

## PROMOTING STUDENTS' SPEAKING ACHIEVEMENT THROUGH REPORTING TECHNIQUE

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**ABSTRACT:** This research aimed to promote the speaking achievement of the second STIK Bina Husada Palembang midwifery students using reporting technique. This research used a quasi-experimental method, with a non-equivalent group design for the pre-test and post-test. The population consisted of 38 students who were as sample from STIK Bina Husada Palembang's second-semester midwifery students. The sample taken by using total sampling technique to obtained the sample. In collecting the data, a speaking test was utilized. The test was found to be both valid and reliable. The value of t-obtained (5.59) was greater than t-table (2.02) at the significant level of  $p < 0.05$ , according to the results of the independent t-test. It was concluded that the reporting technique could promote students' speaking achievement. It meant that this technique could help students improve their speaking skills. The reporting strategy proved effective in teaching second-year midwifery students how to interpret a recount text. As a result, it can be concluded that reporting technique can be used by students to improve their speaking English, and teachers can use this technique in teaching and learning the students in order to increase and motivate the students' speaking in STIK Husada Bina.

**Keywords:** *speaking skill, teaching speaking, reporting technique*

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## MENINGKATKAN PRESTASI BERBICARA SISWA MENGGUNAKAN TEKNIK PELAPORAN

**ABSTRAK:** Penelitian ini bertujuan untuk meningkatkan prestasi berbicara mahasiswa kebidanan STIK Bina Husada Palembang semester kedua menggunakan teknik reportasi. Penelitian ini menggunakan metode quasi-experimental, dengan non-equivalent group design untuk pre-test dan post-test. Populasi berjumlah 38 mahasiswa yang menjadi sampel mahasiswa kebidanan semester II STIK Bina Husada Palembang. Sampel diambil dengan menggunakan teknik total sampling untuk memperoleh sampel. Dalam mengumpulkan data, tes berbicara digunakan. Tes tersebut ternyata valid dan reliabel. Nilai t yang diperoleh (5,59) lebih besar dari t-tabel (2,02) pada taraf signifikan  $p < 0,05$ , menurut hasil uji t independen. Disimpulkan bahwa teknik pelaporan dapat meningkatkan prestasi berbicara siswa. Artinya, teknik ini dapat membantu siswa meningkatkan keterampilan berbicara mereka. Strategi pelaporan terbukti efektif dalam mengajarsiswa kelasduakebidanan bagaimana menafsirkan teks recount. Hasilnya, dapat disimpulkan bahwa teknik pelaporan dapat digunakan oleh siswa untuk meningkatkan kemampuan berbicara bahasa Inggris mereka, dan guru dapat menggunakan teknik ini dalam mengajar dan pembelajaran siswa dalam rangka meningkatkan dan memotivasi berbicara siswa di STIK Husada Bina.

**KataKunci:** *kemampuan bicara, pengajaran berbicara, teknik pelaporan*

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## INTRODUCTION

Speaking is one way to communicate verbally in conveying information, ideas, and others. In communicating verbally or non-verbally by one person to another, the use of speaking skills is very important, because when someone provides information or dialogue, it must be precise, this is to avoid misunderstandings in conveying information. Speaking is one of the language skills that should be mastered. Nowadays speaking is very important as part of daily life and become international language that often found in many media. Moreover, as a part of daily activity, speaking is regarded as a process of information delivery and communication with others. By speaking, human beings are able to maintain good relationship among community (Gunadi et.al, 2021). It is supported by Kesgin and Arslan (2015), Learning a foreign language is important to become part of people's lives in a globalized world, and there is no doubt that English is the international language and the language of mass media such as computers and television. Since English is one of important skill, according to Harmer (2001) speaking is the ability to speak fluently and not only have knowledge of language features, but also the ability to process a language, information, and language. In processing the information to be conveyed, a speaker must have the ability to convey it such as grammar, proper vocabulary and how to pronounce vocabulary, even the use of intonation in conveying information can affect the listener's understanding so that misunderstandings do not occur. Brown (2008) who defines speaking as a productive skill that can be observed directly and empirically. Furthermore, Nunan (2004), speaking is the ability orally and contains verbal messages systematically in conveying the meaning conveyed.

