IMPROVING THE STUDENT’S SPEAKING ABILITY IN PROCEDURE TEXT BY USING FLIP CHART AT THE SEVENTH GRADE OF MTS SUNAN AMPEL SIYAR REMBANG

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Abstract: The purpose of this research is to know how flip chart can be improve the students’ speaking ability in procedure text; to know how is the process, problem and the advantages using flip chart in teaching learning process. The design of this study was CAR. The subject of this study was 34 of seventh grade of MTS. Sunan Ampel Siyar Rembang. Which is conduct to investigate the improvement of the students’ speaking ability by using flip chart in procedure text. The instruments which were used were observation checklist, questionnaire and speaking test. The findings showed that achievement in speaking ability improved gradually. In cycle one, showed that were only 14 students out of criteria of 34 students (41%) who had reached criteria of success (75) and 20 students of 34 students (59%) who had not reached criteria of success. In addition, average scores of the students’ speaking were 67.6. In cycle two. Showed that were 28 students out of criteria of 34 students (82%) who had reached criteria of success (75) and 6 students of 34 students (18%) who had not reached criteria of success. Average scores of the students’ speaking were 79.9. Finally, it can be concluded that the result of this study showed that flip chart can improve the students’ speaking ability in procedure text.

Keywords: Speaking ability, Flip Chart, Procedure Text

In this global world it is necessary to understand English because it can connect all people which have different languages. English become primary language of communication and English has become an international language, which is used to communicate among people around the world. We know that English has four skills; they are listening, reading, writing, and speaking. Learning a second language is necessary skill that students must have in order to compete in a global world. It broadens their opportunities in higher education, and research shows that learning a second language helps students in their overall cognitive development.

Based on the curriculum KTSP 2006, the aim of the English teaching in Indonesia especially teaching to junior high school is to enable to students to have ability to developing communicative competence in both oral and written form in achieving functional literacy level (Departemen Pendidikan Nasional, 2006). Speaking as one of four skills has to be mastered by junior high school students in Indonesia. Speaking is one on way to express knowledge, when the students read sentences, or words, the first time will do is speaking. According to Richards (2008: 202), the nature of speaking as well as the factors involved producing fluent and appropriate speech needs to be understood. It means that the students are not only knowing word but also knowing the meaning of the word. Speaking is used for many different purposes, and each involves different explanation. Teaching speaking is very crucial part in English language learning. Dealing with it, Kayi (2006: 11) says that speaking is essential that language teachers pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired because the ability to communicate clearly and efficiently contributes to the success later in every phase of life.

Burkart (in NCLR 2007:2) says that the goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, vocabulary, and observe the social and cultural rules that apply in each communication situation. According to Harmer (2007:249) speaking is kinds of productive skill. It
means that when students speak lesson, they have a chance to rehearse language production in safety, experimenting of with different genres in English that they will use on some future occasion away from classroom.

The researcher conducted the research in MTs. Sunan Ampel Siyar Rembang in academic years 2014/2015 because the students’ ability in learning English, especially in speaking skill was not good, the students feel difficult to speak English. Sometimes the students just keep silent. The use of media almost never been apply also by English teacher. The researcher finds some problems; first, the students in this class are passive which was caused by the monotonous activity which did not encourage the students to speak. Second, they do not have confidence to speak English in front of class because they feel afraid to make mistakes. Third, the students had low motivation in teaching learning process. It was because the students’ perception of English. They viewed that English was the most difficult subject and uninteresting lesson to be learned, they also viewed that that they would not be able to master English and achieve any satisfactory result.

In solving the problem above, the researcher use flip chart as a media. Flip chart is a set of sheets as cardboard or paper hinged on the top so that they can be flipped over to show information or illustrations in sequence. (The free dictionary by Farlex: 2010). Most of students usually like to watch pictures. The teacher can make a good picture to make students interested in teaching learning process. Flipchart has some sheets. A sheet can flipped over by teacher to continue to a new page.

In conducting the research, the researcher uses procedure text. In procedure text, the students do not only write the ingredients and steps, but also speak about how to make something. In this research, the researcher finds that the students are still low in speaking skill. It is easier for students to encourage speaking ability by describing how to make something, such as how to make fried rice or based on their experiences.

The purpose why the researcher uses flip chart in teaching speaking. First, it is helpful enough in practicing to describe how to make something. Second, it stimulates the student’s spirit and at the same time, it also decreases boredom. The researcher assumes that the flip chart is a combination between language practice and fun. They can express their ideas freely because they do activities with their friends. Flip chart is one of the medias that can be applied. In teaching speaking because there in are stimulation in one of potential activity that gives students feeling freedom to describe the procedure. Flipchart media is also potentially useful to encourage students of interact with each other. (The free dictionary by Farlex: 2010).

