TEACHING SPEAKING THROUGH INFORMATION TRANSFER TASK AT THE SECOND GRADE STUDENTS OF SMPN 3 BATANGHARI EAST LAMPUNG

(A Classroom Action Research)

By

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UNIVERSITY OF LAMPUNG

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2016

ABSTRACT

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This research was conducted based on the problems faced by the second grade students of SMPN 3 Batanghari East Lampung and also from the result of the pretest that was conducted by the researcher. The problem was the low speaking ability of the students and also the low marks of students speaking ability in the pretest. For that reason, the researcher did a classroom action research which covered students speaking ability and also students' perception of leaning English. The objectives of this research were to find out about the improvement of students' speaking ability after applying information transfer task and also students' perception of teaching learning process through information transfer task. This classroom action research was conducted at SMPN 3 Batanghari East Lampung. The subjects of this research were the students of second grade (8-2 class) in the academic year 2015/2016.

This research was a classroom action research which was done in two cycles. Each cycle of this classroom action research consisted of four stages they were planning, action, observation and interpretation, and analysis and reflection. In this research the researcher helped by the English teacher of SMPN 3 Batanghari as the collaborator in this classroom action research. In this research the researcher applied information transfer task in the speaking class and used oral descriptive text as the material in this research. In doing the research the researcher also applied two teaching medias they were picture and chart which helped the students to transfer the information from these media into oral language.

The result of the research showed that: first there is significant increase of students' speaking achievement from the pre-observation test to first cycle until the second cycle. In the pre-observation there are 11 students (42.30%) whose score are up to 70, nevertheless after conducting the first cycle, the students' speaking achievement

increased approximately 17 students (65.38%) scores are up to 70. It means that there is an improvement in students' speaking achievement, about 23.08%. However the result of the first cycle had not fulfilled the research indicator, so the second cycle was conducted. After conducting the second cycle the number of students who scored 70 or more is about 22 students (84.61%). It means that there is an improvement in students' speaking achievement at the second cycle, about 19.23%. Then, the total improvement of students' speaking ability from pre-observation to cycle two is about 42.31%.

In the learning process, it can be seen that the students were satisfied with teaching learning process through information transfer task. It can be seen from the result of students' perception questionnaires that showed at least 20 students (81.15%) stated that they followed the activities in the teaching learning process and they were satisfied with it.

From the data above, the researcher concludes that there is significant improvement in students' speaking ability achievement after applying information transfer task.

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AT THE SECOND GRADE STUDENTS OF SMPN 3
BATANGHARI EAST LAMPUNG

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A Classroom Action Research

Submitted in a Partial Fulfillment of

The Requirement for S-1 Degree

in

The Language and Arts Department of

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FACULTY OF TEACHER TRAINING AND EDUCATION

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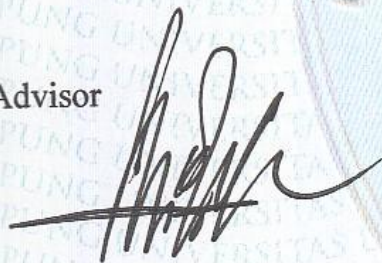
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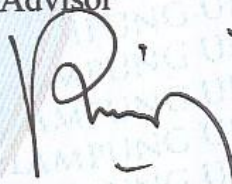
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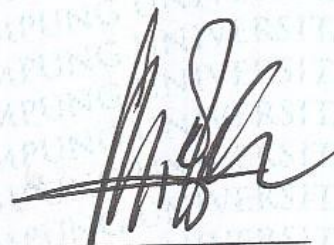The Chairperson of
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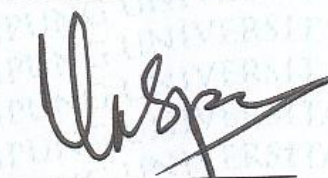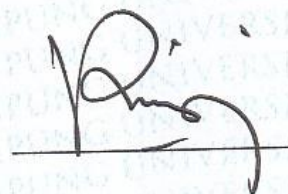**ADMITTED BY**

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CURRICULUM VITAE

Rifka Arina Ruantika was born on February 3rd, 1993 in Kalirejo. She is the second child of the greatest parents, Drs. Rumsin and Marhanah, S.Pd. She has one beloved brother named Denny Satriyawan, A.Md. and one sister in law Prisilia Anggun Larasati, S.Pd.

