

Improving Speaking Skill By Using Telling Daily Activity Method At Mts Sirajul Huda Repok Sintung

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ARTICLE INFO

Article history:

Received September 19, 2024

Revised November 12, 2024

Accepted Januari 1, 2025

Available online 1 Januari, 2025

Kata Kunci: *Speaking Skill, Daily Activity Method*



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ABSTRAK

This research focuses on using music as a grammar learning medium without involving other learning elements such as gamification or additional digital technology. This study uses a descriptive quantitative method with a quasi-experimental approach. This approach is used to determine the effect of using music on students' interest and learning outcomes in English grammar. The data collected through pre-test and post-test, as well as a questionnaire to measure learning interest. This study used a pretest-posttest control group design with two groups: Experimental Group: Students are taught grammar using music media. Control Group: Students are taught grammar using conventional methods (without music). The result showed that the increase in learning interest was calculated by comparing the average scores of the questionnaire before and after treatment. The results of the analysis showed that the experimental group experienced a greater increase than the control group.

1. Background

Speaking is one of the four skills in English that are needed to be mastered by everyone because by speaking a person can convey meaning, express feelings, give opinions, etc. Speaking is a functional skill that is part of daily activities that involve interaction. This means that if someone is able to communicate well he will be able to interact with the community, go to many places without obstacles, easily convey ideas, ideas, information, etc. Speaking in English is one of the basic competencies that must be mastered, especially in this day and age. Therefore, teaching speaking is also very important because it clearly and efficiently contributes to the success of students in school and success in their lives. In short, by talking to other people we can find out what the situation in the world is like. In speaking, students must master the elements of speaking, such as: vocabulary, pronunciation, grammar, and fluency. Studying a foreign language in Indonesia, many students have difficulty speaking, do not

communicate well so that the interlocutor cannot understand the meaning to be conveyed.

Students' speaking ability can be improved by giving them many opportunities to practice English both inside and outside the classroom. Teachers must create a classroom environment where students have real-life communication and use appropriate methods so that the learning process can be fun. One method that can be used in teaching speaking is telling daily activity. Telling daily activity is telling about student activities from waking up to sleeping again, or activities carried out from morning to night. Telling daily activity is a method to develop students' speaking skills through their daily activities, this method will be easy and interesting to learn, by making conversations through activities they usually do then practicing it will be easier to master English skills.

Based on the problems above, the researcher decided to conduct a study entitled "Improving Speaking Skill of Eighth Grade Students By Using Telling Daily Activity Method". Students are expected to be able to improve their speaking skills after applying this method. Speaking is the ability to pronounce articulation sounds or words to express, state and convey thoughts, ideas, and feelings (Tarigan, 1993). The Speaking is one of the basic language skills that have to be mastered by English foreign learners due to its significant and its use for communication. It is very important to be able to speak English regarding that it is the most commonly accepted language in the world so that it will be very beneficial for those who comprehend it not only to improve their knowledge and skills but also easier for them to get a job. More than that, they will not find it difficult to communicate and interact with people around the world when they travel (Gard&Gautam, 2015). Furthermore, Jones (1989) defines speaking as a form of communication in which the effective conveyance of what the speaker says is very crucial. In line with this definition, Kush clarified for what is called as effective speaking as an utterance in a set of voices spoken by someone and understood by someone else (Kushartanti et al., 2005). It means that speaking is not as simple as we say something but more than that it is related to the meaning that is constructed so that people can understand what we are saying. As a complement, Brown added that the process of constructing meaning involves producing, receiving, and processing information (Florez, 1999).

2. METHOD

This type of research is qualitative research, namely the research method used to examine the condition of natural objects that produce descriptive data in the form of written or spoken words from people or observable behavior. Descriptive research is a research method that describes all data or the state of the subject or object of research then analyzed and compared based on the

current reality and then tries to provide solutions to the problem and can provide up to date information so that it is useful for the development of science and more can be applied to a variety of problems. The location of this research is Mts Sirajul Huda Repok Sintung, Pringgarata District, Central Lombok Regency. Basic consideration location determination due to the English skills of the children who are in the school environment needs to be improved. The instruments that were used in this study were in form of observation sheet, tests, interview, and questionnaires

3. RESULTS AND DISCUSSION

Several studies already conducted about previous finding by some researcher, many studies have been performed by the research related in use strategies, method, technique or media in improving students ability in learn English. There are some researcher related to this research.

The first research is "Improving Student' Speaking Skill Through Storytelling Technique" by RatihInayah, STKIP Siliwangi Bandung, Bandung 2018. in which discusses investigate the effect of storytelling on students' speaking ability and students' attitudes toward its implementation of storytelling technique. The method which is used by the writer is mixed methods, at this research addressed both quantitative and qualitative questions. The research was conducted at the tenth grade of a Senior High School in Bandung. It used a quasi-experimental design involving 30 students in the control group respectively. The experimental group was given the treatment with storytelling technique, while the control grup with conventional technique. The instruments used were speaking test (pre-test and post-test) given to both groups, and questionnaires to the experimental group only.

The result of this study should that the storytelling technique had an effect on improving students' speaking ability because there was a significant difference between the post-test scores of students in experimental and control groups. Overall, students' attitudes toward the implementation of storytelling technique were positive because they enjoyed the learning process and they were interested in the story. Moreover, the storytelling technique could help them to improve their speaking ability.

The second research is "Improving Students' Speaking Performance Through Classroom Debate Technique At The Eleventh Grades of MAN 1 Metro" By Lulus UjiPangestu, IAIN Metro, Metro 2018. The kind of this research is classroom action research which was conducted in two cycles. Each cycle consist of two meetings. Furthmore this research was done in four steps that were planning, acting, observing, and reflecting. Object of this research was students' speaking performance. In collecting the data, the researcher used test, observation and documentation.

The result of this research showed that classroom debate technique has positive role in improving students' speaking performance at the eleventh graders of MAN 1 Metro. It can be proved by the students' average score from pre test to post test. The average score in pre test was 54.23 and in post test was 63.8 became 71. It means that the use of classroom debate technique can improve the students' speaking performance.

4. CONCLUSION

Based on analysis it is clear that the researcher's research on improving speaking skill by using telling daily activity method at Mts Sirajul Huda Repok Sintung . Over all, this research will be different from the studies above. The difference from previous studies is that this study focuses on improving students' speaking skill, especially in eighth grade students of MTs Sirajul Huda Repok Sintung whose speaking skill is still low and below average. Here the researcher also wants to know whether the use of the telling daily activity method can improve students' speaking skill or not.

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