

THE EFFECTS OF INSTRUCTIONAL METHOD AND LEARNING RESOURCES TOWARDS STUDENTS' SPEAKING SKILL

¹Syahyuri, ²Riyanto, & ³Vienna Artina S

e-mail: yuri.syahyuri@gmail.com

^{1,2}Universitas Indraprasta PGRI

Jl. Nangka No. 58 C, Jakarta Selatan

³Sekolah Tinggi Pariwisata Trisakti

Jl. IKPN Bintaro No.1, Jakarta Selatan

Abstract: Speaking skill is affected by two factors, the internal and external factors. The two external factors are instructional methods and learning resources. The complete and incomplete learning resources will surely affect the instructional process. As well as with instructional methods, it will affect the achievement of learning objectives. This research is aimed to get the empirical data and to find out the effect of instructional method and learning resources towards students' speaking skill at state senior high schools in Bekasi. The research was conducted at SMA Negeri 1 and SMA Negeri 2 Sukatani-Bekasi. The total sample of this research is 40 students. The experiment was done from 17 Juli - 02 December in 2017. The technique of collecting data of instructional method and learning resources used questionnaires. Otherwise, the speaking skill was acquired from the test. The result of the research identifies there is the significant effect of instructional method and learning resources towards students speaking skill. Thus, the schools and the government should increasingly work hard in fulfillment of the completeness of learning resources and using an appropriate instructional method for the achievement of learning objectives.

Keywords: instructional method, learning resources, speaking skill

PENGARUH METODE PEMBELAJARAN DAN SUMBER BELAJAR TERHADAP KETERAMPILAN BERBICARA BAHASA INGGRIS SISWA SEKOLAH MENENGAH ATAS

Abstrak: Keterampilan berbicara dipengaruhi oleh dua faktor eksternal yaitu metode pembelajaran dan sumber belajar. Keberadaan sumber belajar dan metode pembelajaran berpengaruh terhadap kelancaran proses pembelajaran dan pencapaian tujuan pembelajaran dalam keterampilan berbicara bahasa Inggris siswa sekolah menengah atas. Penelitian ini bertujuan memperoleh data empiris dan mengetahui pengaruh metode pembelajaran dan sumber belajar terhadap keterampilan berbicara bahasa Inggris siswa di sekolah menengah atas di Bekasi. Penelitian ini dilakukan di SMA Negeri 1 dan SMA Negeri 2 Sukatani-Bekasi. Total sampel penelitian ini adalah 40 siswa. Penelitian ini dilakukan dari tanggal 17 Juli - 02 Desember 2017. Teknik pengumpulan data untuk metode pembelajaran dan sumber belajar menggunakan kuesioner, sedangkan untuk keterampilan berbicara bahasa Inggris menggunakan tes. Hasil penelitian mengidentifikasi ada pengaruh yang signifikan dari metode pembelajaran dan sumber belajar terhadap keterampilan berbicara siswa. Dengan demikian, pihak sekolah beserta pemerintah harus semakin bekerja keras lagi dalam pemenuhan kelengkapan sumber belajar dan metode pembelajaran yang tepat demi tercapainya tujuan pembelajaran.

Kata-kata kunci: metode pembelajaran, sumber belajar, keterampilan berbicara bahasa Inggris

INTRODUCTION

Language is totally important to human beings; we use it to communicate to others, to solve the problems, to express emotion, etc. In simple words, language is one of the most important things in our activities of life. Language is used in discourses, such

as in the form of conversation, stories, written text and other forms. Brown (2004) stated that language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with one another. Moreover, Keown (1976) stated that language is the expression of ideas by words or articulate sounds.

Any manner of expression, it is also given extra point and significance in the context of the religious or civil ceremony. So, it could be concluded that language is about arbitrary signals, they are voice sound, gestures, or written symbols then finally the interlocutors get the speakers feeling and communication.

