Modelling Method For Improving Speaking Skills

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Abstract

This research discusses teaching English speaking skills to students using the modelling method. The purpose of this research is to provide information that the modelling method can be used to teach English material to students and has several alternative ways of practice based on the creativity of the teacher and the ability of the teacher. Research Results Based on data collected from students showed a t value of 3.486 with a significance level of 5%, the t value is higher than t table 1.667. So the researcher's null hypothesis was rejected. This means that the modelling method affects students' speaking ability. Students are responsible and enjoy the learning process. This means that modelling techniques can be used as an alternative to teaching speaking.

Keywords: *modelling method, speaking, speaking skills.*

INTRODUCTION

Language is a communication tool. Therefore, mastering English is something that is very important for everyone who wants to improve their knowledge and technology. English as a subject in school includes four basic language skills: reading, speaking, writing and listening. In each subject, student learning activities involve; speak. Speaking is a complex way of learning English. It is a type of activity to understand the author's idea or the way the writer communicates with the readers through written or printed words.

Speaking is important and requires constant practice. According to Tarin, (2008: 3) spoken language is a skill that develops in a child's life, which is only preceded by listening skills and speaking skills. Learning speaking skills at the upper secondary level (SMA and SMK) is a challenge to improve their speaking skills. Students are expected to be able to absorb the basic aspects of speaking skills to equip themselves at a higher level or superior speaking skills. In addition, students are expected to have soft skills that are useful in the world of work after graduating from junior high school.

Speaking is one of the language skills, besides listening, writing, and reading. Compared to other language skills, speaking skills are more difficult to control even for native speakers of the language. This is due to the mastery of speaking skills specifically the desire to express an idea or ideas critically and creatively, and must master sound symbols. Based on observations, students' English speaking ability is still low, this is indicated by expressing ideas orally in English often stopping in the middle of a conversation, using a very limited vocabulary, not understanding structure, vocabulary and grammar, lacking confidence to start speak in speaking either English teacher or classmate.

According to the data, most students cannot communicate in English (oral and written). This happened because of the lack of motivation of students to learn English and the limited knowledge of English teachers to manage English learning. (Kompas Daily, Monday, March 29, 2004: 1). In addition, Associate Suwarsih also revealed that English teachers' knowledge of teaching methods or techniques was still limited. As a result,

they are not able to manage learning English in class to be communicative.

In general, students have problems when given assignments by the teacher to express themselves in front of the class. They experience difficulties in expressing ideas, do not master the material provided by the teacher, are less used to public speaking, lack confidence in students, and are less able to develop reasoning skills in speaking. These difficulties make them unable to express thoughts and ideas properly, so that students become reluctant to express their creative ideas.

One of the factors that becomes an obstacle to students' mastery of speaking ability. 75% of students admitted to being nervous, nervous, afraid, not confident when asked to express their ideas or ideas in English. In addition, the learning model which tends to be monotonous makes students feel bored and not challenged to be able to develop their speaking skills. Various things emerged related to the difficulties faced by students in learning to speak. Therefore, it is necessary to apply a situation that builds students' learning motivation to improve speaking skills. One way to change the situation is to implement efficient and effective strategies and methods.

Various kinds of available learning methods should be utilized as effectively as possible by teachers and support learning activities. The various learning methods cause the teacher to be selective in choosing the learning method used (according to the characteristics of the students). An effective method for teaching speaking skill subject matter that is effective may not necessarily be used to teach other skill subject matter (reading, writing, listening). Each material has characteristics and also determines the method used to deliver the material. Likewise in learning speaking skills, a teacher must be able to choose and use strategies, methods that are appropriate to the material to be taught.

Based on the facts, it is necessary to present a method that can help improve students' speaking skills. Efforts that must be made to improve the quality of the process and learning outcomes is to use the modelling method. The modelling method is a learning process by demonstrating something as an example that can be emulated by every student. Process modelling is not limited to teachers, but can also take advantage of students who are considered to have abilities.

