



## **Learning Model Development to Improve Students' Oral Communication Skill (A Research and Development Study on English as a Foreign Language (EFL) Subject in All Junior High Schools in North of Lombok, West Nusa Tenggara Province)**



**Lukman<sup>a</sup>**  
**Ishak Abdulhak<sup>b</sup>**  
**Dinn Wahyudin<sup>c</sup>**

---

### **Article history:**

**Received:** 14 April 2016

**Revised:** 10 May 2016

**Approved:** 30 June 2016

**Published:** 1 July 2016

---

### **Keywords:**

*Lombok;*

*Learning Model;*

*English Language;*

*Junior High Schools;*

*Oral Communication Skill;*

---

### **Abstract**

The reality, students who have graduated from junior high schools do not achieve the learning quality as expected by the curriculum. The alumni of junior high schools still have the low oral communication skill in English. The problem of the present research was what learning model which can improve the students' oral communication skill. The purpose of this research is to find a product in the form of learning model as an alternative learning model which can improve oral communication skill. The research approach used in this study was research and development by modifying the ten steps of research procedures into only three steps that are (1) preliminary study, (2) model development, and (3) model validation test. The participants of this study were the teachers and the students of the junior high schools in North of Lombok, Nusa Tenggara Barat. The data collection techniques used in this study such as observation, questionnaire, document study, and oral test. The collected data were analyzed qualitatively and quantitatively (statistical test). This research and development study produced a learning model that can be used to improve the English oral communication skill. That learning model consists of five learning steps, namely (1) the orientation phase, (2) the phase of using the command to direct behavior, (3) the phase of role reversal, (4) the phase of role independent practice, and (5) the phase of guided practice. After analyzing the data in the form score difference between pretest and posttest in the experimental group and the control group. It is concluded that the developed learning model effectively improved the junior high school students' spoken communication skill when being compared with the conventional learning model that was usually used by the teacher. The developed learning model emphasizes the students' activities in the learning process. It can be applied by the teacher through saying a word and demonstrating an act to represent its meaning without translating it into Indonesia Language, and asking the students to also demonstrate the word.

---

<sup>a</sup> Muhammadiyah Mataram University, Mataram-Indonesia

<sup>b</sup> Indonesia University of Education, Bandung-Indonesia

<sup>c</sup> Indonesia University of Education, Bandung-Indonesia

---

After demonstrating the word, the students try to produce the oral language through the question and answer activities both independently and being guided by the teacher. Based on the findings, it is recommended for teachers, junior high school institutions, school committee, education department in local government, to utilize this learning model as an alternative model in learning English as a Foreign Language (EFL) in junior high schools.

2455-8028 ©Copyright 2016. The Author.  
This is an open-access article under the CC BY-SA license  
(<https://creativecommons.org/licenses/by-sa/4.0/>)  
All rights reserved.

---

**Author correspondence:**

Lukman,  
Curriculum Development Program, Indonesia University of Education  
Email address: [maofmi2009@gmail.com](mailto:maofmi2009@gmail.com)

---

## 1. Introduction

Reality field indicates that the learning process and the learning outcomes of English in secondary schools do not meet the expected quality of learning in accordance with the demands of the curriculum. In terms of the learning process, the problem of English subjects are a less comprehensible input received students to initiate a spoken language. The implication, students are not able to communicate verbally in English. This is due to the learning methods used by teachers are not oriented on improving students' oral communication skills. Learning has not emphasized on providing comprehensible input and oral communication practice activities to develop students' language competence to be able to communicate verbally. It has proven results in learning English until now not show the maximum results as expected. Therefore needed an alternative model of learning to improve students' oral communication skills.

This paper was prepared based on the results of Research and Development, which is a process to develop and validate a product, in this case, is the product of education in the form of learning models. The first step of this research is to conduct a preliminary study in a field which is then used as a material consideration to develop a learning model developed. The next step is to develop a model adapted to the situation and conditions in the field. The results of the development of this model were then tested validation to obtain a picture of the level of effectiveness of the model in order to improve students' oral communication skills. This results in a product development model of learning English to increase oral communication skills seventh-grade students of the junior high school.

The study of teaching theory is not limited to teaching as an activity to impart knowledge or teaching as telling or transmission (Ramsden, 1992 pp 111-120), also expressed Reigeluth (1983 pp 4-7) learning theory as "a body of knowledge that prescribes instructional action to optimize instructional desired outcomes". Learning is knowledge intact and can determine the planning and implementation to achieve the optimization of learning outcomes and learning objectives set. In this condition, the dimensions of curriculum developers to be very dominant, because it directly with the lesson plan that will be carried out, the implementation of learning in the classroom and outside the classroom as a learning interaction for students, as well as the evaluation of learning to see the extent to which the planning carried out properly in accordance with signs set, and to determine the extent of student learning outcomes, the results can be achieved optimally.

Actually, more of theories that have been introduced by psychologists in their efforts to help more people understand the concept of learning. If the concept of learning better understood, the rules of language learning or other subjects will be further enhanced.

Psychologists study agree that in the learning process are the following elements: (1) internal, ie interest, talent, willingness and previous experience in the student, and (2) external, neighborhood, teachers, textbooks, and other, Which is a point of contention is the answer to the question " Which element is the dominant factor, or the greatest effect in the learning process. Effendy (2004 pp 9-10) answers to these questions can be traced through two schools of the psychology of learning, the first standards on the stimulus-response theory of psychological behaviorism, both the standards of psychology cognitivism.

Nowadays so many theories developed learning and will continue to evolve in line with research and innovation conducted by researchers and teachers. Learning theory is the foundation and reference model of learning, therefore, in this study discussed the theory Behavioristic of Learning (Pavlov, Thorndike, Watson, and Guthrie). Cognitive Theory of Learning (Piaget, Ausubel, and Brunner). Constructivist Theory of Learning (Piaget and Vygotsky). Humanistic Theory of Learning (Bandura).

---

While in the study of language, there are at least four modern linguistic theory known as the structuralist linguistics, linguistic seeks to describe a characteristic language based on the language, there are at least four theories or flow is dominant, ie the theory of Ferdinand de Saussure (1858-1913), the theory of Leonard Bloomfield (1887-1949), the theory of John Rupert Firth (1890-1960), and the theory of Noam Chomsky (1928 - Present).

The theory of Ferdinand de Saussure (structural flow), this theory is based on the pattern behavioristic this theory was born in the early 20th century (1958-1913), a Swiss linguist who is often called "the father of Linguistic structuralism "as well as" the father of modern linguistics" because the new view of the language study, published in his famous book *Couse de Linguistique* published by his students Charles Bally and Albert Schehaye (Chaer 2009 p 66). Characters who embrace this theory include Bally, Schahaye, Gleason, Bloch, G. L. Trager, Lado, Hausen, Harris, Fries, Sapir, Trubetxkoy, Mackey, Jacobson, Joos, Wells, and Nelson.

According to the theory of Ferdinand de Saussure's view, that explains the behavior of speaking (speech act) as a network connection between two or more people, such as between A and B. This behavior speaks activity consists of two parts, namely the outside and the inside. The outside is limited by the mouth and ears while the inside is limited by the soul and mind are in the brains of speaker and listener. If A speaks, then B will be the listener and vice versa.

De Saussure distinguish between parole, langue, and language. All three can be seen as a bunch of "language" in Indonesian, but with a different sense. Parole is a concrete language that comes out of a person's mouth speaker because it is the concrete it, then parole could be heard. While langue is a particular language as a specific system such as English or other foreign languages. So it is abstract, only in the brains of speakers is concerned. The language is the language in general as a means of human interaction, so the language also is abstract (Chaer 2009 p 67).

According to De Saussure, langue is a system of signs or symbols are arbitrary and are used to express ideas and rules. In other words, langue is pure value system consisting of an organized mind and combined with the sound. Therefore, according to de Saussure language is a system of signs or symbols (Signe) to indicate a word or meaning. Sound-symbol has two aspects that are always in touch, and that is significant or signified marker or markers. The first images of the sounds of language, while the second is the concept (meaning) that is understood by the sound system. The relationship between the sign and signified arbitrary, the relationship between a sign/concept with sign/sound images accidental (Qaddur, 1999 pp 18-19). The theory of de Saussure on language tend to regard language as a symbol means. Language is inseparable from the local community, who live in a social environment.

According to Firth, the most important activity is linguistic context. In theory, there are four contexts, ie phonology, morphology, lexicon, and the situation. According to him, the language is the arrangement of these contexts. Each context has a role in the environment for elements or units each level of the language. The composition of the contexts that make up the whole of the activities that are meaningful. In other words, each element at each level shall have the meanings that can be distinguished and analyzed.

