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## IMPROVING SPEAKING SKILL BY USING MODELING STRATEGY AT THE GRADE TEN STUDENTS OF SMK NMC MALANG

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**Abstrak:** Penelitian ini bertujuan untuk mengembangkan strategi peningkatan kemampuan berbicara siswa kelas X SMK NMC Malang melalui strategi pemodelan. Strategi pemodelan adalah strategi memberi contoh, tindakan, dan demonstrasi dari topik tertentu dalam mengajar berbicara. Guru harus memberi contoh bagaimana mempraktikkan dialog. Strategi ini diimplementasikan dalam dua siklus penelitian tindakan kelas (CAR), peneliti mengajar siswa sedangkan guru sekolah bertindak sebagai pengamat. Analisis data menggunakan data kualitatif dan kuantitatif. Data kualitatif diperoleh dari lembar observasi (Pengamatan) dan catatan lapangan. Data kuantitatif diperoleh melalui daftar periksa observasi keterlibatan, tes, dan kuesioner siswa. Temuan penelitian ini menunjukkan bahwa penerapan strategi pemodelan telah meningkatkan kemampuan berbicara siswa dan motivasi belajar siswa. Hal ini juga mengungkapkan bahwa prestasi belajar siswa terhadap tes kedua dengan skor rata-rata 77,30 lebih baik daripada skor rata-rata tes pertama 63. Kuesioner juga membuktikan bahwa siswa tertarik untuk belajar bahasa Inggris setelah penerapan strategi pemodelan.

**Kata kunci:** Strategi Pemodelan, Ketrampilan Berbicara

**Abstract:** This study is aimed at developing strategy to improve the speaking skill of grade ten students SMK NMC Malang through modeling strategy. Modeling strategy is the strategy of giving examples, actions, and demonstrations of a certain topic in teaching speaking. The teacher should give a model how to practice the dialogue. This strategy is implemented in two cycles classroom action research (CAR), the researcher teaches the students while the teacher of the school act as the observer. The analysis of data uses qualitative and quantitative data. The qualitative data are obtained from the observation sheet and field notes. The quantitative data are obtained through the observation checklist of the students' involvement, tests, and questionnaire. The finding of this study indicated that the implementation of modeling strategy has improved the students' speaking skill and the students' learning motivation. It is also revealed that the students' achievement of the second test with mean score 77.30 is better than the mean score of the first test 63. The questionnaire also proves that the students are interested in learning English after the implementation of the modeling strategy

**Key Words:** Modeling Strategy, Speaking Skill.

### INTRODUCTION

English very important because as we know that nowadays English becomes an international language. In this case, students must have competence in English skills, those are: listening, reading, speaking and listening. But here, the researcher only focuses on speaking skill. Because speaking is important for students to master speaking skill. Students should have competence in speaking ability.

To be able to speak English is one of the important requirements in learning English. Nunan (1991:49) said that the most people mastering the art of speaking is the single important aspect of learning a second or foreign language and success is measured in terms of the ability to carry a conversation in language.

According to Agus Suprijono (2009:115) the steps of teaching speaking through modeling strategy are: first, after the teacher explain one topic, then he look for some topics that can make students practice

their skill after explained, the students divide into small group, each group consist 2 or 4 students. Each groups demonstrated the certain skill base on the skenario that has made. Second, teacher gives time to the students about 10-15 minutes to make scanario and 5-7 minutes to exercise. Each groups should present and demonstrate their work. Then, the teacher gives change for every groups to give opinion for each demonstration. The last, the teacher have to give clarification or correction of the whole demonstration". So, the students can speak directly with teacher and friends through this method.

The researcher is interested in improving speaking English skill at SMK NMC Malang, because this school has low speaking skill students. The researcher has observed at SMK NMC Malang for the multiedia class II that the students could not use English even in a simple conversation such as asking for and giving help. Most students preferred to keep silent then asking question or answering the teacher's questions. They were not motivated to study and were

not interested in listening English lesson. The researcher also has given pre test of speaking to the students. The mean score they got from pre test is 63, whereas students is expected to have the score 70 in average. There is not students got the score under 60. Therefore, the researcher thinks that a new technique of teaching is needed to improve students' speaking skill.

