

IMPROVING STUDENT SPEAKING ABILITY THROUGH THE INTEGRATED ENGLISH LESSON METHOD: DEMONSTRATIVE PRESENTATION

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Abstract: *The purpose of this study is to know that there has been an improvement in students' speaking skill when they are faced with Demonstrative Presentation. This research used Classroom Action Research design using three research instruments. The results of research have been conducted in two cycles that show this study is not only able to improve students' speaking ability but also increase active participation of students. The expected results of this study are (1) obviously to find out that this method have increased the ability of students in speaking, the most important that we probably have seen additional vocabulary of sign posting in students' speaking; (2) Another predicted result in this study is the possibility of students' active participation in the class activity.*

Keywords: *Integrated Lesson, Speaking, Demonstrative Presentation*

INTRODUCTION

To face the era of free trade in the Asian Economic Community (AEC), what is meant is not just trading products that are traded between ASEAN member countries, but also in the form of services that are closely related to the entry of foreign workers or opportunity for Indonesian workers who are ready to work in these countries. In general, English is used in communication between nations. Because its role as the International Language, mastering English becomes an absolute

requirement to be able to compete in the face of global competition, especially competition at the MEA level. The impact of market demand for English language education and tutoring services was due to the increased awareness and need for the importance of mastering English.

Students who choose the focus of the field of engineering studies need to master English very well in order to be able to compete in the work place, moreover if the company is multinational.

Speaking is the most needed skill in this case, since that handling or interacting with foreign workers is a probability for students to be encountered.

In order to be able to increase speaking skill, integrated learning is an option for teachers to become a learning model that is very suitable to be applied in vocational schools, given that students in vocational education are closely related to the world of field work and interact with humans in their work.

This study focused on improving students' English speaking skills with the preparation of material in an integrated manner with a focus on student's department.

REVIEW OF RELATED LITERATURE

Related Study

The Nature of Speaking

The researcher is going to discuss key words' definition in this part. They are, speaking, demonstrative presentation, and also integrated learning.

Briefly, according to Cameron (2001) states that speaking is the active use of language to express meanings so

that other people can make sense of them. It could also means that the language will be considered as communicative if people could show and construct the meanings well.

Among the four English language skills, speaking skill taught in college are considered difficult for most students. This is because speaking skills require the correct vocabulary and phrases and pronunciation of students in expressing their ideas, thoughts, and experiences in a complete and communicative manner.

In connection with teaching speaking in English, Nunan (1991) said that "success is measured by the ability to speak using the target language". So if students don't learn to speak or don't get the chance to speak, they will lose interest in learning the language. Conversely, if Speaking lessons are given correctly, students will get motivation to learn and the classroom atmosphere will be alive and dynamic.

The Nature of Demonstrative Presentation

In the world of education, presentation is one of the sources and methods for individual development of

students. Teachers can use this learning method to find out the speaking ability of students. It is also supported by Ernst (2005), he asserts in class presentation, the students will be judged on how well other people understand the material at the end of the class, not on how well they understand the material at the beginning of the class. Based on that explanation, students are demanded and challenged to organize their presentation in order to make the audience understand the topic chronologically. According to Hamm (2005), presentations classes are opportunity for students to demonstrate their understanding of the topic and to explain it to an audience. It also means that students are required to organize not only their material but also their vocabulary in order to make the presentation organize.

The Nature of Integrated Learning

This study chose the type of demonstrative presentation as the integrated model, which is the type of presentation that explains how to do something (how to do something) or explains how something works (how something works). This type of presentation is very appropriate if

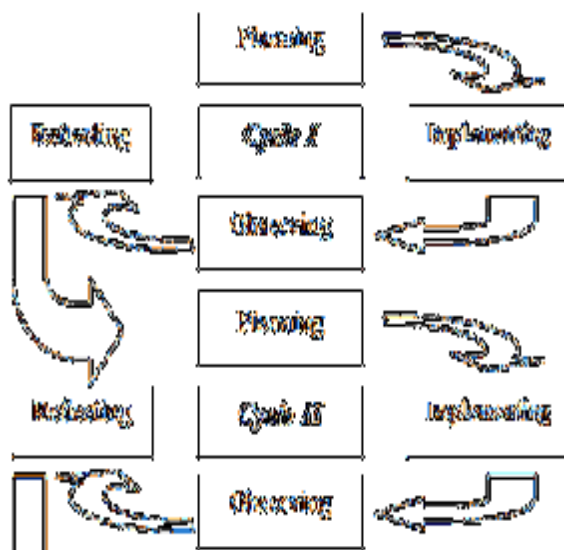
integrated with other subjects in the Politeknik Negeri Madura.