After studying at TK Aisyiah, she continued her study at SDN 6 East Metro and graduated in 2005. After that, she continued her study at SMPN 4 Metro and graduated in 2008. Then, she continued her study at SMA Kartikatama Metro and finished her study in 2011.

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DEDICATION

By offering my praise and gratitude to Allah SWT for giving His never ending blessings to me, this script is proudly dedicated to:

- ❀ My beloved Father, Drs. Rumsin.

- ❀ My beloved Mother, Marhanah, S.Pd.

- ❀ My beloved Brother, Denny Satriyawan A.Md.

- ❀ My beloved Sister in Law, Prisilia Anggun Larasati, S.Pd.

- ❀ My beloved Niece, Mikhayla Adean Azzahra.

- ❀ My lovely comrades, The Strangers & SHINee's Girls.

- ❀ My Almamater, University of Lampung.

MOTTO

"Chase your dreams as far as possible, but never forget the path that

will lead you home again"

(Rifka Arina Ruantika)

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Gratitude and honor are addressed to all people who have helped and supported the writer for the completion of this script. Since it is necessary to be known that this script will never come into its existence without any supports, encouragements and assistances from several outstanding people, here the writer would like to address her gratitude and honor to:

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Hopefully, this script will give a positive contribution to the educational development and also for those who want to carry out further research. The writer is completely aware that this script is far from the perfection. Therefore, constructive input and suggestion are expected to compose better script in the future.

Bandar Lampung, June 2016

Rifka Arina Ruantika

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I. INTRODUCTION

This chapter explains the introduction which deals with several points: background of the research, research questions, objectives, uses, scope and definition of terms.

1.1. Background

As a teacher, improving the quality of his subject is really needed. By improving the quality of subject it also means that the quality of the teacher and the learner will be improved too. One of the ways that can be done by the teacher to improve the teaching learning process is through classroom action research (CAR). Classroom action research is the process through which teachers collaborate in evaluating their practice jointly, raise awareness of their personal theory, articulate a shared conception of values, try out new strategies to render the values expressed in their practice more consistent with the educational values they support, record their work in form which is readily available to and understandable by other teachers and thus develop a shared theory of teaching by researching practice (Elliott, 1991).

In this research the researcher was helped by the English teacher of SMPN 3 Batanghari as the collaborator or partner in conducting the research. Based on the informal interview with the English teacher, she said that most of her students

were having low ability in the speaking skill. It could be seen by their low mark of the speaking test and also from their activities during teaching learning process of speaking class because the students often found a lot of difficulties to speak or tell their ideas in front of the class. Beside that the researcher also did pre-observation to set students' base line, then the result of the pre-observation test showed that most of the students in the chosen class having low speaking ability.

Based on the researcher's experience in PPL programs speaking was the language skill that was hard to be mastered by the students since the students will feel a lot of pressure when they speak in front of the class. Speaking is one of the language skills which is very important in English teaching. Having a good speaking ability will make the students easier to express their ideas and messages but one who is lack in speaking ability will get trouble in those. In English learning a learner has to master four basic skills of language they are listening, speaking, reading and writing. Mastering speaking is very important for someone because in speaking the speakers will send their ideas and message to someone and these ideas or messages must be understandable and meaningful so the addressee will understand the messages or ideas that are sent by the speaker without misunderstanding. That is why the students really need to master speaking skill in order to express their ideas or arguments well so they can easily communicate with teachers, friends or even the foreigners.

Language skills can be divided into two types based on the process they are, active skills and passive skills. Active skills are the language skills that involve someone to produce the language meanwhile passive skills are the language skills

that involve someone to receive the information of a language. The active skills of English are speaking and writing and the passive skills are reading and listening. We know that the main function of the language is as mean of communication and from that statement we can conclude that the active skills are more important than the passive skills. Because in active skills the learners are taught to produce a language which means that active skill (speaking) is in line with the main function of language that has been stated before.

