

**ENHANCING STUDENTS' SPEAKING SKILL USING
COMMUNICATION STRATEGIES FOR THE TENTH GRADE
STUDENTS' IN DESAIN PEMODELAN INFORMASI BANGUNAN
TECHNIQUE OF SMK MUHAMMADIYAH 1 SALAM MAGELANG
IN 2018/2019
ACADEMIC YEAR**



**Submitted in Partial Fulfillment of the Requirements
for Getting Master's Degree of English Education
in Postgraduate Program of Language**

by:

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**DEPARTMENT OF ENGLISH EDUCATION
POSTGRADUATE PROGRAM OF LANGUAGE
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2021**

APPROVAL

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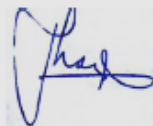
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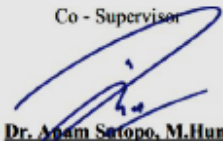
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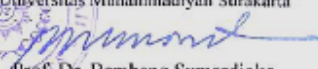


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A handwritten signature in black ink, consisting of a stylized 'A' followed by a long horizontal stroke and a small loop at the end.

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Abstrak

Penelitian ini bertujuan untuk mengetahui peningkatan keterampilan berbicara siswa menggunakan strategi komunikasi pada Jurusan Desain Pemodelan Informasi Teknik Bangunan SMK Muhammadiyah 1 Salam Magelang. Penelitian ini merupakan penelitian kualitatif dengan subyek penelitian sebanyak 32 siswa dari Jurusan Desain Pemodelan Informasi Teknik Bangunan SMK Muhammadiyah 1 Salam Magelang. teknik analisis data dalam penelitian ini dengan menggunakan teknik interaktif yaitu reduksi data, penyajian data dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa strategi komunikasi mampu meningkatkan skill berbicara siswa Dengan menggunakan Strategi Komunikasi, para siswa lebih antusias memperhatikan dan berpartisipasi dalam kegiatan belajar bahasa Inggris. Dengan Strategi Komunikasi siswa dapat mengeksplorasi ide-ide mereka dan berbicara di depan kelas dengan percaya diri. Siswa dapat melakukan parafrase untuk mengekspresikan makna yang ingin dia ungkapkan. Strategi Komunikasi siswa dapat membantu siswa menyelesaikan permasalahan dalam menyusun kosa kata.

Kata Kunci: penelitian tindakan, strategi komunikasi, keterampilan berbicara

Abstract

This study is based on improving students' speaking skills using communication strategies at the Department of Information Modeling Design of Building Engineering SMK Muhammadiyah 1 Salam Magelang. This research is qualitative research with research subjects as many as 32 students from the Department of Design Information Modeling Building Engineering SMK Muhammadiyah 1 Salam Magelang. data analysis techniques in this study using interactive techniques, namely data reduction, data presentation and conclusion drawing. The results showed that communication strategies are able to improve students' speaking skills by using Communication Strategies, students are more enthusiastic about paying attention and participating in English learning activities. With Communication Strategies students can explore their ideas and speak in front of the class with confidence. Students can paraphrase to express the meaning they want to express. Student Communication Strategies can help students solve problems in putting together vocabulary.

Keywords: action research, communication strategies, speaking skill

1. INTRODUCTION

In modern society, English is a very important language used throughout the world. As an international language, English is used by almost all countries to communicate. Indonesia is one of many countries that place English as an important language that have to be taught in its education system. English in education system of Indonesia learned from Pre School, Elementary School, Junior High School, Senior High School, Vocational High School and University.

Based on Tarnopolsky (2013), “there are four language skills that must be mastered by who are using English. They are listening, speaking, reading, and writing”. The writer chooses of speaking. Speaking is one of the ways to communicate in oral form. By speaking, people can get communicate with the other people around the world.

Speaking in a foreign language, however, is challenging task for language learners since speaking, according to Lazaraton in Celce-Murcia, (2002: 103) in Fauziati, is an activity requiring the integration of many subsystems and all these factors combine to make speaking a second or foreign language a formidable task for language learners”. She further mentions a number of features that interact to make speaking a challenging task for foreign language learners. Firstly, fluent speech contains reduced forms, such as contractions, vowel reduction, and elision, so that learners who do not get sufficient practice with reduced speech will retain their rather formal sounding full forms. Secondly, slang and idioms are often used in speech; without facility in using these ubiquitous features of spoken language, learners are apt to sound bookish. Thirdly, learners also must acquire the stress, rhythm, and intonation of English which are a complicated task for many. Finally, the most difficult aspect of spoken English is that it is almost always accomplished via interaction with at least one other speaker. This means that a variety of demands are in place at once: monitoring and understanding the other speaker(s), thinking about one’s own contribution, producing that contribution, monitoring its effect, and so on. This is the reason why speaking in a foreign language is not an easy task for language learners. They are not prepared for

spontaneous communication and cannot cope with all of its simultaneous demands.

