"TOP SPEAK" TO IMPROVE SPEAKING SKILL IN SMP N 3 DOLOPO

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Abstract

One of the English skills that has to be learned by the students is speaking. Speaking every day at school will make the students have an ability to speak in public, to deliver their inspirations or views in correct way. Developing this ability can be done by guiding the students to speak English in right way. English is a need in this global and developing world. It can be easier if studying English using media. One of media that can be used is "Top Speak". This study is aimed to give solution to the junior high school students to develop their ability in speaking English in right way and guide them how to be a public speaker. By doing this research, hopefully the students of junior high school can speak and express their point of views accurately. This research uses legend as the topic for teaching and learning process. The legend is taken from the story in Indonesia that can be learn and known by the students to improve their knowledge. The story is in the form of conversation and the students have to practice the story so they will feel the situation in the story. The researcher uses "Top Speak" to help the students as the property in practicing the story. This practice will make the student easily speak English. The type of this research is descriptive qualitative with the students of SMP N 3 Dolopo as the subject. The researcher uses interview, documentation, field note, and checklist as data collection method. The result of this research shows that the students are very interested in speaking English. It can be seen from the way the students speak in front of the class bravely. Moreover, the media is very interesting for the students. The teacher also can make this media easily. This study found some problems during the research such as the location of the school, the schedule of the research, time allotment for the process of making the media, and the students' shyness to speak in public area.

Keywords: speaking, conversation, top speak

I. Introduction

Speaking is an ability to deliver someone ideas or aspiration to others. In this case, speaking is not only deliver the message, but also a process to deliver the message itself by saying the articulation of sounds or words to express and deliver ideas (Tarigan, 2008:16). The ability to speak can be taught to the children early so they are accustomed to speak properly and dare to speak in front a lot of people. According to Yunus Abidin (2002) in Tarigan (2008: 18) there are several factors that can affect the student abilities, including the ability of cognition or imagination. Imagination could be raised by a story. Students can use the story as a tool to improve their ability in speaking. In

addition, another factor that help in speaking ability is the performance of the student in speaking English. Here speaking is about the practice of speaking. Practice can be done in a variety of styles that encourages students to be able to speak well. The style is an expression to create a communication and related with the appearance of the speaker.

During the observation in the first grade students of SMPN 3 Dolopo, the teacher uses the mini-drama to teach narrative. In mini-drama, the students divided into some groups with different title of the story or legend. Here we found some problems faced by students in terms of speaking. Students cannot speak fluently and clearly especially in long sentences. In addition, the use of grammar also not really appropriate or still a lot of errors, it is because the students still have lack acknowledge to construct sentences in English.

Performing the story in drama can use many tools to help the students in speaking. In this case, researchers uses "TOP SPEAK" as an alternative media. "TOP SPEAK" is used as a hat in a drama that can be used as the identity of a character by giving the name of the character so the students are easier to remember the name of other characters in the story. These hats have different shapes

related to the character of the story. By wearing that hat, the students are expected to be easier in practice English because they feel the real character in the story.

From some factors above, the researcher will (1) describe the implementation of "TOP SPEAK" to help the student in speaking ability to the second grade students of SMPN 3 Dolopo, (2) know the positive impact and the weakness of the implementation of "TOP SPEAK" to help the student in speaking ability to the second grade students of SMPN 3 Dolopo.

The result of this study are expected to be useful for the students. Students can speak in front of his friends with creative learning and interesting media. Adding new vocabulary in English, so the students can memorize a lot of vocabulary in daily practice. Moreover, students can increase their knowledge about folklore in Indonesia and also build motivation of students to increase the ability of speaking that can be done in fun way.

II. **Method**

This study used a qualitative descriptive approach in describing English language learning that are packaged in a theater using TOP SPEAK art as a medium and folklore to hone students' skills in speaking English. In this research, the data is the description of the implementation of "TOP

SPEAK" in teaching English through conversation in some sources of data. They are interview, observation, notes and documentation during the teaching and learning process.

Data analysis of this research use an interactive model (interactive models of analysis) Miles and Huberman (1994: 10) which consists of three stages. (1) Data reduction is done by selecting and sorting the data that relevant with research objectives. (2) Data is displaying in the form of narrative. It is about the implementation of "TOP SPEAK" in teaching learning process and knowing the advantages also the problems faced in the implementation of "TOP SPEAK". (3) Conclusion Drawing and Verification of the Data. After the research doing the second procedure, the last is drawing conclusion and verification. Conclusion will appear after the process of collecting data are ended. This is the final process of the research. According to Miles and Huberman (1994: 11) conclusion also verified as the analysis process. It means that conclusion and verification cannot be separated. Verification is elaborate the analyst's mind during writing and all of the research's data should be tested in research studies and confirmed as research validity. It means that the research is valid and usable for others.