The main purpose of learning a language is to be able to communicate well and it has been stated before that mastering speaking skill will make someone able to communicate well. So, we can conclude that speaking is the most important skill of a language that must be mastered by someone if she wants to master that language. There are five important aspects of speaking skill they are pronunciation, fluency grammar, vocabulary and comprehension (Harris, 1974). These five aspects should be trained and learned by the students so they can really master the speaking skill.

Because of those reasons we really need to improve students speaking skill which is really important for the students to master it in order to master English. However, the students usually face a lot of difficulties in mastering this skill. These difficulties might be caused by the learning technique that is used by the teacher in teaching learning process does not attract the students and makes them bored in learning speaking. Mostly, the teacher asks the students to speak directly or express their ideas in front of the class without a stimulus and gives a lot of pressure for the students. That is why the students speaking ability cannot be

improved since they talk under a lot of pressures and there is no media that can stimulate them to develop their ideas.

Those learning obstacles were also found at the second grade students of SMPN 3 Batanghari East Lampung. It was found when the researcher did a short interview with the English teacher of that school. She said that her students often face a lot of difficulties in her speaking class to express their ideas in front of their classmates. After the researcher asked the teacher about her teaching technique, she said that she did not use any technique in teaching speaking she just asks the students to express their ideas directly in every speaking class.

Concerning the explanations above, the researcher would like to conduct a classroom action research at the second grade of SMPN 3 Batanghari, East Lampung, since the purpose of CAR itself is to improve the quality of teaching learning process of a subject. The researcher also thought that the teacher should find an interesting technique that can attract students' attention and help them to master speaking ability without a lot of pressures and also can improve their activities in the teaching learning process of the speaking class. One of the techniques that could be applied by the teacher in improving students' speaking ability and activities during speaking class is through information transfer task.

Palmer (1982) states that information transfer task is an activity involving the reproduction of information either into a fully linguistic form, from diagrammatic or semi-diagrammatic form, or vice versa. During the transfer activity, the information remains the same but the form of information changes. For instance,

from linguistic form to non-linguistic, or vice versa. Nation (1988) also states that Information transfer is an excellent learning strategy for teaching English.

The researcher wanted to apply information transfer task as a teaching technique in the speaking class at SMPN 3 Batanghari East Lampung in order to improve students speaking ability and activity in the teaching learning process. Then, the researcher also wanted to prove that information transfer task is a good teaching technique that can be applied to the speaking class and can stimulate students' ideas to speak, improve their speaking ability and reduce students' nervousness in the speaking class.

There are some previous studies which used information transfer task as the learning technique for improving students' ability. For example a research that was conducted by Riyanti (2015) with the title Comparative Study between Students' Reading Achievement Taught through Information Transfer and Translation Technique. Based on her research, there was a significant difference of students' reading ability after being taught using information transfer. Beside that the research proved that information transfer technique was more effective than translation technique. Then, the other researcher was Yanti (2013), she conducted a research entitled Teaching Listening Comprehension on Dialogue Using Information Transfer Technique. Based on the result of her research at the pretest and posttest of listening test, showed that there was a significance difference between students' listening ability after being treated using information transfer task.

Those previous studies above showed that information transfer task can be applied as a good teaching technique that can improve students reading and listening comprehension. Based on those facts, the researcher wanted to apply information transfer task in the speaking class as a teaching technique for improving students' speaking ability. The researcher wanted to prove that information transfer task also could be applied at the speaking class and can improve students' speaking ability.

Based on the explanations above, the researcher wanted to conduct a Classroom Action Research entitled "Teaching Speaking through Information Transfer Task at The Second Grade Students of SMPN 3 Batanghari East Lampung".

1.2. Research Questions

Based on the background above, the research questions can be formulated as follows:

1. Is there any improvement of students' speaking ability after applying information transfer task?

2. What is students' perception of teaching learning process through information transfer task?

1.3. Objectives

Based on the research questions above, the objectives can be formulated as follows:

1. To find out whether students' speaking ability improve or not after applying information transfer task.

2. To find out students' perception of teaching learning process through information transfer task.

1.4. Uses

The results of this research are expected to be beneficial whether theoretically and practically:

1. Theoretically, this research may give additional contribution in case of education and it may verify the previous finding and theories about improving students' speaking ability through information transfer task.