The advantages of using the modelling method are 1) Providing opportunities for students to express inspiration, ideas, creativity, and all intellectual attitudes that exist in them, 2). Growing students' reasoning power, 3). can describe the actual shape and state, 4). Eliminate boredom in teaching and learning activities.

Based on the description above, the writer is interested in conducting research in a paper entitled "Modelling Methods to Improve Speaking Skills: Case Studies of Development Vocational Schools". Based on the background of these problems, the researchers identified the following problems: 1) The use of modelling methods is rarely used by teachers; 2) Lack of teacher teaching methods; 3) Lack of mastery of structure, grammar and vocabulary; 4) The lack of English language skills schools; 5) Lack of awareness and motivation of students in speaking English; 6) Lack of students' willingness to practice speaking English; 7) Students lack confidence to speak English with teachers and classmates.

Limitations The problem for this research is the use of modelling and improving students' speaking skills using modelling methods. Therefore, in this research the researchers formulated three problems: first, are English speaking skills at SMK Pembangunan Jaya still low? Second, can the modelling method improve students' English proficiency?; and third, does the use of the modelling

method affect the students' English proficiency?

FINDINGS AND DISCUSSION

In this research the total score of the experimental group to the student scores using the modelling method was 5.932, and the average of the experimental group was 82.38. The highest score of the post-test was 95 and the lowest score of the experimental group was 76, the number of the experimental group was 5,932. The mean of the control group was 82.38. Based on the results of the speaking test, an overview of the data on students' speaking results can be obtained using the following modelling methods:

Finding the range (r) the highest value minus the lowest value

r = highest value - lowest value

= 90-76 = 14

Finding the number of classes / groups (k) with the formula:

k = 1 + 3.3 log n
= 1 + 3.3 log n
= 1 + 3.3 log 72
= 1 + 3.3 (1.85)
= 7.129 rounded to 7

Looking for a long interval class (i), which is the range divided many class intervals.

i = r: k
= 14: 7
= 2

Table of Frequency distribution variable x

Value	Fi	Xi	Fixi	x_{bar}	$x-x^2$	x^2	f
71 − 80	58	75	4350	82,39	-7,39	54,6121	3058
81 − 90	14	85	1190		2,61	6,8121	95,
Σ	72	160	5540		-4,78	61,4242	315

From the table shows that students who scored 71 − 80 are 58 students, scored 81-90 are 14 students. From the list above, the frequency distribution can be calculated:

Mean	$= \dfrac{\sum fixi}{\sum fi}$	$= \dfrac{5540}{72}$	$= 76,9$

Median (Me) $= b + p \left[\dfrac{\frac{n}{2}-F}{f}\right]$

$= 85 + 2 \left[\dfrac{\frac{72}{2}-58}{80}\right]$

$= 86,7$

Modus (Mo) $= b + p \left[\dfrac{b_1}{b_1+b_2}\right]$

$= 85 + 2 \left[\dfrac{58}{58+14}\right]$

$= 70,0$

Standar Deviasi (S) $= s = \sqrt{\sum \dfrac{fx2}{(\sum f)-1}}$

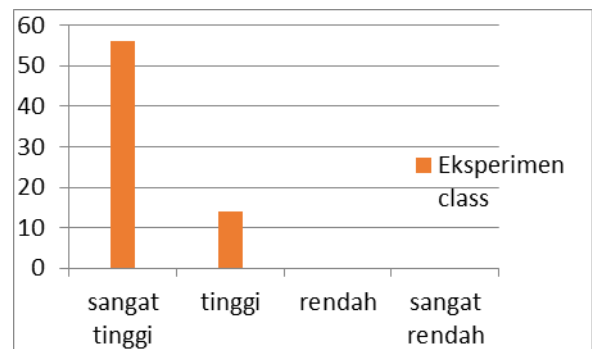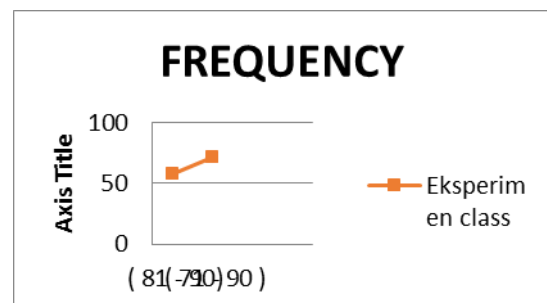$= \dfrac{\sqrt{3153,647}}{71}$

