

**IMPROVING THE STUDENTS' SPEAKING SKILL BY USING
INTERACTIVE LEARNING MODEL AT GRADE XI AP 1 STUDENTS OF
SMK SWASTA MUHAMMADIYAH 5 KISARAN IN
ACADEMIC YEAR 2016 / 2017**

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ABSTRACT

This study aimed to determine the use of Interactive Learning of Speaking. In doing research the area where the data was taken from application students' class, of pre – test and post – test in How make a brooch hijab. This research based on classroom action research. From the processing of the data obtained with the result pre – test mean = 61.5 % with learning completeness reached 18.5% or as many as 7 students, and the remaining 31 students or 81.5 % did not pass the study. From the processing of the data obtained with the result post – test mean = 77.2% with learning completeness reached 89.4% or as much as 34 students. Thus, activity on the post – test need not be repeated because it exceeds the specified indicators of success that is much as 89.4% of scored ≥ 75 . Finally it can be concluded that the use of mind mapping as a model of learning is very good in improving speaking skill in how to make a brooch hijab at grade XI AP 1 Students of SMK Swasta Muhammadiyah 5 Kisaran in Academic Year 2016 / 2017.

Keyword: Improving, Speaking in how to make a brooch hijab, mind mapping

Introduction

Background of the Study

Language is means of communication. This belief leads the English teacher to teach students how to communicate in English. Therefore, the materials, the methods, the technique, the activities of the learning should encourage and support the students to use Encourage and Communication Language. Teaching. Approach provides various communicative activities in English language teaching, In reality, however, the activities of learning are the traditional models, such as reading aloud the dialogues / monologues

from a written transcript, or doing some written exercise.

English is a global language. Therefore, it has been taught in some levels of education in Indonesia, such as elementary school, junior high school, and senior high school in order to make young generations ready face the globalization era. As a global language, English is used in many things we find in our daily life and in many kinds of modern technology, such as mobilephones, computers, social media / networks, electronic machines, medicine, cosmetics, foods and beverage. Other impact of English as a global language is the English mastery in

new employees recruitment. English mastery in any kinds of language skills is very important consideration for companies in the recruitment of new employees. High level of English mastery means more easily and widely high access of information.

As a result, many students join as English course which is usually help by private institution, because they free that their learning English in the formal school is not adequate to achieve a higher level of English mastery.

In formal listening education and speaking as the important of language skills get less proportion in the English teaching and learning. The teachers too often teach reading and writing. Some teacher assume that giving the students writing / reading tasks makes them more settled and more quite and seems to get a better and more effective condition of teaching – learning process rather than giving them speaking task which usually seems to make the class very noisy. In addition, the English examination in formal education gives too much proportion in reading – writing test. There is rarely speaking test or oral production test. Consequently the students assume that listening and speaking are not very important to study.

Speaking is productive skill of language learning. It involves communicative performance, and other important elements. Such as, Pronunciation, intonation, grammar, vocabulary, etc. They should be taught in any language learning to make the learners able to use the target language to communicate.

In curriculum 1994 there are four language skill : Listening,

speaking, reading, and writing skills and four of them are a unity. To improve the mastery of all four language skill is not easy because as the teacher needs to have ability, skill and innovation in teaching methods to students in the classroom, and also media should be used.

Many problems that may hamper the learner to improve their speaking skill especially grade XI SMK Swasta Muhammadiyah 5 Kisaran students and all of students commonly are : The students skill in language especially in speaking skill still lack of confidence. The students did not have enough vocabularies so that they could not respond to the teacher's interaction. And the students are unactive in communication.

This research will carry out a reasearch with the tittle : “Improving the Students’ Speaking Skill by Using Interactive Learning Model at Grade SMK Swasta Muhammadiyah 5 Kisaran I in Academic Year 2016 / 2017”

Objectives of the Study

The objectives of the study is to improve the students speaking skill in Procedure Text of how to make brooch hijab by mind mapping at C students of **SMK Swasta Muhammadiyah 5 Kisaran** in Academic year 2016/2017.

