

USING FLIP CHART IN TEACHING SPEAKING TO THE TENTH GRADE STUDENTS OF MAN 1 LUBUKLINGGAU

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Abstract: The problem of this study was “Is it effective to use Flip Chart in Teaching Speaking to the Tenth Grade Students of MAN 1 Lubuklinggau to the tenth grade of MAN 1 Lubuklinggau?”. The objective of the study was to find out whether or not it is significantly effective to improve students’ speaking skill in speaking the expression of asking and giving opinion to the tenth grade students of MAN 1 Lubuklinggau. The population of the study was all of tenth grade students of MAN 1 Lubuklinggau with the sample class X Mia 2 consist of 41 students. In this study, the writer used the quasi-experimental method. In collecting the data, the writer used the speaking test that was given twice to the students. In analyzing the data the writer used three techniques. They were the calculation of individual score, the students’ categories score based on the Minimum Mastery Criteria, and match t-test formula. The writer found that in the pre-test, the students’ average score was **66,44**. On the other hand, in the post-test their average score increased to be **75,41**. The result of the calculation showed the $t_{obtained}$ 6.84 was higher than its t-critical value. Furthermore, the Null Hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. Finally, it can be concluded that it was significantly effective to improve students’ speaking skill by using Flip Charts to the tenth grade students of MAN 1 Lubuklinggau in the academic 2014/2015.

Keyword: *Teaching, Speaking, Flip Charts*

Languages is the system of human communication. Language is the expression of ideas by means of speech – sounds combined into words. Words are combined into sentences, this combination answering to that of ideas into thought. Therefore, language is used in communication to deliver the message, ideas, feeling and it is also used to promote people’s culture and characteristic.

Based on Hammer (2007:284), speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language ‘on the spot’ while quickly. (1990:7) defines speaking as the process of transmitting ideas and information orally in variety of situations.

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 1994:12). It means when a speaker says the utterances to other speakers, they have to know that they say therefore the communication can run effectively.

Speaking is known as one of four major skills in English and it is specified into oral language skill. In speaking speaker has a great range of expressive possibilities at his/her command speaker can vary his/her intonation and stress which help her/him show which parts of what she/he is saying are more or less important.

Bromley (1992:283) states speaking is an expressive skill in which speakers use verbal symbol to communicate. He further says that speaking is an expressive process, which requires the use of expressive language to construct meaning orally. It allows people speak and explore their thoughts and to develop new thoughts as they create ideas.

Tarigan (1990:3-4) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at the period speaking skill is learned. According to Laduse (1991), speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently.

In mastering English skills, people also have to master the aspect well. The skills and aspect must be one unity and they cannot be separate each other. If people have a good speaking

mastery, they must master the supporting component like pronunciation, enough vocabulary, good grammar and they have to speak in a good mastery in speaking English (Monroe 1997:201).

However, speaking seems uneasy skill for students to master. It is not easy to master because the students who want to speak English should know and consider the elements of speaking such as pronunciation, grammar, vocabulary, fluency, and comprehension. Speaking English is difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction.

Methods

Pre-experimental method with one group pre-test and post-test design was used in this research. According Isaac and Michael (1985:54) describe the purpose of a pre-experimental method is to approximate the conditions true experiment in a setting, which does not allow the control, and or manipulation of all relevant variables, the researcher must clearly understand that compromises in the internal and external validity of this research and proceed within this limitation.

The pre-experimental method uses only one group of students. In other words, it does not use two groups but only one group or one class. It just tries to investigate the achievement in speaking by comparing the students' achievement before the treatment and after the treatment.

To collect the data, the writer recorded the students' presentation while doing the speaking test. The students were asked to respond to the topics provided orally in 2 minutes. And students' speaking score was obtained based on six aspects of speaking in the scoring scale. That is Grammar, Vocabulary, Comprehension, Fluency, Pronunciation and Task Completion (*source from Brown, 2004:172-173*) after the students' calculation of individual score, the writer compared it to the MMC from MAN 1 Lubuklinggau that score is 73 for pass MMC, so students would get the improvement in their speaking skill or in "pass" criteria.

