The Effect of Using Free Talk Worksheets from English Planet's Program on Speaking Achievement at the Tenth Grade Students of Vocational High School Plus Almaarif Singosari

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Abstract

This study investigated speaking achievement using free talk worksheets from English planet's program at the tenth grade students of vocational high school plus Almaarif Singosari. Designed used in this study was true experimental research conducted with one experimental group taught using free talk worksheets from English planet's program and control group without free talk worksheet from English planet's program. To collect the data, the researcher used speaking post-test in oral test form. In analyzing the data, the researcher used IBM spss statistic versions. 20 application of independent t.test to know the differences between experimental and control group. After applying the statistical computation, it was found that the mean score of experimental group (X) in post-test 3.078 with standard deviation 0.347 was higher than the mean score of control group (Y) in post-test 2.263 with standard deviation 0.417. So it can be concluded that students taught using free talk worksheets from English planet's program achieve better than taught without free talk worksheets from English planet's program.

Keywords: Free Talk Worksheets from English Planet's Program, Speaking Achievement.

As one of the international languages, English plays an important role in the international communication in almost all aspects of life. Many people communicate in English to support the borderless trade among the nations. In education field, both students and teachers are required to comprehend English in order that they can compete in globalization era. There are two goals of learning English in vocational high schools proposed by the Regulation of National Education Ministry 23 of 2006 (Permendiknas). First, students are expected to master the knowledge and skills of basic English to sustain their vocational competency achievement. Second, students are expected to implement their mastery of ability and skills of English to communicate in spoken and written forms at the intermediate level.

Based on School Level Based-English Curriculum, a subject has a different characteristic with others. For example here is English. It indicates that it is not only to learn vocabularies and grammar, but it has been tried to applicate in daily communication. So, something that becomes attention here, how the students can communicate or speak English for one of English competence.

Speaking skill becomes very important in education field, in which the students need to be exercised and trained in order to have a good communication skill in English. In Indonesia, not all the students can speak in English, although English is already studied by Indonesian students from kindergartens until high school. Ideally English teachers should

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be able to teach reading, writing, listening, and speaking skills in balance. Nevertheless, teachers often ignore to teach speaking skills since it is not tested in the national examination (UN). As a result, many vocational high school students especially the students of vocational high school plus Almaarif Singosari lacked speaking skills though in the future they are required to speak English at work.

Another constraint is due to the charge density of subjects in English were given in school. On the other hand, these subjects must be completed within the specified duration in the curriculum. But in reality, not enough time, so that eventually transferred in the form of tasks.

Speaking means saying something. There may or may not be an audience that listens to the speaker, there needs to be at least one person to speak. Speaking is usually one way. Talking means to verbally communicate with another person or persons, there need to be at least two people to talk. Talking to oneself is an exception because in that scenario one takes a sort of split personality of both talker and listener.

Prepared free talk-show allows the students have a good preparation for the talk show in class. They rehearsed it with their group members to practice the talk that will be given in class next time can build students' self-confidence.

The English teacher before in the odd semester used text book as his material for teaching English. The English text book "Buku Ajar Bahasa Inggris Untuk SMK/MAK Kelas X" seemed had the weakness and made students difficult to study English easily. The most common weaknesses of textbook are as the following : The textbook is designed as a the sole source of information, textbook is old or outdated, textbook doesn't take students' background knowledge into account, reading level of the textbook is too difficult.

Designed free talk worksheets have been created to allow students to develop ideas about a topic. Then the information about the vocabulary, grammar and pronunciation are also given in the worksheets. Seen from the aspect of sociolinguistics, free talk worksheets are designed for students to be able to be used in practicing the speaking phrases as though the students communicate in real terms. This, of course makes students understand when, where, and how language is used in the context of direct communication (Widiani, Adelina, & Ujang. 2014:9).

Teachers assigned to give the instructions on how using worksheets, give examples of phrases, grammar language, and pronunciation, as well as supervise and provide assistance for students during the practice of speaking. In this case, students are demanded to become active learners and independent.

