

The Implementation of “Prosa ABGe” Teaching Model to Improve Speaking Ability

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Abstract

The result of speaking assessment of adjective clause of Sastra Inggris subject in semester 1 of 2015/2016 academic year showed that 8 out of 36 students of XI MIPA 4 did not pass the minimum criteria. This condition encouraged the researcher to hold a class room action research. This research combined Project Based Learning teaching model with Scientific Approach, completed with gadget to support the teaching learning process. The goals of the research are to describe how Prosa ABGe teaching model improved the speaking ability of the students; and to describe how Prosa ABGe teaching model improved the social attitude of the students. Both data of speaking ability and social attitude were taken through observation which was held based on rubrics.

Keywords: speaking, scientific approach, project based learning, social attitude

Bahasa dan Sastra Inggris is one of the subjects in 2013 curriculum. It has many basic competences that must be mastered by the students. In the speaking assessment of basic competence of adjective clause at XI MIPA 4 class, it was found out that 8 out of 36 students did not pass minimum criteria, namely 80. They did not perform well. The possible causes were they had not mastered the material well or probably the teaching process did not challenge the students so that they were reluctant to prepare their performance.

To overcome the problem the researcher held a classroom action research entitled The Implementation of “Prosa ABGe” Teaching Model to Improve Speaking Ability of the XI MIPA 4 Grader Students of SMAN 2 Jember in Semester 1, in the Academic Year 2015/2016. Prosa ABGe is an abbreviation of Project Based Learning combined with Scientific Approach completed with the Aid of electrical Based Gadgets. The electrical gadgets included handphone, laptop, modem, LCD. They were

used to support the teaching learning process. Handphones with internet facility or laptop with modem were used to search for model and media of the target material. Laptops were used to prepare their performance, and later to help them perform their project with LCD.

Scientific approach is an approach is suggested to implement 2013 curriculum, as it is written in Permendikbud number 103 about process standard of education in senior high school published in the year 2014. It is written that Scientific Approach is a set of learning experiences which has logical arrangement of learning activities that include observing, questioning, data collecting, associating, and communicating. This approach is implemented with certain strategy and teaching model in accordance with the target basic competence (2014 : 3).

Further, Permendikbud (2014: 500) number 59 especially appendix 3, a guideline of teaching English, says that teaching models like Inquiry Based Learning, Discovery Based

Learning, Project Based Learning are suggested to implement 2013 curriculum. Each teaching model develops social attitudes, knowledge and skill competences.

In line with process standard and the guideline of teaching English the researcher choosed Project Based Learning as teaching model to hold the learning process of the next basic competences, namely factual report text that includes four sub topics 1) factual report of human, 2) factual report of thing, 3) factual report of animal, and 4) factual report of natural and social phenomena.

Project Based Learning teaching model has advantages; it challenged the students to work colaboratively in planning, implementing, and performing their projects, so that they thought critically, analitically and creatively (David, 2008).

Further statement about Project Based

Learning is written by the committee of Great School Partnership that

Project-Based Learning refers to any programmatic or instructional approach that utilizes multifaceted projects as a central organizing strategy for educating students. When engaged in project-based learning, students will typically be assigned a project or series of projects that require them to use diverse skills such as researching, writing, interviewing, collaborating, or public speaking to produce various work products, such as research papers, scientific studies, public-policy proposals, multimedia presentations, video documentaries, art installations, or musical and theatrical performances, for example.