The Significances of the Study

The significance of the study consist of 2 categories :

Theoritically

- a. It can be used as reference to develop the teaching learning process especially English speaking by using Interactive learning model.

- b. It can be used as a contribution to the students on how to improve their skill in English speaking by using Interactive learning model.

Practically

- a. To the students
This research can be expected :
 1. To increase students motivation in learning English.
 2. To improve the students confidence to speak English
 3. The research also could raise the students activity and participating in the process of learning speaking.
 4. It can be students interest in speaking subject'
- b. To the teacher
This research can be use :
 1. Increase the teacher motivation to repair learning strategies to be active, creative, effective, and joyful much.
 2. Improve the professional teacher quality
- c. To the school
 1. Can be used as reformation in education
 2. Can be used to fix method in the learning process
 3. Can increase output of school quality

METHODOLOGY RESEARCH

The location of this research was conducted at SMK Swasta Muhammadiyah 5 Kisaran. This school has some school facilities such as, 1 head masters office, 2 teachers office, there are three classes in grade XI. One library, one biology laboratory, one computer laboratories, two canteens, and one mosque. This research was conducted on January until April 2016. Subject in this research was the grade XI AP1 at SMK Swasta Muhammadiyah 5 Kisaran. This class was chosen because the grade XI AP1 students ability has lower than the other class. The total is 38 students. It is chosen based upon this research observation at that class proving that they are not enthusiastic and not courage enough to involve in the speaking learning process. In the other words, the students have the problems with their confidence. Therefore, they could not cope with the class material. That is why they an appropriate strategy to help them improve their speaking.

The Research Design

The research design is a classroom action research (CAR). Dvave Ebbut (1985) is about the sistematic study of attempts to improve educational pratican by group of participants by means their own practical action and by means their own reflection upon the effect of those action.

The study that was conducted to describe the students speaking skill in procedure text in how make a brooch hijab by using mind mapping model. They will be taken from the result of questioneres distributed to the student. Besides,

the data taken from the test and observation.

The Research Procedure

Classroom action research is problem solving activity that starts from : a) planning; b) implementation (action); c) observation (observing) and d) to analyze data / information to decide the extent to which strengths or weaknesses of these measures (reflecting).

The Instrument for Collecting Data

The data in the study sourced from the interaction of teacher and students in learning and from the action learning of data generated from the act of teaching. Data collecting will be done by:

1. Test

Test is an important part of every teaching and learning experience. Both testing and teaching are so closely interrelated that it is virtually impossible to work in either field without being constantly concerned with the other. Tests may be constructed primarily as devices to reinforce learning and to motivate the students' performance in the language.

2. Observation

Activities to be conducted by this research with the observation sheet provided by the aspects of identification, the implementation time, approaches, model and actions of researcher, the behavior of students as well as disadvantages and advantages to be found. The

collecting of data through observation will be conducted solely by researcher at the class used as the subject to get a direct picture of student learning activities in class.

DATA AND ANALYSIS

Data

The result was taken from observation of teachers at Grade XI API of SMK Swasta Muhammadiyah 5 Kisaran 1 in Academic Year of 2016 / 2017. This research was conducted by using classroom action research. It consisted of two cycles, this research did a pre-test to know the skill of students speaking before they were given treatment. It was conducted on February, 20th - 21th 2017. This research was conducted in two cycles. The meeting of the first cycle, was held on February, 27th-28th 2016. The meeting of the second cycle was held on March, 13th - 14th 2016.

Preliminary Data

In observation, this research asked the teacher some questions which divided into two categories. They are the general condition in English class especially in speaking class, the difficulty faced by students in speaking skill, and the strategy used by the teacher to solve students' difficulties in speaking skill. The first category discussed about the general condition in English class especially in speaking class. The teacher said that every student has a different attitude when learning English. Most of students who did not like English class because they gained low competence in English, and still faced obstacles in following the English lesson. Moreover, the teacher stated that most of them were

hardly to pass the Minimum Mastery Criterion. Second category discussed about the students' difficulties in speaking skill. The teacher told that speaking skill was one the most difficult faced by students in learning English. The teacher mentioned the difficulties for some students at grade XI-AP1 class in speaking skill because students are confused on pronunciation, and less vocabulary. Consequently, they are lazy to do task of speaking and lack of their score in passing the Minimum Mastery Criterion.