Free talk worksheets as the media for fluency development used as a writing activity to be then applied in speaking practice from English planet's program which is specifically designed by school of ESL (SESL) in SEOUL, South Korea, and developed for the EFL students. The contents, activities and vocabularies are appropriate for elementary to intermediate students who study English as a foreign language and involve many of the components of effective learning. There is a good balance between productive and receptive language and many opportunities for authentic language use. The media is easy to follow and provide excellent guidelines for delivering motivational lessons. The resource is professionally presented and attractively packaged. There is no hesitation in recommending this resource which believed follows the principles of effective EFL teaching.

Moreover, using free talk worksheets from English planet's program in the classroom can be timesaving both for the teacher and the student. Teachers often have a limited amount of lesson time to cover their subject in depth. Usually time is wasted by the repetition of instructions or by students copying questions for a task but if a worksheet is used those instructions and the questions can be included on it and thus encourage

independent learning and guide the students' progress through differentiated questions. By using free talk worksheets from English planet's program, students could practice speaking in full and grammatically accurate sentence.

Methods

In line with the objective of this study, to find out the effect of using free talk worksheets from English planet's program on students' speaking achievement, the design used in this research is true experimental two groups post-test only. In taking the sample of this research, the writer uses systematic random sampling in which every population has the same chance to be the sample, and in this experimental research, there are two groups being the sample, control and experimental group.

To obtain the students' data on speaking achievement, the researcher decides to use oral test in post-test as the instrument of research. Oral test measures salient features of speaking skill, they are : 1) grammar; 2) pronunciation; 3) vocabulary; 4) fluency. Four points scale were used to calculate the percentage of the items: 4 point for excellent; 3 points for good; 2 points for satisfactory; and 1 point for needs improvement.. It also includes speaking rubric to 'be followed by a researcher to measure salient features of speaking skill by using "iRubric: Grading Criteria for English Speaking Test Rubric".

In terms of validity and reliability of the test, the researcher used the calculation of inter-rater reliability of two raters by using IBM SPSS STATISTICS versions. 20 application. The mean statistics of first rater was 2.684 with standard deviation 0.647 and the mean of second rater was 2.64 with standard deviation 0.579. It means that standard deviation of second rater was lower than first rater, and inter-item correlation in 0.716 means that inter-rater reliability of the test with two raters was reliable based on reliability scale.

Procedures in collecting data include treatment for experiment (taught using free talk worksheets from English planet's program) and control (taught without using free talk worksheets from English planet's program). Review was given after treatment, and post-test was taken to find students' speaking achievement.

To analyse the data, the researcher used independent sample t-test, and to examine whether it is significant or not, data analysis of this research is using IBM spss statistic versions.20 application.

Results

Based on the data obtained from the average scores of post-test with two raters. The lowest score of the students who were in experimental group in the post-test was 2.25, and the highest was 4, while the lowest score of the students who were in the control group in post-test was 1.63, the highest was 3.25.

Table 4.1. Calculation of the average scores using SPSS Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Posttest	Control	32	2.2627	.34685	.06131
	Experiment	32	3.0784	.41734	.07378

Then the calculation of the data had conducted in which resulted the average (mean) score of each group. The mean score of experimental group (X) in post-test was 3.078 with standard deviation was 0.347. Meanwhile, the mean score of control group (Y) in post-test 2.263 with standard deviation was 0.417.

The writer assumed there was a significant difference between the result of the teaching speaking using English Planet's program and without English Planet's program. But before that he wanted to explain the procedure to the interpretation of t-value

Hypothesis is formal statement about expected relationship between two or more variables which can be tested through an experiment.

Hypothesis constitutes a temporal answer or a weak answer where the truth remains to be proved, therefore, the hypothesis proposed in this research remains to be proved. However, the alternative hypothesis (Ha) should be change into null hypothesis first. Widiyanto, & Mikha Agus (2013) states that in testing hypothesis Ha must be changed into Ho.

