THE IMPLEMENTATION OF SHOWING OBJECT STRATEGY ON THE STUDENTS' SPEAKING ABILITY AT THE SECOND GRADE OF MTS MUALLIMIN UNIVA MEDAN IN 2015/2016 ACADEMIC YEAR

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh penerapan strategi menunjukkan objek pada kemampuan berbicara siswa. Subjek penelitian ini adalah kelas VIII Mts Muallimin Univa Medan pada akademik tahun 2014/2016. Objek penelitian ini adalah untuk meningkatkan kemampuan siswa dalam berbicara dengan menggunakan strategi menunjukkan objek. penelitian ini dilakukan dengan menggunakan penelitian tindakan kelas. Teknik analisis data penelitian ini diterapkan dengan data kualitatif dan kuantitatif. Data kualitatif diambil dari lembar observasi, catatan harian, wawancara dan dokumentasi. data kuantitatif diambil dari tes. Data diambil dari hasil yang dilakukan dalam dua siklus. Dan dua siklus dilakukan dalam lima pertemuan. Tes diberikan kepada siswa dalam bentuk pre-test, post-test pada siklus I, dan post-test pada siklus kedua. Hasil analisis data menunjukkan bahwa ada peningkatan pada kemampuan siswa dalam berbicara dari setiap siklus. Didapatkan rata-rata skor pre-test (59,31). Yang mana, ada 13 siswa mendapat nilai yang bagus (31,70%) dan 28 gagal (68,29%). Setelah melakukan siklus I dengan menggunakan strategi menunjukkan objek, terdapat perbaikan nilai dari hasil rata-rata skor siswa (68,36) di mana 20 siswa mendapat skor kriteria sukses (48,78%) dan 21 siswa mendapat skor tidak sukses (51,22%). kemudian, untuk siklus kedua, ada peningkatan yang sangat signipikan pada skor siswa (77,02). Yang mana, 35 siswa mendapat nilai yang bagus diatas kriteria (85.36%) dan 6 siswa mendapatkankan skor dibawah kriteria (14,63%). dengan kata lain, kemampuan siswa dalam berbicara diajarkan dengan menggunakan strategi menunjukkan objek mengalami peningkatkan. Untuk pengujian hipotesis rumus yang digunakan adalah t-test, dari perhitungan, dapat dilihat bahwa koefisien t-hitung (10,64) dengan tingkat fakta α = 0,05 adalah 2,05. Dalam koefisien thitung (10.64)> ttabel (2,05). Dengan demikian, hyphothesis alternatif (Ha) dapat diterima. Berdasarkan temuan tersebut, hyphothesis alternatif (Ha) yang menyatakan bahwa menunjukkan strategi objek dapat meningkatkan kemampuan siswa dalam berbicara diterima dan bisa membuat suasana kelas lebih hidup dan aktif.

Kata kunci: *kemampuan siswa, strategi menunjukkan gambar, berbicara*

ABSTRAK

This research was aimed to find out the effect of implementing showing object strategy on the students' speaking ability. The subject of this research was eleventh grade of Mts Muallimin univa Medan in 2016 academic year. The object of this research was to improve students' ability in speaking by using showing object strategy . This research of this study was conducted by using classroom action research. The technique of analyzing data of this research was applied by qualitative and quantitative data. The qualitative data were taken from observation sheet, diary notes, interview and documentation . the quantitative data were taken from the test. Data was taken from the result which was carried out in two cycle. And two cycles conducted in five meetings. The test was given to the students in form of pre-test,

post-test in the first cycle, and post-test in the second cycle. The result of analyzing the data showed that there was an increasing on the students' ability at speaking from each cycles. It was found the mean of pre-test score (59.31). where, there were 13 students got success score criteria (31.70%) and 28 students got unsuccessful (68.29%). After doing cycle I by using showing object strategy , there was an improving of the result of the students' mean scores (68.36) where 20 students got successful criteria score (48.78%) and 21 students got unsuccessful criteria score (51.22%). then, for second cycle, there was improvement of students' mean score (77.02). where, 35 students got success criteria score (85.36%) and 6 students got unsuccessful criteria score (14.63%). in other words, the students' ability at speaking taught by using showing object strategy was improved. For the hypothesis testing used t-test formula, from the computation, it can be seen that coefficient of t-count (10.64) with fact level $\alpha = 0.05$ was 2.05. In the coefficient of t_{count} (10.64) $>t_{table}$ (2.05). Thus, alternative hyphothesis (Ha) could be received. Based on the finding, alternative hyphothesis (Ha) stating that showing object strategy could improve the students' ability in speaking accepted and could make class atmosphere more alive and active.
Keyword: *students' ability, showing object strategy, speaking*

Introduction

Language has an important role in our life. By using language someone could make statements, convey facts and knowledge explain or report something , and keep social relations among the language users. These indicate that by means of language, people can express their ideas, feeling, information through communication. As one of language in the world, English is applied as an international language. It is very popular and has been spoken and learnt by almost people in the world.

