

## THE USE OF STUDENT TALK TECHNIQUE IN TEACHING SPEAKING TO THE ADVANCE STUDENT OF ESADA 2020

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### Abstract

This study is to find out the result of “ The Use Of Student Talk in teaching speaking To The Advance Student Of Esada Course Darussalam 2020 ”. The subject of the research is the student of advance class 2020 that consists of 13 students. The researcher just focuses on the six students that have low speaking skill. These students are chosen based on their speaking skill score before the reseacher observes the class. The reseacher took score from the teacher assesment of the speaking final test. The research design used in this study is a classroom action research.and researcher use mix method to anaylisis data. The result of analysis shows that the implementation of the student talk technique increases those aspects. Based on the finding, the improvement of simple T-Test was conducted T value ( 6000 ) > T table ( 2,776 ). This shows that there are significant that the use of student talk was effected on advance student. The researcher recommends this student talk technique, because it is really useful to improve the student speaking skill.

**Key Words:** Student Talk, The Advance Student, Teaching Speaking Skill.

Penelitian ini bertujuan untuk mengetahui hasil “Pemanfaatan Student Talk Dalam Pengajaran Berbicara Pada Mahasiswa Tingkat Lanjut Kursus Esada Darussalam 2020”. Subjek penelitian adalah mahasiswa angkatan 2020 yang berjumlah 13 mahasiswa. Peneliti hanya memfokuskan pada enam siswa yang memiliki kemampuan berbicara rendah. Siswa-siswa ini dipilih berdasarkan skor keterampilan berbicara mereka sebelum peneliti mengamati kelas. Peneliti mengambil skor dari penilaian guru tentang tes akhir berbicara. Rancangan penelitian yang digunakan dalam penelitian ini adalah penelitian tindakan kelas. Dan peneliti menggunakan metode campuran untuk menganalisis data. Hasil analisis menunjukkan bahwa penerapan teknik berbicara siswa meningkatkan aspek tersebut. Berdasarkan temuan tersebut, perbaikan T-Test sederhana dilakukan dengan nilai T (6000)> T tabel (2,776). Hal ini menunjukkan bahwa ada pengaruh yang signifikan penggunaan bahasa siswa terhadap siswa tingkat lanjut. Peneliti merekomendasikan teknik berbicara siswa ini, karena sangat berguna untuk meningkatkan keterampilan berbicara siswa

**Kata Kunci:** Berbicara siswa, Kelas Tingkat Tinggi, Mengajar Kemampuan Berbicara

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## A. Introduction

English is the tool for human communication in the world, all people need to make communication one another. They do language as the way to transfer their thinking or they want. sometime they will use language to give an information. all of country stand with their own language, such as arabic, japanese, thailand, and many more. The language differences among people will really make difficulties in communicating. It will make misunderstanding. so the way to controll it by english language for communication.

Based on Byrne (1984) speaking is oral communication. It is a two ways process between speaker and listener and involve productive and receptive skill of understanding. From that theory, the author think all people who learn english speaking, they have to ambissy in practicing the language, it can from conversation, debating, discussion, and so on. The important thing to carry is obligated them to always speak habitually.

In teaching speaking english, there is something important. When the teacher teach in the class, these are methods, facilities, proffesional teachers, and many more. After doing the observation, the author found several problems in ESADA ( english student association of darussalam ) course in teaching learning process. Those are some students still have difficulty in giving opinion. They also often said use an anecdot word. Then the author found many mistakes in the structural.

The main obstacle is the teacher always give more explanation to the student. The student only sit and listen what the teacher explain, This is not condusively class. There is a little student practices. not only those problems, but also facilities, vocabularies, student character, and the method. So this is a big situations to changed, the author try to achieve their speaking within to do experiment about student talk technique. That is a the method of speaking learning. The student will do more practices on their speaking than listening.

With this method the creation of learning outcomes that are easy, interesting and effective in improving ESADA students speaking is created. Within giving the student talk technique the researcher predict the student, there will be an improvement in their speaking skill. So we do in our priority by observing “ The use of student talk technique in teaching speaking to the advance student of ESADA course 2020 ”.