$= \sqrt{44,417}$

$= 6,66$

The resulting data are shown in Table of frequency can depicted in a histogram and polygon graphics, as follows:

Histogram of Experiment Group

Graphic of Polygon in Experiment group

The Data of Conventional Method (Y. Variable)

To find the result of test the researcher make the table of the students

score to each group. Based on the test results teaching speaking by using conventional method, the description of the data can be obtained the results speak for students who are taught with the conventional method as follows: Finding the range (r) the highest value minus the lowest value r = highest value - lowest value

= 90 - 42 = 48

Finding the number of classes / groups (k) with the formula:

$$
\begin{aligned}
K \quad &= 1 + 3.3 \log n \\
&= 1 + 3.3 \log \\
&= 1 + 3.3 \log 72 \\
&= 1 + 3.3\ (1.85) \\
&= 7.129 \text{ rounded to } 7
\end{aligned}
$$

Looking for a long interval class (i), which is the range divided many class intervals.

$$
\begin{aligned}
i = r \colon k \\
&= 48 \colon 7 \\
&= 6.85 \text{ rounded to } 7
\end{aligned}
$$

Table distribution of control class

Nilai	Fi	xi	Fixi	x_{bar}	$x\text{-}x^2$	x^2	f.
41 – 50	5	45	225	68,18	-23,18	537,312	2(
51 – 60	9	55	495	68,18	-13,18	173,712	1:
61 – 70	26	65	1690	68,18	-3,18	10,1124	2(
71 – 80	26	75	1950	68,18	6,82	46,5124	1:
81 – 90	6	85	510	68,18	16,82	282,912	1(
Σ	72	324	4870		255,82	1050,56	7:

The table above shows that 5 students scored 41-50, 9 students scored 51-60, 26 students scored 61-70, 26 students scored 71-80-87, 6 students scored 81-90. From the list above, the frequency distribution can be calculated:

Mean
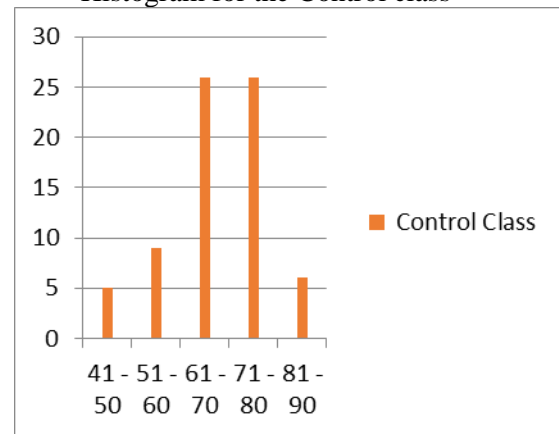$$= \dfrac{\sum \text{fixi}}{\sum \text{fi}} = \dfrac{4484}{72} = 62{,}2$$

Median (Me)
$$= b + p\left[\dfrac{\frac{n}{2}-F}{f}\right]$$
$$= 85 + 7\left[\dfrac{\frac{72}{2}-14}{26}\right]$$
$$= 73{,}61$$

Modus (Mo)
$$= b + p\left[\dfrac{b_1}{b_1+b_2}\right]$$
$$= 85 + 7\left[\dfrac{17}{17+0}\right]$$
$$= 92$$

