

INCREASING STUDENTS' SPEAKING ABILITY THROUGH CLAMSHELL TECHNIQUE

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Abstrak

Tujuan penelitian ini adalah untuk mengetahui apakah teknik *Clamshell* dapat meningkatkan kemampuan berbicara siswa, dan aspek apa yang paling dipengaruhi oleh teknik ini. Peneliti menggunakan desain *pre-test* dan *post-test* dalam penelitian ini. Setelah meneliti siswa kelas XI di SMAN 1 Talangpadang, ditemukan bahwa ada peningkatan yang signifikan dalam kemampuan berbicara siswa. Data tersebut menunjukkan bahwa nilai rata-rata membaik dari 50,5 (*pretest*) ke 64 (*posttest*) dan nilai signifikansi 0.000 dan tanda $<\alpha$ ($0,000 < 0,05$). Kefasihan mendapat kenaikan tertinggi di mana nilai rata-rata meningkat dari 9,5 (*pretest*) sampai 13 (*posttest*). Dapat dikatakan bahwa teknik *Clamshell* dapat meningkatkan kemampuan berbahasa siswa dan kefasihan menjadi aspek yang paling dipengaruhi oleh teknik *Clamshell*

The purpose of this study was to determine whether Clamshell technique can improve students' speaking ability, and what aspect was most influenced by this technique. Researchers used the design of pre-test and post-test in this study. After doing research on XI grade students at SMAN 1 Talangpadang, it was found that there was a significant improvement in their speaking ability. The data shows that the average value improved from 50.5 (pretest) to 64 (posttest) and the significance value 0.000 and $\alpha < 0.05$. Fluency got the highest increase in the average value from 9.5 (pretest) to 13 (posttest). The results showed that the Clamshell technique can improve students speaking ability and fluency is most influenced by Clamshell technique.

Keywords: *clamshell learning, fluency, speaking.*

INTRODUCTION

As we know that the main function of language is a means of communication, people are forced to be able to use it for communication. To succeed in communication with people from different country, people need to use English as a means of expressing

messages. According to Chaney (1998:13), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Since English has been the one of the international language, speaking is needed to be taught. In teaching speaking we can use various fun and effective methods and techniques to attract students' interest. So, the students will learn English without being forced by the teacher.

Based on researcher's pre observation in SMAN 1 Talangpadang, it was found that the students had problems in speaking. The students only got the passive skills from their teacher while the active skills they got was only writing so students can understand the English but they cannot use it for daily communication because students were not accustomed to using it. Goh (2007:ii) says that although speaking is now an essential part of many language curricula, it is probably true to say that while it frequently occurs in class, speaking is less frequently taught. And the students itself are less motivated to learn. Most of them are going school just to do their task as students.

One technique known as Clamshell can be chosen to attract students' attention in teaching and learning activity. As its technique are named, based on the way the clamshell made the pearl in their body by inserted/being inserted something into the body to stimulate the production of something more precious like a pearl. Through clamshell technique, we can give the student some issue and they have to share their idea in simple speech form. Steps of clamshell technique require students to have little knowledge about the material. So, the empty crack of knowledge will occur.

Curiosity will encourage the students to fulfill this crack of knowledge with high enthusiasm. This intrinsic motivation may encourage the student to optimize their time of study. We can say that clamshell can provide the students an idea or maybe some so they can see through it and learn how the language should be used. It will explore their speaking ability by using their own idea to speak as in the society. One thing the teacher should convince the students that there is no such a difficult thing if we learn. Hanifah (2013:55) says “Clamshell learning’s are learning model that emphasizes the effort that students have basic knowledge on the basis of competencies and indicators that became the theme of learning”. Hopefully, clamshell learning model of teaching will be able to increase students’ self-confidence and motivation in learning English.

From the background problems and theories that have been explained above, the researcher formulates the research question as follow:

1. Can Clamshell technique be used to improve students’ speaking ability?
2. What aspects of speaking are most affected after being taught by using Clamshell technique in speaking class?

METHOD

This research was designed as a quantitative research. In order to know whether Clamshell technique can increase speaking ability of the student or not, the researcher used one group pre-test and post-test design. It is conducted using one group pretest posttest design. The result is gotten from the comparison of the two tests (pre-test and post-test) (Setiyadi, 2006:170).

The population of this research was the second grade of SMAN 1 Talangpadang. The researcher used one experimental class to be treated. The population selected by using random technique sample. The researcher chose the class that has moderate score in English subject.

This research used two instruments namely pre-test, post-test in order to answer the research questions. There were one pre-test and one post-test in this research. Between the two tests there were treatments held in three meetings. In this research, the learning materials were focused on monologue reporting speech. All students were asked to speech in order to maintain their speaking ability and as elf-confidence. Specifically, this study investigates whether students' speaking ability improve or not through monologue speech.