The importance in teaching and learning process in english especially in teaching speaking is findings of the present research study are expected to have beneficial both theoretical and practical for the student and teacher. This research is expected to give some advantages for the other, for the reseacrher to improve the knowledge of the researcher about the effectiveness of student Talk Technique. This is very useful because for reference the next researchers who have interest in speaking and different design to increase students' speaking skill trough the student talk strategy. for the students to motivate and increase the students in speaking skill And this research can contribute in teaching english speaking skills. They need great effort to build the communicative competence and respect the felling other people, so they must practice it either for improving their speaking skill in the classroom or out of the classroom and this useful for the students. In other cases, with this method, we definitely want all English language teachers in speaking specifically, to get more inspiration and become guidelines in their teaching.

ESADA agencies can take the creativity of the concept of this method in the application of student learning going forward. It will also be useful to help with the curriculum concept of a cursor. Theoretically : The result of the study is information in acquiring english, and informs there are many method in teaching speaking skill to the readers Practically : the result of the research expected to be beneficial for the following people : For the teacher, In the classroom certainly there are many problems for process in learning especially speaking skill, this research can as way to be reference to upgrade

or increase their skill to use student talk and useful for english teacher.

## **B. Review of related literature**

The first previous study is taken from Ami Fatimah Mulyati entitled “A study of teacher talk and student talk in verbal classroom interaction to develop speaking skill for young learners ”. And the second previous study is taken from Semi Sukarni and Siti Ulfah entitled “ A anaylisis of teacher and student talk in the classroom interaction of the eight grade of smp negri 18 purworejo”. These study describe the realization of verbal classroom interaction especially teacher talk and student talk that occured during teaching speaking. This study also uses qualitative data to investigate and explore the real situation that happent in the classroom especially in primer school when teaching speaking is conducted. And in my research, the resercher use a mixed method to do research so that the result can gain more complexity. The researcher also has the mainly focus study, that is just in the impact of student talk technique in applying the teaching classroom.

The third previous study is from Diyah Muthiatul Laili “ Improving Student Speaking Skill Through Oral Presentation Technique Of The Tenth Grade Student At MAN Trenggalek”, 2015. The research design was a classroom action research ( CAR ) using Kemmis and Taggart model which consist of cycle : planning, implementing, observing and reflecting. The participating is 35 students. This research is same as my research, only my research has another method. Those are combination of qualitative and quantitative methodology.

The forth previous study is from Dian kurniasih wahyusari “ Penggunaan Metode Diskusi Kelompok Berdasarkan Tipe Kepribadian Dan Nilai Berbicara SIswa Dalam Pengajaran Kemahiran Berbicara ”,2018. The research design was a classroom action research, there are two cycles at one month. The participating is 14 students. The research method is combining qualitative and quantitative method. And in my research design is also

classroom action research. The research method is also combining two methodologies. These are qualitative and quantitative method. And the participating is 5 students. The cycles are two at one month.

### C. Method

This research design is mix methods Which procedures for collecting, analyzing, and combining quantitative and qualitative data in one study or series of studies to understand research problems ( Creswell & Clark, 2011 ). The use of mixed methods research can be used to understand problems and research question better quantitative data is taken from the results of assesment of students english proficiency of each student is assessed by teacher and the assesment of student individually process takes place using the speaking assesment rubric. While qualitative data were obtained from the results of questionnaires, observations, pre-test, post-test and interviews. This research is a study of *mix methods*, namely a research step by combining two forms of approach in the study, namely qualitative and quantitative. Mixed research is a research approach that combines qualitative research with quantitative research (Creswell, 2010:5). Meanwhile, according to Sugiyono (2011:18) *mix Methods* is a method of research by combining two methods of research at once, qualitative and quantitative in a research activity, so that the data will be obtained more comprehensive, valid, reliable, and objective.