To test the hypothesis, t-test used was with the level of significance 0.05 (5%).
1)   Formulating the null hypothesis (Ho): there is no significant   mean difference between variable X and variable Y
2)   Formulating the alternative hypothesis (Ha): there is a significant mean difference between variable X and Y.

For further information. The writer followed assumptions below:
1)   If $p < .05$, null hypothesis (Ho) is rejected.
2)   If $p > .05$, null hypothesis (Ho) is accepted.

Table 4.2. Calculation of Independent Sample T-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post Test	Equal variances assumed	1.926	.170	-8.504	62	.000	-.81578	.09593	-1.00754	-.62402
	Equal variances not assumed			-8.504	59.992	.000	-.81578	.09593	-1.00767	-.62389

Table 4.2 shows F value (1.926), T= -8.504; $p < .05$, ŋ2p = .170 at the level significance of DF = 62. It means there is a significant differences between the result of the teaching speaking using free talk worksheets from English Planet's program and without free talk worksheets from English Planet's program. So, the null hypothesis was rejected.

Discussion
Method plays an important role in the teaching of any language. It is a planned and systematic effort of the teacher for establishing sequence in the various parts of the teaching. To teach speaking, a teacher is expected to provide students with sufficient practice to accustom them to use the target language in term of expressing emotions, communicating intentions, reacting to other person and situations, and influencing other human beings. Free talk worksheets from English planet's speaking program are the media specifically designed in English planet's program by school of ESL at a language academy in SEOUL, South Korea and developed for the EFL students with the objectives are to ensure students speak in full sentences, and ensure students speak in grammatically accurate sentence. Due to its importance in our daily life and to improve the standard of English, it was necessary to conduct a study for approving a suitable media for teaching

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English speaking at vocational high school level, in which English is the language of science and technology.

Both experimental and control groups were given the different media of teaching speaking. Experiment was using free talk worksheets from English planet's program, while control was using text book of "Buku Ajar Bahasa Inggris Untuk SMK/MAK Kelas X". Comparison between mean scores of experimental and control groups in post-test with the result obtained from the statistical analysis showed that there is a significant difference existed between the two groups with respect to post-test.

The performance of the experimental group was significantly better than that of the control group in post-test. The difference between two means was significant at 0.05 level. Thus, the null hypothesis that "there is no significant difference between mean scores of experimental and control groups on post-test," was rejected at 0.05 level.

The use of free talk worksheets from English planet's program used by experimental group achieve better than text book used in control. The finding supports English planet's program using free talk worksheets media used to teach speaking, because the media can solve the charge density of subjects in English given in school. On the otherhand it can be completed within the specified duration in the curriculum with enough time, so that eventually transferred in the form of tasks. The teacher books are easy to follow and provide excellent guidelines for delivering motivational lessons.

The findings also support School Level Based-English Curriculum program (KTSP) in Regulation of Ministry of National Education (Permendiknas) enclosure number 22 year 2006 (2006: 277) that English learning has the target to the level of functional through vocational high school students. The functional target in this curriculum is communicating both oral and written to finish daily problems and how to speak in grammatically accurate sentence. Viewed from the aspect of linguistics, designed worksheets have been created to allow students to develop ideas about a topic. Then the information about the vocabulary, grammar and pronunciation are also given in the worksheets. Seen from the aspect of sociolinguistics, worksheets are designed for students to be able to be used in practicing the speaking phrases as though the students communicate in real terms. The findings support Widiani, Adelina, and Ujang (2014:9) to understand when, where, and how language is used in the context of direct communication.

These findings next support the views of Tsui (in Nunan, 1999:72) that formulates six strategies for overcoming the problem in order to improve the students' speaking ability. In line with this, the findings also support the view of Harmer (2002:82) that suggests some activities which make students more active in speaking English.

