

TEACHING SPEAKING USING ANALYTIC TEAM TECHNIQUE TO TENTH GRADE STUDENT OF SMAN 1 PORONG

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Abstract

Speaking ability is very important in English learning to make it easier for someone to exchange information or ideas with others. One way to facilitate speaking is using dialogue. This research aimed to describe implementation of technique and to know students speaking ability. This research used descriptive qualitative with the data collected using instrument of field note and students exercise. The subject of the research in this research was the tenth grades students MIPA 5 of SMAN 1 PORONG. The implementation of learning process is the teacher explain about expressing intention and ask the students to make a dialogue using picture that has been determined. The finding shows that the teacher in using Analytic Team Technique as technique in teaching learning process with the percentage students who get the higher score was 75 %, students who get the lowest score was 25%. The factor caused the students interested to use this technique because the students can increase their creativity to make dialogue and the students can feel more confident to speak English because they speak with other friends

Keywords: *Speaking, Analytic Team Technique, factor interesting the technique*



INTRODUCTION

In teaching there are four skill to concentrate namely reading, listening, writing, and speaking (Anacleto Andrade, 2018). The researcher only focused on speaking. Because there are still many speaking in student of senior high school who were still weak. The students mostly had difficulties in grammar and vocabulary. According (Richards, 2012) State that there were some typical learners' problems in speaking, there were: (a) frequent communication breakdowns and misunderstanding, (b) lack of vocabulary need to talk about common utterances, (c) lack of communication strategies, (d) speaking slowly and talking too much time to compose utterances, (e) inability participates actively in conversation, (f) ability to speak English naturally, (g) poor grammar, (h) mispronunciation.

Teaching meant helping and sharing knowledge with others and could also provide information to do something (Marzulia, 2018). In the communicative model of language teaching, teachers helped their students' develop knowledge by providing authentic practice that prepared students for real-life communication situations.

Richards (2009) stated that the mastery of speaking skills in English was a priority for many second language or foreign language learners. Consequently learners often evaluated their success in language learning as well as the effectiveness of their English course based on how much they felt they had improved in their spoken language proficiency.

Speaking was used to interact and communicate by someone to other. Speaking was need in all of life activities. This aspect of speaking would make our speaking or used of language. Well, as proverb said "practice makes perfect". Therefore, students should practiced to speak English as often as possible so that they were able to speak English fluently and accurately. A part of that, to speak English, we had to know some important component and the component was what aspect to be mastered by the people in speaking English (David, 2009) stated that there were five elements used in speaking ability such as pronunciation, grammar, vocabulary, fluency, and content

Based on (Parmawati A. , 2018) Analytic teams was one of the parts of collaborative teaching technique. In analytic teams, team members assumed roles and specific tasks to perform when critically reading an assignment, listening to a teacher, or

watching a video. Roles such as summarizer, connector (relating the assignment to previous knowledge or to the outside world), proponent, and critic focus on the analytic process rather than the group process (which entails roles such as facilitator, time keeper, and recorder).

The researcher identified several problems on the implementation of Analytic Team Technique. Referring to the several problems, the researcher formulated the statements of the problem to highlight the research were:

1. How was the implementation of analytic team technique in teaching speaking to tenth grade student of SMAN 1 Porong?
2. How were the students' speaking ability in speaking by using analytic team technique in tenth grade student of SMAN 1 Porong?

Related the research problem, the scope of the research of this study was the tenth grade students of SMAN 1 PORONG in the X-MIPA 5 which had 36 students and only focused in speaking. While the limitation is about analytic team technique.

METHODOLOGY

Research design was the equipment of methods and procedures used in collecting and analyzing measurements of the specific variables in the research problem. This type of this research was descriptive qualitative research. It described phenomena in the form of words than numbers (Sulistyaningsih & Sari, 2018). This type applied because it was the appropriate approach to describe the result of research in the form of written. Based on this view, the Descriptive Research was chosen to describe the using of Analytic Team Technique in Teaching speaking to tenth grade students at SMAN 1 Porong.