According to Firth, the structure of language that consists of five levels, namely the level of phonetics, lexicon, morphology, syntax, and semantics. Which become elements in phonetic level are phonemes, which becomes an element in the levels of morphology is a morpheme, which becomes an element in the semantic level is semantic categories. Firth focused on the level of phonetic and semantic levels, while other levels less attention.

According to the theory Bloomfield, he found the behaviorist theory enshrined in his work entitled "language" in his findings, he insists, the ability to speak is the formation of human nature (the environment), man is raised. Like a blank sheet of paper, filling and form a natural human ability. In the discussion of despair genesis of language. Bloomfield concept is known as the tabula rasa theory, then the theory of Bloomfield is "synergized" theory B.F. Skinner (1904-1990) about learning to say that language acquisition is similar to the acquisition of other customs, through Stimulus-Response (S-R), and Reinforcement (affirmation/reinforcement). Language is considered as a habit or behavior language acquired or learned by young children gradually (gradual) through hearing, impersonation, affirmation, and repetition, so the language is well understood that becomes a habit.

The views Chomsky about languages tend mentalist or cognitivist. According to him, the reality of the actual behavior of the underlying mental (a mental reality the actual behavior). Every human being has the universal rules of natural language is the basis of human behavior, and the rules of the very rich and should be considered in keeping ATA language learning process. According to Chomsky, language is a mirror of the human mind. Language is a complex mental process. This view leads to the knowledge of the production process language. Therefore, he paid attention to the psychological aspects of language and theory focused acquisition (acquisition) of the children to their mother tongue (Chaer 2009 p 94).

## 2. Research Method

### 2.1 Approach to Research Method

This research applying this type of R & D (Research and Development) as proposed by Borg and Gall (1979 p 624) as "A process used to develop and validate educational product". Similarly, Gay (1990) that research and development

is an attempt to develop an effective product in the form of learning materials, media, learning strategies to be used in schools is not to test the theory. From the definition put forward by the Borg and Gall can be taken an understanding that the research and development of a series of steps in cycles, each cycle to be passed should be based on the results of the previous step and eventually produce a product of learning.

Approach to research and development (R & D) is deemed suitable for use for the purpose of this study is not just to find a new model, but also to develop and implement a model of learning and teaching English communicative effectively and efficiently to the conditions and needs of learners Junior High School in accordance with the purpose of learning. The steps of this study are (1) Research and Information Collecting... Includes review of the literature, classroom observation, and preparation of reform of state of the art; (2) Planning...Includes defining skills, stating objectives, determining course sequence, and small-scale flexibility testing; (3) Develop a Preliminary form of Product...Includes preparation of instructional materials, handbooks, and evaluation devices; (4) Preliminary Field Testing...conducted in from one to three schools, using six and twelve's subjects, interview, observational and questionnaire data collected and analyzed; (5) Main Product Revision...Revision of product as suggested by the preliminary field test results; (6) Main Field Testing...in 5 to 15 schools with 30 to 100 subjects. Quantitative data on subjects' pre-course and post-course performance are collected. Results are evaluated with respect to course objectives and are compared with control group data when appropriate; (7) Operational Product Revision...Revision of product as suggested by main field test results; (8) Operational Field Testing...Conducted in 10 to 30 schools involving 40 to 200 subjects, interview, observational and questionnaire data collected and analyzed; (9) Final Product Review...Revision of product as suggested by operational field-test results; and (10) Dissemination and Implementation...Report on the product at a professional meeting and journals, work with a publisher who assumes a commercial distribution, monitor distribution to provide quality control.

Implementation of the steps mentioned above in the development model of learning English to improve oral communication skills may be further modified within three (3) stages of the process, namely the preliminary studies, model development, and model validation (Sukmadinata 2008 p 189).

## 2.2 Population and Sample

The subjects were subjects of English teachers and students of junior high school (SMP) State. Based on data and Information Education Provincial Government of West Nusa Tenggara in the school year 2014/2015, judging from the number of junior high school are 15 schools in five sub-districts in North Lombok West Nusa Tenggara Province.

The subjects were students of class VII of secondary school (on average been learning English since grade 1 and the teachers who teach English in the class. The reason for choosing the students of class VII is that in perspective language development is the age of about 12 years on or about the same as the formal operational phase of Piaget (Chaer 2009 pp 106-107).

In the pilot study was conducted in fifteen Junior High School are scattered in five (5) District in North Lombok. For the research subjects selected teachers and students of class VII of the five SMP taken with accreditation Categories A, B, C, and BT. In addition based on accreditation, sampling is also based on the condition of education in each district level. In the review of the level of education in all districts, obtained the category of district education level of high, medium and less.

Based on guidance from the Department of Education North Lombok, that there is one category of advanced education districts with the high category, four districts were categorized as medium and low. Each category of education in the district taken one district to be sampled. Determination of one district in each category of education in the district and determine in each category junior high, medium and low as well as by accreditation.

Schools are selected in limited testing is the first junior high school districts heaven as a high category, while for larger trials are three schools namely SMP Negeri 1 Kayangan, SMP Negeri 1 Gangga, and SMP Negeri 1 Bayan. In connection with the subject of the study consisted of 10 teachers and 90 students sari three schools that have been defined. In the study also note several studies Instrument namely: (a) Definition of Operations, (b) Grating Instrument.

## 2.3 Operational Definition

To avoid any misunderstanding on the terms used in the study of this development, the need for an explanation of the terms used and operational definitions. The operational definition is needed in order to measure the variables in this research problem. This is consistent with the opinion of Tuckman (1999 p 13) who argued: Operational variables means stating them in an observable and measurable form, making them available for manipulation, control, and examination. That is to operationalize the variable means to explain the term or concept that can be observed, measured and tested, in addition, to avoid differences in interpretation that might occur.

This research there are two variables, namely the independent variable, the variable stimulus or input, the model of learning English were modified, and the dependent variable, the dependent variable or the output, he, an increase in the

students' ability in oral communication skills in English students the ability to talk and listen. Operationally these variables are defined as follows.

#### **2.4 Learning of Model**

Learning Model is a design, implementation, and evaluation of learning that includes the relationship between the components of the approach, strategies, methods, and techniques of learning and its evaluation into one single unit. Learning models to be implemented in the form of classroom activity used by teachers in English language learning by involving students to practice the language by using model modified.

Learning model that is implemented in this study is the combination of learning model TPR (Total Physical Response) with three main domains, namely: giving orders (giving commands), carrying out orders (role reversal) and a series of actions (sequences of action); and models of DI (Direct Instructions) built in five main domains: Orientation, Presentation, Structure Practice, Practice Guide, and Independent Practice.

The results of these two models is a modification of the learning model that will be developed and used in English language learning in SMP so North of Lombok Regence called Learning Model to improve oral English communication skills.

#### **2.5 Oral English Communication Skills**

The ability of oral communication English is the mastery of junior high school students in oral communication in English that integrates two language skills, namely speaking (speaking) and listening (listening) as seen from the performance mastery of language skills are of course focused on the use of languages spoken in English with accompanying mastery covering grammar accuracy which includes the use of grammar in sentences produced by the students, vocabulary accuracy referring to the lexical items such as the wealth of vocabulary, diction and idiom, style accuracy that refers to how students pronounce words or phrases with pronunciation or intonation correct, development of speaking that means the student's ability to enrich the context of the talks or a more extensive description of which is assigned to him, and fluency of speaking refers to the smoothness of the students recite and speak in English. (Grammar Accuracy refers to the sentence structure used in the speaking script. Vocabulary Accuracy refers to the lexical items appearing in them. Style accuracy refers to intonation and spelling rules. Development of speaking refers to the ability to broaden topic and fact that the content in relation to the task demanded to the students, Fluency of speaking refers to the style and ease of communication).

#### **2.6 Grating Drafting Instrument**

Obtaining the expected data, before drawing instruments arranged research first grating research instruments. Grating research instruments include aspects studied, data sources, and data collection techniques. Aspects examined included the state of the teacher, student circumstances, the condition of English language learning, and learning media and their utilization. Such data can be obtained from teachers, students, and school principals. While the techniques used to collect data in the form of questionnaires, interviews, observation, and documentation.

#### **2.7 Data Analysis**

In research and development acquired two kinds of data, namely quantitative and qualitative data. Qualitative data is data from classroom observations. This data will be analyzed using qualitative analysis. Results of analysis used as ingredients which have been tested further model revision. Quantitative data is data obtained from the test results after testing the model. Data obtained from tests of student learning outcomes. Quantitative data will be analyzed using statistical analysis.

