

# Improving Speaking Skill Through Instruction About Oral Classroom Participation in Madura University

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**Abstract:** Method is one of the key where in Teaching Learning Process is success or not. Studies in language learning have addressed the necessity of classroom interaction or students' oral participation in class. However, getting students to respond in a language classroom, especially a foreign language class is a problem that most language teachers face. The purpose of this article is to suggest remedies to language learners' reticence, using Indonesian students (University of Madura) as participants. Instruction about classroom participation was provided to students in the experimental group to see whether this treatment can 1) increase students' oral participation in class, and 2) lead to the improvement of students' speaking proficiency. Both hypotheses are supported by the data of the study. Suggestions for participation instruction into regular foreign language classes are also provided. Instruction about classroom participation is effective way to improve the students' Speaking because in the classroom the students must be active and getting understanding in lecturers' instruction. Participation instruction provides an opportunity for lecturer and students to talk about the differences in their classroom expectation and also direct students toward expected classroom expectation.

**Keywords:** *Improving, Instruction, Classroom Participation*

## 1. INTRODUCTION

### 1.1 Background of the study

The student's classroom participation is needed to improve their speaking. The more students participate in their classroom the more they get improving or increasing in speaking. The linked between students' classroom participation and their academic achievement is undeniable [1],[2],[3]. The study has shown that when the students participate actively in class, their academic achievement seems to be higher than that of those who are passive in the classroom participation.

Generally, students' participation includes many items of language skill such as speaking, reading, writing, listening and grammar. But the researcher only focuses on speaking skill because the researcher thinks that speaking is one of the most basic to understand in many languages especially for English.

According to [4]Teaching speaking is very challenging for English teachers in non-English speaking countries such as Indonesia. It is because (a) their native languages do not support to speak English, (b) the students feel shy and awkward, (c) their environment discourages them to speak, and (d) the method of Teaching can be monotonous so that the students are not motivated to speak. It can be concluded that the teachers or lecturers also have some problems for making them feel difficulties in Teaching Learning Process, especially in Teaching

Speaking. The problems can be from the students (motivation) and also from the Teachers or Lecturers in their teaching speaking skill. However, Reminding that speaking skill is very important especially for the students, although it will be challenging, the teachers or lecturers should arrange speaking class as interesting as possible which not only enhances the students participation in Speaking but also in improving their speaking skill.

The teachers or lecturers also have to be able to open the students' eyes and ears that studying speaking is so important. It is so important in daily life or activities and recommends learning and mastering more than one language. English is one of language in PBB, means that English is an international language. So, studying Speaking (English) is one of students' efforts to prepare and to face international relationship. Because if the students or college students prepare about English. So, the students or college students can face the global communication well.

The focus of the study is to solve the problem faced by the students those are the students' participation or activeness in speaking class and the improvement of the students' public speaking skill. The one of solution given is by using oral classroom participation as a technique. By using oral classroom participation, the students are invited to practice English Speaking in front of the class with their chosen topic, so it will improve the students' speaking skill especially in public speaking. Oral

classroom participation also enables the students to do question and answer section. So, it can improve the students' participation in the classroom.

According to [5] oral presentation is an effective communicative activity that has been widely adopted by EFL conversation teachers to promote oral proficiency. Oral participation also gives advantages for the students such as integrating language skill, practicing speaking, making decision, preparing for real life, acquiring knowledge through English and so on [1]. Oral presentation can also be applied by all of level of language proficiency start from elementary up to advanced level such as University level. On the basis of explanation above, the researcher applied the same technique but in university level that is University of Madura.

### **1.2 Research Question**

From the background above, the main problem of the study is formulated as follows: How can oral classroom participation improve the speaking skill in Madura University?

### **1.3 The purpose of the study**

Based on the research problem, the study is intended to investigate how oral classroom participation technique can improve the speaking skill in Madura University.

## **2. METHOD**

The research design of this study is classroom action Research (CAR). Action Research design are systematic procedures done by the teachers or lecturers. Classroom Action Research is a kind of research design conducted in cycles and it is carried out to increase the quality of Teaching and Learning activities in the classroom. Furthermore, in the context of Teaching English, Classroom Action Research (CAR) is aimed at developing innovative instructional strategy that can help enhance the success in students' Learning English [7].

