

**THE EFFECT OF TEACHER ORGANIZATIONAL ACTIVITY OF ADOLESCENT
RED (PMR) ON EFFECTIVE TALKING ABILITY STUDENT CLASS XI
SMA NEGERI 2 PANCA RIJANG DISTRICT SIDENRENG RAPPANG**

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Abstract

This study aims to determine whether or not there is any impact of the activity of red cross youth organization to the effective speaking ability of the students of class XI SMA Negeri 2 Panca Rijang Sidenreng Rappang Regency. This research uses two variables, namely the activity of the red cross youth organization as independent variabel (experimental group) and the ability to speak effective as a dependent variabel (control group). The population in this study is all students of class XI SMA Negeri 2 Panca Rijang Sidenreng Rappang Regency as many as 193 students, while the sample is 15% of the total population, which is 30 students. Data collection technique in this studi, ie documentation techniques then the results obtained from these techniques are further analyzed and processed through descriptive statistical techniques in the form of mean.

The results showed that the value $M_x = 68,3$ and $M_y = 63$ so it can be seen that the value of M_x greater than M_y , ie $68,3 > 63$. Based on the result of data analysis, it can be concluded that there is impact of activity of organization of red cross yout organization to ability of effective speaking of student of class XI Negeri 2 Panca Rijang Sidenreng Rappang Regency.

Keywords: Activity, Youth Red Cross organization, Speak effectively

INTRODUCTION

1. Background

Speaking is a vital face-to-face communication tool. The ability to speak a

person also determine the success of a person's career. On the one hand speaking is a powerful unifying force, and tends to unite social groups. On the other hand, speaking can also act as a divisive force that tends to sharpen differences between social

groups. Thus speaking can lead to constructive poles and destructive poles. In other words, speaking can also cause wars, cultivate hate, depending on circumstances and situations.

The ability to speak in the world of education is very urgent to have, both teachers and by students as learners because with the ability to speak will bring the atmosphere of the teaching-learning process can run properly, as well as the desired results. Therefore, the ability to speak should be trained as effectively as possible from an early age.

However, it can be felt that students' speaking ability is still very low. The inadequacy of students' speaking ability is due in part to the lack of speaking skills, both at elementary, junior and senior high schools. The teaching of language skills is often emphasized on the ability to write, although the teaching is often focused on language knowledge. Other abilities including speaking ability are often ignored.

Speaking in a formal situation is not as easy as one might imagine. Although naturally everyone can speak, but speaking in formal or formal situations often cause

nervousness so that the proposed idea becomes irregular and eventually the language becomes irregular. Some even dare not speak. The assumption that everyone can naturally speak has led to the coaching of speech abilities often overlooked.

2. Theoretical Basis

According to a large Indonesian dictionary, activity means activity or activity. W.J.S. Poerwadarminta describes the activity as an activity or activity. Activity is both physical and spiritual activity and both must be connected (Nasution, 2007: 25).

Activity is an event or event that is generally not done continuously. The organizer of the activity itself may be a business entity, agency government, organizations, individuals, institutions, and others. Usually activities are carried out for a variety of reasons, ranging from an organization's anniversary, the campaign of a political party, or even the socialization of a government policy.

Organization comes from the Greek word *ργανον*, organon which means tool is

a group of people in a container for a common purpose. Organization is a gathering place for a group of people who share a common goal, then organize themselves by working together and realizing the goals.

Basically people can not live alone. Most of the goals can be met if there is social interaction with others. As social beings, humans can not live alone because humans have a need for other human beings. That's why people usually get together and form groups, called organizations.

The Youth Red Cross (PMR) is a youth-sponsored youth organization of the Indonesian Red Cross (PMI) centered in schools and aims to inform basic students of public health and First Aid First Aid.

The basic word ability is "capable" which means power, can, or is capable. The word is capable of having a prefix and a suffix or a prefix to- and suffix -an being the word of meaning "ability or power". In this case the ability in question is the ability possessed by students in understanding the subject matter presented in the process of teaching and learning in the classroom so

that the learning process of students to be better.