Quantitative data will be analyzed using statistical t-test with the following steps: (1) Exposure of data, (2) Analysis of the data and (3) the discussion of the results of the analysis. In the analysis of the data, t-test was used to compare the mean of learning outcomes between trials, comparing the results of post-test test 1 with the result of post-test test 2, comparing the results of post-test test 2 with the results of post-test 3 trial, comparing the post-test results of three trials with a post-test results of four trials, and comparing the post-test results of four trials with test results 5.

### **3. Results and Analysis**

#### **3.1 Preliminary Study Results**

##### **a) Design and Implementation of Learning in Progress**

Based on the results of preliminary studies it is known that the planning of learning English in class VII junior high school cannot be said to satisfy desire. It is based on two reasons: first, that teachers do not read competence standard and basic competence when receiving his teaching duties, but simply read the handbook students (see table 4.2) and that teachers are not teaching prepare lessons in the form of Learning Implementation Plan (see Table 4.3),



Only two of the eight teachers have write lesson plans (see Table 4.3).RPP compiled also not be used as guidance in implementing the learning of English in the classroom, but only as a complete report to the principal and completeness of accreditation.

Implementation of learning English in class VII is not going as expected. This is based on several reasons, namely; a) that teachers use Indonesian as a language of instruction (see table 2.4); b) the tendency of teachers to use grammar and translation method that emphasizes rote mastery of grammar and vocabulary (see table 4.4); c) that teachers are not using instructional media in teaching (see label 4.4); d) that teachers use written tests as evaluation learning results (see table 4.4). This is contrary to the opinion of [GeorgiLozanov \(2001 p 57\)](#) that learning must be done consciously and regularly and students are able to learn faster when the teacher is able to utilize the potential of natural owned learners by implementing various learning strategies, using the media with accurate and do with a fair measure of ability. Another opinion suggests that learning should involve two steps: (a) study is the work that is done deliberately with conscious and ordered by a strong will (will) and (b) learning is the process of assimilating the results of mental activity through the formation of inner visions (image) of new or changes to the old inner visions ([Gattegno, 1972, p 71](#)).

The implication of this finding is that the process of learning English in Secondary Schools Pertamabelum did optimally. As a result, the purpose of learning English in junior secondary school that emphasizes oral communication in English is also still cannot be expected to materialize.

b) Capability and Performance of English Teachers

The ability of teachers of English in secondary school North Lombok regency showed levels less encouraging. Generally, less Bahasa even lacks finesse, especially the productive skills (speaking and writing). Teachers only have a grammar and vocabulary (see table 4.5). Judging from the educational background, all teachers of English education background (S1). Judging from the increase in-service training, some have not been trained English language learning (see table 4.5). With conditions such as a teacher's ability to implement-Learning English guru in accordance with the will and capability of each. For example in terms of teaching methods, using grammar and translation method for implementing learning. In the case of a medium of learning, the teacher is almost never used. In terms of learning resources, recruit teachers with the student handbook. And in terms of valuation, teachers use this type of written tests. Competence of teachers is an important component of an effective learning process as proposed by [Munandar \(2004 pp 98-99\)](#) that if the learning process of students have an interest in the subject matter and supported by teachers in presenting the material in an interesting way so that students become interested to study the material that follows the success of the learning activities will be easily achieved. One way to make the learning process interesting is the use of instructional media.

The ability of seventh grade English teacher in high school described above have an impact on teacher performance is less encouraging. The majority of teachers do not prepare lesson Implementation Plan (RPP). And only some of the teachers were trying to arrange his own. Teachers also did not develop their own components RPP RPP but merely copied from existing ones. However, teachers are very diligent and disciplined in carrying out the task. It can be used as the basic capital in developing this model.

c) Ability and Interest Grade VII Junior High School

In general, the ability of students can be said to be very low because the majority of students said it was not able to communicate verbally with the correct intonation, smooth, precise vocabulary, and comprehension (see table 4.7). According to researchers, this is the result of English learning process carried out without regard to the purpose of learning the English language itself. Though student interest in learning English can be quite high (see table 4.8). Supposedly learning can run optimally if the English teacher preparing lessons Implementation Plan (RPP) and implemented in accordance with lesson plans that have been drawn. Given the students' own capital base in the form of interest in learning English. One of the factors that influence the success of learning is the student's interest (internal factors). In line with the opinion of [Munandar \(2004 p 51\)](#) that students who are creative students who have curiosity, attracted to the task - a task compounded perceived as a challenge, dare to take risks and not easily discouraged, and so forth. So if there is a problem that is quite difficult in learning will be overcome by creative students. ([Munandar, 2004: 98-99](#)) Mention some of the indicators of creativity in learning, namely: (1) have a curiosity; (2) are imaginative; (3) is able to express opinions spontaneously and not ashamed - ashamed; (4) the nature of respect.

d) Condition and Utilization Facilities and Learning Facilities

Although not directly, facilities and infrastructure are also considered to influence the progress and student learning outcomes. Means in the form of learning the English language media such as images can support the learning process. Conditions English language learning media in class VI junior high school showed inadequate level. Then in English language learning aimed at improving oral communication skills in English are less able to be implemented can be implemented optimally. While the learning process in the classroom means such as stools

and chairs student, blackboard, and the teacher's desk inadequate. As for the facilities owned by the school such as buildings, classrooms, the principal's office, staff room, as the result of observation sufficient.

Supporting such viewpoint, Hamalik (2005 p 15) suggests that the use of instructional media in teaching and learning can generate new passions and interests, raise motivation and stimulation of learning activities, and even had an impact - a psychological impact on students. Djamarah and Suwarna reveal indicators of learning media power point as follows: (1) the accuracy of instructional media power point to the learning objectives; (2) the suitability of PowerPoint instructional media with a level of thinking of students; (3) the availability of time to use the medium of learning; (4) is interactive and content rich.

### 3.2 Model of Learning Design Development Results

Design learning model was developed based on four aspects, namely the model developed objectives, goals English subjects in junior secondary school, a class VII student characteristics junior high schools, and the reality of learning the English language over the years.

First, the learning model developed is a result of a combination of the two methods of learning, namely The Response Physical Total (Total Physical Response) and learning Direct (Direct Instruction). One of the main objectives of the Total Physical The response method is to provide input comprehensible to students and eliminate tension in language learning (Asher, 1984). While among the main objectives of Direct Instruction learning model is to master basic academic concepts or skills. This is in accordance with the opinion of Joyce, Weil, and Calhoun (2000; 343) which states that the Direct Instruction learning model is very supportive to master basic academic concepts or skills (mastery of academic content and skills), students.

Second, the purpose of learning English in class VII Junior High School is an emphasis on listening and speaking skills as a foundation of language skills. The learning process that lasts more dominant directed at increasing the ability of the students to answer questions and very little directed at the mastery of language as a communication tool as well as the basic nature of learning the language in schools.

Third, the reality of the implementation of learning English in junior secondary school showed that teachers of English in secondary school studied, most do not plan to learn implementation in accordance with the characteristics educates students (see Table 4.3), b) very rarely use English as the medium of learning (see table 4.4), c) almost never use methods or strategies that focus on improving oral communication in English (see table 4.4), d) more predominant method of grammar and translation (see table. 4.4)., e) the most dominant learning activities teachers (teacher-centered), f) learning assessment is limited to the assessment of written tests. In this case, the development of students who can be seen from the change in mindset and mastery of materials that are monitored through a change of attitude and psychomotor students almost never appreciated by teachers in the form of effective and psychomotor assessment.

Based on the above three phenomena, the design study model of the development consists of five components. The fifth component in question is: a) determining the objectives; b) the determination of learning materials; c) the development of learning procedure which is the focus of development in the research, d) determination of learning resources and learning media; and e) the development of learning evaluation. Briefly, design study model above will be described by associating them with related theory.

First, the learning objectives in the design study model developed formulated in the form of Competency Standards (SK) and the Basic Competency (KD). Assess Competency Standards (SK) and the Basic Competency (KD) English subjects. In this regard, the researcher needs to affirm that basically, Competency Standards (SK) and the Basic Competency (KD) in the design of this model simply following existing concept (standardized syllabus) in the school curriculum (SMP) class seven.

Therefore, the working area of the teacher on the design of this model is to formulate and develop competence achievement indicator. Indicators are formulated is a marker of achievement of basic competence is characterized by behavioral changes that can be measured and includes attitudes, knowledge, and skills. Indicators developed in accordance with the characteristics of learners and subjects and verbs defined in the operational measurable and/or observable. They are used as a basis to draw up an assessment tool.

The primary objective of the study model developed is developing skills, oral communication, the objectives developed in this model is more emphasis on cognitive and psychomotor objectives. An objective cognitive form of student understanding of vocabulary that has been learned. While the purpose of the psychomotor form of oral communication skills in English.