Standar Deviasi (S)
$$= s = \sqrt{\sum \dfrac{fx2}{(\sum f) - \ 1}}$$
$$= \dfrac{\sqrt{7419{,}693}}{71}$$
$$= \sqrt{104{,}502718}$$
$$= 10{,}22$$

The resulting data are shown in Table above can be depicted in a histogram and polygon graphics, as follows:

Histogram for the Control class

Polygon of Control Class
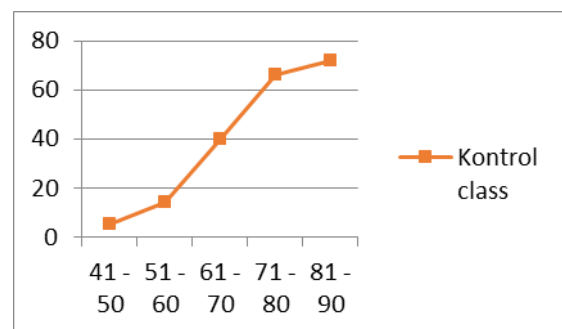
Data of result on speaking English

Group	X max	X Min	K	I	Xbar	Me	Mo	S
X	95	76	7	2	76,9	86,7	70,0	6,66

Y	90	42	7	7	62,2	73,61	92	10,22

Where:

Group X : Group of students with Modelling Method

Group Y : Group of students with Conventional Method

Xmax : Highest range

Xmin : Lowest range

K : Many group

I : Interval

Xbar : Average

Me : Median

Mo : Modus

S : Standar Deviation

Data Analysis

Before testing the hypothesis, the data is tested on variable X and variable Y with the normality test. To find out whether the data obtained from the population is normal or not, a normality test is performed with the Liliefors test at a significance level of 5% with n 72. Test of criteria is $L_{count} < L_{tabel}$ that is the data of normal distribution, but if not then the data is not normally distributed.

Table resulting of Normalities Testing

No	Variable	A	N	Lcount	L Table	Hypothesis	Conclusion
1	X	0,05	72	-0,9951	0,1020	Lc < Lt	Normal
2	Y	0,05	72	-0,8944	0,1020	Lc < Lt	Normal

Analyse of Result X Variable and Y Variable

Table 4.4 Table of Calculation both of Experiment and Control Class

RESPONDENT	Y	X	XY	Y²	X²
1	65	78	5070	4225	6084
2	75	78	5850	5625	6084
3	75	82	6150	5625	6724
4	75	82	6150	5625	6724
5	75	95	7125	5625	9025
6	70	83	5810	4900	6889
7	75	82	6150	5625	6724
8	55	78	4290	3025	6084
9	65	81	5265	4225	6561
10	60	78	4680	3600	6084
11	65	81	5265	4225	6561
12	75	82	6150	5625	6724
13	75	82	6150	5625	6724
14	85	83	7055	7225	6889
15	75	78	5850	5625	6084
16	70	82	5740	4900	6724
17	75	85	6375	5625	7225
18	75	80	6000	5625	6400
19	85	82	6970	7225	6724
20	80	82	6560	6400	6724
21	70	82	5740	4900	6724
22	72	83	5976	5184	6889
23	80	82	6560	6400	6724
24	75	82	6150	5625	6724
25	75	78	5850	5625	6084
26	85	83	7055	7225	6889
27	70	81	5670	4900	6561
28	75	83	6225	5625	6889
29	82	80	6560	6724	6400
30	72	83	5976	5184	6889
31	80	83	6640	6400	6889
32	70	85	5950	4900	7225
33	80	81	6480	6400	6561
34	70	81	5670	4900	6561
35	75	82	6150	5625	6724
36	72	85	6120	5184	7225
37	68	85	5780	4624	7225
38	54	84	4536	2916	7056
39	48	77	3696	2304	5929
40	74	82	6068	5476	6724
41	60	82	4920	3600	6724
42	53	76	4028	2809	5776
43	74	83	6142	5476	6889
44	64	91	5824	4096	8281
45	63	80	5040	3969	6400
46	66	86	5676	4356	7396
47	90	93	8370	8100	8649
48	66	82	5412	4356	6724
49	68	83	5644	4624	6889
50	46	76	3496	2116	5776
51	46	82	3772	2116	6724
52	44	78	3432	1936	6084
53	64	80	5120	4096	6400
54	76	90	6840	5776	8100
55	66	86	5676	4356	7396
56	64	82	5248	4096	6724
57	68	86	5848	4624	7396
58	58	81	4698	3364	6561
59	78	92	7176	6084	8464