The procedures of this research were first, preparing the lesson plan. Second, preparing the material. Third, administering pre-test. Fourth, conducting treatment. Fifth, administering posttest. The last, analyzing the test results. The analysis of the results was aimed to know whether Clamshell Technique can improve students' speaking ability significantly in each aspect or not. The researcher analyzed the data by using SPSS.

Hypothesis of this research was:

H^0 : Clamshell technique can improve students' speaking ability
 H^1 : Clamshell technique cannot improve students' speaking ability

If the significant > 0.05 , H_0 is accepted, but if the significant < 0.05 , H_1 is accepted.

RESULT AND DISCUSSION

The research used pre-test and post-test as the instruments to collect the data. The test was speaking test. The researcher scored the students speaking ability used the Oral English Rating sheet proposed by David Haris (1974: 84). The whole result of pre test was explained in the following table.

Table. 1 The whole Result of Pre Test

| Score | Frequency | Total | Percent |
|---------|-----------|-------|---------|
| 20 | 1 | 20 | 3.125 |
| 28 | 2 | 56 | 6.25 |
| 36 | 2 | 72 | 6.25 |
| 40 | 6 | 204 | 18.75 |
| 44 | 3 | 132 | 9.375 |
| 48 | 3 | 144 | 9.375 |
| 52 | 2 | 104 | 6.25 |
| 56 | 3 | 168 | 9.375 |
| 60 | 2 | 120 | 6.25 |
| 64 | 3 | 192 | 9.375 |
| 68 | 2 | 136 | 6.25 |
| 72 | 1 | 72 | 3.125 |
| 80 | 2 | 160 | 6.25 |
| Total | 32 | 1616 | |
| Mean | 50.5 | | |
| Minimum | 20 | | |
| Maximum | 80 | | |

We could see from the table that the mean of the student's speaking test result was 50.5 and the maximum score in the class was 80 while the minimum score of the class was 20. The table above also shows that students who got 20 were 1 student. The students who got 28 were 2 students. The students who got 36 were 2 students. The students who got 40 were 6 students. The students who got 44 were 3 students. The students who got 48 were 3 students. The students who got 52 were 2 students. The students who got 56 were 3 students. The students who got 60 were 2 students.

The students who got 64 were 3 students. The students who got 68 were 2 students. The students who got 72 were 1 student. The students who got 80 were 2 students. In the test we also have aspects which used as a basic foundation to score the students' speaking ability and each of aspect also had score. The whole result of pposttest was explained in the following table.

Table.2 The whole Result of Post-test

| Score | Frequency | Total | Percent |
|---------|-----------|-------|---------|
| 40 | 2 | 80 | 6.25 |
| 44 | 1 | 44 | 3.125 |
| 48 | 3 | 144 | 9.375 |
| 52 | 2 | 104 | 6.25 |
| 56 | 3 | 168 | 9.375 |
| 60 | 3 | 180 | 9.375 |
| 64 | 6 | 384 | 18.75 |
| 68 | 3 | 204 | 9.375 |
| 72 | 1 | 72 | 3.125 |
| 76 | 2 | 152 | 6.25 |
| 80 | 4 | 320 | 12.5 |
| 96 | 1 | 96 | 3.125 |
| 100 | 1 | 100 | 3.125 |
| Total | 32 | 2048 | |
| Mean | 64 | | |
| Minimum | 40 | | |
| Maximum | 100 | | |

We could see from the table that the mean of the student's speaking test result in Post-test was 64 and the maximum score in the class was 100 while the minimum score of the class was 40. The table above also shows that students who got 40 were 2 students (6.25%). The student who got 44 was 1 student (3.125%). The students who got 48 were 3 students (9.375%). The students who got 52 were 2 students (6.25%). The students who got 56 were 3 students (9.375%). The students who got 60 were 3 students (9.375%). The students who got 64 were 6 students (18.75%). The

students who got 68 were 3 students (9.375%). The student who got 72 was 1 student (3.125%). The students who got 76 were 2 students (6.25%). The students who got 80 were 4 students (12.5%). The student who got 96 was 1 student (3.125%). The student who got 100 was 1 student (3.125%). In the test we also have aspects which used as a basic foundation to score the students' speaking ability and each of aspect also had score.

