THE EFFECTIVENESS OF RECIPROCAL TEACHING STRATEGIS IN IMPROVING THE SPEAKING SKILLS

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Abstract: The purpose of this research is to find out whether reciprocal teaching is effective in improving the speaking skills of class VIII students of SMPN. 3 Mamuju. This study used Classroom Action Research methods which were carried out in 2 cycles, each cycle consisting of 4 stages, namely Planning, Action, Observation and Reflection. The subject of this research was students of SMPN 3 Mamuju class VIII-b, which consisted of 20 students. This research is useful for learning to speak, especially the discussion process so that it can be useful for obtaining input and efforts to improve students' speaking skills. The result of this research found that In cycle I, 7 out of 20 students (35%) which categories as law, got score more that 72 as Minimum Completeness Criteria (KKM). 18 out of 20 students (90.00%) which categories as success passed value of Minimum Completeness Criteria (KKM). This is proved by their participation in conversations and discussions, performance in front of the class, Pronunciation, Fluency, and confidence in Speaking. Moreover, the students were active and participated in the speaking teaching-learning process. Therefore it can be concluded that that the Reciprocal Teaching Strategy is effective in improving and maintaining students' speaking skills.

Keywords: Reciprocal Teaching Strategy, Speaking Skill, Speaking Achievement

1. INTRODUCTION

Speaking is the key to communication. For the students, the achievement of English speaking is an important measure of academic success. Many learners regard speaking ability as the measure of knowing a language. They regard speaking as the most important skill they can acquire and they assess their progress in terms of their accomplishments in spoken communication (hasibuan & fauzan ansyari, 2007). Speaking is the single most important aspect of learning a second or foreign language. The success of students in speaking is measured through the accuracy and fluency of their speaking ability. According to Harmer Speaking is using all the language at their command to perform some kind of oral task(jeremy harmer, 1988). The students should always practice in the classroom or out of classroom activities. They can express their ideas to other people by speaking.

In any language education program, it is not easy work for teachers or facilitators to create the spoken ability among their learners, especially the English with certain educational qualifications and appropriate strategies to achieve the goals of teaching. Learners correctly and accurately. Besides, it needs hard work, to be professional in teaching English (hasibuan & fauzan ansyari, 2007). A Teacher is supposed to be a model for his/her students by having good knowledge about the learning process as the basis of the teaching

and learning activity. How can the students be able to speak English, while the teachers do not use English as media of instruction. Based on preliminary observations made at SMPN 3 Mamuju regency, class VIIIb, the research determined 4 issues: the average student score is below the KKM standard score, students have not been able to express ideas/ideas in speaking, students lack confidence and enthusiasm in learning to speak, lack of students' speaking practice both at home and at school, and the teacher in carrying out learning activities is still one-way. Therefore we need an appropriate learning model to overcome this. One of the appropriate learning models to apply is Reciprocal Teaching.

2. LITERATURE REVIEW

2.1. The Concept of Speaking

Language has put up a number of definitions for speaking. The word "speak" is derived from "speak." The Oxford Dictionary defines the verb "speak" as "to say things; talk; to be able to use a language; to make a speech; to express thoughts; to express feelings; etc." Speaking is the verbal exchange of language with other people. Additionally, Hughes says that speech is interactive and that it achieves pragmatic goals through conversation with another language user(hughes, 2007). Speaking is a useful oral ability. It entails crafting intentional vocal phrases to communicate ideas. Speaking instruction is sometimes thought of as being straightforward (Imran, 2023). Around the world, commercial language schools employ untrained individuals to teach dialogue. Though speaking comes naturally to everyone, doing it in a language different than our own is everything from straightforward(nunan, 2003).

Speaking ability is important because being able to talk clearly requires both language knowledge and the capacity to absorb information and language "on the fly." In order to coordinate speaking turns and non-verbal cues, cooperation is necessary. It takes place in an emergency with little opportunity for careful planning. Fluency is therefore necessary to accomplish the conversation's purpose(j harmer, 2001). It's crucial to structure the conversation so that the listener can grasp what the speaker is saying. Because speaking is the earliest mode of communication, speaking is crucial for language learners. They must be able to communicate in life in English with accuracy, fluency, and acceptance(cameron, 2001).

3. METHODS

Classroom Action Research (CAR) is the type of study. Classroom action research is study that involves interviewing students to learn about the issues that arise in the classroom. The concept of classroom action research that the researcher will use is the concept of Kemmis and Mc Taggart because the steps in the action are simple, so it is easy for researchers to understand. Another consideration of using this model is that the problems encountered in the classroom require solutions through CAR. The basic concept model by

Kemmis & Mc. Taggart is the plan (planning) and continues to action (acting), observation (observing), reflection (reflecting).

4. RESULTS

4.1. Research Findings

Both qualitative and quantitative data are included in this study's data. The qualitative information came from observation logs and supporting paperwork. The quantitative information was derived from the average test results of the students. With 20 students, the VIII-B class provided the setting for this study. Two cycles of research were completed. Five action research phases (planning, activity, observation, and reflection) made up each cycle. The researcher set up a lesson plan based on the instructional materials in the plan. In order to determine whether any students' scores improved from the pretest to the post-test 1, the researcher also created the post-test 1. In practice, the researcher presented information to the students in cycles I and II before administering a test to ascertain the students' level of comprehension. Observations revealed that the students had trouble conversing. While some students in the class took their work seriously, others continued to make noise and annoy their buddies. In retrospect, just 7 students, or 35% of the class, passed the KKM, according to the post-test 1 findings. The researcher then attempted to alter the course of action so that 72% of the class's students may pass the KKM by completing cycle II. Students in cycle II had a considerable improvement in their pretest, posttest 1, and posttest 2 scores. The researchers chose to end the Class Action after they reached their research goal, when at least 72% of students passed the KKM. research because it's effective.

