

THE USE OF ORACY STRATEGY TO IMPROVE STUDENTS' SPEAKING ABILITY AT THE THIRD GRADE OF SMP NEGERI 1 PAJUKUKANG

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ABSTRACT

This research aims to find out the effectiveness of Oracy strategy in improving students' speaking ability at the third grade of SMP Negeri 1 Pajukukang. This research used a pre-experimental method with one group pre-test and post-test design. The target of this research was the students of class IX A SMP Negeri 1 Pajukukang. The data were collected through speaking test to find out the students' scores before and after using the Oracy strategy in learning speaking skills. The total sample was 15 students and used purposive sampling technique. The results of the data showed that the implementation of Oracy strategy is effective in improving students' speaking ability. This is evidenced by the post- test mean score of students was higher than the pre-test ($11.13 > 7.60$) and the t-test value was higher than the t-table value ($10.094 > 2.145$) at the level of significant 0.05 with degrees of freedom 14. It can be concluded that based on the results of data analysis, Oracy strategy can improve students' speaking ability and it was the effective activity to make the students active in learning speaking.

Keywords: Speaking Ability, Oracy Strategy.

INTRODUCTION

English is a language which is certainly playing a significant part in worldwide life as a tool of communication. It is used in many aspects of life, such as politic, science, trading, technology and education. Moreover, people used English to express their feelings, ideas and desires. English also become one of the subjects that must be studied from elementary school until university. Furthermore, English is needed for widely sharing information, international activities, job searches, etc. It is also easily found in our daily life. For example, in technologies such as mobile phones, social media networking, and even used in many labels of typical substances or materials such as chemicals, medicines, and foods. In addition, mastering of English language has many advantages to face the world. It is important for many people because it is easier for people who are looking for a job or prepare better future if he/she has mastered the English.

Furthermore, it has been explained previously that English is very important in life. All people know about the benefit of mastery English, but little of them unconscious to learn English. Because, they think that English is very difficult for them. In addition, it has been taught in some levels of education in Indonesia, such as elementary school, junior high school, and senior high school

in order to make young generations ready to face the globalization era. However, to be able to master English there are some basic skills that need to be learned namely listening, speaking, reading and writing. From the fourth basic skills

of English, speaking is a very important skill because it is one of the abilities to carry out conversations in the language. Speaking is a part of reproductive abilities that cannot be separated from listening in language acquisition and helping students to use language in a meaningful manner. Speaking also plays an important role in the students' daily communication.

Moreover, speaking is the skill that most learners in real-life circumstances can assess on. It is a significant part of daily life and most frequently a person's first impression is focused on his or her ability to speak fluently and understandably. According to Leong & Ahmadi (2016) as a means of efficient communication, speaking is one of the most important skills to be developed and improved. Speaking ability is considered one of the most challenging aspects of language learning. Many learners of the language find it hard to express themselves in the spoken language. In general, they are facing problems using the foreign language to effectively communicate their feelings. They stop talking when they experience psychological barriers or are unable to find the words and phrases that are acceptable. In Addition, Argawati (2014) stated that speaking ability is partly a result of someone, whether or not he/she is learning this language. Speaking is one of the key goals of language learning in that it is an opportunity to simply and accurately pass certain concepts to other individuals. In other words, he or she will express his or her ideas well to other people.

Speaking is one of four skills taught in English education. It can be seen as a complex skill involving the knowledge of the language subsystems of sounds, structure, vocabulary and culture. This is also an interaction method. According to Richards as cited in Leong & Ahmadi (2016) using English as a Foreign/Second Language (EFL/ESL) learner is an option. Language learners also measure their language learning performance based on how much they have developed their ability to speak the language. Teachers and textbooks use either direct approaches that concentrate on particular aspects of oral interaction such as turn-taking and theme management, or indirect approaches that allow group work, task work, and other techniques situations for oral interaction. In addition, Brown and Yule as cited in Bahadorfar & Omidvar (2014:9) state that in real-life environments, students will be judged more on their ability to communicate. It is an important part of daily interaction, and a person's ability to communicate fluently and comprehensively is often the first impression of that person. So, teachers have a responsibility to prepare the students as much as possible to be able to speak in English in the real world outside the classroom. Meanwhile, Richards in Nirmawati (2015:8) states that for several second language or foreign language students, mastering English speaking skills is a main priority. As a result, learners often assess their language learning achievement as well as the efficacy of their English course based on how much they believe their spoken language proficiency has improved.