The researcher will do the research in ESADA, one of english course in Banyuwangi. The subject and location is comfortable for using the research, it will focuses at the fluency and arrangement of speaking english. This can be seen from the member who learned four language skill, those are writting, speaking, reading, and listening. This fact really allows researcher to measure a certain skill. The researcher chooses speaking skills to be further investigated to produce new findings that can contribute to the development of language teaching methods, so that the target in learning english is better. Moreover the researcher will do at the advance student, as the highest level in

esada course. it will make the research interest.

This research was conducted in the esada course in darussalam one of the seat in English in Banyuwangi East Java. The class studied was a member advance speaking class with 13 students participating. This research only focuses on speaking skills using the student talk learning method based on the value of students' speaking skills. When this research was conducted six meetings in one month. The research process is adapted to the student learning schedule in speaking speaking classes that are conducted during twice meeting a week.

Table.1 Time Schedule

No	Activity	Target	Duration
1.	Preliminary study (reconnaissance)	22 March 2020	
2.	First phase in one cycle	29 March 2020	90 minutes
3.	Second phase in one cycle	5 April 2020	90 minutes
4.	Third phase in one cycle	12 April 2020	90 minutes
5.	First phase in two cycle	19 April 2020	90 minutes
6.	Second phase in two cycle	26 April 2020	90 minutes
7.	Thid phase in wo cycle	30 April 2020	90 minutes

Source: Researcher Processed Data, 2019

The subjects of this study were advance students in Esada. Researchers focus on the final speaking speaking class. The total number of participants involved in the study included 13 students with an average age of 18 years. Classes speak Indonesian and English in the learning process in the classroom. This research was taken by considering the low scores of students in speaking skills. The student's initial speaking proficiency value is taken from the results of the pre-test conducted before giving treatment. In this study participants were identified as students studied by taking from the results of low grades of advance students by 5 students.

This study has two sources of data taken from quantitative and qualitative data. The combination of quantitative and qualitative data is called mix methods Which procedures for collecting,analyzing, and combining

quantitative methods in one study or series of studies to understand research problems ( Creswell & Clark, 2011 ). The use of mixed methods research can be used to understand problems and research question better quantitative data is taken from the results of assesment of students english proficiency of each student is assessed by teacher and the assesment of student individually process takes place using the speaking assesment rubric. While qualitative data were obtained from the results of questionnaires, observations, pre-test, post-test and interviews.

Data collection techniques are steps taken to collect data. Data is taken from the beginning of the study as a step to identify problems, when taking class action as the main data, to the end of the study, as supporting data. several stages of data collection are carried out in various ways as follows :

#### **Classroom action research data**

From the original PTK data, the researcher will analyze this data which will later find several findings

#### **Qualitative Data**

In this case, the researcher described several functional qualitative data as a way how researchers collect data for analysis.

#### **Interview**

This interview serves to obtain more in-depth data, this interview uses an unstructured model which means free, provides questions and statements that are synchronized with students' perceptions in giving opinions about this student talk method. Asking anything concerned with class activities alone.

#### **Observation**

The researcher or teacher observes each cycle to get more information about students' perceptions. The concept of this observation aims to find secondary data as a reference consideration of researchers. Each study of researchers facilitates a tool for recording, which is expected to help researchers see the results of observation and analyze the possible emergence

of the influence of this student talk method on students. Observation activities carried out to review the possibility of increasing speaking skills in students who have low speaking scores.

### **Quantitative Data**

In this case the researcher describes how to collect quantitative data which will later be analyzed as a result of the research.

### **Pre-Test**

Pre-test is done as an instrument to get students' initial data by doing two stages. The first stage the researcher assessed the students' speaking skills in the process of giving opinion activities using the speech assessment rubric which was adopted from O'Malley and Piece ( 2005 ). Pre-test activities carried out using the lecture method where the teacher prioritizes the explanation of the material to students. At the beginning of class learning the teacher explains the topic of the article or theme that has been determined. Furthermore, students are given the opportunity to ask questions or interact with the teacher in class learning. As students interact the teacher chooses one of them to deduce related content from what the teacher has explained. At the end of each learning cycle the teacher gives examples of practice about the style of speculation using English well. Observers, researchers, and teachers assess students' speaking skills using the rubrics assessment of speaking skills during opinion activities and in class. The results of the assessment serve as a reference for getting research results.