Integrated Learning is an approach that intentionally links several aspects both intra- and extra-subjects. With these two combinations, students are expected to be able to gain a full understanding of abilities. According to Fogarty (1991) integrated type integrated learning (integration) is a type of integrated learning that uses an approach between fields of study. This integrated (integrated) learning model uses an inter-subject approach. This model is attempted by combining several subjects by setting priorities from the curriculum and finding skills. Focus on integrating a number of learning skills that a teacher wants to train his students in a learning unit for the achievement of content learning material. Learning skills according to Fogarty (1991) include thinking skills, social skills, and organizing skills. For Politeknik Negeri Madura itself, the determination of the priority of students' English language mastery has been determined through coordination meetings on the formation of curriculum with the leadership of the

department and coordination with other subject lecturers.

METHODOLOGY OF STUDY

The design of this study uses Classroom Action Research. According to Arikunto (2008) The series of activities are teachers to improve the ability of students by using strategies / methods. The design that researcher used in this study is Classroom Action Research with two cycles with each component in each cycle: (1) Planning, (2) Implementation of Action, (3) Results of action, and (4) Reflection, as described in the sub previous point.



The implementation cycle of the study adopted a cycle proposed by

Kemmis & McTaggart (1984) where the cycle will continue to the next cycle if the criteria of success have not been achieved. The researcher also use these instruments in order to collect the data.

1. Action

In this stage, the researcher applies a planned learning scenario to provide an explanation of learning activities. In this stage include using research instruments to obtain preliminary data per individual subject subject.

2. Observation

Carry out observations regarding the implementation of learning by using observation sheets about events and problems that arise during the implementation of the learning scenario. The results of this observation will later be used as a measure of the success of the action.

3. Reflection

Based on the data obtained through the above process, then an analysis process was carried out which is then found a solution to reflect the

results. The solution used as a reference for planning the next cycle.

Data concerning the implementation of teaching and learning activities obtained through observation sheets are presented in the form of descriptions. Meanwhile data on student speaking skills were obtained through the results of the researchers' assessment of student presentations using the demonstrative speech presentation type of score sheet that used in NPEO. Data collection was also using video recorder to help the researcher. Each of the participant was recoded while having their presentation in front of the class, after the data is gathered than the researcher analyze also based on the record of the presentation.

The subject of the study was the third semester of Ship building Engineering Department students in Politeknik Negeri Madura.

RESULT AND DISCUSSION

The first cycle shows that many students had middle grades in scoring. This is due to the lack of development in the organization of sentences produced

by students in the presentation. Remembering that Demonstrative Speech must show a systematic and orderly sequence, the lack of organizational sentences in the presentation will influence the audience in understanding the content and flow of the presentation.

After obtaining the results of observations from the student presentation, which is, the researcher found that students did not use ordinal numbers and also signed posts as forms of student presentation sentences. Researchers carry out the next stage in the form of reflection in the form of determining learning plan activities in the form of design or providing treatment to students to improve speaking skills. This learning plan was to provide students with explanations and examples of how they should organize their presentations by adding a sign post to the sentence composition section, so that the presentation becomes more organized and can be well received by audience.

Actually researchers still have the second cycle stage in the research series, but the time that has been

determined is not sufficient enough to continue the second cycle for all the students. However, some students have carried out the second presentation as a stage of implementation and showed the development and improvement in the composition of the sentence regarding this demonstrative presentation. Time becomes an obstacle that can be calculated enough in the future considering that this research is carried out following the class schedule that sometimes changes due to unexpected things.

CONCLUSION AND SUGGESTION

Conclusion

By applying lessons that are integrated with employment and real job situation, students become more motivated and active in learning activities. With the two cycles applied by the researcher, in the end the students were able to apply the treatment given at the reflection and planning stages, so that students had improved their speaking skills in terms of presentation demonstration being more organized and coherent through the use of ordinal numbers and also sign posting into

sentence arrangement of student presentation.

Suggestion

The researcher have found some weaknesses of students in composing sentences for demonstrative presentation, among others, the lack of use of ordinal numbers and also sign posting as a sequential form of a storyline. After students went through the reflection and planning stages in the form of treatment or explanation of how to properly arrange the sentence in demonstrative presentation, students were able to apply it well and also proved that their speaking skills improved in this point of discussion.

Furthermore, the crucial problem is the time of implementation. The implementation of this research is in one series of student learning in one semester, the biggest obstacle is the number of changes to the lecture schedule caused by holidays and also the busyness of researchers who are also on duty so that the implementation of the second cycle is hampered. However, some students have carried out the

second cycle in the study so researchers dare to borrow descriptive descriptive methods to explain that some of the students have improved their speaking ability in a demontsrative presentation as an integrated lesson.

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