The subject of the study in this research was students of X MIPA 5 in SMAN 1 Porong consisted of 36 (thirty-six) students and they were selected based on the class taught by the teacher during PPL. The sample was taken 20 students from 36 students, through random sampling sizes for qualitative research (Creswell J. W., 1998)

Primary source was source of data that directly provided the data on the data collector, and the secondary sources was sources that do not directly provide the data on the data collector (Sugiono, 2010). The first data were teacher and students activities starting

from beginning until the end of the class and the source of data was taken from field note. The second data was speaking from students and the source of data was taken from students' task and scoring rubric.

The researcher used several instruments which helped the researcher get the empirical data and draw the conclusion or the result of this research easily. There were some instruments prepared in order to make easier in monitoring the implementation and the advantages of teaching speaking using analytic team technique. They were: Observation field Note and Student's exercise.

The researcher needed several steps to collect the data which were necessary in this research. The observation field note was used to collect data of teaching processing using Analytic Team Technique applied in the class for answering first research question. The students' exercise were used to collect data of students' score, for answering second research question.

The data in this study were analyzed by using several steps. First was analyzed use observation field note. First the researcher identified the teaching step from field note, the second reduce unimportant thing, the third classify and display, the fourth make conclusion. Second was analyzed use students exercise. First the researcher Organizing the result of student's value, second Classifying the data and changing into table form and sorting to higher until the lowest score.

FINDINGS

The Implementation of Analytic Team Technique.

The researcher did in two meeting to apply analytic team technique. The first meeting on august 21th 2019. The time for teaching learning process was 2x45 minutes. The class began at 11.20 a.m - 13.30 a.m. The class was X MIPA 5, it consisted thirtysix students. First The teacher greeted the students and checked the attendance list by calling their name one by one. After that the teacher asked about the condition of students to make the English good atmosphere. After greeted the students, the teacher asked about last material they had learned and explained about the new material. Before the teacher started a new material the teacher tried to build critical thinking of the students, and the teacher also didn't forgot to explain about the outline of a new material and the final goals to be achieved. After the students understood about the outline, the teacher showed some picture to the students. The picture was about a view to stimulate their brain then the teacher asked the students to identify the picture. After the students could identify the picture, the teacher started to explain about material. The material was expressing intention. The teacher explained using power point to make easier for students understand. The content of power point were definition, language feature, function, and some text. In the middle of teaching the teacher was showed a text for reading by the students. Then the teacher gave exercise for the students. The exercise was made a dialogue about expressing intention using a picture they have chosen. After the students did the exercise about expressing intention, they submitted them to the teacher and students concluded the material. The teacher delivered a new plan about material to be explained in the next meeting and gave some motivations for students.

The second meeting on august 28th 2019 at 11.20-13.30. In this meeting the teacher started to apply Analytic Team Technique and get the score then the teacher calculate using scoring rubric. The teacher entered the class and said greeting to her students and asked about their condition for making English good atmosphere after asking the condition the teacher started to check the attendance list by calling one by one. The teacher gave some brainstorming to make the students comfortable and the students followed the teaching process. After giving some brainstorming the teacher started to review the last material about the definition, language feature, and function of

expressing intention. The teacher asked the students to make some groups. One group consisted 4 students, they chose their friends by themselves. After the students chose their group, the teacher started explaining about the exercise. The exercises were asking the students to make a dialogue from the pictures given by the teacher. Then the teacher explained about the rules. Each student must have their respective roles in their assignment. After the students presented their dialogue they should write on the paper and show their dialogue in front of the class. Every group submitted their dialogue and the teacher gave score to them, sometimes gave suggestion to them. After the students presented their dialogue and show in front of the class, the teacher gave them feedback about their speaking. The teacher and students made a conclusion about their activity and what they could get from that activity. After that the teacher delivered the lesson plan in for the next meeting. At the last the teacher closed the lesson and left the class.

