

BROADCASTING: AN ALTERNATIVE TO SUPPORT SPEAKING SKILL ACHIEVEMENTS

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BROADCASTING: AN ALTERNATIVE TO SUPPORT SPEAKING SKILL ACHIEVEMENTS

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Abstrak: Penelitian ini bertujuan untuk mengetahui implementasi tehnik *broadcasting* terhadap kemampuan berbiacara mahasiswa. Penelitian di dasarkan pada masalah rendahnya nilai bahasa inggris mahasiswa pada *skill* berbicara yang di sebabkan oleh rendahnya motivasi, keterbatasan penguasaan kosa kata, maka penelitian menggunakan pendekatan pendidikan berbasis proyek sebagai usaha untuk mengatasi masalah yang di hadapi oleh mahasiswa bahasa inggris angkatan 2014. Penelitian ini dilakukan dalam 2 tahapan, mahasiswa diberi sebuah proyek untuk membuat video *broadcasting* dalam kelompok kecil yang terdiri dari 3 (tiga) mahasiswa. Penelitian ini menggunakan teori Kemmis dan McTaggart (2000) dan Tennoe, Henssonow, Surhone (2010) untuk menjawab pertanyaan bagaimana pelaksanaan pembelajaran berbasis proyek dengan tehnik *broadcasting* dapat meningkatkan kemampuan berbicara mahasiswa secara signifikan. Hasil pada siklus 1 menunjukan bahwa nilai mahasiswa tidak terlalu berkembang sesuai dengan skor yang di harapkan berdasarkan kriteria kesuksesan. Berdasarkan hal tersebut, maka penelitian di lanjutkan pada siklus kedua, dan pada tahapan ini mahasiswa menunjukan perubahan yang signifikan. Pada tahapan tersebut, ada sebanyak 82% mahasiswa yang mendapatkan nilai sesuai dengan kreteria kesuksesandan 18% mahasiswa mendapatkan nilai 78. Dengan kata lain, implemenasit ehnik *broadcasting* dengan sangat signifikan meningkatkan kemampuan belajar mahasiswa.

Kata Kunci: *Broadcasting, Project Based Learning, speaking skill*

Abstract: This present research is aimed to know the implementation of broadcasting technique towards students speaking skill achievements. Due to the low English speaking score, less motivation and limited English vocabulary acquire, this research is conducted by employing a project based learning method to overcome those problem faced by the students of 2014. The students are given a project to make a video broadcasting in which they are divided into some small group which consists of three students; this research is conducted in two cycles. The theory of Kemmis and McTaggart (2000) is employed to reveal the question of how the implementation of project based learning with broadcasting can significantly improve students speaking skill achievements. In addition, the result of cycle one show the students score is not significantly achieve the expected score based on the criteria of success standard. Further, this research is conducted to the following cycle, in this cycle 2 students showed the change. There are 82% students who attain the minimal score of criteria of success and 18% students who reach the bottom score of 78 point. As the result, the implementation of broadcasting technique is significantly improving students speaking achievement.

Key Words: *Broadcasting, Project Based Learning, speaking skill*

INTRODUCTION

As the current need to face changing and digital era, the English mastery is a must for mobile person. In many fields, profession and event education setting require the mastery of international language, in which English becomes one of them. Determining ones mastering English can be easily measured from the language choice (diction), fluency in speaking and critically delivered opinion. In fact, those aspects are detected well in oral presentation instead of mediated one. Today, worlds agreed that in seeking job, enrolling further study or even simply proposing a scholarship, the candidate or nominee are required to have a TOEFL certificate or other document that approved the English mastery. The minimal score or limit of TOEFL is 500 or 5.0 for IELTS test. By considering the current issue, students of STKIP PGRI Jombang are also required to do so, thus, one of the parameter or material in the test is English speaking skill mastery. Since then, the institution past the policy that speaking is given to the student started from IC speaking to Speaking 3 (argumentative speaking).

The phenomena arose among the student in learning process is that most of students score is on demand and/or below standards. On the basis of the observation, the low score caused by some factors; students' low motivation which is affected from the limited vocabulary mastery, inaccuracy of pronunciation that lead different meaning. Further, the monotonous learning process; teacher are not effectively and creatively delivered the material then make student to feel bored quickly. In addition, the employment of out of date learning media and learning technique is the last factor that makes students score is poor.

