

Improving Speaking Skills: Development Of Speaking Models In Semester II Students Department Of Indonesian Language And Literature Education FBS UNIMA

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Abstract. The problem with this research is that the second semester students of the Indonesian Language and Literature Education Department are not yet skilled at speaking. The teaching methods provided have not been able to solve the problem. Therefore a learning model is developed which aims to improve speaking skills. The purpose of this study is to describe what efforts can be made to improve the speaking skills of second semester students of the Indonesian Language and Literature Education Department (2018). To describe what learning model can improve the speaking skills of the second semester students of the Indonesian Language and Literature Education Department (2018). The method used in this research is the R&D (Research and Development) method. Of the six parallel classes, the test is only applied to one class because there is no difference in character between one class and another class. The number of students subject to test is 35 people. Quantitative data will be processed using percentage techniques. The value achieved in the pretest before using the model will be compared with the value achieved at the posttest that is after using the model. The results showed that students were 'quite skilled' in speaking because the average grade obtained was 7.3. Judging from the aspects assessed, the logical aspect of the proposition, the average grade obtained by students is 8.6. For aspects of text development, the average value obtained is 6.4. For the cohesiveness aspect, the average grade obtained was 8.4. While the aspect of intonation / accent, the average grade obtained is 6.5. It is clear that guided training techniques have not been able to maximize the speaking skills of second semester students, especially the development of texts and intonation / accent. Although the results of the study show that speaking skills have not been maximally achieved by students because they are still below the expected average value (80%), it does not mean that the application of guided training techniques cannot improve students 'speaking skills' because the results of the pretest carried out indicate that students' speaking skills are still under the value which is 6.

Keywords: Speaking skills; Learning models.

1. Introduction

Speaking is a productive speaking skill. It is said so because the speaker must be able to produce meaningful speech. So, not only 'babbling' but must be meaningful. Means that the speaker and listener are in a corridor of mutual understanding (mutual intelligence) messages conveyed through these utterances. Therefore many competencies are needed when speaking so that the message delivered by the speaker can be received by the listener. Competence in speaking cannot be obtained automatically but must be through cognitive understanding and skilled in applying it. For example, after someone has knowledge of effective sentences, the person must be able to apply it in speaking. Other language competencies that are demanded by a speaker is that he must be able to use pronunciations, pauses, good intonation. He also must be able to use active sentences and passive sentences appropriately. Able to use single sentences and compound sentences correctly as well. If giving a speech, he must be able to use style, mix codes, diction, which can liven up his speech and so on. Because speaking skills relate to cognitive aspects and applying them, students should be equipped with both of these. As a lecturer, this lecturer in collaboration with other lecturers has made an effort in the form of preparing speaking skills that are complemented by exercises that are done in groups or individually. Besides speaking exercises such as giving speeches, telling something, reporting something, debating has also been carried out optimally by the lecturer. Learning of speaking skills at the Indonesian Language and Literature Education Department was also carried out according to the 2013 curriculum. Therefore, students as teacher candidates must also be given an understanding of the 2013 curriculum, especially those related to speaking skills. Various efforts have been carried out to maximize student learning outcomes in learning speaking skills. As described above. The irony is that in general students are still low in speaking skills. This deficiency is illustrated when students are appointed to express their opinions about something. In general, they have not been able to use the correct Indonesian, lack mastering topics and are not systematically in speaking. Researchers as lecturers of this course certainly want to find a solution. The solution to the problem will be provided is through the development of a learning model.

The development of this speaking model is based on several previous observations. Therefore, researchers set the learning model that will be developed must be able to touch the problem: (1) students lack mastery of the topic, (2) students in speaking are not yet systematic, (3) students in speaking pay less attention to aspects of language such as diction, cohesion, and coherence, intonation, pause, accent. Specific objectives to be achieved in this study are: 1) to describe what efforts can be made to improve the speaking skills of second semester students of the Indonesian Language and Literature Education Department (2018), and 2) to describe what learning models can improve speaking skills of the second semester students of the Indonesian Language and Literature Education Department (2018). The virtues of the research carried out are: 1) can find a model of speaking learning that can be used as a reference both by lecturers and teachers in the field of Indonesian studies in teaching speaking skills at school, and 2) findings about the learning model is a leading scientific development of the State University Manado because so far between learning models and speaking skills are two courses that are worked on independently.

The results of this study are expected to increase the repertoire of assessment of speaking learning models that can be used by speaking lecturers as a reference in teaching / learning this course. In addition, the results of this study can be input for lecturers and Indonesian language teachers to be able to improve the ability / speaking skills as an effort to follow up on the research that has been achieved.

The method used in this research is the R&D (Research and Development) method. R&D is a method that seeks to innovate truly new. However, often renewing, improving, modifying, and refining what has been there before (Nusa Putra, 2011: 133).