The writer interested in conducting the students of Tenth Grade students of *Desain Pemodelan Informasi Bangunan* Technique in SMK Muhammadiyah 1 Salam, because in this class, most of them are enthusias to receive the knowledge about English language, especially in speaking skill. Although, there are several students appertain in low students.

The writer found some problems in learning English speaking skill. The students have not involved themselves in learning speaking yet. They are still afraid and shy in speaking English. One of the students' anxiety in speaking English is caused by low mastery of vocabularies. When they speak English, they do not know how to say in English. A lot of students have lack of speaking ability. They are inactive in the classroom, especially to speak up, and they feel shy if they are supposed to have communication in English. Because of many factors, the students are not interested in learning speaking. Furthermore, the speaking skill is not taught in same portion compared with the other English skill. There are several factors why students are difficult to learn English in speaking English especially in the ten grade students, namely internal factors and external factors. From external factors (family, community, and peers group) and internal factors (itself).

In fact, the students at vocational high school have low competency in speaking, including in SMK Muhammadiyah 1 Salam. It is caused some factors; they are low of paid attention, practice to speak, and create sentences. The appropriate solution for these cases are the students must practice regularly to speak, add vocabulary, must be practice to spell well, and pay attention and interesting in teaching and learning speaking skill. Those factors are very important in speaking.

Based on above reasons, there should be some basic considerations to take before conducting a speaking class. The first to consider is the level of the students' proficiency and their perceived needs. The level of the students' proficiency can be determined by a placement test administered by the institution

or the teacher whereas information on learner needs can be obtained by questionnaire or information sheet. Secondly, we have to consider the content/topic to be taught. Nowadays, speaking classes at all levels are often structured around functional uses of language. In non-academic context, these may includes greetings, talking on the handphone, interacting with the other persons, etc. In academic context, practice in activities such as leading and taking part in discussions and giving oral reports is needed to be carried out. Finally, we have also to consider the materials used for teaching speaking. When using published materials, teachers have to be critical. They must find out whether or not the materials suit the students' level of proficiency and needs and whether or not the content or topics appropriate for the students. Lazaraton in Fauziati (2002: 104-106).

Based on the description above, it can be stated that speaking is one of the four basic skills in learning of foreign language besides listening, writing, and reading. A lot of students have lack of speaking ability. They are inactive in the class especially to speak up and they feel shy if they are supposed to have communication in English.

2. METHOD

Based on the explanation above, the writer used the Action Research with qualitative method for conducting the research in English speaking class for the tenth grade students of *Desain Pemodelan Informasi Bangunan* Technique in SMK Muhammadiyah 1 Salam. In this research, the writer use the tenth grade students of *Desain Pemodelan Informasi Bangunan* Technique. There are 32 students from this class. This research conduct in Qualitative Research of Communication Strategies used by tenth grade students of *Desain Pemodelan Informasi Bangunan* Technique in SMK Muhammadiyah 1 Salam. In this classroom action research, the techniques of collecting the data are test and non-test. Teknik Analisis Data hasil pengamatan oleh Brown (2001: 173)

The Communication Strategies can enhance speaking skill for the tenth grade students of *Desain Pemodelan Informasi Bangunan* in SMK Muhammadiyah 1 Salam in 2018-2019 Academic Year. The Communication Strategies able to enhance speaking skill for the tenth grade students of *Desain Pemodelan Informasi Bangunan* in SMK Muhammadiyah 1 Salam in 2018-2019 Academic Year. By using Communication Strategies, the students more enthusiastic for pay attention and participation in English learning activity.

Implementation process of teaching speaking skill using Communication Strategies for the tenth grade students of *Desain Pemodelan Informasi Bangunan* in SMK Muhammadiyah 1 Salam in 2018-2019 Academic Year. The implementation of teaching speaking skill using Communication Strategies for the tenth grade students of *Desain Pemodelan Informasi Bangunan* in SMK Muhammadiyah 1 Salam in 2018-2019 Academic Year. The researcher implemented Communication Strategies for the tenth grade students and get a good feedback from the students and also from the teacher. The students can explore their ideas and speak up in front of the class with confidence. They can practice with conversation and dialogue about greetings, expressing congratulations, giving compliments, saying thank, expressing plans and intention, etc.