According to Gumperzas cited in Nazara (2011:30), contributions, perceptions, desires, and descriptions of the participants' utterances are all used to establish speaking. Furthermore, Thornbury in Nazara (2011:30) Although paralinguistic features such as eye contact, facial expressions, body language, tempo, pauses, voice quality changes, and pitch variation affect conversational flow, speaking is also a multi-sensory activity. Additionally, Harmer in Baso & Amelia (2014:35-36) points out that when the people engaged in talking to each other, we can fairly sure that are doing so far a reason probably makes the following generalization;

1. He wants to speak in a general way to show that a speaker has made a very specific decision to discuss others. And if he is coerced into speaking in any way, we can always assume that he wants or intends to speak; otherwise, he will keep quiet.

2. Speakers say something because they want something to happen as a result of what they say, and he has certain communicative purposes. He selects his language store: as a native speaker, he has an infinite capacity for creating new sentences.
3. He chooses his language store: if the speaker is a native speaker, he has an infinitive capacity to increase new sentences.

Based on the basic problems described above, the researcher concluded that teaching speaking must use a suitable method to attract the attention of the students and courage them to be enthusiastic, so that the teachers can develop the students' speaking skills through enjoyable classroom activities. To overcome the difficulties of students speaking English, the researcher offers strategy to make students can speak English that is Oracy strategy. Oracy strategy is one way that influences students to speak more. It is a short talk by a group and the students present with just keyword not by reading a text. With reading a text it is not help students to improve their speaking. This strategy can help students to articulate their ideas in a clear and logical way and it helps students to make sentences and the students can express clearly in their ability to communicate. The benefits of this method will make it easier for teachers to increase the desire to speak between students and make it easier for students to express their opinions.

REVIEW AND RELATED LITERATURE

Definition of Oracy

In the 1960s, Andrew Wilkinson, a British researcher and educator, coined the term Oracy. According to the conceptualization of Wilkinson, Oracy in educational theory is the fluent, confident, and correct use of one's native language's standard spoken form. It also established a standard where the abilities of students are developed within an integrated program of speaking and listening, reading, and writing. Recent studies also equate Oracy with the concept of "talking to learn" through an interaction between what is already known and new experience, in the perspective that knowledge is built by the individual learner. The National Oracy Project in the UK, which recognizes the role played by classroom conversation and places equal treatment between spoken and written modes, was an example of an oracy-based education initiative.

Millard and Gaunt(2018) Oracy is thought to be an outcome in which students learn to speak confidently, appropriately, and sensitively. This article focuses on Oracy as a process in which students learn through dialogue with their teachers and peers, deepening their understanding.

Heron (2019:5) states that When students are required to use spoken skills to achieve a final result, such as an evaluation, or to coordinate their group-work tasks, but there is no particular emphasis on developing these spoken skills, oracy as a method occurs. Speaking skills are seen as a platform or instrument for learning in the oracy process, and they remain part of the secret curriculum. When there is an explicit recognition of speaking skills, which can include the teaching and learning of these skills as well as an identification of what spoken skills involve, oracy becomes a commodity.

Similarly, Yong (2010:478) stated that Oracy enhances students' ability to recall, understand, and respond to literature. It also allows them to cope with various subjects that require distinctive ways of organizing information. In reality, concentrating on speaking and listening skills first helps tertiary students develop their literacy skills more effectively. Good oracy skills not only help them articulate themselves better, but they also have an impact on their personal, social, and academic lives.

