

THE IMPLEMENTATION OF PLUS MINUS STRATEGY IN IMPROVING SPEAKING SKILL OF THE FOURTH SEMESTER STUDENTS OF FKIP UNMAS DENPASAR

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ABSTRAK

Penelitian ini bertujuan untuk meningkatkan keterampilan berbicara mahasiswa semester keempat FKIP Unmas Denpasar melalui pelaksanaan strategi Plus Minus. Subyek penelitian ini terdiri dari 30 mahasiswa secara keseluruhan. Penelitian ini menggunakan penelitian tindakan kelas yang dilakukan untuk mengatasi masalah mahasiswa dalam menguasai keterampilan berbicara. Ada dua siklus yang terdiri dari dua sesi. Penelitian tindakan kelas ini dimulai dengan pemberian refleksi awal dalam meningkatkan keterampilan berbicara subyek penelitian. Refleksi awal dimaksudkan untuk mengetahui penguasaan keterampilan berbicara yang sudah dimiliki oleh subyek penelitian sebelum pelaksanaan siklus pembelajaran. Penelitian ini menunjukkan bahwa ada perubahan perilaku belajar sebagai hasil dari tanggapan positif mengenai strategi yang dilaksanakan dalam meningkatkan keterampilan berbicara subyek penelitian. Penelitian tindakan kelas ini menunjukkan bahwa strategi Plus Minus dapat meningkatkan keterampilan berbicara mahasiswa semester keempat FKIP Unmas Denpasar.

Kata kunci: Pelaksanaan, Plus Strategi Minus, Keterampilan Berbicara

ABSTRACT

This study was aimed at improving speaking skill of the fourth semester students of FKIP Unmas Denpasar through at the implementation of Plus Minus Strategy. The subject of this study consisted of 30 students in total. This study belonged to classroom action research which was conducted to overcome the students' problem in mastering speaking skill. There were two cycles in which every cycle consisted of two sessions. The present classroom action research was started by the administering the initial reflection in improving the students' speaking skill to the subjects understudy. The initial reflection was intended to establish the real pre-existing speaking skill mastery of the subjects understudy in English prior to cyclic treatments were conducted. This research furthermore showed there was changing learning behavior as the result of the positive responses concerning the strategy applied in improving the subjects' speaking skill. The present classroom action study revealed that the implementation of Plus Minus Strategy could improve speaking skill of the fourth semester students of FKIP Unmas Denpasar.

Key words: Implementation, Plus Minus Strategy, Speaking Skill

INTRODUCTION

English has been designated as a compulsory foreign language to be taught in schools throughout Indonesia from junior high schools to university level. The choices and decisions are very logical, strategic and prospective because English is a lingua franca of international community across the globe. The nations in the world that have adopted and embraced the modern development

paradigm, made English as a second language in their countries, in addition to the national language.

The progress and developments of telecommunication systems, which are very advanced, has made English an even more important medium of communication. International schools have emerged, making English the language of instruction in the teaching and learning process. It can be an

indicator of the importance or urgency of English mastery in Indonesia and in Bali in particular. If people are committed to be competitive in the global market, especially in increasingly competitive areas, such as the labor market, the mastery of foreign languages, especially English, according to the researcher, is an obligatory thing.

The development of global life is marked by continual and rapid growth of science and technology, as well as changes of socio-cultural constellation. This is sometimes difficult to predict and therefore has demanded the government, in this case the Ministry of National Education and Culture, to provide increasingly intensive attention to learning English. The globalization era has made the world a much smaller place to live in. The growth of international standard schools has mushroomed increasingly and captured the hearts of the people. The parents, who have financial ability, tend to send their children to international standard schools. They believe that the global competition demands labors that are not only having advanced technology ability and excellent life skills, but also mastery of communicative English.

Speaking is considered as one of the four language skills that has an important role in language point of view. Speaking skill means the ability to express about the feeling to make a good communication orally to others in the communities. The main purpose of studying speaking in English as a foreign language is to help the learners to be able to use the target language. This can be gained if the students can speak during the teaching learning process.

In relation to the importance of speaking skill in teaching English, there were many problems that the fourth semester students of FKIP Unmas Denpasar in learning English as their foreign language especially in speaking. The problems are students often

inhibited about trying to say things in foreign language in the classroom, worried about making mistakes or losing face, or simply shy of the attention that their speech attracts. Second problem is because of the lack of motivation to practice the English as a foreign language in daily conversation and they have no idea to express themselves in speaking. They also feel afraid and ashamed to take part in the conversation. Last problem is, most of English teacher are not be able to use an appropriate teaching strategy to teach English in their classroom.