Finding

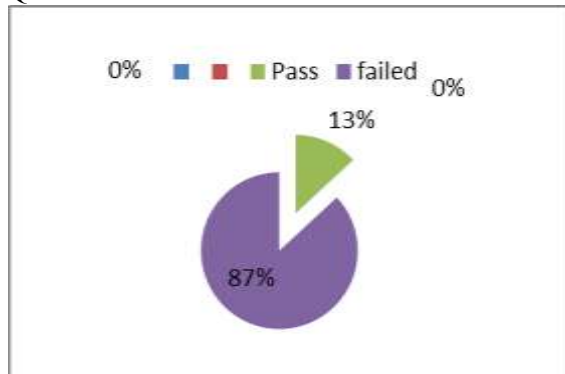
The objective of this research is this study related to the score of the pre-test and post-test, the Minimum Mastery Criteria (MMC) of the score of the pre-test and post-test, and the result of a matched t-test.

1. The result of the Pre-test

The writer gave students a pre-test. There were 41 students who joined the test by oral test. They were asked to speak the expressions of asking and giving opinion individually with the duration of two minutes. There were two raters who evaluated and the students' score in speaking. These two raters or two judges were purposed in order to make the balanced score and avoid the bias data. Then, the students' score were analyzed by adding the result of calculation from rater I and rater II and after that the score were divided by 2. The result of the students' pre-test were compared to the minimum mastery criteria (MMC).

The result of the pre-test done showed the highest score was 90 which reached by two students only whereas the lowest score was 54 and reached by 4 students. The calculation of the average score was 66.44 which was below the MMC 73 for the qualification of speaking skill in English subject matter. It was known that students' speaking skill was low.

Qualification of Students' Score in the Pre-test based on Minimum Mastery Criteria

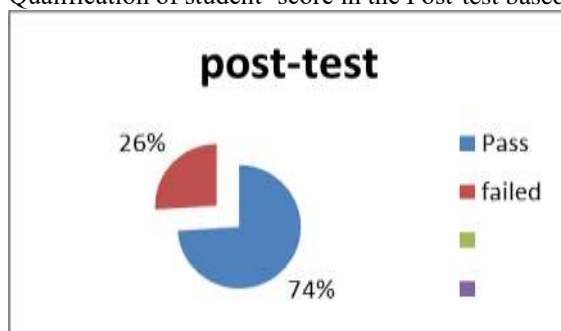


from the chart above, speaking skill of students was low because there were only 13% who “passed” and 87% students is “failed”.

2. The result of the Post-post test

After doing the treatment, the writer did the post-test to know the difference improvement of students’ speaking skill. The test item was in the same from with the pre-test but different material. The result of the post-test done showed the highest score was 96 which reached by 2 students only whereas the lowest score was 58 and reached by 3students. The calculation of the average score was 75.41 which passed the MMC 73. The writer found the where students “passed” is 74% and 26% is “failed”

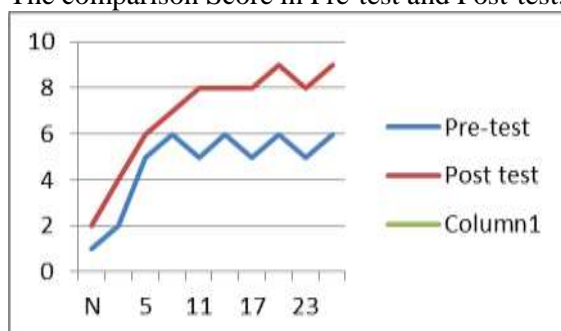
Qualification of student’ score in the Post-test based on Minimum Mastery Criteria



The description of comparison can be seen from the chart .