### **Post-test**

The post-test was conducted at the end of the study by assessing students' speaking skills in the process of group discussion activities at the end of the cycle. The assessment uses a rubric that is used to assess students' speaking skills at the pre-test. The results of the post-test assessment will be compared with preliminary data from the results of the pre-test assessment to see changes and differences in speaking skills of introverted students who have

low scores. This assessment is done to get the final grade after being given treatment. Next, the researcher gave a questionnaire to find out students' perceptions about student talk technique based on personality types and the value of student achievement that has been done.

### **Questionnaire**

Researchers compile a questionnaire to explore students' perceptions about the student talk technique and student achievement values. This statement is in the form of a sentence mapping the students' perceptions by the average distribution of good and bad, with 4 scales namely strongly agree (SS), agree (S), disagree (TS), strongly disagree (STS ). See (Appendix 1)

### **Data Analysis Technique**

Research data were analyzed using qualitative and quantitative methods. Both methods are used to enrich the results of research so that readers can better understand the explanations conveyed by researchers. Qualitative and quantitative data were obtained from the following instruments :

### **Qualitative Data**

Qualitative data analysis is an iterative process of reading, thinking, rereading, asking questions, analyzing notes, and trying to find patterns (Nunan & Bailey, 2009, p. 416). Data obtained from the results of personality type questionnaires, speaking activities in personality, observation activities in the classroom, the results of students' perception questionnaires, and interviews with students who have low score. These data were analyzed by describing the process of activity in each cycle. The average value will be compared in subsequent cycles to see changes in the speaking skills. Furthermore, the results of questionnaires and interviews about the student talk technique method applied and the topic of the article studied in each cycle will also be described to strengthen the results of the study. Some steps taken to dig up data are as follows:

### **Descriptive analysis**

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By describing in narrative form the data that has been collected will be described in as much detail as possible so that some findings can be found with the application of the student talk method to advanced Esada students.

### **Quantitative Data Analysis**

Quantitative data can be analyzed and presented in various ways. Several ways of presenting quantitative data can be presented by conveying numerical data in percentages, proportions, and graphs (Nunan & Bailey, 2009, p. 372). Quantitative data in this study will be presented using percentages and graphs to show differences and changes in the results of student based on personality ability and speaking values. This quantitative data is presented to support the explanation of research results.

Analysis of the results of the questionnaire was done by calculating the average value on each question item. If the average value on each question item is greater than the overall average value then the result of the item question is considered high (Arikunto, 2014). Conversely, if the average value of a question item is lower than the average value of the whole question item, the result of the question item is considered low.

### **Speech Assesment Rubric**

The researcher uses the speech assessment rubric which adopt from Dian Kurnia Sari that has been adopted from the Speaking Rubric for Fluency Activities Authentic Assessment for English Language Learners by O'Malley and Pierce (2005). The rubric was adapted using 4 assessment indicators including: vocabulary pronunciation, grammatical errors, fluency, and student activity in responding. In grammatical aspects of the researchers will observe 12 types of grammatical errors (grammatical errors) including: six tenses, plural / singular nouns, article (article), pronoun (pronoun), correspondence between subject and verb (subject-verb agreement), comparison degree, and sentences. The researcher analyzes each grammatical error and sums the types of errors that occur in students' speaking transcripts. Furthermore, the number of grammatical errors is

added up again with the number of errors in fluency aspects to find the interval value.