Khumaida (2013) in her thesis “using flip chart to improve students’ ability in writing recount text for the 8th grade of MTs. Ma'rif Kraton Pasuruan” she concludes that using flip chart could help the students in arranges sentences in recount text and the students get easier to memorize the vocabulary through flip chart. Rini hamdini (2014) in her thesis “Improving the students’ writing recount text by using flip chart for the eighth grade of SMP NEGERI 7 Pasuruan” she concludes that using flip chart makes students get material easily also flip chart helps the students to write recount text.

Based on the explanation above, the researcher focuses on teaching speaking in the seventh grade of MTs Sunan Ampel Siyar by using flip chart. So, the problem of the study is: How can flip chart improve the students’ speaking ability in procedure text at the seventh grade of MTs Sunan Ampel Siyar Rembang.

**METHOD**

In this study, the research design is a classroom action research. According to Kemmis and Taggart (1998), Classroom Action Research is one of the researches that has aim to overcome the problem found during the teaching and learning process in the classroom and give solution by giving another ways to help the students of success of learning process. It could be seen from the title and the purpose of study, where the researcher intends to use flip chart to improve the students’ speaking in procedure text. According to Mills (in Hopkins, 2008:48) Action research is any systematic inquiry conducted teacher researcher to gather information about the ways that their particular school operate how they teach, and how well their students learn.

Classroom action research consist of four steps, they are planning, action, observation, and reflection. The process will be end whenever the problem have been overcome. The four main steps are preceded by preliminary study, analysis and identification problem, planning, acting, observing, and reflecting.

**Instruments**

The researcher used five types of instruments for this study to collect the data, those are: interview, observation, documentation, questionnaire, and test to get data of this thesis.
According to Burkart (1998:24) interviews have some of the features of questionnaire activities. The chief difference is that an interview focuses on a single individual, while questionnaires and surveys conclude by aggregating the results for a whole group. According to Latief (2009:204) observation is a generic term to refer to the process of data gathering. In quantitative research, observation can be done through tests, questionnaires, attitude scale, or interview. Observation is a research instrument that use to observe the teacher’s and the students’ activities during teaching and learning process to get a data. This observation aims to get the data in order to improve the students’ speaking skill of procedure text by using flip chart. According to Sutopo (2006:87), questionnaire is a data collection technique is done by providing a set of questions or statements respondents for being answered. The researcher carries out the questionnaire for the students to know what students’ response in applying this media. Through documentation we create and provide evidence and we convey information (Joseph:2013). By using documentation, the researcher get accurate data in implementing this research. The researcher also use record to document the speaking activity. The test was made by the researcher. The students explain procedure text based on the picture in flipchart. It would be conducted in the end of each cycle.

Procedure

The research procedure is the important thing to determine the steps of the research. At the beginning the researcher did preliminary observation to the class in searching and identify the real problem in teaching learning process. The researcher conduct the study following the procedures consists of the preliminary study, the planning of action, the implementing of the plan, observing and reflection. The researcher design a planning of action. The researcher analyzed the plan of learning implementation that use flip chart in procedure text of teaching learning process. Besides that the researcher also made preparations about everything needed for teaching and learning process. Such as preparing material and media, preparing teaching strategies, preparing lesson plan, the evaluation and setting the criteria of success.

The material was about procedure how to make something (how to make fried rice, juice avocado, noodle, etc). The researcher used flip chart in teaching learning process. It was designed by researcher. She designed the flip chart. The picture was colorful and it has size around 66 x110 cm. But in this research the researcher made flip chart from wood and plywood. The flip chart consisted of 4-5 pieces of paper. Before presenting the material, the researcher made the lesson plan. The purpose of making lesson plan is to make the teaching and learning process ran well and easier. The learning activities focused on teaching speaking procedure text by using flip chart. The students were expected to be able to improve speaking ability. In this research, the criteria of success was at least 75% for the students get score “KKM” (Minimal Standard score) 75 as the target score. But, if 75% for the students score under the target, they were not successesful in the test.

FINDINGS

The findings of the research presented here were based on the data gained from cycle one and cycle two. In this study, the data were collected through interview, observation, questionnaire and test. The result of the data were to answer the research questions about how can flip chart improve the students’ speaking ability in procedure text at the seventh grade of MTs Sunan Ampel Siyar Rembang.