Strength and weaknesses of teaching speaking skill using Communication Strategies for the tenth grade students of *Desain Pemodelan Informasi Bangunan* in SMK Muhammadiyah 1 Salam in 2018-2019 Academic Year. The strength of teaching speaking skill using Communication Strategies for the this class, such as:

- a) The students can easy to imitating the sound from audio materials or teacher explanation.
- b) The students used paraphrase to express the meaning which he wants to express. For example, a learner who did not recall the word a car seat belt avoided using it by saying, "I'd better tie myself in".
- c) The students may create a new word or phrase, which he hopes will express the derived meaning. The new word may be created by literally translating the elements in a native language word. For example: *airball* for ballon.
- d) The students used non-

linguistic resources, for example: mime, gesture, or imitation to make his meaning clearer.

Problems faced and alternative solution taken by the English teachers in teaching speaking skill using Communication Strategies for the tenth grade students of *Desain Pemodelan Informasi Bangunan* in SMK Muhammadiyah 1 Salam in 2018-2019 Academic Year. The use of Communication Strategies can solve the problems and alternative solution in teaching speaking skill for the tenth grade students of *Desain Pemodelan Informasi Bangunan* in SMK Muhammadiyah 1 Salam in 2018-2019 Academic Year. In this research, the researcher found many kinds of students problem in learning English speaking skill. The lack of vocabulary is the one from another problems that make students unconfidence to show their ability to speak and explore their ideas in front of the class or face to face with their friends in classroom. In here, the researcher collaborate with the teacher to increase the students vocabulary with “Communication Strategies”.

3. FINDINGS AND DISCUSSION

The strength of teaching speaking skill using Communication Strategies for the tenth grade students of *Desain Pemodelan Informasi Bangunan* in SMK Muhammadiyah 1 Salam in 2018-2019 Academic Year, such as: (a) *The students can easy to imitating the sound from audio video materials or teacher explanation.* The students imitating the sound from audio materials and teacher explanation in English learning activity in the classroom. The teacher give examples from audio video materials that can get from Youtube channel. He play this materials using Laptop and LCD infocus. The students can pay attention for this materials carefully, (b) *The students used paraphrase to express the meaning which he wants to express. For example, a learner who did not recall the word a car seat belt avoided using it by saying, “I’d better tie myself in”.*, The students used paraphrase to express the meaning which he wants to express. In this activity, the students can paraphrasing some word for make it simple and easy to understanding, (c) *The students may create a new word or phrase, which he hopes*

will express the derived meaning. The new word may be created by literally translating the elements in a native language word. For example: airball for ballon. The students may create a new word or phrase. In here, the students can create a new word when they do activity in English learning especially in speaking skill and then they can express their idea to the others. (d) *The students used non-linguistic resources, for example: mime, gesture, or imitation to make his meaning clearer.* The students used non linguistic resources like mime, gesture, or imitating the teachers pronunciation when he teaching the materials especially in English speaking skill. Mime means that the students express their idea with face expressions like happy or sad expressions. Gesture means that the students express their idea with body expressions or body language.

The weaknesses of teaching speaking skill using Communication Strategies for the tenth grade students of *Desain Pemodelan Informasi Bangunan* in SMK Muhammadiyah 1 Salam in 2018-2019 Academic Year : (a) *The lack of students vocabulary that can impact they cannot paraphrase the meaning of words or sentences.* The lack of students vocabulary can see from their performances, such as: the teacher give exercise for making a dialog or conversation, but they cannot fast to explore their vocabulary in their brain because they lack of vocabulary, (b) *The lack of students knowledge about English speaking skill materials, so the students cannot created or produce some word.* The lack of students knowledge about English speaking skill materials. The students knowledge like grammar, how to pronounce of words, how to speak. They don't understand when the teacher give explanation with English language. But they can understand when the teacher give explanation with mixed language like Indonesian & English language in one time, (c) *The students can't confidence with their ability, so they belong to passive students in this class.* The students belong to passive students when the teacher give explanation about the materials of English especially in speaking skill, because they lack of vocabulary and they can't understood of teacher explanation, (d) *The students motivation to learning English speaking skill is low motivation.* In English learning activity, the students motivation to learning English speaking skill is low motivation, because they have

a bad mindset about English language. They feel a Javanese people and they aren't interesting to study English language. Although, many students have a good responses and interesting to study English language.