Having obtained the result of the pre-test and post-test, the writer shows the comparison of the students score in the pre-test and post-test.

The comparison Score in Pre-test and Post-test.



The treatment was success in improving students speaking skill. It can related from the differences between the student’s mean scoreobtained in the pre-test and post-test. in the pre-test students’ mean score was 66.44 and the students’ mean score in the post test was 75.41. this differences shows that the students average in the post-test was higher than the students average score in the pre-test.

3.Normality Pre-test and Post-test

Based on the calculation of Normality pre-test , the table the list of the observation and expectation of the students score, the writer found that $\chi^2_{obtained} = 4.64$ with degree of freedom (df) 6 (7-1). Since level is 95% (0.05), qnd the $\chi^2_{table} = 9.54$. So, it can be concluded that it is normal because $\chi^2_{obtained} = 4.56 < \chi^2_{table} = 9.54$.

Based on calculation of normality testing in the post-test, the writer found that $\chi^2_{obtained} = 5.26$ with degree of freedom (df) 7(8-1). Since level 95%(0.05), and the $\chi^2_{table} = 10.11$. so, it can be concluded that it is normal because $\chi^2_{obtained} = 5.26 < \chi^2_{table} = 10.11$.

4.The result of Matched-t Test Calculation

After calculated the standard deviation and standard errors, the result of the calculation showed the t-obtained was 8.31 and the critical value at significant level 0.05 with the df 40 (41-1) was 1,684. It means that t-obtained 6.84 was higher than its t-critical value. Furthermore, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. Finnaly, it can be

concluded that it was significantly effective to improve students speaking skill through four corners debate to the tenth grade students of MAN 1 Lubuklinggau.

Discussion

The problem started from the observation of the writer to the tenth grade students of MAN 1 Lubuklinggau. Through the observation and the interview, it was known that there were some difficulties to write in English. It was supported also by comparison of mid-semester 38.24% of students who got the score of MMC of 73% (*source of MMC MAN 1 LLG*) and the rest are failed (61.76%). Therefore, to solve problem above, the writer needs to apply the way to improve students speaking skill. Therefore, it was a challenge for the writer to try improve students speaking skill there by Using Flip Chart.

This research started by conducting pre-test and post-test to get the first data in MAN 1 Lubuklinggau. After doing the pre-test, the treatment was conducted by the application of Flip Chart. It was done twice by giving different material to the sample. The last data collection was the post-test which done after the second treatment.

Based on the finding, it was known that there was an improvement on students speaking skill of tenth grade students MAN 1 Lubuklinggau. The result found based on some procedures of the research. The writer collected the data from students of class X Mia 2 consist of 41 students as the sample. Then, she conducted a speaking test by judging the students performance orally and made it sure through the scoring based on the recording. The scoring was done by two raters, namely, the writer and an English teacher of MAN 1 Lubuklinggau to avoid the bias. From the pre-test, it was found that the average score of the students in doing a performance of asking and giving opinion was 66.44. In the post-test, it was found that the average score of the students was 75.41.

Before the treatment (in the pre-test), it was found that most of students (40%) got rating 3 in their performance. In this criterion of rating, the students understood simple sentences, they used limited vocabularies and often done the repetition when speaking. It showed that they still have limited skill of speaking. Some students (14%) got 5 rating scores in their performance. In this rating, the students used more complex sentences and applied the grammars but with some errors. They spoke with better self confidence with less hesitation. Some students were at the 2nd (25%) with the performance criterion of understanding phrases and words (said very simple sentences), speaking single-word utterances and short patterns, and using functional vocabularies. The 2nd rating was the lowest rating that the students got in the pre-test. finally, the highest rating was 5th rating obtained by 20% of students. At this rating level, students spoke with less hesitation and can respond better.