Second, the determination of the components of the material. Determination of the material in this research is to identify words that support the achievement of basic competencies (KD), which has been described in the basic competence achievement indicator.

Third, source and used media learning. Reference learning is the student handbook, the English books in the form of Electronic School Book (BSE) issued by the government. While the instructional media used was a genuine object

such as tools and schools such as picture or photo image composition and activity of profession and family. Pinpointing the source and medium of learning is based on Competency Standards (SK) and the Basic Competency (KD) and the subject matter of learning, learning activities, and indicators of achievement of competencies.

Fourth, the component procedures or learning scenario. Learning procedure which is the main focus of the development of this model. Development according to the results obtained during the development process, there is a five-step learning scenario used are orientation, giving orders, exchanging roles, independent practice, and supervised exercise.

More clearly, the design study model of the development can be seen in the table below 1.

Table 1  
Design of Learning Model Development Results

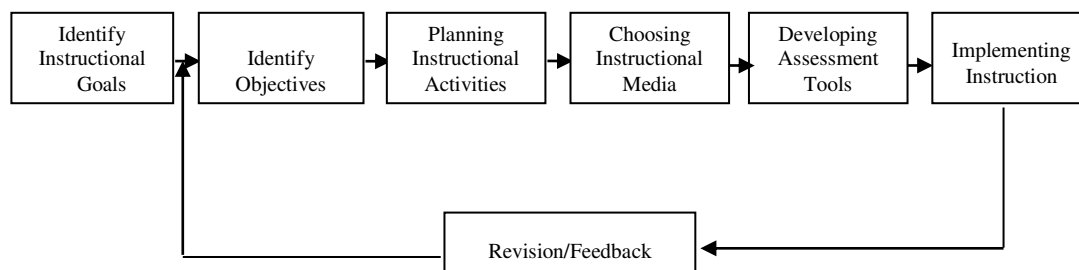
No	Component of Design	Indicators
1	2	3
1.	Development Aim	<ul style="list-style-type: none"> <li>a. Interest was developed based on the characteristics of the model designation Total Physical Responses and Direct Instruction.</li> <li>b. Interest was developed based on the aim of learning English Secondary School class VII.</li> <li>c. Interest was developed based on the characteristics of students.</li> <li>d. Interest was developed based on the reality of the conditions of learning that takes place now.</li> <li>e. The learning objectives include increased verbal English communication skills of students.</li> <li>f. The purpose of learning is made in the form, basic competency.</li> <li>g. Basic competence is described in the form of basic competency achievement indicator.</li> </ul>
2.	Determine Matter learning	<ul style="list-style-type: none"> <li>a. Learning materials developed by indicators of achievement of basic competency.</li> <li>b. Learning materials such as vocabulary, grammar focus and short functional text that matches the theme of learning.</li> </ul>
3.	Procedure Learning	<ul style="list-style-type: none"> <li>a. Learning procedure consists of five phases, orientation, giving orders, independent practice, and supervised exercise.</li> <li>b. Each stage consists of two to three learning activities.</li> </ul>
4.	Determination resources and Media Learning	<ul style="list-style-type: none"> <li>a. English books (Electronic School Book) which have been authorized by the government.</li> <li>b. Learning media in the form of school supplies, drawing family structure, family activities, and professions.</li> </ul>
5.	Evaluation learning	<ul style="list-style-type: none"> <li>a. Evaluation of learning in the form of an oral test.</li> <li>b. Forms of oral tests used are frequently asked questions and dialogue.</li> <li>c. Aspects assessed consists of five areas: mastery of vocabulary (grammar accuracy, vocabulary accuracy, style accuracy, development of speaking and fluency and relevance)</li> </ul>

If the note design study model of the development of the above, it can be concluded that good learning is learning which is done with good planning with a systematic design and ideal. Good planning is usually done by creating designs Lesson Implementation Plan (RPP). According to [Reiser, RA and Dick W, \(1996 pp 11-20\)](#) of at least four principles that should be used and can be agreed that the learning plan is considered systematic. Four principles in question are: a) start the planning process to identify clearly the general objectives and specific learning objectives can be achieved by the students; b) plan to learn activities that are intended to help students achieve specific learning objectives; c) developing assessment instruments that measure the achievement of each specific learning objectives, and d) improve learning which is seen from the perspective of the students' work in each specific learning objectives and student attitudes toward learning activities.

A simple example of a systematic planning process of learning which consists of six steps proposed by [Reiser, RA and Dick W, \(1996 pp 11-20\)](#), as the chart below 4.7:



Chart 1  
Systematic Plan Process of Learning



Based on the chart above, there are six steps systematic learning plan, namely: a). identifying common objectives (goals) general learning. The aim of learning is a general statement of what the student is able to do as a result of learning; b) identify the specific goals of learning. The specific objectives of learning are specific questions about what students are capable of doing at the end of the lesson; c) What learning activities that can help achieve predetermined objectives. Then the third step is to plan learning activities; d) selecting instructional media are tools that facilitate the achievement of learning objectives; e) to develop an assessment tool to determine whether students can showcasing the skills, knowledge, and attitudes that are described in the specific goals of learning; f) the implementation of learning that is applying what is already planned or plan that has been prepared in the learning process is best done in the classroom and outside the classroom.

### 3.3 Implementation of Learning Model Development Results

Based on the research that has been previously noted, the learning model is the result of development, effective in improving oral communication skills in English students. Therefore, this model is feasible to implement the curriculum subjects of English class VII. Application of this model would involve important components that should play an active role so that this model can be a maximum of either in the process of implementation and its impact on improving the quality of education. Therefore, the main component in the implementation of this model is the presence of expert teachers, the student's readiness, availability of resources and adequate learning media.

#### a) Role and outstanding teachers in the implementation of learning model

The ability of teachers in the development of the design and implementation of models are indispensable professionally and seriously. This is important because as the first and principal factor in the development of this model. The lack of teachers in these two things indeed affects the failure and performance of teachers in preparing the design of the learning model. Demands the ability and performance of teachers in preparing model developed mainly on aspects of development indicators, the determination and the determination of material achievement test. In addition to the demands of the ability of teachers to design learning model, the ability of teachers are also required in the implementation of the model, especially in the aspect of giving orders, giving examples of questions and answers, setting time allocation, monitoring students during a question and answer session in groups and pairs, and providing feedback.

Moreover, demands the ability of teachers to implement learning model is the mastery of English language proficiency particularly productive language skills, namely speaking and listening. Ideally, an English teacher who implements this model has a high level of language proficiency productive, but this does not mean that the teacher still has a productive language proficiency of elementary and secondary levels cannot implement this model. Students can still implement them in earnest and full of confidence.

The results of limited testing indicate that the performance of teachers has not seen up to trials one and two. Therefore, demands improvement in the next trial is a certainty. With the ongoing discussion and constructivist researcher and teacher, then at the trial of three, four and five, the implementation of learning model running is getting better. This can be seen in the table and graph 4.1 4:12 teacher performance indicators.

Furthermore, the comprehensive test, the problem is still happening on a wider test 1 Junior High School both categories of high, medium and low. It is, as noted previously that as teachers in this study are the researchers themselves so that the problems that arise are the teachers do not know the average students' prior knowledge. In addition, students are also not used to learning with a learning model developed.

If it is associated with the role of teachers in the Education Unit Level Curriculum (SBC), then the teacher's position is very central and important for teachers not only as implementer, adapter, researcher, but also as a

developer of curriculum, learning resources, facilitators, managers, demonstrator, counselors, and motivator, [Sanjaya, Wina \(2008 pp 28 and 29\)](#). With the duties and status of this, the teacher has the authority to design the curriculum by defining the objectives, content, strategy, media and how to measure the success of a lesson. By duties as curriculum developers, then the teacher must always think about what to do and always trying to find the right strategy to achieve the goal of learning to do. [Marsh and Stafford \(1998 p 102\)](#) state that the teacher as the curriculum developer should be able to identify the problems and needs and seek to put in draught form is structured to address the issues and needs of the class. In the context of the development of this model, the teacher has a central role in developing and implementing the best possible design study model.

As an illustration, teacher of English is required in the implementation of the development of this learning model is a professional teacher. Professionals, in this case, is defined as a combination of knowledge, attitude, and psychomotor inherent in the profession of a teacher working owned. Among the important skills that must be owned by an English teacher is; 1) master the four skills; 2) master mode or language learning strategies; 3) mastering the techniques of language assessment, and 4) have an insight into the psychology of child development.

The maximum demands of the role and significance of teachers in the implementation of this model in line with the demands of the Law No. 14 the Year 2005 on Teachers and Lecturers, Permendiknas Number 16 the Year 2007 and Government Regulation No. 74 of 2008 against the teacher. According to the law on teachers and lectures it. Teachers must have a minimum of four competencies, namely professional competence, pedagogical, social, and personality acquired through professional education.