Classroom Action Research (CAR) activities involve repeated cycles, each consisting of planning, acting/implementing, observing and reflecting.

The first step of Classroom Action Research (CAR) is planning. This cycle involves the teaching preparations designed which are going to be applied.

The second step is Implementing/Acting. The researcher implemented the prepared planning before. In this study is deal with the application of oral presentation as the technique used in Teaching Learning process to improve students' speaking skill. During the implementation, observation is also conducted to gather the data needed.

The last step is reflecting. It is deal with the process of analyzing the data collected. By doing this step, the researcher can determine if the cycle can be stopped or not. The cycle can be stopped if the criteria of success have achieved. However, the cycle should be revised if the criteria of success have not achieved yet.

This study was conducted in Madura University, English Department in the first semester. The class consists of 20 college students, 8 males and 12 females.

The procedures of this study are preliminary observation (reconnaissance), planning, implementing, observing and reflecting.

#### a. Preliminary observation

It is important to know the real condition of the students and also find out the students' problem in speaking. The process was conducted on December 3<sup>rd</sup>, 2018. From this step, the problem was found that most of students were passive in speaking class which made their participation and speaking skill was low.

#### b. Planning

The researcher prepared everything needed in conducting the research. This step covers socializing the program of research, providing suitable strategy, designing lesson plan and preparing criteria of success.

#### c. Implementing

#### d. Observing

In this study, the researcher is collecting the data that is representing the achievement of the criteria of success. In process of collecting the data, the researcher used some instruments; those are observation sheet and test.

#### e. Reflecting

After the data were collected by using some instruments, the next step was data analysis.

To know the success students percentage, the researcher used the formula:

$$P = F/N \times 100$$

P : The class percentage

F : Total of success students

N : Number of students

The analysis of the result of observation students is done by comparing the data collected with the target or criteria of success. If the result of analysis has matched with the criteria, it means that the action have finished. However, if the result had not matched yet, there would be another action in another cycle by revising the plan. By doing this

step, the researcher would know the progress related to Teaching and Learning process, the strength which can be maintained and the weaknesses to be minimized even omitted to gain better result in the next cycle.

### **3. RESULTS AND DISCUSSION**

#### **3.1 The finding**

##### **3.1.1 The finding in preliminary observation**

The researcher conducted the preliminary observation on December 3<sup>rd</sup> 2018 by distributed questionnaire and interview to the college students of English Department in first semester

##### **a. The students' participation was low in speaking class**

The data were obtained from the college students of English Department in the first semester. The data showed that the students had difficulties in speaking. From distributed questionnaire which was contained with 20 close answer toward the students' difficulties in learning English, especially for speaking. Most of them have problem in speaking because of their lack confidence (bravery), limited or less vocabularies, and worrying in making mistakes in pronunciation and grammar (tenses). Some students said that sometimes their friends laugh to the other students when they were speaking.

Based on the found problem, the researcher applied oral classroom participation as the Teaching and Learning technique in the first semester of English Department of Madura University to solve the students' speaking problems and also to improve students' public speaking skill.

##### **3.1.2 The finding of cycle I**

##### **a. Meeting I**

The first meeting was conducted on December 10<sup>th</sup> 2018, the researcher start the class by giving greeting, asking the condition, and also giving warming up about the topic. Starting Teaching and Learning process, the researcher asked the students about the descriptive to stimulate them to speak up. Some of students tried to speak about descriptive text and others only kept student and listen carefully. The researcher instructed the students to make group. Each group consists of 4 or 5 students. Then, the researcher explained about oral classroom participation and the way or the technique how to do the oral classroom participation. The researcher also gave the example of topic of oral

classroom participation by using a picture of Ir. Soekarno. Next, the researcher gave each group a name of people and animal which would be presented in front of the class, such as Mother, Joko widodo, Crocodile, and ant. They would present what they have known about the people and animal covered the appearance, character etc.

##### **b. Meeting 2**

The second meeting was conducted on December 13<sup>rd</sup>. In this meeting was continuing the last meeting which needed to be continued that was the presentation performance of every group related to the people and animal before. Every group should make oral presentation related to their chosen people or animal. Every group took the people figure or animal and turns the lottery to decide which group to be the first performance, second and so on.

In the end of this meeting, the researcher gave feedback toward the students' presentation performances, comments and also advices.

