N : Total number of subject

(Gay, 1981: 298)

To classify the students' score, there are seven classification which are used as follows :

Scores 90 - 100 is classified as excellent

Scores 80 - 89 is classified as very good

Scores 75 - 79 is classified good

Scores 70 - 74 is classified as poor

Scores <65 is classified as very poor

(Layman, 1972: 2198)

To calculate percentage of the students' score, the formula which is use as follows:

$$P = \frac{F}{N} \times 100$$

Notation:

P : Rate Percentage

F : Frequency of the Correct Answer

N : The Total Number of Students

(Sudjana, 1999 : 99)

RESEARCH FINDINGS

Based on the result meeting of cycle I, the students were not active in the learning process. There were improvement of speaking skill of the students, but the criteria of success could not been achieved yet. In this meeting the students still confused to organize idea and felt shy, how to asking and giving opinion was low. Some of the students also didn't participate in speaking class. The researcher helped the students to speak with come to students but just saw student's activity and students still felt afraid to explore their idea. In conclusion, the used of learning cell method is needed to be revised. From the result of score from the meeting of cycle II showed that the criteria of success could be achieved and the students were active in learning process. In this meeting, the researcher used the learning cell method with gives reward to the students which did not feel afraid to practice in front of class. We can saw the improvement from first meeting and second meeting with looked at the mean score. For meeting of first cycle the mean score got 73 and in meeting of second cycle the mean score got 85,33.

From the result the used of learning cell method, there were improvements of speaking skill of the students in class XI IPA2 of SMAN 1 Palibelo. The students were more active and felt free to show their idea in speaking skill. They more motivated to learn and they could improve their speaking skill.

CONCLUSION

The research is attempts to improve students' speaking skill through learning cell method. The use of learning cell method is believed to be effective method to improve students' speaking skill. There are two types of data in this research, the first data are qualitative data, while other data are quantitative data.

In terms of qualitative data, the researcher obtained some results as follows:

From the result of the preliminary observation done in class XI IPA2 of SMAN 1 Palibelo, there were some problems found related to the teaching and learning of speaking.

Their problems found were related to the teaching and learning of speaking. Their problems were feeling of shy, low vocabulary and express their ideas, pronunciation, grammar, and tenses. Besides, the teaching style and students' motivation in learning English also influence the success of teaching and learning of speaking.

The researcher, the collaborator and the English teacher discussed about a planning of method to improve speaking skill of the students' in class XI IPA2 of SMA N 1 Palibelo in academic year of 2017/2018 through learning cell method.

The researcher implemented the actions in two cycles consisting of five and six meetings. In terms of quantitative data, the improvement of students' speaking skill is supported by students' speaking scores as performed in the topic given.

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