#### b) Students position in the Implementation Model Development Results

Learning model developed this requires the active involvement of all students during the learning process. Based on this model procedure, students must actively since 1) the teacher, in giving orders, students should focus on listening and observe the actions that teachers do, then do command teacher; 2) students must be active at the stage of exchanging roles, at this stage, students must give each instruction to fellow theme both in group activities or in pairs; 3) students should focus attention on listening and questioning exemplified teachers. This is done because the next stage the teacher will ask the students and teachers had to answer questions, and 4) students must be active at the stage of guided exercises. At this stage, all students have to do a question and answer session along with the theme either in groups or in pairs.

In the pilot phase of a limited scale, the student is not yet active. This is because students are not used to learning with learning model like this, thus, it is very logical, if not all students are active in listening to and act upon the order of teachers, and conduct a question and answer with each other.

On the limited test of two to five, active students are already starting to look for all the students have started to understand the process of learning model developed, not only that, the students have also become accustomed learn learning model developed.

In the pilot area, as well as on limited testing, students Junior high school high category, medium, and low visible still not all students are active in the trial one. This is because the students do not understand the process of learning model developed. In addition, students are also not used to learning a language learning model like this, in the trial, two to four most students have already started actively participating in the learning process.

Learning model developed is looking at the student as a subject to be active in the learning process. Indeed, at this stage of the commands, teachers play a more dominant than the students. This is because of the teacher's position as a provider of input language that will be authorized for students to initiate the talk. Nevertheless, at this stage, students are also required to actively and respond to commands with the teacher acted as a teacher orders. In stage two to five, the position and role of the teacher on the wane and the reverse position and the role of students are increasing and dominant.

This model also views each student to have a difference in a variety of things, including differences in the ability and level of intelligence. This is in line with the views [Seller and Miller \(1985, p 30\)](#) when explaining about the orientation of the curriculum transformation. Orientation curriculum transformation of the view that children should not be seen as children in general, but the child should be seen as a different student to another. Thus, the position of the students in this model is the subject of study.

The emphasis is on the development of models of involvement of the student would not be separated from the stages of the learning model to be followed by the student. The orientation phase, students must be actively listening to the explanation given purpose and perception of teachers; at the stage of giving orders, students must actively listen and act as a command to the fellow theme and do a question and answer well in group activities or in pairs. Likewise, at the stage of assessment of students should be actively answering questions as well as his teacher.

This condition is different from the results of preliminary studies which tend to use teacher-centred approach. Some indicators that reinforce this are: 1) students are not asked in each of the learning processes; 2) students are less active in the learning process; 3) rarely develop a learning model that emphasizes oral communication skills in

English are speaking and listening ; and 4) provide an opportunity for students to conduct a question and answer in English.

### 3.4 The effectiveness of Learning Model Result Development

#### a) Effectiveness of learning model

Improved oral communication skills in the implementation of learning model developed can be seen from the results of limited testing, the test results in Junior High School broad category of high, medium and low, and the results of the validation test.

#### b) Improvement of oral communication skill student's English trial limited

Based on the results of limited testing, it is known that an increase in oral communication skills in English after the learning process by using the model developed. This can be seen from the results of limited testing performed five times. Table 4.13 and chart 4.2 shows an increase in oral communication skills in English are significant. At the trial the one obtained an average score of 18:40 increased to 18.80 in five trials.

The interesting thing is basically the entire junior high school students are capable of both low and high ability in limited testing, increased ability after attending learning by using learning model developed in learning English. This can be seen in the results of the post-test standard deviation is smaller than the standard deviation of the results of the pre-test for a limited trial conducted limited trials except one. E.g. post-test standard deviation is smaller than the standard deviation of the pre-test in two trials ( $1,632 > 1,424$ ). This means that the increase in oral communication skills in English followed by a growing prevalence of students oral communication skills in English students.

#### c) Improvement of oral English communication skills students on trial size

In extensive tests conducted at three junior high schools in different categories were also obtained results which showed an increase in oral English communication skills of Students after the learning process by using model results development. Here, a brief overview of the increase occurring in each Junior High School.

#### d) Improvement of oral English communication skills at junior school students high category

Table 4.4 shows the 4:16 and chart their steady increase in the average score on a test of one to four, namely 18:40; 18:43; 18.60; 18.67 and 18.80. This suggests that teacher that the teacher has mastered the steps learning model developed well. In addition, students also are able to follow the lesson well.

If the observed standard deviation of the results of the post-test during the trial comprehensive Secondary School high, ( $2,58 < 4,33$ ;  $2,62 < 4,31$ ;  $2,57 < 4,35$ ; and  $2,65 < 4,47$ ) shows the smaller the number, it can be understood that the increase in oral communication skills language British student followed by the prevalence of oral communication skills in English for each student. In other words, the decline in the standard deviation score in each cycle can give the sense that the implementation of learning with a learning model developed, the better. Another meaning is found in a decrease in the standard deviation of these are students who are less capable is always increase understanding in every test after students the following study with a learning model developed, while the students are highly capable of having a stable value, however, the students are capable of high show an increase in the activity of learning and debriefing with friends groups or pairs.

When viewed from the side of the test mean score of one to map at, it is known that the average score on these tests (2:58; 2.62; 2:57; and 2.65) still need to be improved if it is associated with a minimum completeness criteria (5.0). Although the average has not been able to achieve very high category. According to observations of investigators, it happened, because oral communication skills in English cannot be improved in a short time but requires continuous processes trained and familiarised.

To see the level of significance of the increase in oral communication skills in English student from each test, performed data analysis using paired sample t-test (paired sample t-test). A t-test was carried out, it is known that the t-test results of paired t-test between the trial and the trial of the two shows scores (19.707) is higher than the t-table (2.260). This can be explained that the increase in oral English communication skills of students showed significantly. Likewise, the results of paired t-test between the two trials to test three of three trials with four trials.

#### e) Improvement of oral English communication skills in junior high school students at a middle category

As only the higher secondary school category, trials in the junior high school category were also carried out four times. The results of the four trials are not only experienced an increase in the average score, but the increase in scores from each of these trials experienced significant difference or improvement.

Table 4.18 and the chart 5 showed a steady increase in the average score on a test of one to four, namely (2.61 < 3:45; 2.63 < 3:48; 2.68 < 3:35; and 2.69 < 3:47). This shows that teachers have mastered the steps of learning models are well developed. In addition, students also are able to follow the lesson well.

If the observed standard deviation of the results of the post-test during the trial comprehensive junior high school category being namely (1,426<1,639; 1,697>1,760; 1,760 > 1,991; and 1,808 > 2,088) indicates the smaller the number, it can be understood that the increase in oral communication skills language British student followed by the prevalence of English language ability oral communication for each student. In other words, the decline in the standard deviation in each cycle can give the sense that the implementation of learning with models developed, the better. Another meaning is found in a decrease in the standard deviation is less capable students always increase understanding of each test after students follow a learning model of learning developed. While the high caliber of students showed an increase in the activity of learning and debriefing with friends groups or pairs.

To see the level of significance of the increase in oral communication skills in English student from each test, performed data analysis using paired sample t-test (paired sample t-test). Of the t-test is done, it is known that the t-test results of paired t-test between the trial and the trial of the two shows scores (12.254) is higher than the t-table (2260). It can be explained that the increase in oral English communication skills of students showed significantly. Likewise, paired t-test results between trial two to three trials and the trials of three to four trials.

f) Improvement of oral English communication skills at junior school students category low

Oral communication skills in junior high school lower category secondary students also experienced a significant improvement or significant, especially when seen from a trial with a mean score 3:45 into two trials with a mean score of 3:48 (see table 4:20). The reality is quite interesting is the average score between the test results of the two trials increased significantly. According to the researchers and teachers, this occurs because students are already familiar with the steps undertaken learning model. In addition, the students the opportunity to practice more than students in junior secondary school more, because of the high school students of class VII Junior High School with same. A steady increase occurred from the average of two trials to test three with the average score (3,635). Likewise, a steady increase from three trials (3:35) to test four with the average score (3:47).

When viewed from the standard deviation, the standard deviation is known that the post-test trials of the (0935) are greater than the standard deviation of the pre-test trials of the same (0785). This suggests that the increase in oral English communication skills of students have not been followed by the increasing prevalence of oral English communication skills of students. It is explained that in trials one in junior secondary school category is low, the learning process of the learning model developed more dominant by students who are capable of. While less capable students who tend to be less active. But with the help of teachers, it does not happen again in the trial of two, three, and four. Standard deviation or standard deviation between post-test results of these trials showed smaller than the pre-test results on the same test.