There were 68.25 students on average. 7 students were successful, or 35.00% of them. On the other hand, 13 students received a failing grade, or 65.00%. After the cycle's test, I was classified as unsuccessful. The normal range of success criterion (SKM) minimum result was >72. Based on the results of the students' speaking abilities in cycle 1, there was an increase in the mean score of the students from the speaking abilities of the students in the preliminary research to the speaking abilities of the students in cycle I. From the preliminary study, the mean score for the average Y1 class went from 52 to 68.25, or from 1 student to 7 kids who passed with a score higher than the Minimum Mastery Criterion. It denotes a mean score improvement of 3.12%. Speaking ability among students during an English session on the subject of everyday activities was rated as inadequate; thus, cycle II must be improved in order to raise student performance scores. The average student score was 76.75. 18 students out of the total received a success score, or 90%. On the opposite side, 2 students received a failing grade, or 10%. One may draw the conclusion that the students' speaking skills improved.

5. DISCUSSION

Researchers will talk about the research results that have been reported in this study and how they relate to the hypotheses from the previous chapter. The effectiveness of the reciprocal teaching technique to enhance students' speaking is the subject of this study. According to the findings of the study, using a reciprocal teaching style can help students' speaking abilities. English speaking is a skill that should be mastered. Harmer claims that speaking involves employing every language at one's disposal to carry out some sort of spoken job. To be able to communicate their thoughts to others, students need to practice speaking both within and outside of the classroom. Students can talk more actively by adopting the reciprocal technique since it demands them to participate in class more than the teacher does. Because the instructor knows how to manage the class and get everyone involved, this reciprocal teaching style is successful or may be used to teach speaking. In addition, this teaching method makes it simple for students to comprehend teachings.

In this part, the researcher used three students as models with varying abilities: AD, HAS, and NC kids. Prior to using the reciprocal teaching approach with the first student, AD, the researcher discovered that AD's value was lower than the KKM value of 72. The AD value had not yet achieved the KKM with an acceptable categorization (vocabulary, grammar, fluency, and pronunciation) in cycle 1 after the researcher had used the reciprocal teaching approach. The researcher discovered an improvement in student scores with a good categorization (vocabulary, grammar, fluency, and pronunciation) after executing cycle 2. When the reciprocal teaching strategy was used with the second student, HAS, the researcher discovered that his or her score was lower than the KKM score of 72. The HAS score in cycle 1 had not yet attained the KKM with an acceptable categorization (vocabulary, grammar, fluency, and pronunciation) after the researcher had used the reciprocal teaching approach. The value of the good categorization (vocabulary) increased after cycle 2, but the researchers only observed fair results for the other indicators (grammar, fluency, and pronunciation). The third student, JU, had a score that was lower than the KKM value of 72 prior to the reciprocal teaching approach being used, according to the study. The JU score had attained the KKM in cycle 1 after the researcher used the reciprocal teaching approach, with acceptable categorization (vocabulary, fluency, and pronunciation) but fair in one indication (grammar).

The study discovered a rise in the grammatical indicator to after cycle 2. There are prior researchers in line with this work. The first is a 2016 study by Sintya Arum Mutiara Sari Ointu titled "Effectiveness of the Reciprocal Teaching Strategy in Improving Students' Speaking Skills." According to the study's findings, students' speaking abilities can be enhanced using reciprocal teaching techniques. The proportion before and after the reciprocal teaching technique was used shows this. After receiving therapy, all kids' speaking abilities went from 45.33% to 46.66%. The second is Wulandari, Desi (2013),

with the title Using reciprocal teaching strategies to enhance class VIII students' reading comprehension of recount narratives. The study discovered that from cycle 1 to cycle 2, students' reading comprehension of recall texts improved. According to the justification, students in class VIII b at SMPN. 3 Mamuju received speaking skill instruction employing reciprocal teaching methodologies, as can be seen from the table in cycles 1 and 2. Thus, it can be concluded that the reciprocal teaching approach is successful in enhancing the speaking abilities of SMPN class VIII-B students 3 Mamuju.

6. CONCLUSION

Speaking is an important skill that must be mastered by students because by speaking students can convey their ideas. Speaking is a process of pouring ideas in the form of utterances. the benefits that can be obtained by students include the ability to speak in public, ideas or opinions, train leadership skills that will have a good impact on the future of students. To be able to improve students' speaking skills, the researcher chose to use the reciprocal teaching strategy because the reciprocal teaching strategy method requires students to be more active than the teacher in the class. Reciprocal teaching strategy is effective for improving students' speaking skills, which can be shown by the score they get (reaching KKM). Furthermore, from student responses to teaching and learning activities during Classroom Action Research (CAR). It can be concluded that students like the Reciprocal teaching strategy. This is evidenced by their participation in class conversations and discussions, appearance in front of the class, pronunciation, fluency, and confidence in speaking. The students were more active and participated in the speaking teaching-learning process. Therefore, the reciprocal teaching strategy can be an alternative strategy for teachers in teaching speaking which can improve and maintain their speaking skills. . In cycle 1, seven students out of twenty students scored KKM. In cycle 2, eighteen out of twenty students passed the KKM. From the explanation can be concluded that the reciprocal teaching strategy is effective in improving the speaking skills of class VIII-B students at SMPN. 3 Mamuju

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