Based on the background above, the researcher is interested in applying the new teaching technique in that school. The teaching technique is "Modeling Strategy" The researcher expect by modeling strategy students can learn the language easily, practice the language more in front of class and have good speaking. This strategy is also expected to be able to solve students' problem in learning English. In the teaching learning activities, there is always a model that can be copied. Modeling Strategy is giving examples, actions, and demonstrations of a certain topic. The objectives are students will know, see, and be able to act, or imitate what the teacher has done. The teacher should give a model how to learn. The student who has known can also become a model. Contextual approach is a learning concept which the teacher presents the real life situation into the class and motivates student to connect their own knowledge and its implementation in their daily life as the member of family and society.

Here, in the learning process, some problems are found. Ur (1996: 121) explained the problem with speaking activities. Those problems are elaborated as follow: first problem is Inhibition; learning speaking is not much different from learning writing and reading. Speaking needs some level of real-time exposure to an audience. Learners are often inhibited of making mistakes; a foreign language is a strange lesson for them, they are afraid of making mistakes and fear of criticism. Second is Low participation It happens because one student / participant only has a limited time to speak. Some students are dominant, while others speak very little or cannot express their idea optimally in the discussion. And also Mother-tongue use, when learners are discussing some problems usually they share with others by using their mother tongue, not the target language. It is because they feel unnatural to speak in foreign language.

Students are successful in learning speaking when they can use the language in daily communication both in and out school. Ur (1996:120) has indicated some characteristics of a successful speaking activity: First, Learners talk a lot; Teachers should give a lot of time to students to speak in the classroom. Let students speak as much as possible in the discussion. The more students talk, the more effective learning speaking is created. Second, Participation is even, Teacher should control everyone in the classroom. Do not let the talkative students has dominant contributions in the discussion. Each student has the same chance to speak in the classroom. Last is High motivation ,Teacher should support students to have high motivation in learning. Having good or

interesting topic may increase students' motivation to achieve a task objective.

In this case the resercher use Modeling Strategy; The strategy of giving examples, actions, and demonstrations of a certain topic in teaching speaking. The objectives of using modeling strategy are to make the students know, see, and act the teacher's action in front of the classroom. Therefore, the students can act or imitate what the teacher has done. The teacher becomes a model and the students have to imate him. Before asking the students to discuss, the theacher gives model how to learn. For example: the topic is about introduction, so the teacher have to be a model that introduces himself in front of the classrom. The students can act what the teacher has done.

Latief, M. A. (2009:115) explained in teaching speaking modeling strategy most easy to apply because the students just to copy the teacher like good speaking. Then students will know, see, and be able to act, or imitate what the teacher has done. The teacher requires a program, which sets down how the modeling strategy is to be integrating with the learning activities, and the steps of modeling strategy in teaching speaking are: first, after the teacher explains one topic, then he looks for some topics that can make students practice their skill after explained. Second, The students are divide into small groups, each group consists of 2 or 4 students. Each group demonstration the certain skill based on the skenario that has made. Next, Teacher give times to the students for about 10-15 minutes to make scanario. After that, Teacher give times to the students to do exercise about 5-7 minutes. and Each group should present the demonstration of their works . After that the teacher give change for other groups to give opinion for each demonstration. Last, The last the teacher clarifies the demonstration.

Teaching Speaking Techniques, There are numerous techniques for teaching speaking skill among others: discussion, relaying interaction, using games, retelling story, role-playing, and drama. The teacher's inappropriate teaching techniques result in students' boredom. Due to the limited mastery of teaching technique, the teacher most of time tends to involve the students. Students are treated as possible participants who are required to respond to the teacher. Consequently, the students get bored and speak using mother language not English.

## RESEARCH METHOD

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## **FINDING AND DISCUSSION**

### **Finding**

The research findings deal with the data that the researcher found during implementing the technique in the teaching and learning process. The aim of this study is to present data during implanting the technique to the students of SMK NMC Malang which was done in two cycles. Those are the following elaboration of the research findings.

### **The Students' Achievement**

According to the data of students' test which was also supported by observation record, the researcher could briefly conclude that the result met the criteria of success. It proved that, all of student categorized active participants. This situation happened because of some indicators, such as: showing the student's enthusiasm, responding instruction, requesting assistance, doing discussion, and doing test. In this case, the researcher used three different instruments such as field note, observation checklist, and speaking test.

The result of observation checklists and field notes showed that the student's involvement in the teaching and learning process improved. Before the implementation technique the students were a tendency to be passive when they joined the English class especially in English class. They felt shy and reluctant to speak up and to express their idea orally, after implementation the technique in one cycle. The criteria of success had not been achieved. The criteria started that if 70 in students score involved in the teaching and learning process actively it meant that the criteria achieved. The result of the first cycles there was 68.5 students score who were actively involved in the teaching and learning process. So the researcher created second cycles, because the first cycle unsuccessful, in the second cycle The students began to have bravery in expressing their ideas orally. Besides improving motivation, the use of dialogue also helps the students to focus on the topic, that they could understand the vocabulary and the meaning so that they could present the speaking practice naturally.