2. Practically, the result of this research may give new information to English teacher that information transfer task can be used as an effective technique to teach and improve students' speaking ability. Beside that the teacher will know that they can create an effective class by applying information transfer task in their speaking class.

1.5. Scope

This research was conducted at SMPN 3 Batanghari, East Lampung with the second grade students as the subject of this research by implementing Classroom Action Research. The researcher applied information transfer task in this research to improve students speaking ability and their learning activities at the speaking class. The researcher used recording in order to know how information transfer task improves students' speaking ability and activity in teaching speaking process and to make objective evaluation. The materials for teaching media that were used in this research were taken from internet. The materials that were used in this

research were based on the curriculum of the school, which was KTSP and the material was oral descriptive text. There are five aspects that were observed by the researcher in this research those are pronunciation, fluency, grammar, vocabulary and comprehensibility.

1.6. Definition of Terms

In order to specify the topic of the research, the writer provides some definition of terms which are related to the research. These are some terms which are related to the research:

1. **Improvement** is the process to make students ability better. In this research the researcher intends to make learners' speaking ability better by progressing students' speaking score.

2. **Speaking Ability** is an ability to produce articulation, sounds or word to express, to say, to show and to think about ideas, thought and feeling.

3. **Teaching Speaking** is teaching the ability of producing the sounds or words to express, explain, and transfer thought, opinion, and feeling.

4. **Information Transfer Task** is a technique which transferring data from one form to another, in this case form non-linguistic to linguistic form. We move from non-linguistic media like charts and pictures into oral language.

5. **Students' Perception** is the belief or opinion that students have as a result of realising or noticing something. Students' perception is the result of

direct experiences in teaching learning process of speaking by information transfer task.

6. **Classroom Action Research** is a method of finding out what works best in the classroom so that teacher can improve students' learning. In this action research, the researcher used information transfer task to improve students' speaking ability.

II.   LITERATURE REVIEW

This chapter will explain about some theories related to this research such as definition of speaking, aspects of speaking, types of speaking, teaching speaking, information transfer task, teaching speaking through information transfer task, procedures of teaching speaking trough information transfer task, the advantages of information transfer task, and the disadvantages of information transfer task.

2.1. Definition of Speaking

Speaking is a productive skill in which speakers expresses and responses their ideas by using language. From that statement, we can see that speaking is very important in our daily activities. Speaking helps us to interact one each other, to give information and express our ideas in our community. Byrne (1984) states that speaking is oral communication. It is a two-way process between speaker and listeners and involves the productive skills and the receptive skill of understanding. During our speaking interaction, speaker have double role both as a listener and also the speaker.

According to Chaney (1998) speaking defines as a process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Speaking can take place if the speaker uses verbal symbols like words and sentences, and non- verbal symbols like gesture or sign to convey the

meaning. Meanwhile Brown (2001) states that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information.

Speaking involves both receptive and productive skills of understanding. Therefore, it also takes in the role of another language skill that is listening. Subsequently, in speaking, the speaker must be able to convey his idea to his listener as clearly as possible in order that the listener gets the intended response to achieve mutually comprehensible interaction. As Rivers (1981) argues, speaking is used twice as much as reading and writing in our communication. However, according to Grognet (1997) speaking is one of the skills that have to be mastered by students in learning English.

From definition above, it can be concluded that speaking is an interaction between speaker and the audience in expressing ideas, arguments, or feelings to each other. Besides, speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols in a variety of context that involves producing, receiving, and processing information.

2.2. Aspects of Speaking

Speaking aspect is very important in the classroom because it should be used for scoring students' speaking ability. Haris (1974) says that there are some aspects of speaking and those aspects are described below:

2.2.1. Pronunciation

Pronunciation refers to the ability to produce easily comprehensible articulation so our speaking is understandable. Pronunciation also can be defined as the pattern of intonation. It refers to be the person's way of pronouncing words. Brown (2004) also states that pronunciation is an aspect of speaking that involves the language learner to know how to pronounce and understand the words that are produced by the speaker.