The use of Communication Strategies can solve the problems and alternative solution in teaching speaking skill for the tenth grade students of *Desain Pemodelan Informasi Bangunan* in SMK Muhammadiyah 1 Salam in 2018-2019 Academic Year. In this research, the researcher found many kinds of students problem in learning English speaking skill. The lack of vocabulary is the one from another problems that make students unconfidence to show their ability to speak and explore their ideas in front of the class or face to face with their friends in classroom. In here, the researcher collaborate with the teacher to increase the students vocabulary with "Communication Strategies".

The use of Communication Strategies in teaching speaking was effective. Besides that, communication strategies made the situation of learning English speaking skill more interesting and attractive for the students.

Communication Strategies in teaching speaking especially in this research, the writer use Tarone's Taxonomy. Tarone (1981), classified communication strategies as follows: (1)Topic Avoidance. (2) Message Abandonment, (3) The Use of Paraphrase, (4)Coinage (Creating new Words), (5) Native Language Switching, (6) Miming.

Communication Strategies used by the tenth grade students of *Desain Pemodelan Informasi Bangunan* in SMK Muhammadiyah 1 Salam in learning English can practice with Message Abandonment, The Use of Paraphrase, Coinage. In here, the fluent students apply these strategies for learning English.

Communication Strategies used by the tenth grade students of *Desain Pemodelan Informasi Bangunan* in SMK Muhammadiyah 1 Salam in learning English also can practice with Topic Avoidance, Native Language Switching, Miming, and Appeal for Assistance. In here, the disfluent students apply these strategies for learning English.

The result of these activities, imply that Communication Strategies was suitable and good in teaching speaking. The students activities used

Communication Strategies in Tarone's Taxonomy had shown satisfying result. These activities were able to improve their pronunciation, grammar how to speak English with the other people, etc. In the other hand, these activities also could overcome their nervousness.

Communication Strategies in Tarone's Taxonomy gave the positive result. Therefore, the writer needed to improve their speaking in the next action. This was approved by the English teacher to be implemented again to the cycle II.

Communication Strategies in Tarone's Taxonomy gave the new method to the students in which they could speak monologue and cooperate with other people. It could help other students in facing difficulties when speak monologue and the meaning. The activities could encourage the students to be confident in speaking English language.

Topic Avoidance is the learners already aware of gaps in their repertoire, an obvious strategy is to try to avoid occasions, which will present difficulty. Message Abandonment is the learners encounter a problem while a communication is actually taking place, it is therefore too late to use avoidance, except they simply abandon their message. The Use of Paraphrase is menguraikan atau menafsirkan. It means that the learners may use a paraphrase, description, or circumlocution in order to express the meaning which he wants to express. Coinage is pembuatan kata-kata baru, it means that the learners may create a new word or phrase, which he hopes will express the derived meaning. For example (airball for ballon). Native Language Switching is penggantian bahasa, it means that instead of attempting to create a new word with the language target material, a speaker or a learner may decide to simply lift a word from his own native language. Mimingis meniru, it means that the learner often uses non-linguistic resources (mime, gesture, or imitation) to make his meaning clearer. Appeal for Assistance is meminta bantuan, it means that a learner may seek help from outside. This may simply mean using a bilingual dictionary.

Based on the result of the observation on the cycle I, the writer made some revise for next cycle. In cycle 1, the students could not speak English fluently. Based on the result of the interview, the students told that it was because they

seldom use English in their daily activities. To overcome those problems, the writer decided to give them motivation. The students have to have confidence when speaking English “don’t worry if you make some mistakes in speaking English”. The writer gave motivation to the students and gave some practice for them to speak English. The result of this revision was good. It revealed when they presented the monologue in front of the classroom and also results of post test.

4. CLOSING

The Communication Strategies able to enhance speaking skill for the tenth grade students of *Desain Pemodelan Informasi Bangunan* in SMK Muhammadiyah 1 Salam in 2018-2019 Academic Year. By using Communication Strategies, the students more enthusiastic for pay attention and participation in English learning activity.

The implementation of teaching speaking skill using Communication Strategies for the tenth grade students of *Desain Pemodelan Informasi Bangunan* in SMK Muhammadiyah 1 Salam in 2018-2019 Academic Year. The researcher implemented Communication Strategies for the tenth grade students and get a good feedback from the students and also from the teacher. The students can explore their ideas and speak up in front of the class with confidence. They can practice with conversation and dialogue about greetings, expressing congratulations, giving compliments, saying thank, expressing plans and intention, etc.

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