Another researcher Heron (2019) It was reported The Oracy skills framework encompasses the different skills required for effective spoken communication and reflects a wide range of oracy skills that students will need in a variety of academic and social situations.

Category of Oracy

On the basis of research carried out at the University of Cambridge, it has been proposed that we can categorize Oracy skills into four main categories.

a. Physical

This category concerns a speaker's use of voice and body language. For example, is the speaker's projection of voice appropriate for a given situation? Do they speak fluently? Do they modulate their tone of voice appropriately? In face-to-face encounters and public presentation, do they use gestures appropriately to enhance meaning?

b. Linguistic

This category is concerned with a speaker's choice of vocabulary, as well as the grammatical quality and structure of their talk. It also includes a speaker's use of rhetorical devices, such as metaphor, to enhance or clarify meaning.

c. Cognitive

This category concerns the content of talk and its quality with regard to the task in hand. For example, does the speaker take account of the level of understanding of a listener? Do they use talk well to reason? In discussions, do they build upon the contributions of others?

d. Social & Emotional

This category concerns a speaker's use of language as a tool for building and maintaining social relations. For example, are they able to use talk to work collaboratively with others to solve problems? Do they show sensitivity to the identities and personal situations of others in the way they ask or respond to questions? Do they demonstrate an ability to listen attentively to what others say?

However, the advantages of Oracy abilities go far beyond academic achievement and employability, but they improve a wide variety of psychological, emotional and interpersonal abilities, including self-confidence, self-awareness, resilience and empathy. It has also been shown that having the skills and confidence to speak up and believe in yourself-increases our sense of happiness and well-being, avoiding the loneliness that comes from feeling side-lined. While, the disadvantages of this strategy is the time limit and some students may find themselves not comfortable to other students she or he dislike or like.

METHOD OF THE RESEARCH

The method that was applied in this research is quantitative research and the design is pre-experimental. Quantitative research is a research that is descriptive and uses more analysis. Pre-experimental methods are the simplest form of research design. In a pre-experiment either a single group or multiple groups are observed to some treatment presumed to cause change. The design consists of three steps namely pre-test, treatment, and post-test. A pre-test administered before treatment and post-test after treatment to measure the treatment affect.

The population of this research was the third grade students of SMP Negeri 1 Pajukukang which consisted of three classes, namely IX A, IX B, IX C. Each class consisted of 30 students so the total numbers of the population were 90 students. In this research, the researcher used the

purposive sampling technique where the sample of the research was chosen not randomly. The researcher chose class IX A as the sample which consisted of 15 students.

In addition, there were two variables involved in this research namely dependent variable and independent variable. Dependent variable of the research was the students speaking ability while independent variable was the use of Oracy strategy as technique of teaching. Moreover, The instrument of this research was a speaking test. The test consists of pre-test and post-test. This test used to know the students' speaking ability through the Oracy strategy.

FINDINGS AND DISCUSSION

Findings

The researcher gave pre-test to the students before having the treatments by using Oracy strategy. In the pre-test, the researcher did the test orally. The students asked to do Oracy about natural disaster in front of the class. This test aimed to know the students previous speaking ability in three components such as fluency, accuracy and comprehensibility. After accomplish the pre-test, the researcher found many students difficult to express his/her ideas because he/she were lack of confidence, vocabulary, and grammatical knowledge. However, the researcher was not focused on the students' problem. Therefore, the researcher focused on attempts to practice the ability of students to speak by directly practicing. The speaking ability that was measure included fluency, accuracy and comprehensibility. The researcher orally gave pre-test scores as the students spoke individually using his/her own words. In this research, the researcher wanted to see whether there was a significant difference between the students' achievement in speaking skill before and after gave the treatments.