Harmer (2007) says that in order to be able to speak fluently in English, speakers of English as a second language must not only be able to pronounce phonemes correctly, and be able to use appropriate stress and intonation patterns and speak in connected speech, but must also be able to speak within the range of conversational strategies and conversations.

Speaking is also a big part of the ability in language which consists of reading, writing, and listening. The ability to speak can also be influenced by other abilities such as reading. With some abilities that are used to improve speaking skills, a person can increase his knowledge in processing information and implementing it into spoken or spoken form. According to Indriyani (2015) speaking ability is a parameter in measuring a person's ability to communicate or speak. With the measurement parameters of speaking ability, listeners can see how a person can communicate well by using existing aspects of speaking both formally and informally even in everyday communication. In addition, Harmer (2001) defines speaking as the ability to speak fluently presupposes and not only knowledge of the features of the language, but also the ability to process information and language

Brown (2004) states that Speaking is a skill that a person must observe something directly and empirically. The observations are varied and have accuracy and effectiveness. This ability can also be used in listening to speaking test participants who of course must be careful in listening to what someone is talking about. In line with brown, Taringan (1990) states that speaking is a way of communicating that affects everyday life. In everyday live a good communication is very important, because in daily life we always communicate to other people.

In speaking there are several types, such as common speaking, daily speaking, speech etc. its similar like Brown (2004, p. 325) he states that speaking Skills consist of two things, namely: Micro skills and macro skills.

1) Micro skills

- a) make the difference between English and allophonic phoneme variants.
- b) different length of language.
- c) stress pattern protection in Indonesian, words in stress and without stress
- d) position, rhythmic structure, and intonation contour.
- e) reduction of words and phrases form.
- f) Using an adequate number of lexical units (words) to achieve pragmatics
- g) Produce smooth speech at different levels of labor.
- h) Monitor yourself and use various strategic tools, as self-correction, backtracking - to improve message clarity. Using grammatical word classes (nouns, verbs, etc.), systems (for example, tension, agreement, pluralization), wording, patterns, rules, elliptical shapes.
- i) Produce speeches in natural constituents - in the right phrases, groups pause, breathe groups, and constituents of sentences.
- j) Express certain meanings in various grammatical forms.
- k) Using a cohesive device in oral discourse.

2) Macro Skills

- a) Complete communicative functions that are appropriate to the situation, participants, and goals.
- b) Use appropriate registers, implications, pragmatic, conventions, and linguistic features in face-to-face conversations.
- c) Delivering links and connections between events and communicating relationships such as main ideas, supporting ideas, new information, information provided in general and examples.
- d) Using facial features, body language, and other nonverbal cues along with verbal language to convey a meaning.
- e) Develop and use speech strategies, such as emphasizing key words, Repeating provides context for interpreting the meaning of words, accurately assessing how well the interlocutor understands what is being conveyed

According to Brown (2001) speaking ability has four categories, namely: 1. Imitative / imitation is the ability to copy some parts of the language not for the purpose of meaningful interaction but to focus on certain elements of the language. 2. Intensive, namely speaking skills designed to train phonological or grammatical aspects of language. 3. Responsive, namely the ability of students to speak in class. The short answers of questions or comments given by teachers or students. 4. Transactional language that aims to convey or exchange specific information. 5. Interpersonal, namely language is done more for the purpose of maintaining social relations than for transmitting facts and information. 6. Extensive (monologue), this category is usually found in upper secondary level students, they are asked to provide an extension of the monologue in the form of an oral report, summary, or perhaps a short speech.

Since speaking skill is very important, there are still problems that were faced by teacher and students in the class, especially in English language. The method or strategy chosen can give effect to the successful in teaching and learning process especially in

speaking class. English lesson was taught since elementary to the university. According to Brown (2001) Formal English must be taught from elementary school to university level. Therefore, students must master English language skills, but there are still many students having difficulty in mastering English, especially speaking skills. Brown (2001) says that sometimes students make any mistake to speak English well and fluently or they find it difficult to do it. Most of the students afraid to speak in some reasons and sometimes they don't know how to increase their ability in speaking English. The good technique can be used in the class to increase their ability such as reporting technique.