Then, based on guideline of teaching English of appendix 3 of Permendikbud number 59, Project Based Learning has six

Table 1. The learning activities description with Prosa ABGe teaching model

Steps of Scientific Approach	Steps in Project Based Learning	Students's activities
Observing	1. Providing a question or an assignment as the basic of the project.	1. Setting a group of four 2. Accepting three model texts without capital letters and punctuation. 3. Editing 4. Answering questions about the content of text. 5. Receiving a question as the basic of the project. 6. The students learn the rule of finishing the project.
Questioning		The students may aks questions about language feature, text stucture, and social function, and thing related to the project.
Data collecting	1. Designing the project 2. Arranging the schedule 3. Monitorring	1. The students discuss the design of their project. 2. The students decide their schedule based on the rule. 3. The students start working with their project.
Associating	Monitoring	1. Discussing the text structure, social function, and language features of the target material 2. Selecting a topic for personal project 3. Creating draft, and preparing for performance with the aid of laptop, handphone
Communicating	5. Assessing the project result 6. Evaluating	1. Performing spoken factual report, with the aid of laptop, LCD 2. Reflection of what they have done, and how they feel.

steps. They are 1) providing a question or an assignment as the basic material of project, 2) designing the project, 3) arranging the schedule of learning activities for the project, 4) monitoring the students' activity and projects development, 5) assessing the project result, 6) evaluating the learning activities.

Method

This is a classroom action research which was held at XI MIPA 4 class of SMAN 2 Jember. The subjects were 36 students. The research was held from October 24 until November 17, 2015 in which there were 4 period each week. This research had 2 cycles in which each cycle consisted of the activities of planning, implementing, observing, and reflecting. In the step of planning the researcher improved the lesson plan, prepared the materials, the assessment rubric and form.

Then in the step of implementing the researcher did the learning activities based on the plan that had been made. Table 1 shows how the learning process was held.

During the learning process, the researcher observed the social attitude of the students as well as the spoken performance of the students in front of the class. Then, the next step of classroom action research is reflecting. In this step, the researcher analyzed the data taken during the step of implementing. The purpose of analyzing the data was to know whether the students were successful or not. The researcher compared the students' speaking assessment result with the minimum criteria that had been determined before - 80. The researcher also compared whether the social attitude of the students matched the minimum criteria or not, that is B.

Both data about speaking and attitude assessment results of the students were primary data taken through observation based on rubrics that had been arranged in the step of planning. The assessment result of speaking was the total score of fluency and pronunciation; accuracy; clarity of ideas; and performance. Fluency and pronunciation had the range of 0 - 20; the range of accuracy was 0 - 30; the

range of clarity of ideas was 0-25; and the range of performance was 0 - 25.

The students' attitude assessment result was based on rubric which includes the attitude elements of enthusiastic, polite, care, honest, discipline, self confident, responsible, and kind. Every element is in the category of "very good" or (A); good or (B); enough or (C); and bad or (D). These are calculated based on the most occurred attitudes.

Results and Discussion

In cycle one, having finished modifying the lesson plan with 'Prosa ABGe' teaching model, preparing the material and the assessments, the researcher held the learning process of basic competence about factual report text which has for sub topics factual report about human; thing; animal; natural and social phenomena.

The researcher started the class learning activities by asking the students to set groups of four members. Then each group got three texts about factual report of things. The researcher intentionally choosed factual report of things because it more varies than factual report of human. The texts were without capital letters, and pucntuations. The students had to put the right capital letters and pucntuation. These activity was intended that the students observed the target material, so that they were able to create question to help themselves understand more about the target material.

The next activity was arousing the students to ask questions about the language features, the text structure, the social function, and also the content and the vocabularies.

Having understood the target material, the students were exposed to a basic question. The the project question was as the following: "Suppose you have duty from your extracurricular organization to introduce things to a group of kids . When you tell them about thing in general they have not known , then they ask questions how the thing is like, and what is the function. How do you describe the thing that you mention?"

The next the researcher told the students

about the provided time, and the project they had to finish. Each group had to finish four different projects about factual report of things. The provided time included time for performance. Then the students had to discuss with members of the group how to spend time effectively to finish the project. Everyone had responsibility to perform one project result.

Then each group had their own authority to design their project. The researcher helped the students to design their project by providing a schedule as shown in Table 2.

The researcher also provided students's worksheet (Table 3) to help them work effectively.