The four language skills, namely listening, speaking, reading, and writing are the basic subject taught at all senior high school levels. Speaking is the most important one because it is one of the abilities to carry out interactive conversation in a language; otherwise the students of SMA in Sukatani Bekasi have very low skill on speaking. Cameron (2001) stated that speaking is the active use of language to express meaning so that the other people can make sense of them. It means that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information.

Chaney & Burk (1998) argues that speaking is the process of building and sharing meaning through the use of non-verbal symbols in a variety of contexts. Speaking is the skill that the students will be judged upon most in real life situation. It is an important part of everyday interaction and most often the first impression of a person is based on their skill to speak fluently and comprehensibly. Meanwhile, Hughes (2007) explains that speaking is interactive and according to accomplish pragmatic goals through interactive discourse with other speaker of language.

Speaking skill is influenced by two factors, the internal and external factors. The internal factors come from the learners including attitude, motivation, interest, intelligence, and cognitive skill. The external factors are the school policy, curriculum, teaching methods, learning facilities, teachers' competency, and society. In the process of learning the language, many students still have the difficulties in mastering English. In fact, students who want master English or to have a speaking skill is not easy, because they do not use the language every day and every time. For instance in Indonesia, students get English from kindergarten until senior high school and English is also studied at university as compulsory subject (MKU), moreover English is the first foreign language taught in Indonesia, but they cannot speak English fluently. It happened because there is a feeling of fear of being mistake in speaking English.

One of the extrinsic problems of mastering English is about the learning resources. According to Muhroji, dkk (2004), learning resources are all that is needed in the instructional process both moving and not moving so that the educational objectives can

run smoothly, regularly, effectively and efficiently. Meanwhile, Dimiyati and Mudjiono (on Nurmalia, 2010) stated that learning resources are facilities and infrastructures to support the instructional process. Incomplete learning resources will surely affect the effective instructional process. There are some problems encountered in almost all senior high schools due to lack of adequate resources. It is known that the academic performance especially on English speaking of each student depends to a large extent on the resources exposed to while learning, but when they are lacking some problems are faced.

There some basic learning resources that usually use in the language teaching such as the learning resources have been in use since very long time before now.

In teaching speaking, the teachers need not only the learning resources, but also they need methods. Nurhayati and Mufliharsi (2016) stated that Instructional method is a method that is used to achieve a set learning goal (RPP) systematically. The method has been well known and used internationally is community language learning (CLL) which represents the use of Counseling-Learning theory to teach languages. The counselor gives advices, assistance, and supports to the clients, who have problems. Richards and Rogers stated that:

"If the concept of counseling and its application in Community Language Learning are compared, the language teaching tradition of CLL represent the underlying concepts of the client-counselor relationship in psychological counseling" (Richards and Rogers, 1986).

The statement above is really relevant with statement from Curran which is cited by Setiyadi

"Language learners never feel isolated and alone because everybody belongs to the group and everybody sits in a "community" and senses positive regard to everyone else" (cited in Setiyadi, 2006).

During the instructional process, the teachers at states SMA in Sukatani Bekasi are not always using appropriate instructional method, moreover the learning resources are not the same between one and another school so that the objective of this research is to know the effect of instructional method and learning resources towards students' speaking skill at state senior high schools in Sukatani-Bekasi. So the research question the researchers proposed "are there any significant effects of instructional method and learning resources towards students' speaking skill?

RESEARCH METHODOLOGY

This research is about experimental research. The research was conducted at state senior high school 1 and state senior high school 2 in Sukatani-Bekasi. The experiment had been done from 17 Juli - 02 December in 2017. The study was held for about four months. The treatment was given to experimental group in eight sessions, and for the control group is only using conventional method.

The population of the research was drawn on the second semester grade 10th at state SMA in Bekasi. In this research the researcher uses Random Sampling Technique. Random Sampling Technique is the way to collect samples based on a group of individuals or individuals (Sudjana, 1996). The sample of this research is the first year students at state senior high schools in Bekasi-West Java consist of 40 students. The technique of collecting data of instructional method and learning resources used questionnaires. Otherwise, the speaking skill was acquired from the test.