From the speaking test, the researcher could report the result of the second test that the students' speaking score was 77.30. Thus, the students' speaking ability was improved from 63.5 in average in the preliminary study to 77.30 after the researcher implemented the technique in the classroom. The result of the implementation of modeling strategy has significantly improved the students' motivation and

speaking achievement. It was because the students were trained to practice the conversation of dialogue and speaking particularly in the modeling strategy enough which has different background of the ability of the language and personalities. The practice of grammatical and pronunciation enables the students to make better speaking skill, although they still made grammatical and pronunciation mistakes, but the mistakes that they made were acceptable since they could be understood.

### **Discussion**

Classroom activities that develop the student ability to express their ideas are an important component of a language teaching. Ur (1996: 120) states that some of characteristics of successful speaking activity are learners talk a lot, participation is even and motivation is high

In this stage, the researcher found out some improvement from the students speaking skill by using modeling strategy was effective. Improving speaking skill by using group modeling strategy had given students time to practice their speaking English. It had proven that they were enthusiasm to speaking English. According Penny (1996:21), he said that the teacher should have given students time to talk as much as possible. Therefore, the students had many times to practice their English in the classroom. The students also got equal participation in the teaching and learning activity.

In teaching speaking, the best way is by modeling the students so that the students socialize each other. In this case the students learnt how to live together in society and solve the problem with different point of view from the modeling. The students learn to respect other people when discussion occurred. Harmer (2001, p. 168) state that once we have decided to have students working in pair or groups. We need to consider how we are going to put them into those pairs and groups – that is, who are going to work with whom.

Improving speaking skill by using Modeling strategy was also improving the students' motivation during process teaching and learning activity. The students wanted to speak because they were interested in topic and the technique. They were more active in the classroom activity, they were not passive students but they were more active in the classroom activity. It was related with statement of Penny (1999, p. 121). He argument that one characteristic to get success was motivation. The researcher always gave motivation and spirit to the students to speak English as much as possible during teaching and learning activity.

The researcher introduced new technique to solve their speaking problems through modeling strategy. The researcher got satisfied because the mean score of speaking ability of the students of the tenth grade of SMK NMC Malang reached the improvement. This was proven by knowing that the mean score of students' speaking ability was 77.30 from 68.5 in the first cycle and 63 from preliminary study. It meant that modeling strategy was an effective technique to help students in improving speaking skill. All

indicators of the criteria of success have been fulfilled; the result of the students' response toward the implementation of modeling strategy had positive impact. So, the use of modeling strategy could improve the students speaking skill and solve the students speaking problems.

From the discussion above, the researcher is able to draw a valid conclusion that modeling strategy can improve speaking ability of the tenth grade students of SMK NMC Malang in the teaching and learning process.

## CONCLUSION

Based on the result of this research in classroom action research (CAR) at SMK NMC Malang was successful, which was conducted in two cycles, it can be concluded as follows;

The first the implementation of modeling strategy has improved the students' low motivation of ten grade students of SMK NMC Malang. The students' low motivations, the lack of self-confidence, anxiety of making mistakes and the boredom in learning are caused by the monotonous technique of teaching and learning process. By using modeling strategy that is more students' centered the students can involved actively in the classroom. The students had positive response toward the implementation of the modeling strategy. The strategy is able to motivate the students to study because they can learn. The students are grouped into small group consisting of 2 - 4 members of different background of ability and personality. The technique facilitates the students to express their idea in enjoyable with the dialogue, because they are helped by their teammates and their teacher. Furthermore, they can work together, learn to tolerate, and learn to help. Modeling strategy provides opportunities for meaningful interaction with one another.

The second the implementation of modeling strategy has improved the students' speaking skill of ten grade students of SMK NMC Malang. It can be studied from the improvement score achievement from the test of cycle I and test of cycle II. The first tests showed that the students' speaking skill were low. The students' mean score in the first test was only 63. After being treated in cycle II, the students' mean score improved into 77.30. As the result the students were able to speak fluently although they still made some grammatical and pronunciation mistakes that were acceptable. Beside their self-confidence in their speaking, the students also enjoyed learning the materials and modeling strategy was meaningful learning for them.

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