Table.2 Speech Assessment Rubric

Rating	Demonstrated competence	Percentage
4	Uses a variety of vocabulary and expressions	<30%
	Uses a variety of structures with only occasional grammatical errors	
	Speaks smoothly, with little hesitation that does not interfere with communication	
	Stays on task and communicates effectively; almost always responds appropriately and always tries to develop the interaction	
	Pronunciation and intonation are almost always very clear/accurate	
3	Uses a variety of vocabulary and expressions	31%-38%
	Uses a variety of structures with only occasional grammatical errors	
	Speaks smoothly, with little hesitation that does not interfere with communication	
	Stays on task and communicates effectively; almost always responds appropriately and always tries to develop the interaction	
	Pronunciation and intonation are almost always very clear/accurate	
2	Uses a variety of vocabulary and expressions	39%-46%
	Uses a variety of structures with only occasional grammatical errors	
	Speaks smoothly, with little hesitation that does not interfere with communication	
	Stays on task and communicates effectively; almost always responds appropriately and always tries to develop the interaction	
	Pronunciation and intonation are almost always very clear/accurate	
1	Uses basic structures, makes frequent grammatical errors	>47%
	Hesitates too often when speaking, which often interferes with communication	
	Frequent problems with pronunciation	
	Purpose isn't clear; needs a lot of help communicating; usually does not respond appropriately or clearly	
	Pronunciation and intonation are almost always very clear/accurate	

Adopted from Assessment for English Language Learners by O'Malley and Pierce (2005).

Observation activities carried out in the classroom at each group discussion activity. The researcher compiles observation sheets that are used as a tool to record student interactions in the classroom presentation. In addition,

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observation is also used to see the possibility of increasing the speaking skills of introverted students who have low speaking scores. See ( Appendix 4 )

By distributing a questionnaire that provides a statement of ten points, the researcher interprets it by calculating the average score of students who have high and low scores in responding to activities implemented by the teacher, in other words, the responses regarding the students' perceptions of the student talk method. In addition to calculating the average value of students to show increased speaking skills, researchers also analyzed students' perceptions about the group discussion methods that have been given. The researcher processed the results of the questionnaire using the Arikunto calculation concept (2014). Each item in the questionnaire has 4 Likert scales. Each answer choice has a value, a value of 4 for the choice of answer SS, a value of 3 for the choice of answer S, a value of 2 for the choice of answer TS, and a value of 1 for the choice of answer STS. The questions in the questionnaire are converted into statements in the analysis table of the questionnaire results.

The researcher used the Paired Sample T-Test to calculate the significance of the increase in the value of students' speaking skills individually. In addition to The value obtained by students in each cycle is processed using Microsoft Excel by calculating the average value of each student in each phase. Researchers also use diagrams to show the increase in the value of each student's speaking skills in the first and second phases. This data processing is done to show the improvement that occurs in students after being given treatment.

## **Discussion**

The reason why we use the student talk method on learning speaking skills in Esada. departing from a problem that advanced student learning often uses the lecture method, ultimately students are more passive in interacting or practicing their English. and with this method we both researchers and teachers assume an increase. and after we applied it, we found data findings that the average of 5 students was remedial. they get very good scores as evidenced by

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their score reaching approximately 80 -100 that is, when scaled they get a scale of 3-4. that is, have very good criteria. The data obtained, namely qualitative data answered with data from observations and interviews that students have an increase in the value of speaking results with an increase in this student talk technique method. From the institution limiting that students who get scores below <68 then these students cannot be said to be successful, and after the implementation of this strategy, 5 students who get grades below the average experience a good improvement process, namely in the first phase to the 3rd phase of the third cycle of 2. Students get an average score of 80 -100 on a 3-4 scale in our assessment presentation.

Table.3. The Range Value

No	Criteria	Score	Scala	Note
1.	A	84-100	4	Vey Good
2.	B	63-83	3	Good
3.	C	42-62	2	Enough
4.	D	21-41	1	Less
5.	E	0-20		

Source: Researcher Processed Data, 2019

Pre-test is done as an instrument to get students' initial data by doing two stages. the first stage the researcher assessed the students' speaking skills in the process of giving opinion activities using the speech assesment rubric which was adopted from O'Malley and Piece ( 2005 ). Pre-test activities carried out using the lecture method where the teacher prioritizes the explanation of the material to students. At the beginning of class learning the teacher explains the topic of the article or theme that has been determined. Furthermore, students are given the opportunity to ask questions or interact with the teacher in class learning. As students interact the teacher chooses one of them to deduce related content from what the teacher has explained. At the end of each learning cycle the teacher

gives examples of practice about the style of speculation using English well. Observers, researchers, and teachers assess students' speaking skills using the rubrics assessment of speaking skills during opinion activities and in class.