At last, this research proposed to implement mind mapping model, it might be able to improve students' speaking skill. The conclusion of the observation in term of the students' difficulties in speaking was the students of XI-AP1 class still have difficulties in speaking English.

Research Finding

The students can use mind mapping model in speaking skill procedure text in how to make a brooch hijab with most students have real correct in replaying problem. The classroom action research in planning in a few the first cycle and the second cycle. Based on the results of test given, the general implementation of the first cycle lasts well but is less conductive. The result average value of 61.5 % with learning completeness reached 16 % or in other words as many as 6 students from 38 students and remaining 84 % or 32 students do not pass the study. Thus, activity in the first cycle should be repeated for students learning outcomes through the application of mind mapping model in speaking skill can be improved. The average value of the second cycle is 77.2% with learning

completeness reached 89.4% or as much as 34 students. Thus, activity on the second cycle need not be repeated because it exceeds the specified indicator of success that is as much as 89.4% of students ≥ 75 .

Every cycle pursuant to sequence use some phase that is planning, acting, observing, reflecting. The awaking result of analysis assess at the first cycle showing result that after percent 61.5%. The implementation of the second cycle, the students ability by using mind mapping model in speaking skill reached 77.2% classically and expressed success, there by can be expressed that improving the students skill in speaking skill by using mind mapping model at grade SMK Swasta Muhammadiyah 5 Kisaran in Academic year of 2016 / 2017 success.

Discussion

In teaching speaking at grade XI AP1 of SMK Swasta Muhammadiyah 5 Kisaran, The researcher used Mind Mapping Model. The researcher used this model to organize the students idea and make students more active in speaking activity also interested learning English

Based on cycle I, the students were not active in the learning process. There were improvement of speaking skill of the students, but the criteria of success could not be achieved yet. In this meeting the students still confused to organize idea, how to make a brooch hijab was low. Some of the students also didn't participate in speaking class. The researcher helped the students to write mind mapping of how to make a brooch hijab to students but just saw students activity and students

still felt afraid to explore their idea. In conclusion, the implementation of chain writing technique is needed to be revised.

From cycle II showed that the criteria of success could be achieved and the students were active in learning process. From the result of the implementation of mind mapping, there were improvements of speaking skill in SMK Swasta Muhammadiyah 5 Kisaran. The students were more active in speaking skill in how to make a brooch hijab. They more motivated to learn and they could improve their speaking skill.

It can be concluded that there was as improving the students speaking skill in how to make a brooch hijab by using Mind Mapping Mode at grade XI AP1 of SMK Swasta Muhammadiyah 5 Kisaran I in Academic Year of 2016 / 2017.

CONCLUSION AND SUGGESTION

Conclusion

The conclusion of the study are :

- 1) The implementation of the first cycle lasts well but is less conductive. The average result value of 61.5 % with learning completeness reached 16 % or as many as 6 students, and remaining 32 persons or 84 % did not pass the study. Thus, activity in the first cycle should be repeated for students learning outcomes through the application of procedure text can be improved

- 2) The implementation of the second cycle lasts good and conductive the average result value of 77.2 % with learning completeness reached 89.4 % or as much 34 students. Thus, activity on the second cycle need not be repeted because it specified indicators of success that is nusuch as 89.4 % of students score.
- 3) By Mind Mapping Model especially in speaking, learning achievement in grade XI AP1 of SMK Swasta Muhammadiyah 5 Kisaran can be improved

Suggestion

- 1) To motivate students' learning activeness nedd for an appropriate learning model, so that the process of teaching and learning activities to be more variation and not monotonouns.
- 2) There should be more research on learning model by using Mind Mapping especially in speaking how to make a brooch hijab.
- 3) In general, teachers are expected theoretically to give the main contribution to improving students learning outcomes.

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