To master English, students should master four English basic skills. the four English basic skills are listening, reading, speaking, and writing. Since English is a Second language for Indonesian students, it needs much time to learn and master those skills perfectly. As one of English basic skill, Speaking is somehow often considered to be the most important one. People said that someone has already mastered a language if he or she is able to speak the language fluently. Because the English learners think if they can speak English fluently, it indicates that they succeed in learning English.

The ability to fuction in another language is generally characterized in terms of being able to speak that language (Nunan: 1999). Speaking is the productive skills in the oral mode. It is like the other skills, is more complicated than it seems at first and involves more than just pronouncing words. A good speaker will have knowledge of grammar and vocabulary of the language, knowledge of rules of speaking, understanding how to use and responds to different types of speech acts.(Dalimunte : 2015)

As language learners who had learned English intensively, the students should be able to interact orally each other through English. But in fact, most of the students don't perform English as their language in conversation. The students' ability is low in speaking. It happens caused by many factors. Some of the factors are their English atmosphere in classroom seems monotone and the students are not interested in English subject.

In reality, Based on the researcher observation in *MTs* muallimin, Many students are not able to speak well. The students are not interested in speaking, speechless, less ability in communicating with English, and do not give attention to the learning process. This situation happened because the teacher teaches their students passively. The teacher just asks their students to open the exercise book, read the task, and then do the exercise.

Indonesia as one of the developing countries has also set its educational curriculum to include English as a foreign language which is studied from junior high school up to the university level. For the Ninth grader students of *MTs* muallimin , they have been studying English for more than two years, but they are still unable to use English in interacting with their teacher in the classroom.

Many factors can influence the learning result, one of them is strategy, the strategy will make teaching process systematically, so it can make the teacher easier to teach and the students easier to achieve the material.

According to J.R. David quoted by wina sanjaya states that Learning strategies are a plan, method, or series of activities designed to achieves a particular educational goal (Sanjaya: 2008). To make the students have strong interest in teaching and learning process especially in learning speaking, the teacher should take the best approach, method, and strategies. The teacher has to prepare the interested aids before teaching learning process.

In this case, the researcher used Showing Object (Picture) strategy in teaching learning processes.The pictures can help teacher in getting instruction obejective because the picture are easy, cheep and useful in increasing teaching quality. Furthermore, the picture can develop students' experience and understanding clearer, unforgettable, and correctly in the students mind. And makes the student interested in English, and used English as theirs language in communication.

Theoretical Framework

Speaking Skill

Language will be beneficial if someone can use it in spoken. It means that learning language is not only learning about theory, but also learning how to practice it in a real communication, as the function of language. Therefore, speaking skill is most important skill among four skills in English. The ability to fuction in another language is generally characterized in terms of being able to speak that language (Nunan: 1999). Language is measured by its result in speaking skills or oral communication. In other words, we can also measure the ability of language from his/her ability in speaking.

Speaking Ability

Speaking ability is the students' ability in expressing their ideas orally which is represented by the scores of speaking. Ability is the quality of being able to do sometthing. Ability deals with having the skill, power or other qualities that are needed in order to do something. It can be inferred that ability is one capacity in doing something.

The term 'ability' in this writing is the power of the students to understand the materials given by the teacher in the classroom. The ability of students in learning can be seen from the result of the learning itself. After the students learn the materials, of course there must be some changes in behavior and knowledge.

1.1.3. Strategy

According to J.R. David quoted by wina sanjaya states that Learning strategies are a plan, method, or series of activities designed to achieves a particular educational goal (Sanjaya: 2008). In this case what is meant by strategy is teachers' plan that used by the lecturer to achieve the study aim process in order to improve students capability, especially in speaking aspect.

As the lecturer, they have to consider that strategy which they use possible to applied and give the student improving in their skill. If they apply the nice and good strategy in teaching and learning process and the students have not to get benefit from this strategy, the applied strategy have not reach the purpose of those teaching and learning process. So that, the lecturers have to applied the right strategy in teaching and learning process.

1.1.4. Showing Object Strategy

Picture is a photo, drawing, painting or other image captured of a person, thing or scene. Picture means to capture or create an image of a person or object or scene or to visualize something (March: 2016). Pictures are very much liked by children and especially of flower classes, picture provide an environment of reality. A lesson in history can be made interesting and stimulating by showing the pictures of kings and Queens, costumes and dresses, forts and weapons, monuments and tombs, etc. Following points need to be kept in view while showing pictures to the students:

Child's point of view should be the main criterion in the selection of pictures.

Pictures should be relevant to the topic.

As far as possible, pictures may be coloured.