The ability to speak is the ability to speak articulation sounds or say words to express, express, convey thoughts, ideas, and feelings (Arsyad, 2007). The listener receives information through a series of tones, pressures, and joints. If communication takes place face-to-face, coupled with hand gestures and facial expression (mimic) of speaker (Maidar, 2010: 17).

Being a good speaker, a speaker should not only give the impression that he or she is in control of the matter being discussed, the speaker must also show courage and excitement. In addition, the speaker should speak clearly and precisely. The ability to speak is not an independent ability, but interrelated with other abilities. Activity talk is closely related with listening activities. Speaking and listening is a two-way communication activity. The effectiveness of speech is not only determined by the speaker, but also determined by the listening (Aryad 2007: 23).

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Being a good speaker, a speaker should not only give the impression that he or she is in control of the matter being discussed, the speaker must also show courage and excitement. In addition the speaker should speak clearly and precisely. In this case there are several factors that must be considered by the speaker for the effectiveness of speech, the linguistic factors and factors of non-linguistic.

a. Linguistic factors as a support for the effectiveness of speech can be detailed as follows.

1) Precision of speech

A speaker should get used to pronouncing the sounds of the language appropriately. Speech sound language that is less painted, can distract the listener. Of course the patterns of speech and articulation we use are not always the same.

Each of us has its own style and the style of language we use varies according to the subject, feelings, and goals. However, if the difference or change is too noticeable, so that it becomes a deviation, then the effectiveness of communication will be disrupted. We realize the background of speakers of Indonesian language is indeed different.

2) Placement of appropriate pressure, tone, and duration

The suitability of pressure, tone, and duration is a particular attraction in speech and sometimes even a decisive factor, although the problem being discussed is less interesting, with the appropriate placement of pressure, tone, and duration will cause the problem to be attractive and vice versa if the delivery is flat, can certainly lead to the disconnection of the effectiveness of speaking of course reduced.

3) Word choice (diction)

The choice of words should be precise, clear, and varied. Obviously the intent is easily understood by the target audience. The listener will be more aroused and will

better understand if the words used words that have been known by the listener.

4) The accuracy of the target of the conversation

This concerns the use of sentences. Speakers who use effective sentences will make it easier for listeners to catch the conversation. The composition of this sentence is very big influence on the effectiveness of delivery. A speaker should be able to compose effective sentences, sentences that are about the target, so as to influence, leave an impression, or cause a result.

Effective sentences have characteristics of wholeness, attachment, concentration, and thrift. The feature of wholeness will be seen if each word is really a unified piece of a sentence. The whole sentence will be damaged in the absence of the subject or the existence of confusion. Links, related to the relationship between sentence elements, such as between words and words, phrases and phrases in a sentence. The relationship must be clear and logical.

b. Non-propagation factors as a support effectiveness of speech

The effectiveness of speech is not only supported by linguistic factors as described above, but is also determined by non-biological factors. Even in formal conversations, these non-adhering factors greatly affect the effectiveness of speech. In the process of teaching and learning to speak, this non-priority factor should be planted first, so that if the factors of non-mastery have been mastered will facilitate the application of linguistic factors. Including non-propagation factors can be detailed as follows.

1) A reasonable attitude, calm, and not rigid

Speakers who are not calm, lethargic, and rigid of course will give a first impression that is less interesting. Though the first impression is very important to ensure the continuity of the attention of the listener. The view should be directed to the said partner.

2) Willingness to respect the opinions of others

In conveying the content of a conversation, a speaker should have an open attitude in the sense of accepting the other's opinion, willing to accept criticism,

willing to change his opinion if it is wrong. However, it does not mean the speaker simply follows the opinion of others and changes his opinion, but he must also be able to defend his opinion and convince others. Of course, if his opinion contains a strong argument, which is really believed to be true.

3) Appropriate gestures and mimics

Appropriate gestures and expression can also support the effectiveness of speech. The important things besides getting the pressure, usually also assisted with hand gestures or mimic. This can turn on communication, meaning not rigid but excessive gestures will interfere with the effectiveness of speaking.