After collecting the data research, data was analyzed by using a method of statistical or a method of quantitative. Data analysis techniques used in this study is ANOVA two ways or two dimension analysis of variance. Before the ANOVA carried out, first the researcher did the test of analysis requirement. They are normality test and homogeneity test.

RESULTS AND DISCUSSION

Results

Learning is conscious activity to change someone's behavior. Changes in behavior are reflected from the skill, attitude as a product or result of learning. Attitude is a feeling or opinion about something or someone, or a way of behaving. In teaching and learning process, students who want to be able to master the language should take part actively using target language. The way they behave towards the lesson more and less depends on the learning resources. The instructional method the teachers choose will be successfully applied if the students have complete learning resources at the school.

Learning resources plays an important role in learning language. Students with incomplete learning resources will learn differently from those with complete learning resources. The resources to study the speaking subject will also be closely related to the method of the teacher in the instructional process.

This research is consisting of two independent factors; they are instructional method (A) and learning resources (B). Each factor consists of a sub factor called a level. For instructional method (A) there are two levels, they are Community Language Learning (A1) and Conventional (A2). The second factor is learning resources (B) with two levels, namely complete learning resources and incomplete learning resources.

Referring to the results of the research that is supported by statistical analysis for research on learning outcomes, obtained the conclusion that the data are from normal distributed population and come from the same variance (homogeneous). Thus, existing data meets the requirements of the test data analysis. Under these conditions, the research can proceed to test the hypothesis

Table 1 is the hypothesis testing can be analyzed that.

Table
Hypothesis Test of Research

Tests of Between-Subjects Effects					
Dependent Variable: Students' Speaking Skill					
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	2970.937 ^a	3	990.312	20.613	.000
Intercept	527312.813	1	527312.813	10975.905	.000
A	690.313	1	690.313	14.369	.000
B	1852.813	1	1852.813	38.566	.000
A * B	427.813	1	427.813	8.905	.004
Error	3651.250	76	48.043		
Total	533935.000	80			

Based on the data above, the proposed research hypothesis can be answered. The explanation of the table above is as follows.

There is a significant effect of instructional method towards the students' speaking skill at Senior High Schools in Bekasi.

Based on the results of research, it is stated that the use of instructional method affect significantly towards the improvement of students' speaking skills at Senior High School in Bekasi. In other words, there is a difference in students' speaking skills using Community Language Learning as instructional method that the teacher used with those using conventional instructional method.

There is a significant effect of learning resources towards students' speaking skill at Senior High Schools in Bekasi.

Based on the results of the research, learning resources affect significantly towards the improvement of students' speaking skills at Senior High School in

Bekasi. In other words, students' speaking skill with complete learning resources is higher than students' speaking skill with incomplete learning resources.

There is significant interaction effect of instructional method and learning resources towards students' speaking skill at Senior High Schools in Bekasi.

Based on the results of the research, it can be stated that the instructional method and learning resources provide a significant interaction effect towards improving students' speaking skills at Senior High Schools in Bekasi.

Discussion

Based on the results of research, it is stated that the use of instructional method affect significantly towards the improvement of students' speaking skills at state Senior High School in Sukatani-Bekasi. In other words, there is a difference in students' speaking skills using Community Language Learning as an instructional method with those using conventional instructional method. Shortly, it was true that there was improvement of speaking skill of the students of state SMA in Sukatani-Bekasi. So, the writer concluded that the use of Community Language Learning could improve the speaking skill since there is improvement of the students' scores.

Then regarding to the effect of learning resources, there is a significant effect of learning resources towards students' speaking skill at Senior High Schools in Sukatani-Bekasi. Based on the results of the research, learning resources affect significantly towards the improvement of students' speaking skills at Senior High School in Sukatani-Bekasi. In other words, students' speaking skill with complete learning resources is higher than students' speaking skill with incomplete learning resources. Later on, it could be input for government or any institutions to pay more attention on completing the learning resources at schools especially state schools.