It is necessary to use a suitable media and learning material in teaching speaking, so based on the media and their learning materials used, the findings significantly support free talk worksheets from English Planet's program with notes : 1). ensuring students speak in full sentences; and 2). ensuring students speak in grammatically accurate sentence.

Speaking in another language, one should have mastery of linguistic competence. The findings support Hymes (in Nunan, 1999:124) that the notion of communicative competence as an alternative to linguistic competence which is not only linguistic competence but also includes a range of other sociolinguistic and conversational skills that enable the speaker to know how to say what to whom, when. It also supports Sandra (in Nunan, 1999:129) which defines communicative competence as "the ability to function in a truly communicative setting that is, in a dynamic exchange in which linguistic competence must adjust itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutor.

Another theory which is supported by the findings is Brown (2001:126) who proposes five of sixteen micro skills for speaking. 1) produce fluent speech at different rates of delivery; 2) use grammatical word classes (noun, verb, etc), system (e.g., tense, agreement, pluralisation), word order, patterns, rules, and elliptical forms; 3) express a particular meaning in different grammatical forms; 4) accomplish appropriately communicative functions according to situations, participants, and goals; 5) convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

For speaking grammatically, it needs to strike a balance between accuracy and fluency in classroom practices. It is proved by the finding and the objectives of free talk worksheets from English planet's program. So, these findings support Brown (2001:39) in grammatically speaking by striking a balance between accuracy and fluency.

Conclusion

From the statistical analysis it is found that the mean score and the standard deviation of experimental groups were higher than control groups. Mean score and the standard deviation of experimental group were 3.078 and 0.417, while the mean score of control group was 2.263 and the standard deviation was 0.347. However, the speaking ability of the students for both groups was included in the average category.

All of the above data indicates the experimental group is more successful than the control group. It means teaching speaking using free talk worksheets from English planet's program achieve better than without free talk worksheets from English planet's program. It can be seen from the result of computation. It indicates that F value (1,926), T= -8.504; $p <$ .05, $\eta2p$ = .170 at the level significance of DF = 62. The data shows that there is a significant difference between the result of the teaching speaking using free talk worksheets from English Planet's program and without free talk worksheets from English Planet's program.

The students should have some efforts to learn English by using free talk worksheets from English planet's program and they should practice speaking much in full and grammatically accurate sentences.

The mean score of English speaking achievement in experimental group for tenth year students of Vocational High School plus Almaarif Singosari is higher than control, and the use of free talk worksheets from English planet's program achieve better than without free talk worksheets from English planet's program. It is suggested that English teachers use free talk worksheets from English planet's program as the media to teach speaking in full and grammatically accurate sentence.

Suggestion

The study is suggested for the teacher and the institution in which the teacher can be more active in speaking class and pays more attention to their students in learning English which concern to get high target in teaching English especially in speaking achievement.

The teacher should conduct a study for approving a suitable media for teaching English speaking at vocational high school level, in which English is the language of science and technology.

The teacher should be creative in making the class alive and interesting.

The teacher should always improve his or her skills and knowledge in exploring the class.

The teacher should be prepared to give the learner a more meaningful role. They support and encourage the learner's desire to learn.

The institution should prepare the kinds of media needed both the teacher and the students to support the class activity.

The institution should make the rules that can support the teaching and practicing English in the school area.

The institution should give the chance to make some creations in teaching English by preparing the facility needed in the class activity.

The institution should give the appropriate teaching-learning media and also complete the facility in order to make better progress achievement of English, and make teaching-learning more effective.

The institution should take steps which may help the teachers in respect of teaching, research, co-curricular activities such as games, songs, stories, sources of information and materials, ideas for learning centres, and bulletin boards.

The institution should have professional teachers who have knowledge of psychology, educational philosophy, aims, contents, methods and materials of instruction, skill and interest in teaching.

All of those suggestions above are hoped being able to be practiced by the institution that has been object of this research. Besides that, it is hoped that they will be important and necessary information to get a better result in the future. Further they can be a significant contribution to the development of the institution's elements to get the best result.

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