##### **c. Meeting 3**

It was conducted on December 17<sup>th</sup> 2018. The agenda in this meeting was speaking test in form of oral classroom participation performances, every group performed oral classroom participation about people and animal by bringing the picture (s) of the people and animal. During this activity, the researcher gave score toward the students' performance using speaking rubric that has been prepared. From the presentation the students still made some mistakes such as wrong pronunciations, errors grammatical or tenses, limited vocabularies and mostly did not fluent yet in presentation.

The researcher used observation sheet or checklist to know the participation percentage during teaching and learning process. The result of observation sheet or checklist point during teaching and learning process in meeting 1 was 12/20 or 60%. According to the percentage of standard of students' activity the 60% is "passive level". Besides, the point of observation checklist in second meeting was 15/20 or 75%. The conclusion is the students' activity in first and second meeting produced average percentage was 67.5%.

The researcher also used test to know the students improvement in form of presentation performance. In the speaking test or oral test, the students' speaking test achievement of theirs public speaking skill showed that from 20 students, there were only 11 students who could

pass the test and 9 students were failed. Most of students have troubles in their pronunciation and fluency. Based on the result of students' oral test score or achievement, there were 11/20 (55%)

Based on the finding of the students' participation in speaking class and the students' achievement of speaking test showed that all of criteria of success could not be achieved yet, so the researcher decided to continue the research to the next cycle, that is cycle 2.

Before continuing the research to the cycle 2, the researcher made some revisions. First, the researcher made new lesson plan with another topic. In the first cycle the focus of descriptive text was describing people and animal. In the second cycle the focus of descriptive text was changed into describing place. It was arranged to avoid students' boredom. Second, the researcher prepared teaching media that was visual media in form of pictures and Power Point. By using Power Point, the students were expected to be more interested in following teaching and learning activities. Third, the researcher also prepared group assessment sheets which would be used for each group to make note toward the others' oral presentation performance.

#### **4. THE FINDING OF CYCLE 2**

##### **a. Meeting 1**

This meeting was conducted on December 24<sup>th</sup> 2018. The researcher gave a picture of famous place to each group to be presented, such as Borobudur temple, Kelud Mountain, lombang beaches, Suramadu bridges, etc. When the students were discussing the picture with their group, the researcher monitored them. Many students asked questions related to difficult words and how to pronounce. Some of them also used their dictionary. In this meeting all of group can finished their discussion.

##### **b. Meeting 2**

It was conducted on December 27<sup>th</sup> 2018. The location was in language laboratory which has better facilities such as computer and projector. After greeting and checking students' presence, and instructed them to sit based on their group, the researcher showed the power point slides which could not be shared through projector before. The researcher showed the material slides and also the slides of presentation material. The students had very good attention toward the researcher explanation. Many

students asked question toward how to use power point in presentation, asking difficult words, and also how to pronounce certain words well. Then, every group presented the simple presentation about place which have been discussing in the previous meeting. Many students have understood how to give good oral presentation. Before closing the class, the researcher reminded the groups to prepare power point slide to be showed in oral presentation test in the next meeting.

##### **c. Meeting 3**

The second meeting was done on December 29<sup>th</sup> 2018. The class was in language laboratory because it was the day in which the students would perform their oral presentation by using Power Point through projector. The students were excited even though they could not hide their nervous. Before starting the performance, the researcher distribute group assessment sheet which has been prepared to be filled by the others group about the other group performance. Then, one by one, each group presented their oral presentation with topic describing place. 4 groups performed their oral presentation using their power point through projector however the 2 others cannot show the power point by the reason they were forget to bring it. They only show the pictures. While presenting group oral presentation, the other groups wrote their comments toward the presenters' performance. In the end of every presentation, the presenters opened question section. Many students raised their hand to ask questions, although they sometimes mixed the language. Before closing the class, the researcher gave some feedback toward the students' oral presentation performance and gave greeting then.

According to the observation checklist or sheet used in cycle 2, it showed better result. The points of observation checklist in cycle 2 (meeting 1) was increased become 16/20 or 80%. According to standard percentage, 80% meant "active". In meeting 2, observation checklist point was improved became 17/20 or 85% which meant the students activeness level was "active". In conclusion, the average percentage in meeting 1 and 2 (cycle 2) that was 82.5%.