By using data analysis techniques similar is paired samples t-test (paired sample t-test), it is known that there is a significant improvement 0:05 (95%). The same thing happened in the trial two to three trials and trials of the trials of three to four. This happens very reasonably for students and teachers are familiar with the scenario developed a model with good results, then the learning model that has been developed already eligible for validation.

Based on the interpretation of the results of previous research found that: 1) during the development of a model on a limited basis there was an increase of oral English communication skills of students in the subjects of English significantly; 2) during the development of learning model in the form of extensive trials with three junior high school category also can increase your spoken English communication skills of students in the subjects of English significantly; 3) during the validation test found significant differences in understanding between the average score of post-test groups Middle School with an average score of post-test control group of middle school. From these results, of course, it can be concluded that the treatment of the learning model of the development of a positive impact on improving oral English communication skills of students in the subjects of English.

On the basis of the results of the above development, attractive to put forward the views Asher (1984) which states that the purpose of the method (Total Physical Response) is to relieve tension and stress in language learning and improve oral communication skills. In addition to the views Asher, Bruce and Joyce (2000, p 53), associated with Direct Instruction, stated that the impact of learning (Instructional Effect) expected from this method are 1) acquisition of learning materials or high-level skills; 2) motivation of students; and 3) self-pacing abilities. Strengthen the theory, according to Piaget (Uno, 2006 pp 10-11), the learning process actually occurs in three stages, assimilation, accommodation, and equilibration (balancer). The process of assimilation is the process of unification (integration) new information into existing cognitive structures in the minds of students. The accommodation process is the cognitive structure adjustment to the new situation and the adjustment

- process is continuous equilibration between assimilation and accommodation (Thobroni and Mustafa 2011 p 96).
- g) Improvement of oral English communication skills students on validation test
- Before the validation test in the experimental class and control class is either secondary school high category, medium and low, first performed the pre-test. Pre-test results will be analyzed through the test of homogeneity and normality. Homogeneity test is performed to determine the homogeneity and normality. Homogeneity test is performed to determine whether or not the normal distribution of data.
- h) Validation test in junior high school at category high
- In Junior High School high category, the pre-test experimental group at 22:00 and the pre-test control group amounted to 11.067. According to the table 4:23 normality test results above data it is known that the data pre-test of the two groups is normally distributed. While Table 4.24 homogeneity test results show that the pre-test data from the two groups were homogeneous.
- Based on table 4:25 that the mean score of the post-test experimental group (22.60) is higher than the average score of the post-test control group (17:33). Similarly, the acquisition gain experimental group was higher (8.80) compared to the control group gain (0:06). From these results, of course, can be explained that the treatment of the learning model of the development of more effective in improving oral communication skills in English class VII in English subjects of English subjects that teachers do during this time.
- i) Validation test in junior high school at a middle category
- In the junior high school category middle, the pre-test experimental group amounted to 13,200 and the pre-test control group of 14,800. According to the table 4:28 normality test results above data it is known that the data pre-test of the two groups was distributed normally. While on table 4:27 homogeneity test results show that the pre-test data from the two groups were homogeneous.
- Based on table 4:29 that the mean score of the post-test experimental group (22.60) is higher than the average score of the post-test control group (17:27), as well as gain the experimental group (8.80) compared to the gain of the control group (0.06). From these results, it is more effective in improving oral communication skills in English class VII in the subjects of English than the English language learning that teachers do during this time.
- j) Validation test in junior high school at a low category
- At junior high school lower category, the pre-test experimental group amounted to 11,600 and the pre-test control group of 10,667. According to the table 4:31 normality test results above data it is known that the data pre-test of the two groups is normally distributed. While the table 4:32 homogeneity test results show that the pre-test data from the two groups were homogeneous.
- Based on table 4:33 that the mean score of the post-test experimental group (17:40) is higher than the average score of the post-test control group (13:17). Similarly, the acquisition gain experimental group was higher (3.93) compared to the gain of the control group (0.23). From these results, of course, can be explained that the treatment of the learning model of the development of more effective in improving oral communication skills in English class VII in the subjects of English than the English language learning that teachers do during this time.
- When viewed ratio between a) the average score validation test experimental group with an average score of the validation test in the control group High secondary school category; b) the average score of the validation test experimental group with an average score of the validation test in the control group category medium junior high school; and c) the average score of the validation test experimental group with an average score of the validation test control group in Junior High Low category, the obtained results showed differences in the test validation performed. Although different in terms of the mean scores, but all have significant differences.
- The interesting thing from the above is that there is a significant difference in the average yield of the validation test between the experimental group and the control group in all categories Junior High School. This indicates that the application of learning models of the development can not only be applied in the High, Middle category alone but can be applied in all categories Junior High School who studied in North Lombok Regency.
- The effectiveness of the learning model of the development is supported by several previous studies in the application of methods Total Physical Response (TPR) in Japanese language teaching (Kunihira and Asher, 1965; kanoi, 1970), the Russian language for adults and children (Asher, 1965, 1969; Price et. al., 1967; Nord et al, 1975; Ingram, Nord, and Dragt, 1975), French for adults and children (Meas, 1969 and Davies, 1976, 1977), German for adults (Reeds, 1977; Swaffer and Woodruff, 1978).



k) Learning Models effectiveness in improving the quality of the learning process

As well as other learning models, learning models developed should also be initiated by compiling lesson plans in the form of instructional design that will be implemented in the classroom. The demands of the design study model developed is teacher of English to understand the curriculum as a whole from the characteristics of interest (standards of competence, basic competence) and indicators as the learning of basic competence, English skill productive (speaking and writing) and receptive (listening and reading), control of resources and instructional media types are needed, how to model scenarios to evaluate the desired characteristics.

Instructional design developed, to be implemented by teachers with good according to the design that has been developed it. Thus, the model of the development of learning outcomes can improve the quality of the learning process. This is evident from several indicators, namely; a) learning more patterned and well planned; b) although patterned, learning still look natural walking, because the whole scenario of the model has become a habit for teachers and students for learning; c) students in science can develop the knowledge because students are actively involved in the learning process as teachers to understand and carry out orders, perform commands friend, debriefing in a group, and a question and answer pairs.

Based on numerous grounds above, the design study model of the development during limited trial comprehensive test consists of five components. These five components are a) the determination of interest; b) the determination of learning materials; c) the development of learning procedure following the procedure results of trials conducted during the development of that orientation (orientation). Giving commands (using the command to direct behavior), switch roles (role reversal), independent practice (independent practice) and exercise guidance (guided practice) as well as the assessment; d) determination of the source and medium of learning; and e) the determination of evaluation.

l) Supporting and inhibiting factors implementation of learning model

1) Factors supporting Implementation of Learning Mode

Many factors can support the development of learning models do Junior High School class VII on the subjects of English subjects in North Lombok Regency. Among the contributing factors in question are:

a) The Educational Background of Teachers

Based on table 4.1 obtained information that a teacher who teaches English in junior high school VII class has completed undergraduate education level (S1). Teachers in the field are the field of English language and subject teachers amp (English). However, most teachers already meet the qualification standards required by law. Under the law, teacher qualification standards in Indonesia minimal S1 qualified academic courses according to field/type of subjects that are cultivated. Thus, it is certain that half the subjects of English teachers are qualified Law No. 14 of 2005 on Teachers and Lecturers, also Permendiknas No. 16 of 2007, Government Regulation No. 74 of 2008, and Permenag No. 16 of 2010.

In line with these findings that the role of teachers in teaching the theory of constructivism is as a facilitator or moderator as developed from Piaget cognitive learning theory states that science is built in the mind of a child with assimilation and accommodation activities in accordance with its schemata. James Atherton (2005 p 54) states that assimilation is " ... the process by the which a person takes Reviews their mind from the material into the environment. Which may mean changing the evidence of Reviews their senses to make it fit " and the accommodation is "... the difference made to one's mind or concepts by the process of assimilation."

b) Interest in Learning English Students

Students in the development of this model certainly have a first position and a main as well as the teacher's position. Therefore, the main purpose of the development of this model is to improve oral communication skills of the student. In view of the students' interest in learning English, basically, all of the students have a high enough interest. Interest in learning is one of the important factors for the success and smooth development of the desired model. This is in line with the opinion of Logan, as quoted by [Tarigan \(2008 p 105\)](#) that there are four factors that influence listening, namely; physical, psychological, experience, attitude, motivation, gender, environment, and role in society. Similarly, developed from [Santrock \(2002 p 251\)](#) that confidence is built by someone in communicating will affect the pattern and style of communication. Likewise, when one is not sure that he will get something valuable from the theme of conversation would be listened to these people likely to be less enthusiastic to listen to the conversation theme.