Cycle 1

Cycle one carried out from June 15th, 2015 to June 16th, 2015. There was two meeting in cycle one. Each meeting was done in four steps including planning, acting, observing, and reflecting. They are pre activity, main activity, and post activity. In the cycle one the researcher, implemented flip chart in teaching speaking in procedure text. In cycle one there were two meetings that had been done on Monday, June 15th, 2015 at 07.00 until 08.20 and on Tuesday, June 16th, 2015 at 08.00 until 09.20.

The first meeting was conducted on June 15th, 2015. In this meeting the researcher explained the material about procedure text by using flip chart. In this activity, the researcher gave greeting, checked the students’ attendance, then the material that would be presented and explained about the objective of the lesson. The researcher started to begin the lesson by giving brain storming about procedure text. The researcher gave the students brainstorming related to the topic “How to make fried rice”.

In the whilst activity, the researcher give general explanation about procedure text. The researcher introduce about “flip chart as media which will be used”. After that, the researcher tried to give example about procedure text. The researcher explained the generic structure of procedure text to students orally by using flip chart as media. The researcher gave vocabulary related to the topic. Then
the researcher asked the students to explained procedure text by using flip chart as the teacher do. The students got the flip chart based on the topic, they practice with their group oral. For example: group 2 the topic about how to make water melon juice, there are five picture so the students (Sigit dll) makes sentences based on the first sheet of flip chart after that the next member of group until had been done. In the post activity, the researcher asked the students’ problem about the lesson to day. The researcher gave feedback of the material that was given to the students.

The second meeting was conducted on Tuesday June 16th, 2015. In meeting two, the researcher gave test to the students individually. Before they did the test, the researcher reviewed explanation of the last material about procedure text and flip chart to them. In this meeting there were all of the students present. The lesson started at 08.00 until 09.20. The researcher showed the flip chart. The researcher asked the students to prepare for the test, the researcher asked the students to explain procedure text by using their own ideas based on pictures on the flip chart, because it was individual test for the students. For example students got the flip chart about how to make cup of coffee there are five pictures, the student must explain oral by starting from open the first sheet until the last sheet oral. After the students finished doing the test, the researcher continued the learning activity to the post activity.

Based on the result of observation checklist in cycle one, the researcher got some data. Many of students’ were active in the learning activity. It meant that the students were interested and active in learning process by using flip chart, although there were a few students were not pay attention to the teachers’ explanation and were not active in the class activities. It was because the students was still confused to speak English and the students’ ability in English was still low. Also the researcher found that the students got some difficulties during the lesson using flip char. It was because the students did know about flip chart and the implementation of it. However, most of students understood the lesson by using flip chart, it was because the students could identify the generic structure of procedure text well. The result of the observation in cycle one showed that of the students in the class were active and understood about the lesson but of students in the class were passive.

Based on the questionnaire of cycle one the was distributed to the students, the researcher found that 88% of the students said the they like or enjoy with the said impressing experience in teaching speaking procedure text by using flip chart, while 12% of students sais dislike. Moreover, 70% of students said that flip chart could help them in learning speaking procedure text. But, 30% of the students said that flip chart could not have the in speaking procedure text. Then, 76% of students said that flip chart could make learning speaking procedure text easier and 24% of the students said the opposite. The last, 55% of students said that they were not get trouble with it, and 45% the students said that they faced difficulties in speaking procedure text y using flip chart. In addition, the mean percentage of students response toward in implementing of flip chart showed 72% of students gave response positive responsive. From the result of questionnaire above, it can be concluded that the students like or enjoy studying speaking procedure text if a teacher teach them by using flip chart and flip chart helped the students in learning speaking procedure text. But, the criteria of success in cycle one were not achieved because the criteria of success must be achieved 75%.

Based on the result of the test given in this in this cycle, the form of the test is oral test. The researcher gave test to the students to measure the students’ ability in speaking procedure text by using flip chart. The researcher asked the students to explain procedure text base on the picture on flip chart. The researcher also asked the students to identify the generic structure. The test was about explaining foods.

Based on the data above, overall score that gotten from the students showed that were only 14 students out of criteria of 34 students (41%) who had reached criteria of success (75) and 20 students of 34 students (59%) who had not reached criteria of success. The highest score was 82 and the lowest score was 43. In addition, average scores of the students’ speaking were 67.6. And the students who got high score were had good generic structure, pronunciation, content and fluency. In conclusion, this cycle was not successful because the mean of the students’ score below the criteria of success that had been determined.