Come from the phenomena above, this present research is conducted to STKIP PGRI Jombang students who take speaking 3 class. Virtually, this current research come to reveal the implementation of project based learning with broadcasting technique as alternative to support students

speaking skill especially in speaking 3 (argumentative speaking)

I. Theory

This present research conducted with two major theoretical based; project based learning (one of the best practice learning approach) and broadcasting. Further, they are elaborated well afterwards;

Project Based Learning

Best practice is introduced by the expert in early of 2000'; this new learning approach comes with various techniques which required teacher creativity and student involvement. There are many types of best practice include problem based learning, project based learning, cooperative learning and contextual teaching learning. Project based learning approach deals with a learning process in which involve student to be engage in a certain project as a learning media. This approach also known as one of the learning strategy to encourage student creativity and critical thinking, engaging them in problem solving, interact in team work through project-based learning (PBL) (Thomas, 1999; Esche, 2002; The George Lucas Educational Foundation, 2005; Turgut, 2008).

Basically, Project based learning performed by following some steps; questioning, planning, scheduling, monitoring, assessing and the last is evaluating. The steps are held in sequent and hierarchically.

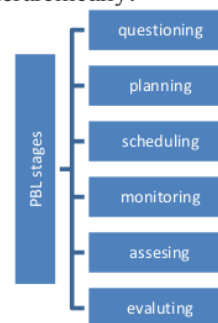


Figure 2.1 The Stages of BPL

The application of the project based learning deals with this present research is throughout six stages. The first step is questioning, it deals with the process of

determining the materials, steps and needs during the project. The group might accomplish the success due to well managed preparation. Planning is the second step of this project; deals with measuring the time scheduling, the job descriptions, and the news materials or reportage. Scheduling is the third step of this present research; in this stage the students arrange the schedule to finish the project in time. In fact, students are given time about 3 weeks to finish the project.

In line with the main goal of this approach, this present research also required students' creativity and involvement. It means that the teachers only need to monitor and assess the students' achievement during the project. At last, this research is ended with evaluation; it done by the teacher to measure whether the project is accomplished well based on the plan and schedule.

Broadcasting

Transmitting or delivering information worldwide massively is also known as broadcasting. It, then, defines as a process to communicate or spread particular information (Henneke: 2003). In term of broadcasting information, there are some modes; News anchor, TV reporter, host, and many others. In fact, those professions deal with public speaking skill that must be owned.

In spite the public speaking skill, the portage also must have some other skills; Knowledge base, Ability to process new information, Ethical compass, Command of the language, Interviewing finesse, Mastery of multitasking, Appreciation of all roles, Accurate sense of timing. In line with those criterion, the application of this technique in this present research is also lead students to have the skill event in a small percentage since it become the very first experience for them.

METHOD

The implementation of broadcasting technique is aimed to support students speaking achievements. This means that the method do discover the research question is

by blending the design of action research (Kemmis&McTaggart:2000) and project based learning. As known that the classroom action research is executed by doing some basic stepsthat initiated with preliminary study to figure the problem faced by the students out. Above all, the very early stage, the researchers measure the students' competence by interviewing them randomly and followed by the steps are; planning, implementing, observing and reflecting. Further, in stage one, planning, the researcher prepared the lesson plan based on the syllabus and also prepared the instrument of the research. In implementing the technique of broadcasting, the researcher do some steps due to the project based learning also have its own stages as followed; questioning, planning, scheduling, monitoring, assessing and the last is evaluating. The next stages is observing, in this stage the researcher do monitoring and assessing process to the students. Those stages are ended with the reflection (evaluating) to determine the student's achievements and decide whether the research is continued or followed by cycle 2. This can be done after the researcher know the students result or score in cycle one.

FINDING

The result of cycle 1

This present research is conducted in two cycles; the first cycle is conducted within two meetings at 23rdMei 2016 and 30thMei 2016 which is preceded by observation and material at 9th and 16th Mei 2016. In observation process, the researcher is assisted by the lecturer to find out the students achievement before the application of broadcasting technique in the process. Having known the result the researcher delivers the material and guideline to do the project with the technique. At the end of the research, the students are aimed to finish their documentary project to make portage based on the theme given. The students are divided into some small groups which consist of three students. The students are also given questioner to

measure their motivation in applying the broadcasting method. The questioner used likert standard which has the score 1 to 5 to show their motivation and agreement.