In addition, the achievement of students' speaking test in cycle 2 was improved. There were 16 students were passed, 4 students were failed. So, the success students' percentage was 16/20 or 80%.

## 5. DISCUSSION

There were some discussions toward the findings of this classroom action research. The research is conducted in two cycles. It is caused by the criteria of success cannot be achieved yet in cycle 1. Based on the research instrument used in this research (observation checklist), in the cycle 1 can be conclude that many students of English Department of first semester at Madura University are in good response (asking and answering questions), pay attention to the teacher explanation, and follow the class smoothly. However, some of them do not care, they chat with their friend and sometimes make jokes and empty talk. In discussion section, some of students did not work cooperatively.

For the observation in cycle 2, the students were more ready to follow the class. They are more enthusiasm and interested. The using of power point help them to give clearer about the technique implemented. Furthermore, in discussion process, they were more cooperative each other. They were more active in asking questions. Generally, the students' activity in cycle 2 was running better than cycle 1. Their percentages from 67,5% (little bit active) in cycle 1 become 82,5% (active) in cycle 2. By that result, the researcher can conclude that the teaching and learning process in cycle 2 is run smoothly and successfully.

Furthermore, the reason of using group discussion and group oral presentation is to help the students. By working in group, it would highly productive and enhance in the learners and value of collaboration and teamwork.

In addition, the using of teaching media is also influence the students' interest better. Based on the observation result of cycle 2, it showed that teaching oral presentation using media in form of visual aid (power point) helped the students' learning better. According to [5] using visual aid in oral presentation can create powerful effect, help keep students' attention, and illustrate main idea.

From the test result, the passed or success students' percentage increased from cycle 1 to cycle 2, started from 55% (11 students) became 80% (16 students). It was proved that oral presentation technique could improve students' public speaking skill achievement. They were also able to enhance their self-confidence in speaking in front of their classmates (public). This technique helped the students to solve their speaking problem in low of participation in speaking class. By oral presentation, the students were given chance to choose their topic

and prepare it to be presented then. So, there were no reasons for low of participation in speaking class.

In addition, in the end of speaking performance, the presenters were obtained to open question and answer section. By doing this activity, the audiences were expected to be more paying attention towards their friends' performance. It was appropriate with [8] that when students make presentation, it is important to give other students ask to carry out as they listen, and also involve them in asking follow-up question.

Furthermore, by distributing group-assessment sheet before doing performance, the audiences would be asked to give their assessment or comments toward the others' performance. [6] stated "it is important that students take part in the informal assessment of their classmates, because this can help them reflect on reflect on the language and other relevant aspect related to presenting that are embodied in their classmates' participation". In addition, they added that peer evaluation is in fact something that learners enjoy doing, and it fosters their confidence and intrinsic motivation (cited from [9])

## 6. CONCLUSION

The research design was the Classroom Action Research (CAR) to solve students' problem in speaking skill using [10]. There were two cycles conducted. In the cycle 1, the criteria of success cannot be achieved yet. Then, in the cycle 2, after doing some revisions, such as using teaching media or visual aid in form of power point, the implemented technique gave positive result on both, students' participation and their test result. The students' participation in cycle 2 was 82,5% (active). Besides, the success students' percentage was increased, 16 students (80%) got the score greater. Thus, oral presentation could be used as an alternative technique for teacher in helping the students improve their public speaking skill. There are some steps in applying oral presentation as the technique:

- a. Teacher prepares teaching media (pictures, power point slides)
- b. The teacher divides the students into some groups
- c. The teacher gives certain topic for each group
- d. The teacher asks students to discuss the topic as good as possible
- e. The teacher gives example of doing presentation using the media
- f. The teacher makes lotteries to decide the group will present in turn

- g. The teacher ask students to make power point slides for their performance
- h. The teacher distributes group assessment sheets to each group which will be used to write group suggestions toward the other performance
- i. The teacher gives feedback toward the students' performance and reads the distributed group assessment sheet in front of the class.

Hence, one of the advantages of doing oral presentation was the students could practice their speaking. It was also able to increase the students' self-confidence when they were speaking in front of classmates (public). By practicing speaking, the students' participation and their speaking skill must be improved because practice makes perfect, certainly with good guidance.

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