Many factors can cause the problem of the students' speaking skills namely the students' interest, the material, and the media among others including the technique in teaching English. That is why the appropriate technique in delivering the lesson in the classroom should be considered, which is able to cover all the above problems. Based on the reason above, teacher should not only concern on the linguistics ability of the students but also on their communicative ability. That is why the teachers have challenge to enable their students to master English well, especially speaking English in class or out of the class. In order to develop the learners' communicative ability; the teacher needs to create a scenario to teach the target language in an active and interesting manner. Teachers also help students adapt their speeches and informal talks so as to correspond to the intended audience, the information to be communicated, and the circumstances of the occasion at which they will speak. The teachers can illustrate how well-known speakers have adapted their presentations in ways to suit these different circumstances. Teachers can enable learners to present ideas to individual peers, peer groups and entire classes of students.

Many techniques and strategies can be applied; one of them is Plus Minus Strategy. This strategy allows the students to

think critically and work cooperatively in pairs and in group. This strategy can also be modified to suit the students' need in acquiring speaking skill. Therefore, based on the background above, the Plus Minus Strategy is believed to be an effective strategy to improve the students' ability in speaking skill.

RESEARCH METHOD

This study aimed at improving the ability of eighth grade students in speaking skill through Plus Minus Strategy. It followed a classroom action research as the research design in this study. The study started by administering the initial reflection or pre- test (IR) was intended to evaluate the pre-existing speaking skill of the subjects while reflection or post- test (R) meant to reveal the expected increase in the subjects' speaking achievement after the subjects have been taught communicative skill through Plus Minus Strategy.

In this classroom action study, the activities of teaching and learning process were divided into two cycles where each cycle consisted of two sessions. Each session consisted of for interconnected activities, namely: planning (P), action (A), observation (O), and reflection(R).

FINDINGS AND DISCUSSION

There were three kinds of instruments used to gather the data of present classroom action research, there were pre- test, post- test (in cycle I and cycle II) and questionnaire. The researcher made up the research in to two cycles to found a very significant improvement on the students' ability on speaking skill through Plus Minus Strategy. The pre- test in speaking was administered to the subjects under study to collect their pre-existing ability in speaking skill. In pre-test the subjects were asked to interview their classmate. Furthermore, Post- test was

administered at the end of each cycle. This was due to the fact that each cycle was ended with the administration of reflection.

Initial reflection or pre-test was administered to the subjects under the study in order to obtain the students' pre-existing speaking skill. The pre- test was conducted by asking the students to answer the questions orally in order to determine their ability in speaking.

The tabulation of data showed that the mean score of the pre-test in this present classroom present study pointed out figure of 55.60. From the results of tests the researcher knew that the students' ability in speaking were low. The result of pre- test indicated that the students had some problems in speaking skill. The researcher then conducted cycle I to solve the students' problem in speaking skill. Based on the result of the students' pre-test, the researcher proposes alternative teaching strategy by using Plus Minus Strategy.

The result of the score in the first cycle were collected through post test on session two, which was after the student received treatment how to improve speaking through Plus Minus Strategy. The topic in this cycle was about asking and giving opinion. Based on the data analysis, the percentage of students who achieved the minimum passing grade score in the first cycle was equal to 50.0%. In accordance with the success indicators that mentioned in section III that the action research cycle can be terminated if at least 80% of students have achieved minimum passing grade score, then the cycle will continue to the second cycle.

The result of the score in the second cycle were collected through post test on session four, which was after the student received treatment how to improve speaking through Plus Minus Strategy. The topic in this cycle was about asking for directions. Based on these data analysis, the percentage of students mastery in the second cycle was

equal to 84.50 %. In accordance with the success indicators that mentioned in section III that the action research cycle can be terminated if at least 80% of students have achieved minimum passing grade, then this action research would be stop on the second cycle.

To make this finding more significant, therefore the additional data required for the present class action study were collected through administering questionnaires to all the students at the end of cycle 2. The answers of the questionnaires were quantitatively scored using the rating scale 0-3. The scores gathered from administering questionnaires showed the subjects' changing attitude and motivation in speaking skill through Plus Minus Strategy. The result of the analysis of questionnaire showed the comparative percentage of 75 %, 22%, 2% and 0% for the respective total responses of the item of questionnaire showing A, B, C, D. The comparative percentages of the items of questionnaire showed the students' positive changing attitudes and motivation in speaking skill proved the implementation of Plus Minus Strategy in teaching speaking skill of the students of FKIP Unmas Denpasar.

CONCLUSION

At the end of all process of the final project of this study, some conclusions were described based on the results of the data analysis. The main data required for the present classroom action study were gathered through administering IR and reflection or post- test under study. Some supplementary data were collected by means of administering questionnaires by the end of cycle I. based on the students' problem in speaking skill, because they still have poor ability such as in vocabulary, pronunciation, fluency and comprehension. All of them also were confused in expressing their idea orally.

Based on the problems the researcher used Plus Minus Strategy to solve the

problem in this study. It can be seen in the comparing average score of pre- test, cycle I and cycle II which was the average score of pre-test improved significantly. The questionnaire also became a successful record of the strategy. It was clearly seen that the students posted positive response toward the implementation of Plus Minus Strategy. The application of Plus Minus Strategy could improve the students' achievement in speaking skill, it showed the students' personal improvement. They could share their opinions with their group and they were more motivated in speaking skill.

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