The last, there is significant interaction effect of instructional method (CLL) and learning resources towards students' speaking skill at Senior High Schools in Sukatani-Bekasi. Based on the results of the research, it can be stated that the instructional method (CLL) and learning resources provide a significant interaction effect towards improving students' speaking skills at Senior High Schools in Sukatani-Bekasi. Since there is significant improvement of the students' speaking skill after being taught by using Community Language Learning with complete learning resources, teachers are suggested to use this method (CLL) as variation in instructional Speaking. Teachers, school management,

and government are also challenged to complete the learning resources to make learning English easy and fun.

The results obtained above are similar and appropriate with discussions about instructional method (CLL) towards students speaking skill and have been discussed by many writers as done by Abdullah (2013) entitled students' speaking ability through Community Language Learning. the study concluded that (1) community language learning improve the first semester students of SMP negeri 19 Makassar to speak English significantly better than conventional method, and (2) the participants were highly interested in speaking English by community language learning.

The results of this study are also in accordance with Masbiran's research, et al (2017) entitled speaking skill in using community language learning (CLL). The results of the research concluded that Community Language Learning (CLL) method effective for teaching speaking skill at the second semester students of ABA Persada Bunda in Pekanbaru.

CONCLUSION

Based on the data obtained, the result of hypothesis testing and discussion of the result of the research, it can be summed up (1) there is a significant effect of instructional method towards the students' speaking skill at Senior High Schools in Bekasi; (2) there is a significant effect of learning resources towards students' speaking skill at Senior High Schools in Bekasi; and (3) there is significant interaction effect of instructional method and learning resources towards students' speaking skill at Senior High Schools in Bekasi.

The research findings that have been discussed can be used as the consideration for teachers to choose an appropriate instructional method to be applied in a certain class. Teachers should realize that every class has different condition. The teacher should be able to choose a certain instructional method that can encourage students to get actively involved in the language instructional process. Moreover, learning resources plays an important role in learning language. Students with incomplete learning resources will learn differently from those with complete learning resources. The resources to study the subject in the speaking lesson will also be closely related to the method of the teacher in the instructional process.

REFERENCES

- Abdullah, M. (2013). Students' speaking ability through community language learning. *ELITE: English and Literature Journal*, 1(1), 97-125. <http://journal.uin-alauddin.ac.id/index.php/elite/article/view/3353/3167>
- Brown, H. D. (2004). *Language assessment, principle, and classroom practice: Fourth edition*. New York: Pearson Education, Inc.
- Cameron, L. (2001). *Teaching language to young learners*. Cambridge: Cambridge University Press.
- Chaney, A. L., & Burk, T. L. (1998). *Teaching oral communication in grades K-8*. Boston: Allyn and Bacon.
- Hughes, D. (2007). *Public speaking*. Jakarta: Gramedia Widiasarana.
- Keown, M. P. (1976). *Reading a basic guide for parents and teacher*. Singapore: Routledge and Kegan Paul Ltd.
- Masbiran, G. & Fauzi, A. (2017). Speaking skill in using community language learning (CLL). *IJIELT*, 3(2), 198-205. doi: <http://dx.doi.org/10.24014/ijielt.v3i2.4844>
- Muhroji, dkk. (2004). *Fasilitas belajar mengajar*. Jakarta: Rineka Cipta.
- Nurhayati & Mufliharsi, R. (2016). *Perencanaan dan pengajaran bahasa Inggris*. Jakarta: UNINDRA PRESS.
- Nurmalia, E. (2010). *Pengaruh fasilitas dan lingkungan belajar terhadap prestasi belajar siswa kelas XI IPS MAN Malang 1*. Skripsi tidak diterbitkan. Malang: Universitas Islam Negeri (UIN) Maulana Malik Ibrahim Malang.
- Richards J.C., & Rodgers. (1986). *Approaches and methods in language teaching*. Cambridge: Cambridge University Press.
- Sudjana. (1996). *Metode statistika*. Bandung: Tarsito.
- Setiyadi, B. (2006). *Teaching english as foreign language*. Yogyakarta: Graha Ilmu.