The effect of using paired verbal fluency on students speaking activities

Pengaruh penggunaan fluensi verbal berpasangan terhadap kegiatan berbicara siswa

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ABSTRACT

The aim of this research was to know whether speaking using paired verbal fluency strategies can improve student's activities and to find out how the application of using paired verbal fluency strategy in learning process. This research was conducted through pre-experimental research. The objects of this research were students of SMA N 1 Idi, which is located on Medan-Banda Aceh street, Tanoh Anou village, Idi Rayeuk, Aceh Timur. The research was conducted on August 2022. It was conducted in one class. The research took X MIA 2 class which consisted of 30 students. To collected quantitative data, the researcher conducted tests before and after treatment. The researcher was used (t) test. To analyze the quantitative data, the researcher used the mean scores of the test. The findings of this research showed that the mean score in pre-test in grammar was (10) and post-test was (15). The mean score in pre-test vocabulary was (11.1) and post-test was (18.5). Furthermore, the mean score in pre-test comprehension (11.5) and post-test was (19). The mean score in fluency (11.5) and post-test was (18). Moreover, the mean score in pronunciation was (11.3) and post-test was (18). And the total result pre-test X_1 was (11.1) and post-test X_2 (17.1). In conclusion, this is showed students got improvement in their speaking after using paired verbal fluency strategy.

Keywords: Paired, Verbal, Fluency, Speaking.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui apakah berbicara dengan menggunakan strategi kefasihan verbal berpasangan dapat meningkatkan aktivitas siswa dan untuk mengetahui bagaimana penerapan strategi kefasihan verbal berpasangan dalam proses pembelajaran. Penelitian ini dilakukan melalui penelitian pra eksperimen. Objek penelitian ini adalah siswa SMA N 1 Idi yang terletak di jalan Medan-Banda Aceh, desa Tanoh Anou, Idi Rayeuk, Aceh Timur. Penelitian dilakukan pada Agustus 2022. Dilakukan dalam satu kelas. Penelitian ini mengambil kelas X MIA 2 yang terdiri dari 30 siswa. Untuk mengumpulkan data kuantitatif, peneliti melakukan tes sebelum dan sesudah perlakuan. Peneliti menggunakan uji (t). Untuk menganalisis data kuantitatif, penelitian ini menggunakan nilai rata-rata tes. Temuan dari penelitian ini menunjukkan bahwa nilai rata-rata pre-test grammar adalah (10) dan post-test adalah (15). Nilai rata-rata dalam kosa kata pre-test adalah (11,1) dan post-test adalah (18,5). skor rata-rata dalam pemahaman pre-test (11,5) dan post-test adalah (19). Skor rata-rata dalam kelancaran (11,5) dan post-test adalah (18). Skor rata-rata dalam pengucapan adalah (11,3) dan post-test adalah (18). Dan total hasil pre-test adalah (11.1) dan post-test (17.1). Jadi, hal ini menunjukkan bahwa siswa mengalami peningkatan dalam berbicara setelah menggunakan strategi kefasihan verbal berpasangan.

 Kata kunci: Kefasihan, Verbal, Berpasangan, Berbicara.

1. INTRODUCTION

In learning English at school, there are four aspects of skills that must be mastered by the students, namely: listening, speaking, writing, and reading. One of the most important skills that must be mastered by students is speaking skill, because speaking is the ability to express ideas and provide information.

According to Zuhriyah (2017) speaking is a way for people to express their ideas or to communicate with others verbally. Meanwhile, Khorashadyzadeh (2014: 12) states that speaking needs not only the learners' understanding about the way to produce the linguistic competence such as grammar, pronunciation, and vocabulary but also comprehension about sociolinguistic competence such as when, why, and how to speak.

Based on the opinion above, the researcher concludes that, speaking is the ability to issue words smoothly based on patterns and transfered of meaning and then express opinions in order to create communication is formed in a situation.