From the table above we can see that there was improvement in students' speaking ability. Based on the results above, researcher analyzed the significance of the improvement from pre-test and post-test. The data were analyzed by using SPSS. It shows that the significant was less than 0.05. The table of t-test result can be seen as follows:

Table.3 t – test Result of Pretest and Posttest

| | | Paired Samples Statistics | | | |
|--------|----------|---------------------------|----|----------------|-----------------|
| | | Mean | N | Std. Deviation | Std. Error Mean |
| Pair 1 | posttest | 64.0000 | 32 | 14.58236 | 2.57782 |
| | pretest | 50.5000 | 32 | 14.81934 | 2.61971 |

| | | Paired Samples Test | | | | | | | | |
|--------|--------------------|---------------------|----------------|-----------------|-------|---|-------|----|------|-----------------|
| | | Paired Differences | | | | 95% Confidence Interval of the Difference | | t | df | Sig. (2-tailed) |
| | | Mean | Std. Deviation | Std. Error Mean | Lower | Upper | | | | |
| Pair 1 | pretest - posttest | 13.5 | 11.528 | 2.0379 | 9.343 | 17.656 | 6.624 | 31 | .000 | |

Null hypothesis is rejected if $t\text{-value} > t\text{-table}$ with the level of significance at <0.05 . From the data above, it could be seen that $6.624 > 2.045$ and $0.00 < 0.05$. Therefore, for the hypothesis, the null hypothesis was rejected and the research hypothesis was accepted. It means that there was an improvement of students' speaking ability after the implementation of Clamshell Technique in teaching speaking.

Then, to see in what aspect of speaking is mostly affected by Clamshel Technique, the researcher compared the mean score of students' speaking test in each aspect as can be seen on the table below:

Table 4. The Increase of Students' Speaking in Each Aspect

| Aspects of Speaking | Pretest Score | Posttest Score | The increase |
|---------------------|---------------|----------------|--------------|
| Pronunciation | 10.875 | 13.375 | 2.5 |
| Fluency | 9.5 | 13 | 3.5 |
| Grammar | 9.75 | 12.875 | 3.125 |
| Vocabulary | 10.125 | 12.25 | 2.125 |
| Comprehension | 10.25 | 12.5 | 2.25 |

From the table above we could see that the mean score of each aspect as improved after Clamshell had been implemented in class. The first improvement came from Fluency which is the mean score improved from 9.5 to 13. It was the highest improvement in this research. On the pretest, students could not perform their fluently because they had low confidence to perform the monologue. However, after Clamshell was implemented in class, the students can practice their speech by only speaking, it will increase their fluency and confidence. It was supported by Swain (1985) in Nation (1989) who says that in order to achieve peaking fluency as what a

native speaker has, a person should be “pushed” towards “the delivery of message which is not only conveyed, but also conveyed precisely and appropriately”.

The second aspect improved was grammar which is the mean score improved from 9.75 to 12.875. The researcher let the wrong grammar be, because if the researcher too concerned about correcting the error made by the students, they will be afraid to produce the speech. By letting the error unsolved, the researcher wanted to increase the student’s self-confidence. Lautser in Alsa (2006: 48) states Confidence is an attitude or feeling confident about their own abilities so that the individual concerned is not too worried in any action, be free to do things favored and are responsible for all actions committed, warm and polite in interacting with other people, can accept and respect others, have encouragement and may know the advantages and disadvantages of self. So the students won’t be afraid to produce the speech because of their good self-confidence and good self-motivation in studying English. But sometimes they finally notice about some error in their grammar.

The third improvement occurred in pronunciation aspect which is the mean score improved from 10.875 to 13.375. The pronunciation also had no significant improvement because it was still affected by the mother tongue so do about their vocabulary. For comprehension aspect, the mean score improved from 10.25 to 12.5. The comprehension was slightly increased because it was had been well in the first place so the range of improvement was not as wide as the other aspects. The last aspect that achieved improvement was vocabulary which is the mean score improved from 10.125 to 12.25. It was the lowest improvement in this research.

Finally, we can conclude that Clamshell technique can be a good technique of teaching to increase students speaking ability. The result showed a positive increase in students' speaking ability development. The errors occurred during the research can be fixed by giving them longer treatment so; they have more time to develop their skills.

CONCLUSIONS

Based on the findings in the fields and from the statistical report in the last chapter, some of conclusion can be drawn as follows:

1. There were significant improvements found in the research. It can be seen from the statistical report in the chapter before. The t-value in this research was more than t-table and the significance score was less than 0.05. There were significant improvements in all aspects of speaking. It shown from the t-table of every aspect which has bigger value than t-table sand the significance was less than 0.05.
2. The most significance increase among all aspects is fluency. It shown from the gain of each aspect. Fluency became the aspect which is most significantly increased by 3.5 gains.

SUGGESTIONS

Referring to the conclusion above, the researcher's suggestion can be listed like the followings:

- The teacher should give more attention to the students who has difficulties in English. For example: The teacher can ask the students to practice how to pronounce the word.

- The English teachers who want to apply Clamshell are suggested to focus on certain aspects of ability to increase. It is done in order to ease the students. If the teachers do not focus on certain aspects of ability, the students will get confused since there are aspects of ability that they have to look for.
- Don't too often correct student's grammatical errors in order to improve their confidence. The more confidence of students, the bigger the chance of this technique objective to be succeeded.

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