The Students' Speaking Ability

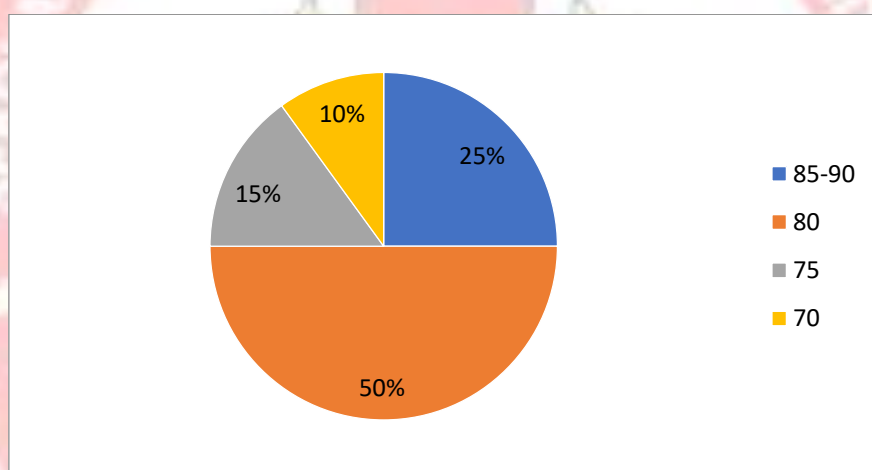


Figure 1.The percentage of students' speaking ability

From the graph we could see that the highest score was 75 % was about 15 students and the lowest score was 25% was about 5 students.

The result of the implementation of Analytic Team Technique in teaching speaking was to make the students talked and explore more their speaking skill, since the topic was familiar to the students. The familiar topic was easier for students and the students could relax and not afraid to make mistake. Step by step the students had been able to increase their confidence in speaking.

Trough Analytic Team Technique as a technique of teaching, the students could overcome their problems which dealt about less-vocabulary, afraid and making mistakes, less confidence, even the grammatical error and other.

In student's exercise, the researcher took five competences to know the students speaking ability. There were pronunciation, grammar, fluency, vocabulary, and content. Pronunciation was important of language, include some aspect like accent, stress, and intonation. Sixteen students had a good pronunciation and four students had a low pronunciation. Pronunciation was a material which requires a lot of study time and repetition. Grammar and pronunciation had a close relationship. The students were still difficult to speak in good grammatically because for studying grammar need intensive teaching. Vocabulary was range of words known or used by a person. Students that had many vocabularies would be easier for them because the students could improve their speaking but sometimes there were some students were confused to understand the meaning or difficult word, so the students should search in dictionary or asking the teacher. Fluency as the quality of being able to speak smoothly and easily. It meant that someone could speak without hesitation. For the students, Analytic Team Technique was helpful because the students could share their idea and they could help each other to make dialogue and present that dialogue.

The whole students of X-MIPA 5 knew well the implementation of Analytic Team Technique. They interested with this technique because it was simple technique and easy to be understand. The researcher was got a positive response from the students. The student wanted to apply this technique again in the next learning. From this statement, it can be concluded that the students had motivation to learn by using Analytic Team Technique.

CONCLUSION

As it had been stated in the background of the study, the researcher wanted to answer from the statement of the study in chapter 1 about the implementation of Analytic Team Technique and students' speaking ability.

The implementation of Analytic Team Technique can be used in teaching English especially speaking. The implementation of Analytic Team Technique was applied in two meetings. In first meeting the teacher explained about expressing

intention. then the teacher gave a simple explanation about definition, language feature, and function. After that the teacher gave some text to reading by students. Then the teacher divided the students into pair and they chose a picture they like. The teacher asked the students to make a dialogue using expressing intention using the picture they have chosen. In second meeting the teacher asked the students to make a group. One group consisted four students. Then the teacher asked the students to make dialogue using expressing intention. the teacher had rules for this exercise. The rule was each student should have their respective roles. After it finished the students presented the dialogue in front of the class.

Beside implementation, the researcher used students exercise to answer statement of the problem. Students exercise was the task for getting students speaking ability. There were 75 % got the higher score and 25 % got the lower score. Students who had low scores mostly had errors in grammar and pronunciation. From the used of Analytic Team Technique, the researcher can know if the ability students increased. Therefore, this finding showed the assumption stated in chapter 1 that the analytic team technique can be applied in teaching speaking expressing intention was true and clearly accepted.



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