Speaking is one of the important parts of English skills that should be mastered by students. Speaking is one of the skills that should be paid much attention to the students if they will interact with other people. The function of speaking is to express an idea, someone's feeling, thought in their surroundings. Speaking is one of the language arts of talk as communication which give possibility to interact with someone, and it is very challenged to master it. Speaking skill is related to listening skills. In speaking activities, the students must be listened at first and then speak up. It happen because, speaking is not only remembering and memorizing the sentence but also in written but speaking is spontaneous to show the students' ideas orally. Speaking is the process of building and sharing meaning through the use of second language learning and teaching. It means that, students should be able to communicate with others to get or to share information and to express what they feel.

Bahar (2013) said that speaking is the act of saying something orally, that action is built on a language system that contains grammar, vocabulary, pronunciation, and cultural awareness in spoken discourse. Speaking is the process of sharing meaning that use of verbal and nonverbal symbols. According to Syakur (2010:3) components of speaking skills, such as pronunciation, grammar, fluency and vocabulary. Pronunciation is the way for students to produce clearer language when they speak. It is a phonological process that is grammatical component consisting elements and principles that determine how sound and pattern in a language. Pronunciation includes features of vowels, consonants, stress, and intonation patterns. Grammar is important element in learning language. Grammar and speaking have close relationship. In addition to sound system learners must be taught by using grammar structure language system. Learners must be given insight into word order, inflection and derivation into the other meaningful features of the English language. It will help students to speak English correctly. Fluency can decide student ability to speak fluently and accurately. Fluency is how fast students speak English and how much students speak without any pause when speak. It means fluency is as quality of being able to speak English any doubt. Fluency in speaking is the aim of many language learners. Vocabulary means list of word and meaning. Students cannot communicate effectively or express their idea to other students if the students do not have number of vocabularies. If the students have many vocabularies, it will easier for students to express their idea and thought. Brown (2007:226) states Comprehension is discussed by both speakers and listeners. It is because comprehension can make people getting information they want.

Based on researchers observation when was conducting pre-researches at SMA N 1 Idi, speaking activities in class were not succeeding due to many factors. This happened because students lack motivation in learning English and students feeling afraid of making mistakes. Moreover, they do not use it in their daily lives. As a consequence, it makes them feel insecure and uncomfortable to speak English freely. Students' understanding of the material is low due to limited media and strategies in learning. So that the mastery of the material in class X

on speaking subject is still lack. The success of learning in speaking is also inseparable from the role of the teacher in teaching. Harmer (2003) state the aim of teaching speaking is to train student's communication. It means that the teacher should make the students to involve in language activities in speaking class. Basically, teaching speaking is the way of teacher taught the students to speak or to communicate in spoken form. From the opinion above, the researchers concludes that teaching speaking is an aspect of teaching speaking to provide activities to increase students' speaking activity. Teaching speaking is not easy, because English is not a native language in Indonesia. Fundamentally, people have many difficulties to learn it. It is becaused that their environments do not speak English.

Therefore, to improve students' speaking skills, teachers must be able to organize speaking activities in classroom. They must be mastered the material and strategy. A good strategy or technique can help students to understand and master the lesson. One of the teaching failures is caused by inappropriate strategies. The strategy used is often said to be the cause of success or failure in language.

Based on the characteristics of these problems, researchers offered the solutions by providing appropriate learning strategies. There are several strategies in learning English orally. The researchers provides a solution for implementing strategies in speaking English, namely the researcher tries to offer a paired verbal fluency strategy according to Welma, B (2004) states that the paired verbal fluency strategy is a strategy to make participants verbally active in discussions for a topic. This strategy can be used to activate thinking about a topic or provide an opportunity to review each point in a presentation. Paired verbal fluency is an effective strategy in which students exchange messages on selected topics with their partners. It gives students opportunity to express their thoughts, overcome their misunderstanding / confusion, before moving on new material, and is a very factual exercise that does not take much time. Paired Verbal Fluency is an easy strategy for differentiating students in a class, as the length of time can be adjusted, and students can be allowed to use class notes or books, if needed during the review. This strategy aimed to increase students' activeness in speaking.