After the pre-test, writer did the treatment. In the treatment, the writer applied one of the debate game namely, four corners debate. This game was intended to improve speaking skill of students in MAN 1 Lubuklinggau. The reason was the writer found out that students there were having difficulties in speaking. The problems were they said only simple sentences. They have lack of vocabularies. They were lack of idea to speak the opinion. Those problems commonly happen to the students who are learning English at school. The information was obtained when the writer had the interview with the English teacher there.

The Flip Chart is usually used as a teaching media in delivering messages (Susilana et.al, in Pratiwi and Mulyani,2013:4). It means that Flip Chart is a media that consists of papers which are attached with pictures and information either in the form of album or calendar and used to show the students in order to get description about the things, people, or places described. Through the media, students were allowed to state their opinion and responded asking and giving opinion. The role of Flip Charts in the activity was to improve the speaking achievements through the media itself. The media was interesting and decorated by colourful papers that contains of list of the material and pictures.

Flip Charts were used to explain the material to the tenth grade students and as at the media to do exercise together. A flipchart is an object like a notebook, but much large. It contains a sequences of sheets or pages bound together by aring, hook or bracket. Its use aims to support the presentation of contents with pictures, words or texts illustrative synthesize idea (Benites,2013). It is of great teaching aid, we can use as visual aids to develop conversations with

adults, to recite a poem, tell a story, to plan the educational development of a workshop, the course of a trip.

According to Pratiwi and Mulyani (2013:3), there are many advantages of using Flip Charts. First, it is easy to make. Teachers can make it from simple and valuable material. The writer made the Flip Charts by using colourful papers and pictures where the materials were easy to get. Second, it is practically easy to bring anywhere. It can be flipped and is simple to handle. The third, by using the media, teachers can deliver the material practically in one media creatively and innovatively. Therefore, the students are able to join the activity joyfully. It also happened to the students when the writer taught them by using Flip Chart. The last advantage, it can be used repeatedly to the next semester or next year based on the material.

On the other hand, Susilana et al. (cited in Pratiwi and Mulyani, 2013:5) states that the flip chart as one of learning media is able to present the material briefly and practically. Where the important thing in teaching is where the teacher can explain the main points from the flipchart through a clear explanation in order to improve students' achievement. The next advantage, it can be no problem. The material to make the media is cheap because the main material is paper. Another material is wood to hold the papers. Next, it can be movable because so easy to bring it everywhere.

The advantage of Flip Charts by the experts was also found when the writer taught the students by using the media. The writer felt that the presentations of the material were done practically. The students were motivated by the use of this interesting media. And finally, after doing the treatment the writer did the post-test to prove the explanation above. The rest of the students had some improvements in some points such as, the vocabulary mastery was increased and varied, speaking more fluently and in a better intonation, started to understand the other speaker, said the opinion in a better material. It was also approved by the obtained score of the students although there were 4 students who reached the lowest score of 58.

The used media Flip Chart finally reached its objective which made an improvement toward students' speaking, asking and giving opinion. Finally, it can be concluded that it was significantly effective to improve students' speaking skill through four corners debate to the tenth grade students of MAN 1 Lubuklinggau.

Conclusion

Referring to the discussions of the research findings on the previous chapter, the analysis data it was found that it was significantly effective to improve students' speaking skill to tenth grade students of MAN 1 Lubuklinggau. It can be seen from the difference of students' average score in the pre-test was 66.44 and the post-test 75.41.

The test was given to the students in form of oral test about asking and giving opinion and tested to 41 students at X Mia 2. Besides, it was also proved from the calculation of matched-t test that shows the t-obtained was 6.84 and the critical value at significance level 0.05 with the df 40 (41-1) was 1.684. It means that t-obtained 6.84 was higher than its t-critical value.

The null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It means that there was a significant difference between the students' skill in speaking after being treated through Flip Charts. It was also proved by the improvement of students in speaking that they started to use more complex sentences and grammar rules, speak more confidently and with less hesitation and also used more vocabularies. Finally, it can be concluded that it was significantly effective to teach speaking through four corners debate to the tenth grade students of MAN 1 Lubuklinggau.

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