R&D in its application also recognizes the cycles that must be passed. The Rothman (1980) model cycle consists of six stages, namely:

Phase I: Observation

Phase II: Findings

Phase III: Applicative concepts

Phase IV: Application of concepts in the form of dissemination

Phase V: Policy practices and outcomes

Phase VI: Models must be effectively communicated in product form

In the test model, action research is used to improve the model. Research data can be in the form of qualitative data that produces words and quantitative data because the researcher makes a pretest before the model is implemented and posttest after the model is implemented. The model was tested on second semester students of the Indonesian Language and Literature Education Department. Of the six parallel classes, the test is only applied to one class because there is no difference in character between one class and another class. The number of students subject to testing is 35 people. Qualitative data obtained through observation while qualitative data obtained through tests about speaking. To complete this, interviews were conducted with students, model implementing lecturers. Quantitative data will be processed using percentage techniques. The value achieved in the pretest before using the model will be compared with the value achieved at the posttest that is after using the model. The model tested empirically with the design pretest, posttest, non-equivalent control group design as follows:

Pretest	Treatment	Posttest
01	X1	02
03	X1	04
05	X1	06

01 = speak before using the model

03 = speak before using the model

05 = speak before using the model

02 = speak after using the model

04 = speak after using the model

06 = speak after using the model

2. Result and Discussion

Result

The model developed is a speaking skill model using guided training techniques. This technique is expected to touch the problem:

1. Students lack mastery of topics.
2. Students in speaking have not been systematic.

3. Students in speaking pay less attention to linguistic aspects such as diction, cohesion and coherence, as well as intonation, pauses, accents.

The steps of learning by using guided training techniques are as follows:

1. Planning

The things planned are determining the topic. The topic presented was "The Role of Indonesian Language Entering the Era of Globalization". The teacher prepares topics, namely (1) the position and function of the Indonesian language which includes the position of Indonesian as the national language. The origin of the Indonesian language, Budi Utomo and the history of the Indonesian language, the Youth Pledge, the function of the Indonesian language; The 1945 Constitution and Indonesian language functions, the era of globalization which includes: English in electronic media, addressing the inclusion of English vocabulary into Indonesian. (2) Preparing material in the form of photocopies that have been reproduced according to the number of students, the material contains the history of the Indonesian language, the position and function of the Indonesian language, cohesion and coherence and beheading of words / phrases / clauses / sentences. (3) Preparing research instruments with observation sheets, tests and interviews; (4) inter-lecturer discussions about the organization of learning speaking skills through guided training techniques.

2. Implementing

Steps in implementing speaking skills learning through guided training techniques.

- 1) Pre-Talk Activity

The lecturer greets the students, asking about their situation. After that the questioning lecturers about their understanding of the history of Indonesian language, their position and function, and so on. The lecturer conveyed the learning objectives achieved. After that, lecturers and students share topics.

The lecturer began the explanation with the importance of us having Indonesian as the unifying language of different ethnic groups, languages and cultures; compared to other countries such as the Philippines which have several languages and these languages have the same function. The lecturer asks students to explain their attitude if Indonesia does not have a unifying language or must have several languages used for the same function. Then the lecturer asks students' attitudes about the current globalization that is being faced at the moment. Social media cannot be dammed to inform various things with Indonesian intermediaries in all its forms. There are mixed code, abbreviations, use of non-communicative sentences and so on. After that the lecturer distributes material for students to understand and puts a chart on the board that contains topics / sub topics developed. The lecturer asks students to develop sub-topics based on students' general material and knowledge. The sub-topics are the systematic texts delivered by students.

- 2) Speaking Activity

At this stage, the lecturer calls on students one by one to speak according to the topics that have been determined and discussed as well as informing the assessment criteria as indicators of student success.

3) Post-talk Activity

The lecturer plays back the recording that has been done and corrects the mistakes made by the students. After that the lecturer gives an assessment with the following criteria:

1. Logical Aspect (score 20)
2. Aspects of Framework Development (score 40)
3. The Cohesion Aspect (score 20)
4. Information / Accent (score 20)

The results showed that the students were 'quite skilled' in speaking because the average grade obtained was 7.3. Judging from the aspects assessed, the logical aspect of the proposition, the average grade obtained by students is 8.6. For aspects of text development, the average value obtained is 6.4. For the cohesiveness aspect, the average grade obtained was 8.4. While the aspect of intonation / accent, the average grade obtained is 6.5. It is clear that guided training techniques have not been able to maximize the speaking skills of second semester students, especially the development of texts and intonation / accent.

The results of observations made are students have not optimally understood the sub-topics so they have difficulty in developing these sub-topics. The weaknesses of students in developing sub-topics appear in sentences that are made very limited (only 2 or 3 sentences). Developing sentences with examples is hardly done. The intonation aspect in question is just flat intonation.

Although the results of the study show that speaking skills have not been maximally achieved by students because they are still below the expected average value (80%), it does not mean that the application of guided training techniques cannot improve students' speaking skills because the results of the pretest carried out indicate that students' speaking skills are still under value 6.

3. Conclusions

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