2. RESEARCH METHOD

The research used quantitative research. The researchers used pre-experimental design. Meanwhile, the method using was one group pre-test and post-test design. The researchers used the descriptive technique in order to analyze and to compare the students' scores before and after using paired verbal fluency strategies. The research used two compares the result of test. The test was consisted of pre-test and post-test. Pre-test was given before the treatment. Post-test is the test which is conducted after doing the treatment. The objects of this research were students SMA N 1 Idi. The researchers chose X MIA 2 with 30 students as the sample. Creswell (2012:145) said that the sample is a subgroup of the target population that the research plans to study for generalizing about the target population.

Table 1. The design can be describe as follows:

Pre test	Treatment	Post test
O_1	X	O_2

O_1 = Pre test
X = Treatment
O_2= Post test

3. RESULTS AND DISCUSSION

The finding of the research presented the result of the improvement of the students' speaking activities.

1. Result

The finding of the research present the result of the improvement of the students speaking activities the covers the students speaking vocabulary, grammar, comprehension, fluency and pronunciation.

Table 2. The students mean score of grammar, vocabulary, comprehension, fluency and pronunciation in pre test and post test

Variable	Score	Score	Improvement
	Pre-test (X_1)	Post-test (X_2)	
Grammar	10	15	50%
Vocabulary	11.1	18.5	66%
Comprehension	11.5	19	65%
Fluency	11.5	18	56%
Pronunciation	11.3	18	59%

The students mean score of the Grammar in pre-test was (10), vocabulary in pre-test was (11.1), comprehension in pre-test was (11.5), fluency in pre-test (11.5) and pronunciation in pre-test (11.3). While the students mean score of the Grammar in post-test was (15), vocabulary in post-test was (18.5), comprehension in post-test was (19), fluency in post-test (18) and pronunciation in post-test was (18). So, the improvement of the students Grammar was (50%), vocabulary was (66%), comprehension was (65%), fluency was (56%) and pronunciation was (59%). It means, the mean score of post-test was higher than pre-test.
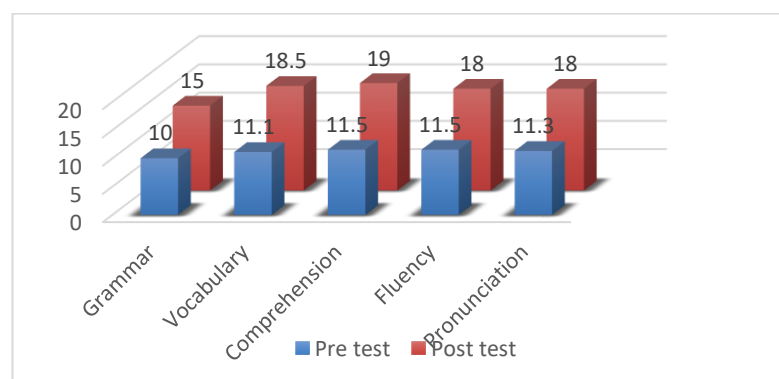

Figure 1. The students mean score of pre-test and post-test in vocabulary, grammar, comprehension, fluency and pronunciation
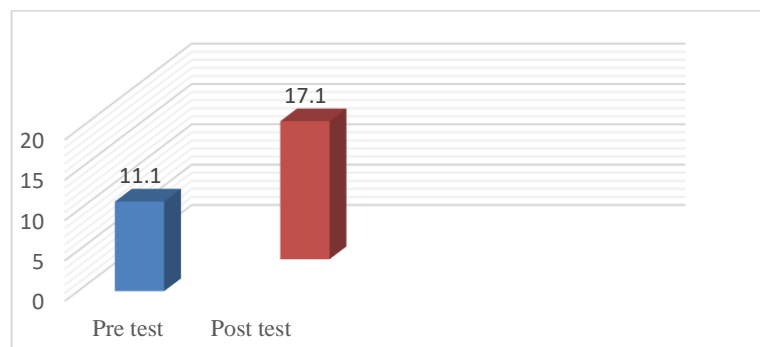
Figure 2. Total mean score of pre test and post test in term of vocabulary, grammar, comprehension, fluency and pronunciation