The success of a conversation depends on the speaker and the listener. For that required some requirements to a speaker and listener. Below are some things that should be considered by a speaker can be detailed as follows.

a. Mastering the issues being discussed

Mastery of this issue will foster confidence in the speaker self, so that will grow courage. This courage is the principal capital for the speaker. This can be

accomplished by actively collecting materials by studying various sources.

b. Start talking if the situation has allowed

Before beginning the conversation, the speaker should pay attention to the whole situation, especially the listener. When the listener is ready, then start talking. This is actually also influenced by the attitude or appearance of the speaker. The quiet, nervous, reasonable, and neat attitude of the speaker will help a lot.

c. Proper direction will attract the listener's attention

After giving a word of greeting in opening the conversation, a good speaker will inform the purpose of his speech and explain the importance of the subject to the listener. In this case although the topic of conversation is less interesting, but because listeners know the benefits to them, the listener will be willing to listen.

d. Speaking must be clear and not too fast

Language sounds should be pronounced precisely and clearly. Sentences must be effective and word choice must be precise. Do not speak too fast and important things are put under

pressure so listeners can easily understand it.

e. Eye view and helpful gestures

There should be inner contact between the speaker and the listener. Listeners feel invited to talk and feel cared for. Eye view in this case is helpful. A thorough eye view will cause the listener to feel cared for. Likewise, appropriate gestures or mimics are their own allure.

f. Speakers are polite, respectful, and show a sense of brotherhood

Speakers arrogant and look down on listeners with attitude and harsh words will remove the sympathy of listeners. Whoever the listener is and no matter what level of education, the speaker should appreciate it. Keep emotional. Speakers should not be easily aroused so that their emotions easily provoked anger.

g. In two-way communication, start talking when it's welcome

If we want to express a response, talk if given a chance. Do not cut off other people's conversations and do not fight to speak. Do not talk convoluted, but directly on target.

h. Loudness of voice

The voice should be heard by all the listeners in the room. The volume should not be too weak and not too loud, let alone shout.

i. The listener will be more impressed if he can see the speaker completely

Try to stand or sit in a position that can be seen by all listeners and vice versa.

Knowing the success of an activity certainly requires an assessment. There is a tendency for language teachers to provide judgments based on general impression, both in written and verbal language skills. This of course provides clear feedback to students. Students do not know where the weaknesses and what they have mastered and what needs improvement.

In addition, we experience what will be considered unclear and how to judge it is not appropriate. Therefore, every teaching activity, especially language skills, must have assessment criteria.

Especially for the assessment of the ability to express opinions, in addition to looking for student shortcomings, teachers also record progress they have already

achieved. This is very important because the results of the assessment should be delivered verbally to them. The assessed factors can be detailed as follows:

1. accuracy of speech;
2. word choice (diction);
3. sentence structure;
4. conformity with topics;
5. smoothness; and
6. appropriate gestures and mimics

(Maidar, 2010: 86).

RESEARCH METHODS

1. Research variables

Variables are all things that become the center of attention of researchers. In other words, all objects are subjected to research, that is what is called a variable. In each study, generally differentiated on two variables, namely: Independent variables or also called the variable experiment or variable X, namely variable X, the variable that investigated its influence. The dependent variable is also called the control variable, the predicted variable or the Y variable, which is predicted to arise in the

relationship or influence of the independent variable (Surachmad, 2009: 73).

This study entitled "The Effect of Youth Organization Red Cross Organization (PMR) on Effective Speech Ability Students Class XI SMA Negeri 2 Panca Rijang Sidenreng Rappang Regency".

Based on the definition of the above variables, then in relation to this study set two variables, namely variables X and Y. Both variables are:

1. The organization of the Youth Red Cross (PMR) is called the influence of independent variables or variables that influence or cause change or the incidence of the dependent variable (bound).
2. The ability to speak effectively as a dependent variable (dependent) or variable Y, which will be examined whether the influence of independent variables.

2. Research design

To make it easier to obtain data, analyze the data and draw the final conclusions of the observed variable object, the researcher prepares the research design as follows.