Based on the reflection of cycle one, the researcher needed to continue the planning of cycle two. There are two meeting in cycle two that had been done on Wednesday, June 24th and Thursday, June 25th 2015. The researcher tried to solve the problems in cycle one. In cycle one, the researcher used flip chart as instructional media in teaching speaking on procedure text to the students. The result that
some students got improvement in their score and their activities in speaking activity. But some students were still under target or criteria of success. 

**Cycle 2**

In this cycle the researcher used different strategies from what had been applied in cycle one. The first, strategy was the researcher would ask the students to find some unfamiliar vocabularies in the text. After that, the students shared the meaning with other groups. Second, the researcher explain how to pronounce the word. Third, the researcher gave more examples of how to speak procedure text by using flip chart until the students more understood. Fourth, the researcher ask each member of different group to meet another group to become expert and teach other member about their topic.

Cycle two had been done in June 24th and June 25th 2015. In this cycle the researcher continue to cycle two and revised the plan. Like in cycle one; the researcher prepared the material, the media, the lesson plan, speaking test. First, the researcher prepared the material, the material was taken from book and internet about procedure text. Second, researcher prepared media as instructional media in teaching learning process. The media used in cycle unchanged, the researcher still used flip chart in this cycle to improve the students’ speaking because flip chart could help the students to speak procedure text. In this cycle the researcher still used picture that was put on flip chart, also used full color of picture on flip chart so the students were not bored with the teaching and learning process and the lesson could be understood easily.

The third meeting, was conducted on Wednesday, June24th, 2015. In this meeting, there were twenty eight students who were present and six students who absent (2 students who were absent and 4 students who were sick). In cycle two of the first meeting, the researcher gave brainstorming by asking about procedure text that they did not understand. After the researcher gave a practice to the students in groups that was consisting of eleven groups and each group consisted three students. In this meeting, the researcher gave greeting, checked the students’ attendance list. After that the researcher gave questions to stimulate them to remind about the topic that had discussed in previous meeting and related to the topic. The researcher gave handout about procedure text, example of procedure text and some vocabularies to the students and the researcher explain again about procedure text more detail.

After the researcher showed the flip chart, the researcher asked the students to practice to using flip chart to know whether they were understood or not about procedure text and how to speak procedure text in good content, pronunciation, structure and fluency. In that activity, in practicing the researcher gave flip chart for each group. One group got one flip chart but different title.

**Group 1 how to make fried banana,**

**group 2 how o make juice water melon,**

**group 3 how to make chocolate balls,**

**group 4 how to make cup cake,**

**group 5 how to make donut,**

**group 6 tomato soup,**

**group 7 how to make dragon fruit juice,**

**group 8 how to make fried chicken,**

**group 9 how to make omelet,**

**group 10 how to make cup of coffee,**

**group 11 hoe to make tumis kangkung (water spinach).**

In this practice there are eleven groups each group consist of three students. The students also were very enthusiastic in doing this test because the researcher used pictures that were colorful so it made the students more interested with this lesson.

In the last meeting was conducted on Thursday, June 25th 2015. In the end of the lesson, the students were expected to be able to speak procedure text by using flip chart individual. In this meeting, there were thirty students who present and three (3) who were absent, this time allocation of this meeting 100 minutes, because in this meeting the researcher permit to the English teacher to get more time to did the test. Because the test needed more time. The researcher gave oral test to the students individually. Before the students did the test, the researcher reviewed he explanation of previous material about procedure text and flip chart to the students.

In this activity, the researcher given a post test related to the topic that was form of test was oral test the students must be explained the object (picture on the flip chart). The students made sentences based on the picture on the flip chart orally. The researcher gave 3 minutes to the students to presenting the test. Actually the time was not enough to do the test, because There were thirty students was present. So the researcher need 90 minutes to did the test. To solve this problem, the researcher permit to the English teacher to get more time especially for this meeting. After the students finished the test, the researcher and the students discussed about the test.
From the observation, the researcher could concluded that the students were more enthusiastic using flip chart as media the result the media could improving their ability especially in speaking. The result of the test were good and above standard (75).

Reflecting on the result of data observation checklist and questionnaire on cycle two, almost of the students in the class paid attention to the researcher’ explanation and responded positively to the researcher’ explanation . Moreover, than half of the students participate and active in teaching learning process to improve speaking procedure text by using flip chart. The participation of the students was showed when asking and answering question about generic structure, how to pronounce the words. From the data above, it could be concluded that the students’ attitude toward the teaching and learning process and the researcher’ performance was considered good and had met one of criteria of success in this research.

DISCUSSION

The result of cycle two showed that were 28 students out of criteria of 34 students (82%) who had reached criteria of success (75) and 6 students of 34 students (18%) who had not reached criteria of success. The highest score was 83 and the lowest score was 55. In addition, average scores of the students’ speaking were 79.9.