Pictures should be accurate and of a suitable size.

It is desirable if the teacher himself prepares the pictures and takes help from the students.

Pictures should be shown in such a way that all students in the class can easily watch.

Too many pictures should not be displayed in one lesoon.

After showing the picture, it should be removed from the view of the students.

Sufficient time should be gicen to see the picture (Anggarwal: 2001).

Based on explanation above the pictures are important to make the students understand clearly. By using the picture, the students might be able watch object or thing of related lesson. The pictures can help teacher in getting instruction obejective because the picture are easy, cheep and useful in increasing teaching quality. Furthermore, the picture can develop students' experience and understanding clearer unforgettable, and correctly in the students mind.

1.1.4.1. The Advantages of Showing Object Strategy

Easier for students to master the English language

Mindset improvement

Students will be easier to understand the subject matter as presented in pictures

Reduce or eliminate the student fill boring of learning in the classroom

Students become active in the class (Rini: 2009).

1.1.4.2. The Disadvantages of Showing Object Strategy

Showing object strategy only concentrated to the sense of seeing, it only can be seen clearly by a group of students that seat in the front row.

Showing object (picture) sometimes not effective in learning process if the picture is small in size.

Research Method

The subject of data in this research is Mts Muallimin Univa Medan. There are 43 students in that school. The study applied qualitative and quantitative data. Qualitative data is data that contains information on the form of a sentence that gives an overview of students' expressions related to the level of understanding of a subject (Cognitive), views or attitudes of students towards new methods of learning (affective), students follow the lesson activity, attention, enthusiasm in learning, confidence, motivation to learn, and the likes, can be analyzed qualitative from the interview result, observation and notes. The quantitative data is used to analyze the score of the students' in this case the researchers used a descriptive statistical analysis.

Data collected at each observation activity of CAR implementation cycle were analyzed descriptively using percentages techniques to see trends in learning activities. The researcher determined learning's outcomes by analyzing the average value of daily tests when categorized in a classification of high, medium, and low. Then, the researcher determined students' activity in the teaching and learning process by analyzing the students' level of activity in the teaching and learning process and categorized in a classification of high, medium, and low. Also, the implementation of learning by analyzing the level of success, The categorized in a classification of successful, less successful, unsuccessful.

To count the mean of students score the researcher use the following formula:

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

Where: M = Mean

$\sum^{X}$ = The Total Score

N = Total Number of Students

To categorized the number of students who competent on listening, the following formula is:

$$P = \frac{R}{T} \times 100\%$$

Where:

  P   : The percentage of students who scored 75

  R   : The percentage of students who scored above 75

  T   : Total number of students who participate in the test.

Then, to see the different of the test successful test after using the strategy, the researcher will apply the following formula t-test: (Syahrum : 2012)

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

Where:

  D = $\overline{\text{Mean}}$ of differences of post-test 1 and post-test 2

  D = Difference

  N = Subject of students.

Research Finding

The result indicated that there was an improvement on the students in speaking by using showing object strategy. It was supported by the fact mean of the score in every meeting increased.. It was found the mean of pre-test score (59.31). where, there were 13 students got success score criteria (31.70%) and 28 students got unsuccessful (68.29%). After doing cycle I by using showing object strategy , there was an improving of the result of the students' mean scores (68.36) where 20 students got successful criteria score (48.78%) and 21 students got unsuccessful criteria score (51.22%). then, for second cycle, there was improvement of students' mean score (77.02). where, 35 students got success criteria score (85.36%) and 6 students got unsuccessful criteria score (14.63%).

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Conclusions and Suggestions

A.   Conclusions

The students' ability in speaking taught by using showing object strategy improved. Diary notes and observation result showed that the students were active, more enthusiastic and response during teaching learning process. Interview, observation sheet and documentation report showed that showing object helped them in speaking.

From the result of the research analysis, it was proved that the students' ability in speaking by using showing object was improved. The mean of post test in cycle I was better than pre-test and the mean of post test in cycle II was better than post test in cycle I. the percentage of the students who got 70 up improved in each cycles. And also based on the finding of alternative hypothesis (Ha) stating that showing object could improve the students' ability in speaking was accepted.

Finally, based on the result of qualitative showed, it could be concluded that the class atmosphere by using showing object strategy was active and improved at the second grade students of MTs Musllimin Univa Medan.

B.   Suggestions

The result of this study shows that the using of showing object strategy could improve students' ability in speaking. The following suggestion are offered:

The English teacher, it is better to use showing object strategy in teaching learning process because teacher can improve and make new variation of his/hers ways in teaching English especially speaking with interesting and enjoyable way.

The students, they should learn and understand speaking. Where, speaking is very important for our communication. The other researcher, who wants to develop all information and knowledge nature showing object for those who have interest in doing research related to topic are able to make research in other discipline.

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