60	70	86	6020	4900	7396
61	68	86	5848	4624	7396
62	52	83	4316	2704	6889
63	64	79	5056	4096	6241
64	60	86	5160	3600	7396
65	66	77	5082	4356	5929
66	72	80	5760	5184	6400
67	46	80	3680	2116	6400
68	62	85	5270	3844	7225
69	68	81	5508	4624	6561
70	70	86	6020	4900	7396
71	58	80	4640	3364	6400
72	42	78	3276	1764	6084
	ΣY	ΣX	ΣXY	ΣY^2	ΣX^2
	4.909	5.932	405.505	342.347	489.7

From the table above the data is used to calculate the following formula. Determination of a simple linear regression equation using the formula: $Y = a + bX$. The regression equation used is a simple linear regression equation with the form expressed in the following formula:
To find the price is:

$$a = \frac{(\Sigma Y)(\Sigma X^2) - (\Sigma X)(\Sigma XY)}{n\Sigma X^2 - (\Sigma X)^2}$$

$$= \frac{(4.909)(489.720) - (5.932)(405.505)}{72 \times 342.347 - (4.909)^2}$$

$$= \frac{2.030.802.404 - 1.990.624.045}{24.648.984 - 24.098.281}$$

$$= \frac{40.178.359}{550.703}$$

$$= 72,958$$

= To find price b:

$$b = \frac{n\Sigma XY - (\Sigma X)(\Sigma Y)}{n\Sigma X^2 - (\Sigma X)^2}$$

$$= \frac{72 \times 405.505 - (4.909)(5.932)}{72 \times 342.347 - (4.909)^2}$$

$$= \frac{29.196.360 - 29.120.188}{24.648.984 - 24.098.281}$$

$$= \frac{76.172}{550.703}$$

$$b = 0,138$$

Thus the regression equation is $Y = a + bX$, then:
$Y = 72.958 + 0,138X$

Analyse of Coefficient Corelation Testing

This analysis is useful for defining a quantity that states how strong the relationship between a variable and other variables is. To determine the correlation coefficient, the following formula is used:

$$r_{xy} = \frac{n(\Sigma XY) - (\Sigma X)(\Sigma Y)}{\sqrt{[n(\Sigma X^2) - (\Sigma X)^2][n(\Sigma Y^2) - (\Sigma Y)^2]}}$$

$$r_{xy} = \frac{72 \times 405.505 - (4.909)(5.932)}{\sqrt{\{72 \times 342.347 - (4.909)^2\}\{72 \times 489.720 - (5.932)^2\}}}$$

$$r_{xy} = \frac{29.196.360 - 29.120.188}{\sqrt{\{24.648.984 - 24.098.281\}\{35.259.840 - 35.188.624\}}}$$

$$r_{xy} = \frac{76.172}{\sqrt{\{550.703\}\{71.216\}}}$$

$$r_{xy} = \frac{76.172}{\sqrt{39.218.864.848}}$$

$$r_{xy} = \frac{76.172}{\sqrt{198.037,533}}$$

$$r_{xy} = 0,385$$

The results of the calculation of the correlation r show that the modeling method is the relationship of speaking skills which is equal to 0.385. The price of r_{table} for error level of 5% with n = 72 obtained values 0.232. Because the price of 0.385 r_{count} greater than 0,232 r_{table} (0.385 > 0.232), the Ha can be accepted and Ho is rejected and we can conclude that there is a positive and significant effect of 0.385 between modelling method with speaking skills, so this research is valid.