The Figure 2 above shows that there was an improvement of students speaking in term of vocabulary, grammar, comprehension, fluency and pronunciation before and after treatment was given. Total mean score pre-test was (11.1) and post-test was (17.1) showed that the improvement of the students' speaking activities.

The percentage of the students' improvement in term vocabulary, grammar, comprehension, fluency and pronunciation are shown in diagram below;
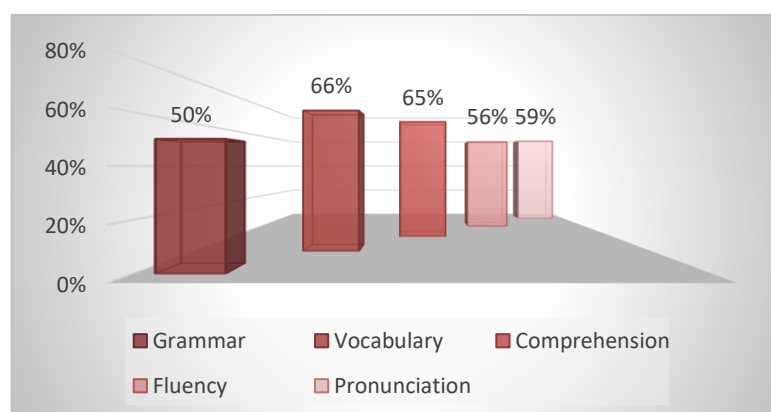

Figure 3. The percentage of the students improvement in term vocabulary, grammar, comprehension, fluency and pronunciation.

The chart above shows that the percentage improvement of the students Grammar (50%) vocabulary (66%) Comprehension (65%) Fluency (56%) and Pronunciation (59%).

The comparison of the result

The comparison of mean score and standar deviation of both data between Pre-test and Post-test can be seen in following the table below :

Table 3 Mean score and standar deviation of students pre test and post test

Data	Mean score	Standar deviation
Pre test	11.1	0.95

| Post test | 17.1 | 1.4 |

Based on the table above, the mean score of pre-test is 11.1 and standar deviation 0.95. The mean score of post-test is 17.1 and standar deviation is 1.4.

Then, the last calculatin is calculating the t-test to find out significant different between pre-test and post-test of the students by using t-test and the result of t-test below :

Table 4 Distribution The value of T-test and T-table

T-Test value	T-Table value
28.73	2.045

To complete the result of the research, the research found out the degree of freedom (df) with formula :

Df = N-1
    = 30-1
    = 29
Df = 29 (see of table of "t" value at the degree α= 0.025)

α = 0.025 =(2.045)

The result is 28.73 > 2.045

The of analyzing the data by using the above formula shows that the coefficient is 28.73. The $t_{calculation}$ 28.73 was higher than t_{table} was 2.042 at df= 29 and $\alpha = 0,025$ The result is 28.73 > 2.045. It mean that there significant increase after using paired verbal fluency on students speaking activities.

2. Discussion

This section presents a discussion based on the research results. The discussion related to the use of paired verbal fluency strategy to improve students speaking activities. To answer to the formula of this problem is test. The results of the pretest data analysis showed that the sample classes. The researcher used the descriptive technique in order to analyze and compare the students scores before and after used by using paired verbal fluency strategies.