In addition, the students are monitored and assessed about two weeks (23rdMei 2016 and 30thMei 2016) and given chance to present their project achievement to finish their project to be the news anchor or TV host based on the lottery in the first meeting. In that occasion, the students might consult the obstacle they faced and the other group and lecturer give solution and suggestion.

At the end of the cycle one (27th Mei 2016) the students are required to submit their project. They presented the reportage and shared the final result of their documentary project. The researchers tabulate the data which taken from the students test and questioner. In fact, researcher found 2 basic conclusions; (1) The results of the learners involvement and activity which performed in cycle 1 is 63.63% with current criteria, and (2) The results of speaking test at the end of cycle 1 showed that students average value is 76.5 from the bottom limitof criteria of success 78.00. In addition there are only 53.8% of students who achieve the standard of criteria of success. The result drawn based on the score presented in table below:

Tabel 4 Speaking score

No.	Nama	Nilai	No.	Nama	Nilai
1	WSR	72	21	KK	68
2	YDY	75	22	LAN	79
3	ZI	81	23	LB	80
4	LK	79	24	MN	84
5	AN	70	25	MIF	74
6	ALM	78	26	NS	80
7	AC	80	27	NM	81
8	AI	81	28	NUH	69
9	AAA	74	29	OR	83
10	BVF	82	30	PRA	81
11	DRP	80	31	SP	78
12	DPS	74	32	SDA	68
13	DDI	74	33	SWR	69
14	DTF	81	34	SA	77

15	EK	80	35	TK	68
16	EDS	79	36	ZQR	84
17	FVI	70	37	HNIP	68
18	IA	80	38	RFHW	80
19	IFM	80	39	AF	68
20	IMM	81			

As the result, the researcher concluded that the student still need more time to practice and try the technique of opening and closing the program, interviewing the interviewees, and delivering news. Thus the researchers need continuum study to make the aim of the research accomplished in cycle 2.

The result of cycle 2

In this cycle 2, the research is conducted in two meetings on 6th June 2016 and 13th June 2016. In each meeting the researchers enforce and encourage students' confidence and motivation in finishing the project. The video of reportage are given many times as reference to be a good news anchor and reporter.

By doing so, the researcher found the students creativity rose up and positively change their attitude. It can be determined from the pronunciation production; language choice and their grammatical structure are appropriately arranged.

Based on the results of students' speaking test, there is a better improvement than the average value of students speaking score in preliminary study. The speaking score on preliminary study was 72, meanwhile, the students speaking score at cycle one was 76.5. In addition, this score is positively increase in cycle two that show students speaking score is 81.3. In addition, the data obtained from the speaking students in the second cycle showed that there were 32 students (82%) achieved the success criteria (78), and 7 (18.0%) achieved fewer than 78. This suggests that the results of student achievement speaking skills in the second cycle has met the criteria of success, which takes 75% of the students who got more of the same as the criteria for success.

In clear statement, those explanations are resumed in the following table.

Table 5. the mean score in each cycles

No	Aspek	Penilaian awal	Siklus	
			1	2
1.	Hasil nilai speaking mahasiswa	72	76,5	81,3

Based on the elaboration above, it can be concluded that the application of broadcasting technique in cycle 2 is success and the research is aimed its goal. In other word, this research is finished within two cycles only.

CONCLUSION

Lastly, this research come to the conclusion that in implementing project based learning for speaking skill is definitely awesome for students' achievements. Broadcasting comes as the solution to overcome the students' low motivation in learning English since the students are situated as an artist and given a great chance to plan, do, and execute the project based on their own stages in the group. Being a presenter, news anchor or other front liner profession is such a big dream for some student. By feeling at ease, the students do their project well and it is proven with the score they reach in speaking skill. The students accomplish the project with the score of 81.2 (82%) and other students attain 78 (18%).

In other word, in this present research the implementation of project based learning with broadcasting technique is successfully and significantly improves students speaking skill.

Further, based on the data finding, the researcher also made suggestion related to the research; avoid teacher centered learning model, encourage students' motivation and confidence by involving the certain project.

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