Observations indicate that the readiness of the students looked at their activeness in learning, understanding teachers command, perform command teacher, giving orders and doing his orders, conduct debriefing in groups and pairs. Readiness and smooth process of learning desired by the model developed scenario would not be separated from the teacher's ability to implement the desired model (Table 4.15).

## 2) Facilities of Learning

As has been stated previously that one of the supporters who met in the process of learning model development is the availability of a comprehensive learning and representative. Each student has learning resources such as books in English grip student. In addition, each student also has school supplies a medium of learning English. While other media that has provided teachers and distributed to each student.

The importance of media learning or learning tools in a learning process that effectively provides opportunities for teachers and students to build a series of meaningful learning. This is in line with the opinion of [Sadiman, et al. \(2002, p 88\)](#) that the facilities and infrastructure of learning can eliminate the passive nature of the learner. Because its presence can make learners learn more passionate, and learn according to their ability and interest. Echoed that, [Wilkinson, 1984 quoted Ibrahim \(2000, p 23\)](#), suggests the existence of a significant positive correlation between the use of facilities and infrastructure in determining the acquisition of learning to learn learner. This indicates that learners will gain a significant advantage when learning to use the media appropriate characteristics. Type visual learners will benefit greatly from the use of visual media, such as teaching materials, textbook, drawings, diagrams, videos or movies. Auditory learners type will benefit most from the use of audio media such as radio, sound recording or lectures learner, and both the learner will receive an additional benefit when learning to use audio-visual media.

## 3) Supporting From Government

Before researchers tested unrestricted and widespread, researchers must first appeal to the junior high school to be allowed to collaborate with subject teachers of English class VII in order to study completion. With the permission and support of the principal, the researchers more flexibility continuously held discussions with subject teachers of English to develop a model of learning English.

All Junior High School where researchers develop models including Junior High School control is that the policy has given full support to the subjects of English teachers and researchers to develop a model of learning. Without support in the form of policies, the researcher believes that the development of the desired model to improve spoken English communication skills of students in the subjects of English language cannot be realized well.

This condition is in line with the opinion of [Tilaar in Russian \(2010 p 27\)](#) that the presence of the government to be very important in fostering effective learning atmosphere for example through binding regulations. Thus the government has to fulfill the constitutional mandate.

## 4) Learning Environment

In addition to the completeness of infrastructure and facilities, the existence of a conducive environment is essential for the smooth development of the desired model. In all learning environments where to develop in Junior High School learning model to improve students' oral communication is very conducive. It is characterized by a) allowing students to ask and answer with the form of the group; b) allows students Questions and answers in pairs without disturbing each other with the other class; c) the number of students in a class that is not too much instead strongly supports the development of learning models.

Conduciveness learning environment is a prerequisite for the creation of a series of learning process convenient and effective. This is supported by the opinion of [Slameto \(2010 p 37\)](#) that the learning environment away from the noise, the rooms were comfortable with well-ordered air vents, the school environment beautiful and harmonious internal atmosphere of the school is a prerequisite for the effectiveness of the learning process in schools.

## 5) Factors Hindering the Implementation of Learning Model

In addition to supporting factors, some factors that were encountered during the development process models do. Some of the factors that referred to are:

### a) Ability of English Teachers

Although as an English teacher undergraduate educational background, their education in accordance with science subjects in English. However, the professional competence of teachers in teaching is still low. Teachers are less creative in applying the latest teaching techniques, less active in using a variety of learning resources and not at all innovative in finding patterns of learning that truly fit the needs of the student learners. In the process of learning, teachers tend to give priority to learning grammar and vocabulary through sheer rote without practicing active vocabulary (oral communication). This, according to the researchers, the cause of learning English in junior high school can not achieve the goal of learning English as expected. As shown in table (4.5) were also found limitations of teachers in professional competence, which includes mastery of the curriculum of English language education, planning, learning, development of teaching materials, the development of methods and learning

strategies, development of instructional media, psychology of learning, philosophy of language education, the development of evaluation language learning, and others.

b) Availability of Time Allocation

As we know that the time allocation provided each junior high school students at North of Lombok Regence for subjects of English class VII is 2 x 40 minutes or one hour and 20 minutes. A fairly short time, basically not enough even become an obstacle to implementing the learning model of the development if it is not designed so that at different stages of learning.

Therefore, a teacher active role in regulating the allocation of time each stage of learning the key to successful implementation of this model. Errors in the allocation of time will greatly affect the level whole learning process desired by this model. Additionally, discipline and punctuality to class for teachers is also a factor that should be a concern.

c) First Understand about Learning of Methods

Implement effective learn, teachers absolutely understand the approach, methods, strategies and learning techniques which will be applied in accordance with demand teaching materials. Ril conditions facing teachers Junior High School in North Lombok Regency is the lack of understanding of learning methods. In early discussions with teachers, researchers must explain in detail about the method Total Physical Response (TPR) and Direct Instruction (DI) following syntax and how to apply both methods. Some of the teachers have heard and none ever apply in the classroom.

It provides a logical consequence that teachers' understanding of the methods to be used in research needs to be improved. As a result, the researchers took several meetings just to explain the ways the application of the two methods. However, in the process, teachers can apply both methods of learning very well and even impact on other teachers.

The third concept inhibiting factor in the findings are in line with the opinion of [Sudarwan Danim \(2010 p 33\)](#) that determine the success of the competence of teachers participated in the study. Let teachers have sufficient competence both academic competence, professional, pedagogical, and competencies are teacher competence social. Indonesia is still doubted by the public, the markets and other consumers of educational services.

#### 4. Conclusion

Conclusions of research are as follows:

- a) Objective conditions of learning English today at Junior High School at North of Lombok Regence are (a) Design of learning the English language in class VII Junior High School showed a very low level. While implementation showed a low level. (b) The ability pedagogical grade English teacher VII Junior High School in North Lombok regency in carrying out the duties of a teacher in the poor category. Similarly, in the performance of professional duties showed a less rate. (c) the ability of oral communication class VII Junior High School showed a rate of less interest to learn English while they show a fairly high level. And (d) Facilities and infrastructure owned Junior High School show category enough. As for the facilities, in particular, to support the process of learning English as a medium of learning and language laboratories, showed less category.
- b) Design learning model that was developed to improve oral communication skills includes: (a) the orientation phase, (b) the granting of the order, (c) exchanging roles, (d) exercise independently, (e) guided practice, and (f) assessment. In the implementation, between the steps and exercise self-guided exercise given the time lag (blank spots) to enable students to mentally prepare and reflect on the learning that is being followed. And Implementation of Learning Model to Improve Oral Communication Skills, Implementation model of learning is done in two phases: limited testing and extensive test phase. Implementation of a limited trial is meant to get the ideal model to improve students' oral communication skills. After limited testing for five times, the learning model is thought to enhance students' oral communication skills. Whereas the implementation of the comprehensive test is intended to determine the enforceability of learning a model for all categories of secondary school (accreditation B, B, and B). After extensive trials conducted over four times at each school, it was found that the learning model that was developed to improve oral communication skills may improve oral communication skills of students at all secondary school category. Thus, the learning model that was developed considered appropriate to apply to all categories of junior high school.
- c) Effectiveness learning model that was developed to improve oral communication skills. Oral communication skills students gained through analysis of student learning outcomes. After the implementation of learning, the model developed at Junior High School in all categories. In the experimental group, stated that the learning model that was developed to have a significant effect on oral communication skills in English junior high school students in North Lombok regency. In addition, the learning model developed indicates that this model is more

- effective in improving oral communication skills in English than the English language learning during the regular teachers do this conventionally.
- d) Factors supporting the implementation of learning models developed are: (a) The educational qualifications of all teachers already S1. (b) Readiness and the ability of the students to follow the early learning using learning model developed quite high. (c) Availability of learning resources and instructional media with adequate While learning media provided by teachers according to the indicators of achievement of competencies. (d) The maximum support principals and (e) an environment conducive to applying the learning model that was developed to improve the students' English oral communication without disturbing other classes during the learning process. While the inhibiting factors are: (a) the limited ability of teachers of English in speech or oral communication in English. (b) Lack of professional competence of teachers of English in understanding the English curriculum, lesson planning, instructional material development, development of methods and learning strategies and the selection of evaluation techniques of learning English and (c) Allocation of time just 2x40 minutes per week.

### **Acknowledgments**

Author, thanks to Kemenristekdikti and the Office of the Governor of West Nusa Tenggara Province, especially in the Environment Office of West Nusa Tenggara Provincial research which has helped fund the research.