The students discussed in group to complete the above table. The understanding about text structure, social function, and language feature enabled them to create their own draft for their project. The next they used their laptop to create their project and to prepare their power point presentation for their performance. They were not allowed to put text on their power point, only pictures or symbol were allowed. Each member of group had to support the other member who found difficulties. During the learning process the researcher monitored the activities of the students, and facilitated the students who found difficulties, and the difficulties was not solved by the other member of the group.

Table 3. Students's worksheet of text structure, social function, and language features

Item to Find	Text 1	Text 2	Text 3
Text Structure			
Social function			
Language features			

After all the members of a group were ready, they performed in front of the class with laptop and LCD, individually. Their handphone was used to record their performance, for the sake of self reflection.

Having clasified and analyzed the assessments result, the resesearcher found out that the result of speaking assessment and attitude assessment was satisfying, as described in Table 4 and Table 5, respectively.

In cycle two, the researcher also modified the lesson plan with 'Prosa ABGe' teaching model, prepared the material and the assessments, and held the learning process of basic competence about factual report text with sub topic animal.

The students still worked in groups of four. Each group got three texts about factual report of animals. The activities were the same as those in cycle one. The students punctuated and gave capital letters on the text to help them understand more about the target material.

Table 2. Time schedule for project

Group :
Members :;;;

Activity	Processing and Finishing		Teacher's Signature
	Date	Time	
Finding text structure, language feature and social function of the three texts that they had pucntuated before.			
Finding new topic (individual based on extra curricular organization)			
Creating draft of the target material			
Writing the target material			
Demonstrating the target material			

Table 4. The students' speaking assessment result (Preliminary Study and Cycle 1)

Description	Basic Competence about Adjective Clause	Basic Competence about Factual Report of Thing
Class average score	86,2	87,7
Students did not reach minimum criteria	8	0
Students who passed the minimum criteria	28	36
% of successful students	77,8%	100

Table 5. The result of attitude assessment (Preliminary Study and Cycle 1)

Description	Basic Competence about Adjective Clause	Basic Competence about Factual Report of Thing
Students achieving 'very good' category	28 students	35 students
Students achieving 'good' category	8 students	1 student

Then, the researcher encouraged the students to ask questions about the language features, the text structure, the social function, and also the content as well as the vocabularies.

The next step, the students were given a basic question of the project. The question was "Imagine you are a member of boy scout. You have a duty to teach young boy scout about animals in general. One of them asks you about animal that they have not known. How do you describe the animal that you mention?"

The next the researcher also told the students about the provided time and the project they had to finish. Each group had to finish four different projects about factual report of things. The provided time included

time for performance. Then, the students had to discuss with members of the group how to spend time effectively to finish the project. Everyone had responsibility to perform one project result.

Each group freely designed their own projects. The researcher also helped the students to design their project by providing the form of schedule as well as the worksheet like in cycle 1.

The next step, the students discussed in group to complete question about text structure, social function, and language feature. Having got idea about the three things, they used their laptop to create their project and to prepare their PowerPoint presentation for their performance. They were not allowed to put text on their slides, but pictures and/or symbols. Each member of group had to support the other member who found difficulties. During the learning process the researcher also monitored the activities of the students, and facilitated them to solve their problems

Once all groups finished their work, they performed in front of the class with laptop, and LCD individually. They could use their handphone to record their performance, for the sake of self reflection. Meanwhile, the researcher assess their performance.

Then the researcher clasified and analyzed the assessments result, it was found that the result of speaking assessment and attitude assessment was even more satisfying, each of which is described in Table 6 and Table 7.

In the earlier part, it was written that 8 out of 36 students did not pass the minimum criteria of speaking assessment of adjective clause. Then, the researcher held a classroom action research with 'Prosa ABGe' teaching model for the sake of encouraging all the students to reach the minimum criteria.