The first step is to observe and study the literature to define research and review the library materials that are relevant to the research variables.

The second step is a field study is the stage of collecting data directly object to be studied. Techniques used in data collection are documentation techniques and test techniques.

The third step is to implement data processing. The data obtained were analyzed by descriptive technique. Data were analyzed using a set of statistical formulas. The result of quantitative data analysis is transformed into certain tables.

The fourth step is the final step of the research is drawing conclusions by describing the phenomenon studied and is the answer to the problem.

3. Population and sample research

The population is a number of residents or individuals who have at least one common trait (Hadi, 2009: 220).

Population is a group that become the target of researcher attention in effort to get

information and draw conclusion (Abdullah, 2011: 33).

Based on the above understanding, then in this study the population of this study are students of class XI SMA Negeri 2 Panca Rijang Sidenreng Rappang Regency who entered the organization Red Cross Youth (PMR). Total population amounted to 193 students.

The sample is a portion taken from the entire object to be studied and considered to represent the entire population. If the population is less than 100, then it is better to take everything so that the research is a population study. Furthermore, if the number of large objects can be taken 10% - 25% or 20% -35% or more, depending on the ability of researchers viewed in terms of time, energy, funds, narrow area of observation of each object of research and the size of the risk borne by researchers (Arikunto, 2012: 107).

Based on the above opinion, this research is very related because the number of samples and population is the same or in other words total or sample population, it means the whole population into a sample of 30 students.

4. Data Collection Techniques

Data collection techniques are the tools used by the selected research method.

The data collection instrument is a tool chosen and used by the researcher in data collection activities, so that the activity becomes systematic and facilitated by it (Arikunto, 2012: 134)

To obtain complete and accurate data, this research uses documentation techniques and test techniques.

Both data collection techniques are considered relevant to the problems and variables that will be studied in this study. The following will explain the data collection techniques used to obtain data, namely:

1. Documentation technique

This technique is used to obtain data on the number of students or population conditions in this study.

2. Test technique

The test technique is a test given to each student who becomes the object of research. The technique provided is an oral test in the

form of asking students to come forward and tell their experiences. This test technique is used to filter data about students' ability to speak effectively.

5. Data Analysis Technique

The data obtained through the test technique is analyzed by descriptive statistical technique in the form of Mean, this technique is a technique that can menyunkingkan researchers to know the presence or absence of influence of Red Cross Youth organizations (PMR) activity to the effective speaking ability of students of class XI SMA Negeri 2 Panca Rijang Sidenreng Rappang District.

The formula in processing the raw score into value is:

Acquisition scores

$$N = \frac{\sum X}{N} \times 100$$

Maximum score

The descriptive statistical techniques in the form of the formula that follows:

$$\sum fx$$

$$Mx =$$

N_x

$\sum f_y$

$M_y =$

N_y

Information:

M: Mean

N: Number of samples

x: The value of variable x

y: The variable value y

f: Frequency

M_x : The average value of the variable x

M_y : The average value of variable y

Σ : Amount (siqma)

(Hadi, 2009: 38).

RESEARCH RESULT AND DISCUSSION

The influence of the activities of Youth Red Cross Organization (PMR) on the ability to speak effectively Student class XI SMA Negeri 2 Panca Rijang Sidenreng Rappang District.

The first presentation that should be done in this research is the presentation of data about the activities of the Youth Red Cross (PMR) organization of the students of grade XI SMA Negeri 2 Panca Rijang. The results obtained have been presented in detail so that it shows the level of activity that varies are: there is a Very Active (SA), there is Active (A), and some are Less Active (KA).

In addition, the results of the test results of effective speech-effectiveness are high on the activities of the Youth Red Cross Organization (PMR) (independent variables or x variables) and the results of effective speech-effectiveness tests low on the activity of the Red Cross Youth organization (PMR) or y variables) described in table form indicates that of 30 students as a sample, 1 person (3.33%) who scored eighty, 3 persons (10.00%) who scored seventy five, 4 persons (13, 33%) who scored seventy, 13 people (43.33%) who scored sixty-five, and 9 people (30.00%) who scored sixty.