**References**

- Ani, D. S. (2017). *Pengaruh strategi pembelajaran kooperatif tipe group investigation terhadap keterampilan menulis siswa kelas V MIN 19 Jakarta* (Bachelor's thesis, Fakultas: Ilmu Tarbiyah dan Keguruan UIN Syarif Hidayatullah Jakarta).
- Asher, J. (1984). Language by command. The Total Physical Response approach to learning language. *The way of learning*, 6, 35.
- Asher, J. J. (1965). The strategy of the total physical response: an application to learning Russian. *IRAL-International Review of Applied Linguistics in Language Teaching*, 3(4), 291-300.
- Asher, J. J., & Garcia, R. (1969). The optimal age to learn a foreign language. *The Modern Language Journal*, 53(5), 334-341.
- Astawa, I. N., Handayani, N. D., Mantra, I. B. N., & Wardana, I. K. (2017). Writing English Language Test Items as a Learning Device: A Principle of Habit Formation Rules. *International Journal of Social Sciences and Humanities (IJSSH)*, 1(3), 135-144.
- Astawa, I. N., Mantra, I. B. N., & Widiastuti, I. A. M. S. (2017). Developing Communicative English Language Tests for Tourism Vocational High School Students. *International Journal of Social Sciences and Humanities (IJSSH)*, 1(2), 58-64.
- Atherton, J. (1999). Resistance to learning: a discussion based on participants in in-service professional training programmes. *Journal of Vocational Education and Training*, 51(1), 77-90.
- Blatchford, C. H., & Schachter, J. (1978). On TESOL'78: EFL Policies, Programs, Practices.
- Bloomfield, L. (1965). *Language New York*. Taylor & Francis.
- Cautela, J. R. (1979). Covert reinforcement. In *Covert Conditioning* (pp. 69-85).
- Chaer, A. (2009). *Fonologi Bahasa Indonesia*. Rineka Cipta.
- Chomsky, N. (1969). *Deep structure, surface structure, and semantic interpretation*. Indiana University Linguistics Club.
- Curren, R., Robertson, E., & Hager, P. (2003). The analytical movement. *A companion to the philosophy of education*, 176-191.
- Danim, S. (2010). Perkembangan peserta didik. *Bandung: Alfabeta*.
- Effendy, A. F. (2005). Metodologi Pengajaran Bahasa Arab. *Malang: Misykat*.
- Firth, A., & Wagner, J. (1997). On discourse, communication, and (some) fundamental concepts in SLA research. *The modern language journal*, 81(3), 285-300.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (1993). *How to design and evaluate research in education* (Vol. 7). New York: McGraw-Hill.
- Gattegno, C. (1972). Teaching Foreign Languages in Schools. The silent way 2nd ed. New York: Educational Solutions. *Language teaching methodology*.
- Guntur, T. Henry. (2008). *Berbicara Sebagai Suatu Keterampilan Berbahasa*. Bandung: PT. Angkasa.
- Heaton, J. B. (1988). Writing English Language Test: Longman Handbooks for Language Teachers. *London And New York*.
- Ibrahim, H. (1997). Media pembelajaran: Arti, fungsi, landasan penggunaan, klasifikasi, pemilihan, karakteristik oht, opaque, filmstrip, slide, film, video, Tv, dan penulisan naskah slide. *Bahan sajian program pendidikan akta mengajar III-IV. FIP-IKIP Malang*.
- Joyce, B., Weil, M., & Calhoun, E. (2009). Models of Teaching (Model-model Pengajaran Edisi Kedelapan). *Terjemahan oleh Achmad Fawaid dan Ateilla Mirza*.
- Paulina, R., Indihadi, D., & Halimah, M. (2015). Pengaruh metode suggestopedia terhadap penguasaan kosakata bahasa inggris siswa kelas iii sekolah dasar. *Pedadidaktika: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, 2(1), 51-59.
- Qaddur, A. M. (1999). *Madkhal ila fiqh al-lughah al-'Arabiyah*. Dar al-Fikr al-Ma'asir.
- Rahman, F. A. (2018). Strategy models in learning of islamic education in essentialism philosophy perspective. *Studia Religia*, 1(1).
- Ramsden, P., & Moses, I. (1992). Associations between research and teaching in Australian higher education. *Higher Education*, 23(3), 273-295.
- Reiser, R. A., & Dick, W. (1996). *Instructional planning: A guide for teachers*. Allyn and Bacon.
- Rusman, D., & Pd, M. (2010). Model-model pembelajaran mengembangkan profesionalisme guru. *Jakarta: PT. Raja Grafindo Persada*.



- Rusman, D., & Pd, M. (2010). Model-model pembelajaran mengembangkan profesionalisme guru. *Jakarta: PT. Raja Grafindo Persada*.
- Sardiman, A. M. (2004). *Interaksi & motivasi belajar mengajar*. Rajagrafindo Persada (Rajawali Pers).
- Saussure, F. D. (1959). *Course in general linguistics* (W. Baskin, Trans.). *New York: Philosophical Library*.
- Scovel, T. (1979). *Suggestology and Outlines of Suggestopedy*.
- Skinner, B. F. (2014). *Verbal behavior*. BF Skinner Foundation.
- Skinner, B. F. (2014). *Verbal behavior*. BF Skinner Foundation.
- Slameto, B. (2010). Faktor-faktor yang mempengaruhi. *Jakarta: Rineka Cipta*.
- Sukmadinata, N. S. (2007). Metode penelitian. *Bandung: PT Remaja Rosda Karya*.
- Suparsa, I. N., Mantra, I. B. N., & Widiastuti, I. A. M. S. (2017). Developing Learning Methods of Indonesian as a Foreign Language. *International Journal of Social Sciences and Humanities (IJSSH)*, 1(2), 51-57.
- Thorndike, E. L. (1932). *The Fundamentals of Learning* New York: Teachers College, Columbia University.
- Trevino Jr, D., Braley, R. T., Brown, M. S., & Slate, J. R. (2008). Challenges of the Public School Superintendency: Differences by Tenure and District Location. *Florida Journal of Educational Administration & Policy*, 1(2), 98-109.
- Tuckman, B. W. (1999, August). A tripartite model of motivation for achievement: Attitude/drive/strategy. In *annual meeting of the American Psychological Association, Boston, MA*.
- Uno, H. B., & Kuadrat, M. (2009). Mengelola kecerdasan dalam pembelajaran. *Jakarta: Bumi Aksara*.
- Vennemann, T. W., Fricke, H. C., Blake, R. E., O'Neil, J. R., & Colman, A. (2002). Oxygen isotope analysis of phosphates: a comparison of techniques for analysis of Ag<sub>3</sub>PO<sub>4</sub>. *Chemical Geology*, 185(3-4), 321-336.
- Vygotsky, L. (1962). *Thought and Language*: Cambridge, MA: Massachusetts Institute of Technology Press.
- Watson, J. B. (1913). Psychology as the behaviorist views it. *Psychological review*, 20(2), 158.
- Widana, I. W., Parwata, I. M. Y., Parmithi, N. N., Jayantika, I. G. A. T., Sukendra, K., & Sumandya, I. W. (2018). Higher Order Thinking Skills Assessment towards Critical Thinking on Mathematics Lesson. *International Journal of Social Sciences and Humanities (IJSSH)*, 2(1), 24-32.
- Xu, Y., Weaver, J. B., Healy, D. M., & Lu, J. (1994). Wavelet transform domain filters: a spatially selective noise filtration technique. *IEEE transactions on image processing*, 3(6), 747-758.
- Yunitasari, D. (2015). *Improving Writing Ability Of The Tenth Year Students Of Sman 6 Kediri By Using Discovery Learning (Dl) Method In Academic* (Doctoral dissertation, Universitas Nusantara PGRI Kediri).

**Biography of Authors**

	<p>Name: Lukman, M.Pd. Birth : January, 7st 1973 Institution : Muhammadiyah University of Mataram Tel. : +62 370- 633723 Fax. : +62 370-641906 <i>e-mail : <a href="mailto:maofmi2009@gmail.com">maofmi2009@gmail.com</a></i></p>
	<p>Name: Prof. Dr. H. Ishak Abdulhak, M.Pd. Birth : February 27th 1949 Institution : Curriculum Development Program, Indonesia University of Education Tel. : +62 22 2013163 Fax. : +62 22-723 2830 <i>e-mail : <a href="mailto:ishakabdulhak@upi.edu">ishakabdulhak@upi.edu</a></i></p>
	<p>Name: Dr. Dinn Wahyudin, M.A. Birth: February 6<sup>th</sup>, 1954 Institution: Curriculum Development Program, Indonesia University of Education Tel. : +62 22 2002434 Fax. : +62 22-2005090</p>