III. Result and Discussion

This research was carried out for 2 months in SMPN 3 Dolopo. In this research, there are satisfactory results so that it can respond all of research problem of this research with the following details:

1. Implementation "TOP SPEAK" in Teaching Speaking

The first step before applying "TOP SPEAK" media in teaching and learning process is that the researcher choses which class that will be taken for the implementation of media. The researcher finally decides to choose the class A with some considerations. It is about the material and the characteristic of students. The application of this media begins with the teacher divides the students into some groups. Then teachers deliver the story to all students. The teacher asks students to read the story. After that, the teacher asked students to translate into English. After that, the students read the stories based on their role figure in each parts in the folklore. At the first meeting, students engage in dialogue with the text of the story and the media "TOP SPEAK". At the second meeting of students still read the story, but a little more smoothly than the first meeting. At the third meeting of the teachers asked students to memorize part of the student section corresponding character played. At a meeting of the four

students started memorizing conversations in the story so that it is a little more familiar and fluent in speaking to articulate the stories and using media "TOP SPEAK" to rejuvenate them recognize their interlocutors in the story, and so on until the last meeting.

At each meeting, the teacher asked some vocabularies in folklore so that students will be more memorize new vocabulary used in the conversation. Besides the teacher asks students to repeat a few words or sentences that pronunciation is not appropriate so that students will get used to pronounce the sentence correctly and clearly. On the sidelines of a meeting of teachers give to students regarding questions about the information that will be discussed folklore. For example the question of the origin of the story and the social value of what can be learned from the folk tale. Then the students were given the strengthening of the material by the teacher about the discussion of the stories associated with the material in English. To evaluate students, the teacher gives the booklet to work with students and teachers as well as the basis of assessment.

2. Discussion of Implementation of Media "TOP SPEAK"

After the study, the researchers conducted interviews with students and teachers of subjects in English. Results of the interview about the enthusiasm of the students about learning to speak English by using the media "TOP SPEAK". Here is the interview of a few students in the eight students of SMPN 3 Dolopo. Silvia said "I am more confident and dare to speak English with the media used by "Teachers' Training College PGRI Madiun". From the interview above, it can be concluded that the presence of student learning media will be more interested in joining the study. In this context it is to learn to speak English. Another student, Lia said that he felt better in speaking English because it shows how to pronounce English words correctly. It shows that a use of media in folklore join such a way that students easily pronounce the words in English. In addition, Ferdy said, "The media is very interesting to learn English, not boring and more vigor". From the interviews with the students show interest is very high media to help hone students' speaking skills. Researchers also asked about the problems encountered during the implementation of the media "TOP SPEAK" in class. One student named revelation said that he had difficulty in memorizing the dialogue because not

too smooth speaks English. While there are students who are less correct in pronouncing the word or phrase in the English language, the researchers tried to train prior to practice reading the dialogue together with another friend.

In addition to interviews with students, researchers also conducted interviews with teacher subjects in English. Pak Suwito, S.Pd. said that the application of the media "TOP SPEAK" very interesting so that students feel the spirit of learning English in particular to improve their speaking. The media is very interesting because the students can dialogue with his friend and the dialogs used is very simple so that students can easily follow the path of the story.

3. Advantages and Problems

From this study, researchers identified several advantages possessed by the media and the methods used in learning English in junior high school. Media is very easy to make because the material is very easy to found and to make around us. This cap is also very interesting because it uses colorful materials that catch the students' interest. The media is variation, according to a story that will be discussed so as to improve the creativity of teachers in making learning media. In addition to its use was also to have many advantages.

Children can be trained speaking ability with more confidence because they are happy with the media that wear. The story that was exhibited was also made in a short dialogues so as to facilitate the child to understand the story. The story used in the study also contains a lot of good moral messages for students. By following the flow and character in the story, students can observe where the good character who could be their role model.

Apart from the advantages created during the research process, of course there are some problems faced by the team PKM. An example is the school as the place to study the distance is quite far from the city so it takes a lot of time around 45 minutes to get to the location. Besides the media used for research are homemade and the manufacturing process requires a lot of time. Factor of the students also led the team PKM to conduct research, such as the condition of students who are still shy to speak English because many students who cannot read or pronounce the words in English. What's more crowded campus activities of each member of the CRP resulted in several meetings were not attended by all members. Schedule of events that exist in schools and colleges has also led research schedule several times delayed so the team PKM need to

change the schedule of the planned research.

IV. Conclusion

Based on the analysis and data research, it can be concluded that the implementation of "TOP SPEAK" has been realized by the teacher and supporting by documentation and the result of interview.The implementation of "TOP SPEAK" has advantages in teaching learning process. Students can be more interested in speaking skill. Not only that but also the media is easy to be made so the teacher can make the media as creative as they can. This study also found some disadvantages such as the time for implementing this media is to short. Then some student still look shy in practicing this media.

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