2.2.2. Fluency

Fluency is the parameter of the speaking level of someone. A fluent speaker is someone who is able to express oneself readily and effortlessly. Someone who has good fluency will perform or use the language easily and quickly in right order of language. Fluency is about how fluent the speaker uses the target language orally. Fluency includes reasonable fast speed of speaking and only a small number of pauses.

2.2.3. Grammar

Grammar is a rule system in a language. Grammar is a system of units and patterns of language. As stated by Heaton (1978) that explains grammar as the students' ability to manipulate structure and to distinguish inappropriate grammatical form in appropriate ones. Lado (1969) defines grammar as a system of units and patterns of language.

2.2.4. Vocabulary

Vocabulary refers to the words used in a language. Phrases, clauses, and sentence are built up by vocabulary. Wilkins (1993) says vocabulary is very important because without words we cannot speak at all.

2.2.5. Comprehension

Comprehension denotes the ability of understanding the speaker's intention and general meaning, good comprehension refers to good understanding. Heaton (1991) also says so, it means that if a person can answer or express the ideas well and correctly, it shows that he comprehends or understands well. If someone's language understanding is good, it will affect the speaking ability.

Those five aspects of speaking should be mastered by the learners in order to master speaking ability. If those five aspects of speaking are mastered by the learners then it will be easier for the learners to improve their speaking ability.

2.3. Types of Speaking

Brown (2001) classifies the spoken language into two types they are monologue and dialogue. Those types of speaking will be explained in detail bellows:

2.3.1. Monologue

The meaning of monologue itself is the spoken language involves only one person in it. It is used when someone uses spoken language as in speech, news cast, radio broadcast, lecture and others. In this type of speaking the listener does not interrupt the steam of the speech. The speech will go on whether the listener comprehends or not. Monologue is divided into two types they are planned and

unplanned. The planned monologue means the speaker prepares the text to help his speech so he can speak fluently. The second is unplanned monologue which means the speaker does not prepare any text for his speech, all words spoken comes from speakers' mind spontaneously and naturally.

2.3.2. Dialogue

The second type of spoken language by Brown (2001) is dialogue. The meaning of dialogue is there are two or more speakers that involves in the speech. In the dialogue there is an interaction between the speaker and also the listener who gives the feedback so there will be a conversation between them. Based on the function dialogue is divided into two types they are interpersonal and transactional. The interpersonal dialogue is used when the speaker speaks in order to promote the social relationship. Meanwhile the transactional dialogue is done when then conversation is done to convey factual information, so in the transactional dialogue is used to get information from each other.

In this research the type of speaking that was used during the speaking test was monologue, since the students had to present their result of discussion using information transfer task.

2.4. Teaching Speaking

Teaching speaking is an important part in teaching language. Teaching speaking means teach people to be able to interact with the others verbally or communicate in the right way. Teaching speaking is the way of teacher to teach their emotions, communicative needs, and how to interact with other people in any condition or

situation. Teaching speaking is about how to use language for communication, expressing the idea or transferring the meaning to other people. Teaching itself means transferring knowledge to person while speaking means to make use of words in ordinary voice, so teaching speaking is giving instruction to a person in order to communicate.

Harmer (1990) says that the aim of teaching speaking is to train students for communication. Usually, it is hard for English teacher to make their students talk in the classroom. However, Byrne (1984) states that one of the English teacher's main tasks is to get the students to talk, to express themselves freely, but within of the language they have learned. Furthermore according to Rivers (1987) teaching of speaking skill is more demanding of the teacher than teaching of any language skills.

Based on the statements above, it can be said that it is important for the teacher to prepare their material and the technique in order to avoid a boring class. The researcher assumes that in teaching speaking, the teacher must facilitate the students with a good media in order to provoke and help the students to be able to speak freely and comfortably. By facilitating the students with a good media in teaching speaking the students speaking ability can be trained and it can help them to produce spoken language easily.