Based on the result in cycle one. The researcher found some factors that made cycle 1 failed. First, the researcher found that the language which they used in procedure text was difficult to be understood and too long. Second, the students were still confused on how to explain procedure text by using flip chart. It was because, for the first time to the students used flip chart. Third, the students was still confused to speak English because the students did not know how to pronounce. It supported by Derwing and Munro (in Newton: 2008: 75) said that having good pronunciation of language can help in normal communication, particularly intelligibility. So, from some factors that was mentioned. The researcher decided to revise the action and continue cycle two. From the statement above, the researcher concluded that teaching speaking for junior high school is not easy. The researcher should be more creative, gave explanation more detail, made students felt enjoyed when teaching learning process by using flip chart.

From the score result, the researcher found that the students could speak English by using flip chart but most of them had some problems in pronunciation in words. From the test result, the researcher has strategy to solve the problem in speaking skill that would do on cycle two. In cycle two the researcher used different strategies from what had been applied in cycle one. The first, strategy was the researcher ask the students to find some vocabulary in text that students did not know after that the students share the meaning with other groups. Second, the researcher explained how to pronounce the word. Third, the researcher gave more examples of how to speak procedure text by using flip chart until the students more understood. Fourth, the researcher asked each member of different group to meet another group to become expert and teach other member about their topic.

The solution to overcome the problem in cycle one was they must get fun in having real object activity. It was proved by their improvement in speaking procedure text by using flip chart and the researcher also able to identify the generic structure into good sentence well.

In solving the students’ problem that still confuse to speak English and the students who were still ashamed to speak English and also afraid of making mistakes, the researcher divided the students into eleven groups, each group consist of three students, the researcher asked each member of different group to meet another group to become expert and teach other member about their topic. So, each students can interact with each other also the researcher give handout to the students.

Based on the reflecting of the second cycle, the improvement of the students’ speaking procedure text was shown by the score obtained on the test at the first and the second cycle. The result of test in the end of cycle two showed that there were 6 students had not reached the criteria of success (75). It means 17% of the students, and it can conclude that 83% of students got the criteria of success, which required at least 75% of the students got minimum score (75)

In this cycle, the students were more active and the teaching learning process could run well. Based on the score, the researcher found that the students speaking skill in this cycle increased better than in cycle one. The students’ speaking test increased up to 24 of students got score 75. It means that the speaking test was successful.

The result, observation checklist that almost of all the students’ activity in observation format was conducted, the students were active, interactive and follow the procedure of teaching very well than in the first cycle. This study was called success in observation checklist. Also the result of questionnaire said that the average of totality was 92.5% it could
concluded that the students like and enjoy to study speaking procedure text by using flip chart. The material in speaking procedure text can be understood easily by using flip chart, it provides color, words and images that become memorable pictures in their minds and hence, easy to remember (Donati. 2011).

Based on the fact above, the researcher concluded that there were some factors that made this research successful that was first, the researcher used flip chart as media because in which this media was never used by English teacher before. This also media increased the students’ motivation and made the students interested in the lesson. The researcher used grouping technique in cycle one and cycle two but with different implementation. In cycle one the students just discussed with their group but, in cycle two each member of different group met other group to become expert and teach other member about their topic. So, the students would give information of what they understand or not in teaching learning process by using flip chart. It supported by Fahrurrazy (2011:15) who said that to make the students understand with the task that given, the teacher must design the learning strategies first and select the appropriate media.

Using instructional media in teaching and learning was very useful, teacher should use the media in teaching learning process to facilitated, to avoid the feeling of boredom and increase the understanding of material for students.

CONCLUSIONS AND SUGGESTIONS

The researcher concluded that the students’ speaking ability in procedure text at seventh grade in class VIIIB of MTs. Sunan Ampel Siyar Rembang can be improved by using flip chart as media. To use flip chart effectively one should 1) use smaller groups, 2) give some vocabulary in text that the students did not know, 3) share the meaning with other groups, 4) model how to pronounce the words, 5) give more examples of how to speak procedure text by using flip chart, and 6) ask each member of different group to meet other group to become expert and teach other member about their topic.

The result of the study showed that the use of flip chart as instructional media can improve the students’ speaking ability in procedure text, so the researcher suggested that the English to have variation in teaching by using different kinds of media to increase the students’ speaking ability. Using flip chart in teaching speaking can be enjoyable. It can also help the teacher explanation and students can understand the lesson better. Besides, using flip chart as media gives motivation, interest and enjoyment to the students during the teaching learning process.

REFERENCES