Reporting technique is a technique that the students are taught to speak in describing or reporting what they have seen or heard. Mostly this technique used simple past tense because they will retell or report the something by using English. This technique might be to them to try speaking, adding their new vocabularies even the pronunciation. Reporting technique that was used by teacher in teaching English language can use the news form newspaper, tv or internet, even what the students read in order to make the students active in speaking. As a result of this issue, the researcher concluded that the use of reporting technique on students' speaking can assist the researcher in running the teaching and learning process on midwifery students of STIK Bina Husada Palembang

## **METHODOLOGY**

This research used A quasi-experimental design as an experimental research method was used. Since they are modifications of the conventional experimental designs, they are referred to be quasi. Anon-randomized pretest and posttest design was utilized. The population was all second year of midwifery study program students. There were 38 as population and they were chosen as sample. The use of totaling sampling technique in choosing the sample, then the samples were divided into two, mainly; experimental and control groups, each of group consists of 19 students. In the research the students in the experimental group were taught using the reporting technique, whereas students in the control group were taught using a conventional method. The data were acquired through a speaking test with several topics. The result of the test was recorded and scored by 2 English lecturers as reviewer to avoid the bias. T-test was used to assess the data from both groups.

The stages of teaching speaking by using reporting technique, the students were given the information of 2 important basic grammar that would be used in this technique, mainly simple present and simple past. The most that they should be learned was simple past, because this technique more tended to the past. Then the students were asked to select several topics such as reporting the news, or reporting what they had been observed. During the process of teaching, they tried to speak by using grammatical that had been taught. The score was taken two times that were pre and post.

## **FINDINGS AND DISCUSSION**

The study discovered the important things after analyzing the data. This study has revealed some significant results. In the pretest, the experimental group had the maximum score of 85, the lowest score of 60, and the mean score of 74.79. In the meantime, the best score on the posttest was 90, the lowest score was 65, and the mean score was 79.37. The students' score distribution of the experimental group in the

pretest showed that eight students were in the very good category, eleven students were in a good category, and no students were in fair and poor categories. Meanwhile, in the posttest, there was an improvement. It revealed that fifteen students were in the very good category, four in the good category, and none in the fair or low categories. The highest score in the control group was 78, the lowest score was 50, and the mean score was 66.80 in the pretest. In the meantime, the best score on the posttest was 78, the lowest score was 50, and the mean score was 68.74. See Figure 1.

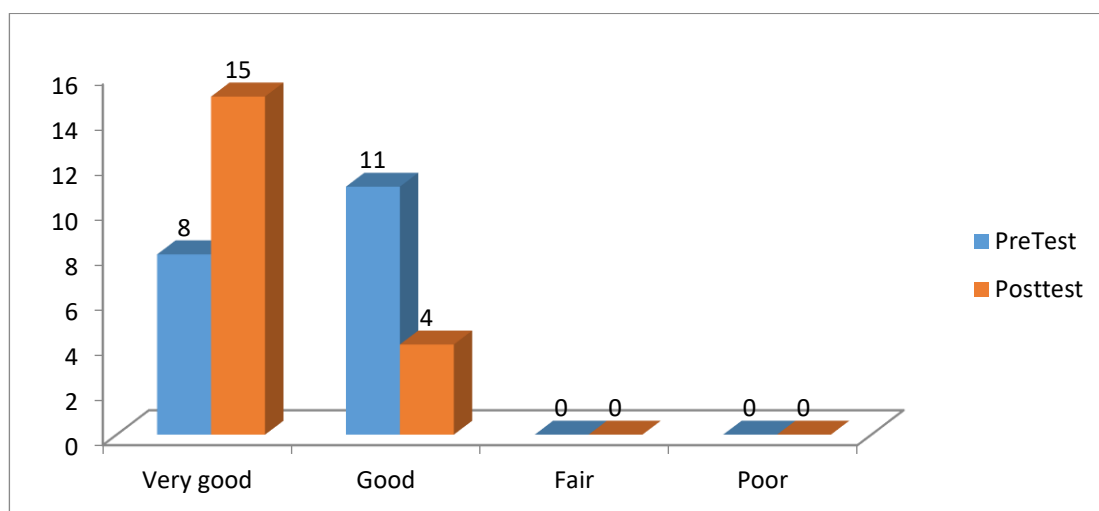


Figure 1. Distribution of Students' Score in the Experimental Group

The students' score distribution of the control group in the pretest and posttest showed that there was no improvement. In the pretest and posttest, 1 student was in the very good category, 17 students were in a good category, and no students were in fair and poor categories. See Figure 2.