2.5. Information Transfer Task

Craik, Lockhart and Pavio in Nation (1991) state that information transfer technique is an excellent learning strategy because it requires the students to

process deeply the information. While, Palmer (1982) in Nation (1991) states that an information transfer exercise involves the transfer or change of information from one form to another form. During the transfer the information remains substantially the same but the form of information changes.

In other words, it can be said that in information transfer technique the students are asked to transfer or change the information drawn from the linguistic form into non-linguistic form or vice versa. The information being transferred is actually the same; the difference is just in the form of representation. For instance, in receptive, information is transferred from written form into diagram, chart or picture. Or in productive, the students look at the information in the form of diagram, chart or picture and then they change it into written form or spoken form by retelling.

Storla (1995) defines Information Transfer technique as transferring data from one form to another. We move from the Reading or Listening text to graphic stimuli, or visual like charts, graphs, diagrams, figures, maps, pictures, etc and vice versa. Widdowson (1978) seems to agree when he states that the Information Transfer technique is the transformation of instances of discourses from one type into another but these instances of discourse can also be derived from a non-verbal mode of communicating.

Brown (2004) defines Information Transfer as the action of comprehending graphics includes the linguistics performance of oral or written interpretation, comments, questions, etc. This implies a process of Information Transfer from

one skill to another: in this case, from reading verbal and/or non-verbal information to speaking or writing.

The researcher chose the type of information transfer task from non linguistic to linguistic form because in this research the researcher wanted to improve students' speaking ability which is linguistic form. Beside that the researcher also wanted to prove that information transfer task can be used to improve students' speaking ability since the previous researches already proved that information transfer task can improve students' reading and listening comprehension, in short by choosing non linguistic to linguistic form of information transfer task, the researcher could prove that all types of information transfer task can be used to improve students' ability.

Palmer (1982) states that information transfer task is an activity involving the reproduction of information either into a fully linguistic form from a diagramatic or semi-diagramatic form, or vice versa. An information transfer task involves the transfer or change of information from one form to another. During the transfer the information remains substantially the same but the form of the information changes. In addition, Lattore and Garfinkel (1982) said that other types of information transfer may include ordering a sequence of pictures, comparing text and pictures, and completing documents.

In a receptive information transfer task learners change spoken or written information into a diagram, chart or picture. By making this change the learners show that they have understood the information and that their understanding is deep enough to adapt it in some ways. One excellent feature of information

transfer technique is that the nature of the exercise itself is a justification for its use. Information transfer is an excellent learning strategy because it requires the learners to process deeply the information that they are dealing with and to deal with two types of encoding of that material.

Information transfer exercises can be used productively. In productive information transfer the learner look at a diagrams pictures or other non-linguistic form then use it as the basis for writing or speaking. This productive use often works best after the learners have had some experience of the receptive equivalents because these can act as a model or example of the production required.

2.6. Teaching Speaking Through Information Transfer

Speaking is one of the language skills that must be mastered by the English learner. The speaker has to master the element of speaking, such as: grammar, vocabulary, fluency, pronunciation, and comprehension. English teacher have responsibilities to improve students' speaking ability, so the teacher needs to choose the best teaching method in order to solve the problem faced by the students in their speaking class. The teacher also needs the appropriate technique in order to improve the students' speaking ability. There are a lot of techniques that can be applied by the teacher to the speaking class in order to improve students' speaking ability; one of the techniques is information transfer task.

Information Transfer task means transferring data from one form to another. In this case the information that will be transferred by the students is from non-linguistic media like pictures and charts to oral language. The role of teacher in

this technique is as the provider of pictures and charts that will stimulate the students to speak and transfer the information from those pictures or charts into oral language.

From the explanation above we can conclude that information transfer task is behaved to be an effective technique to improve and help the students' speaking ability.