Prosa ABGe teaching model exposed the students with the combination of Project Based Learning and Scientific Approach supported by electrical based gadgets that inlcuded handphone, laptop, modem, as well

Table 6. The students' speaking assessment result (Cycle 1 and Cycle 2)

Description	Basic Competence about Adjective Clause	Basic Competence about Factual Report of Thing
Class average score	87,7	88,6
Students did not reach minimum criteria	0	0
Students who passed the minimum criteria	36	36
% of successful students	100%	100%

Table 7. The result of attitude assessment (Cycle 1 and Cycle 2)

Description	Basic Competence about Adjective Clause	Basic Competence about Factual Report of Thing
Students achieving 'very good' category	35 students	35 students
Students achieving 'good' category	1 student	1 student

as LCD. During the process of learning the students worked in group and had their right to decide their time and topic for their project, and finally they performed their project individually with power point presentation that consisted of pictures or symbol only .

In cycle one, having implemented Prosa ABGe teaching model, the students

showed an increase in speaking ability, as we see in Table 4, the average of speaking ability of adjective clause was 86,2. Meanwhile, the average of their speaking about factual report of thing was 87,7. Everyone was able to reach minimum criteria for speaking.

Meanwhile, the social attitude assessment result showed that 35 students were categorized very good. Based on deeper analysis about students' attitude by scoring one for very good, and zero for good. The social attitude of the students is shown in Table 8.

Based on Table 8, although 35 students gained 'very good' criteria, the element of enthusiastic showed only 72,2% students showed their being enthusiastic, and only 81% students showed their self confidence. This data gave the researcher information that in the next cycle the researcher had to motivate the students to be more enthusiastic and to have more selfconfidence in performing their spoken performance project.

In short, based on the result of cycle 1, actually the target had been accomplished. All students passed the minimum criteria of spoken performance, and 35 students gained very good social attitude. However the writer would like to know more whether Prosa ABGe teaching model really worked well.

In cycle two, the researcher found out that there was an increase of speaking performance ability. As it was written in table 6 that the class average of speaking assessment of cycle one with the topic of factual report of thing was 87,7. Then after the students experienced Prosa ABGe, the average increased to 88,6. The increase of average happened because during the process of learning and

Table 8. The students' attitude assessment at every element

Description/ Social Attitude elements	Enthusiastic	Polite	Care	Honest	Discipline	Self Confident	Responsible	kind
The amount of students gaining very good	26	36	35	34	33	29	33	36
Percentage	72,2%	100%	97%	94%	92%	81%	92%	100%

Table 9. The detail of the average of assessment result

Cycle	Elements assessed				Total
	Fluency, Pronunciation	Accuracy of grammar, vocab, generic structure	Clarity of ideas	Performance	
The average score in cycle 1	17,05	25,19	23,22	22,25	87,7
The average score in cycle 2	17,20	25,47	23,28	22,72	88,6
Total increase	0,15	0,28	0,06	0,47	0,9

Table 10. The detail of social attitude assessment

Description/ Social Attitude elements	Enthusiastic	Polite	Care	Honest	Discipline	Self Confident	Responsible	kind
The amount of students gaining very good	26	36	35	34	33	29	33	36
Percentage	72,2%	100%	97%	94%	92%	81%	92%	100%

finishing the project, the students interacted with each other in their group. This positive interaction strengthened the students capability in speaking, because the interaction was done in English. The improvement of their speaking capability increased their performance capability. The detail of the increase can be seen in Table 9.

Based on the table of the detail of speaking assessment of the students performance, the researcher found that there was an increase at every element. There was an increase of 0,15 at the element of Fluency and Pronunciation; 0,28 at the element of accuracy; 0,06 at the element of clarity of ideas; and 0,47 at the element of performance.

Meanwhile the social attitude assessment result as it is shown at table 7 has the detail that shows the improvement at every element. The detail is in Table 10.

Table 7 showed that both in cycle 1 and 2, thirty five students gained very good social attitude or SB. The detail of every social attitude element showed that enthusiastic had the highest increase, from 72,2% in cycle one to

86,1% in cycle 2. The element of self confident also increased from 81% to 86,1%, so did the element of responsible. It increased from 92 to 100%

Conclusions

Based on the data, the researcher concluded that Prosa ABGe teaching model could increase the XI MIPA 4 grader students' capability in speaking.

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