The results of the assessment serve as a reference for getting research results. After taken a pre-test scores, researcher counts both pre-test and post test in the t-test. The statistical calculation of the data Paired Sample T-Test was conducted by entering the average value of students' speaking skills in the first cycle and the second cycle. The paired sample t-test results show that the calculated T value (6,000) > T table (2,776). This shows that there are significant differences in the value of each student in cycle 1 and cycle 2. This shows that the use of the student talk method is effective for use in teaching foreign languages to advanced ESADA students. This indicates that from the second data, namely qualitative and quantitative data, there was a significant increase after the implementation of the treatment, namely the application of student talk technique to 5 remedial students in the advanced Esada class.

from the quantitative data answer that from Analysis of students perceptions. The number of students who answered each item statement multiplied by the score of each option. If all the values for each answer are already obtained, then the four values are added. The overall value gained on each statement is divided by the number of students who are subject to a study of 5 students to get the average rating. The average value is used as a reference for classifying students ' perception in high or low categories. Furthermore, the number of determinants to classify students ' perception results in high or low category is determined by summing the total value starting from statement number 1 to 10. The summation resulted in a figure of 155. Then the result is divided by 10 which is the number of questions so it produces an average value of 15,5. Then the average value was divided by the number of 5 research subjects and resulted in an average value that served as a category defining value of 3,1.

### **Conclusion & Suggestion**

Based on the results of the study, there are several findings that can be concluded. The first conclusion answers the first research question, which is about the effectiveness of using the student talk method based on the value of students' speaking skills. This research proves that the use of the student talk method is effectively used to improve the speaking skills of advanced students who have low speaking skills. This is indicated from the increase in the final grade produced by all students who have low speaking skills. The results of each student's t test showed that the calculated T value (6,000) > T table (2,776). Thus it can be concluded that advance students who have low speaking skills experience significant improvement in speaking values. This finding is supported by the theory of applying the group discussion method promoted by Welty (1989) which states that the application of the student talk method can involve students to interact and give feedback directly.

The second conclusion shows that in addition to increasing the value of speaking advanced students who have low speaking skills, the student talk method that is applied also increases students' motivation to speak and give opinions. This method also motivates students to interact during group discussions. This finding is supported by the results of observations that show that students who have low speaking skills in class are able to engage in an interactive discussion process. This proves that this method of focusing students on speaking makes students more skilled and accustomed to speaking.

The third conclusion is generated to answer research questions about students' perceptions of the student talk method that has been done. The results of the questionnaire analysis showed that 6 statements were categorized as high with an average value and statements were categorized as low with an average value ... This proved that the teaching methods applied on average were very well accepted by students and had a significant role in increasing proficiency. speaking specifically for students who have low speaking scores. The results of

the questionnaire analysis were supported by the results of interviews which showed that overall students really liked learning activities using the student talk method based on speaking values. In addition, students stated that students felt helped in several ways such as the use of grammatical structures, vocabulary pronunciation and motivation to speak more actively. Thus it can be concluded that the use of the student talk method of effective student speaking values is applied to improve students' speaking skills at the final grade level in cursing.

Based on the research results The researchers found some things expected to be corrected in subsequent studies. To implement this group student talk technique, teachers are expected to pay attention to several things, among others:

1. Pay attention to the state of the class used for learning activities using student talk technique. Teachers are expected to organize students to get an ideal sitting position, which is a sitting position that can face each other so as to maximize interaction during the discussion.
2. Set the time allocation for learning activities from the beginning of class to the end of class. The time allocation at each stage of the learning activity is indispensable to obtain the maximum input so as to minimize the wasted time in vain.
3. Pay attention to student education level. If the method is conducted at a lower level of education then the teacher is expected to be able to guide the students and pay more attention to the learning process during the activities. This is because students have different skills at each level of education and
4. Teachers can modify the instruction of learning according to the subjects and needs of students. The implementation of some of the above important things is expected to maximize the student activities, and method to be used at all levels of education.

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