After analyze the data, it was found that the total score of students pre-test was 114 with the mean score was 7.4. Meanwhile, the total score of the students were 168 and the mean score was 10.9. Thus, the mean score of post-test was higher than the pre-test. In addition, the specific result from three components of speaking explained as follow.

a. Fluency

The table showed that the students' score of pre-test in speaking especially on fluency gained 32 as the total score and obtained the mean score was 2.1. In the pre-test, none of the students got excellent score and very good score. While, there were two students got good score, two students got average score. However, there were seven students got poor score and four students got very poor score. Meanwhile, the post-test showed that the total score of students' fluency in post-test was 53 and it could be accounted into mean score was 3.5. The score classification showed that none of the students got excellent score. While, two students got very good score, five students got good score, and there were seven students got average score. In the post-test, none of the students got poor score, and very poor score in fluency.

b. Accuracy

Based on the table of students' score in pre-test, the students' total score in accuracy was 40 and the mean score was 2.7. The data showed none of the students got excellent and very good score. Whereas, there were two students got good score and six students got average score. But, there were seven students got poor score. Meanwhile, in the post-test data showed that the total score in this component was 61 and it could be accounted into mean score was 4.0. Based on the students' rate score, none of the students got excellent score, but five students got very good score and six students got good score. Whereas, there were four students got average score. After giving the post-test, none of the student got poor and very poor score in accuracy.

c. Comprehensibility

The total score of students' pre-test in comprehensibility gained 42 score and obtained the mean score was 2.8. The data from the table showed there was none students got excellent score and very good score. When there were two students got good score and eight students got average score. But, five students got poor score and none of the students got very poor score. However, in the post-test result showed that the total score in this component was 54 and it could be accounted into mean score was 3.6. The rate score was classified that there was none of the students got excellent score. However, there were two students got very good score and five students got good score. While, there were eight students got average score. In the post-test, none of the students got poor score and very poor score.

In this research, the total numbers of respondents were 15 students. This indicates that the degree of freedom (df) were 14. So the value of t-table is 2.145. After did the paired sample T-test using SPSS 22 version, it was found that the t-test value was 10.094 and the significance (2-tailed) 0.000.

Furthermore, for the level significance (p) = 0.05 and the degree of freedom (df) = 14, thus the value of t-table was interpolation system. Compared with the t-test value as shown in the table 4.20 above, it can be concluded that t-test value (10.094) was higher than the value of t-table (2.145) and significant 2 tailed < 0.05 . It means that null hypothesis (H_0) of this thesis was rejected and the alternative hypothesis (H_1) was accepted. In other word there was significant different between the pre-test and post-test by using Oracy strategy in teaching speaking at SMP Negeri 1 Pajukukang.

DISCUSSION

After analyze the data, the researcher found there were significant improvements in students' speaking skill in the term of fluency, accuracy, and comprehensibility. From the three components of speaking, the one with the most significant improvement was accuracy. It can be seen in the mean score of post-test showed the value is higher than fluency and comprehensibility. Furthermore, the classification score of students' post-test showed many students got good score in the term of accuracy. In addition, during the treatment process, the students have no difficulty in conveying his/her ideas about the topic given by the researcher. The students accurately give information about the topic using his/her words and the other students understand what his friend talking about. Thus, Oracy strategy can be used in teaching speaking as one of method in teaching speaking in English.

CONCLUSION AND SUGGESTION

The researcher would like to offer the suggestions that may be useful in increasing students' speaking ability. Those suggestions as follows:

For English teacher, teaching is not an easy task, because many students assume that speaking is easy. Speaking is the hardest ability that can be mastered. Teachers will, as a sequel, during the teaching learning process, they encounter several obstacles. Therefore, the best strategy that can improve both the attitude of the students towards speaking and the speaking skill of the students should be able to choose.

For students, the students should always be active in teaching learning process; they were not shy and not afraid of English lesson. They should study English continually in the classroom and

in their house. Moreover, the students should pay attention to the explanation when the teacher taught speaking, if the teacher gave question or instruction, they could answer and response well.

For researcher, for the next researcher who would like to study the same field (speaking) and the same strategy especially using Oracy strategy, the researcher hopes that finding of this study will be used as an additional reference.

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