Furthermore, the results of effective speech test, both of which are low on the activities of the Youth Red Cross Organization (PMR) as well as the results

of effective speech-effectiveness tests that are high on activity of the Red Cross Youth organization (PMR) are analyzed by descriptive statistical techniques in Mean.

The results showed that the value of $M_x = 68.3$ and $M_y = 63$ so it can be seen that the value of M_x greater than M_y , namely $68.3 > 63$. This means, the null hypothesis (H_0) which states "No influence of Red Cross organizational activity Teenagers (PMR) on the ability to effectively speak the students of class XI SMA Negeri 2 Panca Rijang Sidenreng Rappang Regency" declared rejected.

The consequence of the rejection of the null hypothesis is the alternative hypothesis (H_a) which states "There is an influence of Red Cross Youth Organization (PMR) activity on the effective speaking ability of the students of grade XI SMA Negeri 2 Panca Rijang Sidenreng Rappang Regency" is accepted.

Thus the organization activity of Youth Red Cross (PMR) have an effect on to effective speech ability of student of class XI SMA Negeri 2 Panca Rijang Sidenreng Rappang.

The results of this study are closely related to the theory expressed by Mair

(2010: 17) that in order to be a good speaker, a speaker should give the impression that he is in control of the issues discussed, the speaker should also show courage and enthusiasm.

Courage and enthusiasm to speak is a very urgent thing for everyone to have. Courage and enthusiasm for speech can be obtained through an activity in which it involves participating in activities designed by a society.

Self-involvement in every moment of activity can increase self-esteem and have the courage to interact amongst themselves in the neighborhood. Therefore, the results of this study emphasize that the ability to speak effectively is strongly influenced by the surrounding environment in this case need to involve themselves in every activity that spur the courage and accuracy of communicating every situation that exists.

CONCLUDE AND ADVICE

1. Conclusion

Based on the results of this study, it can be presented several conclusions as follows.

1. The activities of the Youth Red Cross (PMR) organization of grade XI students of SMA Negeri 2 Panca Rijang indicate the varying levels of activeness, ie: Highly Active (SA), Active (A), and Some are Less Active (KA).

2. The result of effective speech test of the students of grade XI of SMA Negeri 2 Panca Rijang of Sidenreng Rappang Regency is quite varied, namely: 30 sample students, 1 person (3.33%) who got eighty, 3 (10.00%) earned seventy-five, four (13.33%) scores of seventy, 13 (43.33%) scored sixty-five, and nine (30.00%) scored sixty.

3. The results of data analysis show:

There is influence of organization activity of Youth Red Cross (PMR) to effective speech ability of student of class XI SMA Negeri 2 Panca Rijang Sidenreng Rappang Regency. This can be seen in the value of $M_x = 68.3$ and $M_y = 63$ so it can be seen that the M_x value is greater than M_y , that is $68.3 > 63$. This means, the null hypothesis (H_0) stating "No influence of

organization activity Cross Red Youth (PMR) on the ability to effectively speak students of class XI SMA Negeri 2 Panca Rijang Sidenreng Rappang Regency "declared rejected.

The consequence of the rejection of the null hypothesis is the alternative hypothesis (H_a) which states "There is an influence of Red Cross Youth Organization (PMR) activity on the effective speaking ability of the students of grade XI SMA Negeri 2 Panca Rijang Sidenreng Rappang Regency" is accepted.

2. Suggestions

1. Ability to speak especially speaking effectively is one form of language skills that must be mastered by students. For that learning speaking in school, especially speaking effectively directed to be more able to speak, either in formal situation or official or nonformal.

2. To Indonesian language teachers to be more intensified learning to speak, especially speaking effectively because speaking effectively requires more inspiration to realize the Indonesian language is good and true.

3. To the Red Cross Youth (PMR) builder, especially in SMA Negeri 2 Panca Rijang, Sidrap Regency to respond more and give support to every activity of Red Cross Youth Organization (PMR) as a forum to develop students' potential especially speaking ability.

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