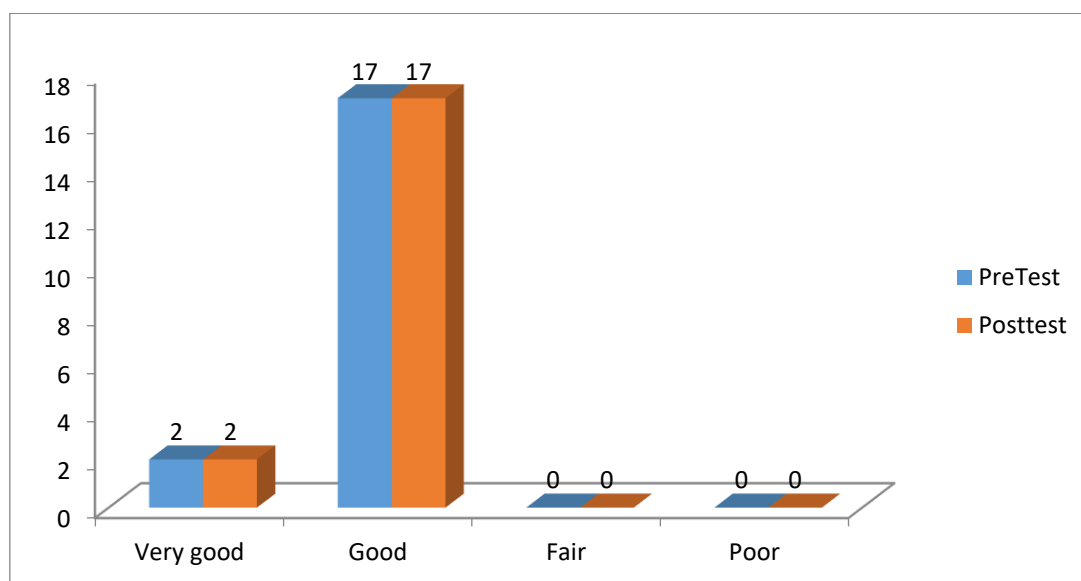


Figure 2. Distribution of Students' Score in the Control Group

From the result, the students' pretest and posttest scores from the two groups showed that there were in very good and good categories. It indicated that students in the experimental who were taught using reporting technique and control groups who were taught using a conventional method had the same chance to develop their reading comprehension achievement. And the result obtained the mean difference of post-test from both groups was 10.75, standard error difference was 1.95 with 36 degrees of freedom, and t-obtained was 5.59 at a significant level of  $p < 0.05$ , according to the results of an independent test. See Table 1.

Table 1. Independent Sample Test

Mean Difference	Std. Error Difference	t	df	Sig. (2-tailed)
10.75	1.95	5.59	39	.000

It can conclude from the obtained data (5.59) was higher than t-table (2.02) and p-value was lower than 0.05, and there was a significant difference between students who were taught using reporting technique and those who were not. It meant that the reporting could promote students' speaking achievement, especially in speaking about the past. This technique could comprehend the students in mastering the grammar especially simple past, it could be as a way for them to speak with aspects of speaking such as; vocabulary, pronounce, grammatical etc in order to avoid the misunderstanding in conveying the information.

## CONCLUSION

The researcher collected speaking data in this research by distributing tests. According to the data obtained, the scoring of students revealed that students in the experiment group. The t-obtained (5.57) was greater than the t-table (2.02) and the p-value was less than 0.05, indicating the reporting technique could enhance students' speaking achievement. In short, students who were instructed to speak using the reporting technique performed better. It can be seen in the progression of students' scores during pre and posttests. Their speaking and scoring abilities have improved

The reporting strategy proved effective in teaching second-year midwifery students how to interpret a recount text. As a result, it can be concluded that reporting technique can be used by students to improve their speaking English, and teachers can use this technique in teaching and learning the students in order to increase and motivate the students' speaking in STIK Husada Bina

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