Hypothesis Testing
To test the significance of the relationship between the modeling method and speaking skills, it is necessary to test its significance. The error rate is 5% = 0.05 and the number of samples is 72. Significance
the test formula is as follows:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t = \frac{0{,}385\sqrt{72-2}}{\sqrt{1-0{,}385^2}}$$

$$= \frac{0{,}385\sqrt{70}}{\sqrt{1-0{,}582}}$$

$$= \frac{0{,}385 \times 8{,}366}{\sqrt{0{,}148}}$$

$$= \frac{3{,}218}{0{,}923}$$

$$= 3{,}486$$

t price for the next 3,486 compared to the price t_{table}. For the error rate is 5% = 0.05 and a sample size of 72, then the degrees of freedom is df = n - 2 = df = 72 - 2 = 70. Having obtained a yield of 70, the obtained t_{table} = 1.667. Further provisions for each nilat t is as follows:

If $t_{count} > t_{table}$, then Ha is accepted, Ho is rejected (there is a method of modelling the increase of speaking skills). If $t_{count} < t_{table}$ then Ha rejected, Ho is accepted (there is no influence of the modelling method on speaking skills). Because the 3,486 t_{count} greater than t_{table} 1.667 (3.486 > 1.667), then Ho is rejected and Ha is accepted. It can be concluded that there is a positive and significant correlation of 3.486 between the modeling method and speaking skills.

CONCLUSION

Based on the explanation in the previous section, here the researcher wants to provide some conclusions from the contents of this final test, it is hoped that readers can find out a lot about this final test easily, the conclusions are as follows

1. Modelling methods expose students to multiple viewpoints and ways to support those viewpoints; therefore, it helps students to learn speaking content, as well as teaches them how to know new content. Modelling methods can also help students, with or without the teacher present, actively give meaning to written words. The chosen method not only promotes speaking skills but also provides opportunities for students to learn to monitor their own learning and thinking.

2. The teacher is not only a provider of information but also a facilitator, he must provide guidance and direction to students about how to communicate text competence.

3. The effect of using modelling methods in learning speaking skills has had an impact on students. The students are more motivated. It can be concluded that the modelling method motivates student achievement on the speaking skills test.

4. Based on the research and data analysis as well as through the t-test hypothesis that the researchers did, it can be concluded that the criteria for testing the research hypothesis t test: $t_{count} > t_{table}$, then the experiment is said to have a significant influence. If $tc_{ount} < t_{table}$ then the experiment is said to have no significant effect. Because t = 3.486 and table = 1.667, then $t_{count} > t_{table}$, then Ho is rejected and it can be concluded that the hypothesis is accepted, meaning that there is an influence of the modelling method on English speaking skills at SMK Pembangunan Jaya. This difference indicates that the students' English speaking ability using the modelling method is higher than the students' English speaking ability using the conventional method.

5. The modelling method is modelling can be interpreted as an effort to provide a model (example) related to the material and student learning activities. Exemplary must be well planned so that it can contribute to students' understanding and involvement in the learning process, so that learning outcomes increase. Modelling is said to be effective if students become more familiar with the material being studied, are involved more enthusiastically, provide a variety of situations, save costs and time.

6. Speaking skills are very important in the field of education, students need to be trained and trained to have good speaking skills. Speaking is also something that is very important and very necessary for students, because the success of their learning depends on improving their speaking skills.

7. English teachers are often faced with the problem of students having good decoding skills but inadequate speaking skills; they must successfully train students to use good methods, which give students the opportunity to express their own copying techniques, thereby ensuring the internalization of strategies, as well as sharing those methods with other readers

8. Based on the data analysis, there is an influence of the modelling method on students' speaking skills. So that students have responsibility and enjoy the learning process. That is, speaking skills can be used as an alternative to teaching reading.

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