Students were learning by using the paired verbal fluency strategy better than those without using the paired verbal fluency strategy. The average score of the pre-test was X = 11.1 while the post-test was X = 17.1. The researcher found Hypothesis test (t-test) The $t_{calculation}$ 28.73 was higher than t_{table} was 2.042 at df= 29 and $\alpha = 0,025$ The result is 28.73 > 2.045 it means that H_o was rejected and H_a was accepted. It can be concluded that there is a significant effect paired verbal fluency strategy on students speaking activities. From the data above, it is clear that the results of student learning differences mean that the paired verbal fluency strategy can improve students speaking activities this is similar with previous research from Nova, iki (2014) with the title "Using a paired verbal fluency strategy in teaching speaking in secondary schools". This study aims to determine the increase in listening fluency and fluency through paired pairs. The researcher used classroom action research. The test used as an instrument in this study was to determine the improvement of

students' speaking ability. The results showed that the method of using verbal fluency can improve students' speaking fluency.

Grammar is a language set of rules that organize parts of its structure grammar determines how word are arranged to form meaningful language units Jeffrey (2003). Based on the research conducted description of data collected students grammar in speaking skill before and after the treatment by using paired verbal fluency strategy it is supported by the average and the percentage of students results in the pre-test (10) and post-test (15) with percentage (50%)

Vocabulary means list of word and meaning. Students cannot communicate effectively or express their idea to other students if the students do not have number of vocabularies. If the students have many vocabularies, it will easier for students to express their idea and thought Syakur (2010). Based on the research conducted description of data collected students vocabulary in speaking skill before and after the treatment by using paired verbal fluency strategy it is supported by the average and the percentage of students results in the pre-test (11.1) and post-test (18.5) with percentage (66%)

Comprehension is discussed by both speakers and listeners. It is because comprehension can make people getting information they want. Comprehension is defined as the ability to understand something by a reasonable comprehension of subject or as the knowledge of what a situation is really like Brown (2007:226). Based on the research conducted description of data collected students comprehension in speaking skill before and after the treatment by using paired verbal fluency strategy it is supported by the average and the percentage of students results in the pre-test (11.5) and post-test (19) with percentage (65%).

Fluency is how fast students speak English and how much students speak without any pause when speak. It means fluency is as quality of being cable to speak English any doubt Syakur (2010). Fluency in speaking is the aim of many language learners. Based on the research conducted description of data collected students fluency in speaking skill before and after the treatment by using paired verbal fluency strategy it is supported by the average and the percentage of students results in the pre-test (11.5) and post-test (18) with percentage (56%)

Pronunciation is the way in which person ca pronounce words or language clearly. This related to the oxford Dictionary states that pronunciation is the way in which a certain language or sounds is pronounced. Based on the research conducted description of data collected students Pronunciation in speaking skill before and after the treatment by using paired verbal fluency strategy it is supported by the average and the percentage of students results in the pre-test (11.3) and post-test (18) with percentage (59%).

Based on the results of the data, it was concluded that after the treatment by using paired verbal fluency strategy can improve students speaking activities.

4.   CONCLUSION

 In this research, the researchers used paired verbal fluency strategy in speaking at tenth grade of SMA Negeri 1 Idi is effective to improve students speaking activities.

1. It was proved by significance difference between students achievement before and after used paired verbal fluency strategy in speaking especially in term Grammar in pre-test was (10), vocabulary in pre test was (11.1), comprehension in pre test was (11.5), fluency in pre test (11.5) and pronunciation in pre test (11.3). While the students mean score of the Grammar in post test was (15), vocabulary in post test was (18.5), comprehension in post test was (19), fluency in post test (18) and

pronunciation in post test was (18). So, the improvement of the students Grammar was (50%), vocabulary was (66%), comprehension was (65%), fluency was (56%) and pronunciation was (59%). It mean, the mean score of post test was higher than pre test.

2. There was significance improve in grammar, vocabulary, comprehension, fluency and pronunciation for the students. It was proved by t-test based on testing hypothesis, the value of $t_{observed}$>t_{table} was 28.73 > 2.045 .It means that the null hypothesis H_O was rejected and alternative hypothesis H_a was accepted, where the t=test was greater than t-table So, The effect of using paired verbal fluency strategy can improve on students speaking activities.

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