2.7. Procedures of Teaching Speaking Through Information Transfer Task

As have been stated before, information transfer task can be used for receptive language (listening and reading) and productive language (writing and speaking). In this case, information task will be used to teach productive language, especially speaking skill. The procedures of teaching speaking through information transfer task by Palmer (1982) will be explained bellows:

a. The teacher prepares non linguistic medias like picture and charts, then distributes them to the students.

b. The teacher gives students some times to study the picture or charts.

c. After studying the non linguistic medias, the students produce talk in front of the class that convey the information of non linguistic medias in complete sentences.

Based on the procedures of teaching speaking through information transfer task by Palmer above the researcher decided to add some other activities and those procedures were arranged and written on the lesson plan for the first and second cycle of the research.

2.8. The Advantages of Information Transfer Technique

Nation (1991) states that there are some advantages of Information Transfer Technique, those advantages are:

1. The information transfer task give a deep understanding or comprehension to the students by asking them to make the change of the form of the information.

2. Information transfer task give learner more control over their learning procedures.

3. In information transfer technique, the difficulty of the exercises can be adjusted according to the amount of the information provided.

4. Information transfer task will be more interesting if the text includes or contains the information about the learners' experiences.

Those advantages can help the teacher in improving students' speaking ability, for example teaching learning process through information transfer task can be more interesting since the media that would be used by the teacher in teaching can attract students' interest and can stimulate students' creativity in arranging the words before do the speech in front of the class.

2.9. The Disadvantages of Information Transfer Technique

Nation also implies some disadvantages of using Information Transfer Technique in teaching reading, those are:

1. The class will be noisy. This happens because Information Transfer Exercise invites the students to have discussion among them; therefore the class will be noisy. In order to overcome this problem, the teacher has to control the class well. The teacher has to make sure that the students are discussing the task not anything else. So, it is fine if the class is noisy but, the teacher has to make sure that it is not disturbing other class.

2. It will be take longer time. In speaking activity, the students have to memorize the information that has been transferred before. So that the students have to analyze the media first and they also have to understand the exercise. This will take longer time because the students have to understand two forms of material. To overcome this problem the teacher has to manage the time well so the teaching learning process will be effective and will not wasting time. Although it needs longer time than usual teaching learning process, if the teacher can manage the time well the result of the teaching learning process will be better than usual teaching learning process too.

III. RESEARCH METHODS

This chapter discusses several points related to the methods that are used in this research are: research design, general description of the research, participants, research procedures, indicators of the success, instrument of the research, and data analysis.

3.1. Research Design

In this research the researcher used a classroom action research. Action research was characterized by problems and actions done by using cycle to solve the problems in the teaching learning process. In this research, the researcher acted as the teacher and accompanied by the English teacher of the school as the collaborator, we focused on improving students' speaking ability through information transfer task. The role of the collaborator in this research was as the second observer in scoring students speaking ability.

This research was done at the second grade of SMPN 3 Batanghari. The class that was chosen as the subject of this research was chosen based on the short informal interview with the English teacher. Then, based on the result of the pre-observation test the result showed that most of the students in the chosen class had low speaking ability. In this research the researcher applied information transfer task as a teaching technique in improving students' speaking ability. The English

teacher of SMPN 3 Batanghari acted as the collaborator and also helped the researcher in scoring students' speaking ability since the researcher did not know well the ability of each student exactly.

3.2. General Description of the Research

This research was conducted at the second grade of SMPN 3 Batanghari, East Lampung. This research was done based on the problem faced by the students and the teacher in the speaking class that was found from the researcher's pre observation and informal interview with the English teacher that shows the students of the second grade at SMPN 3 Batanghari had low speaking ability.

In this research the researcher acted as the teacher and also observer who accompanied by the English teacher of the school as a collaborator. The researcher made lesson plans based on the technique that was applied in the research and the students were taught based on those lesson plans. While teaching, the researcher also acted as an observer; it meant that the researcher taught and observed the students' activities at the same time.

The research was conducted based on the problems that were faced by the students in the teaching learning process of the speaking class. Then the researcher found the best solution for those problems by applying a teaching technique, in this case the technique that was applied by the researcher was information transfer task. Every important occurrence was observed to understand more about the problems of the research and its solutions.

As have been stated before, the researcher applied information transfer task in the speaking class. Then, after the data had been collected, the researcher observed the weakness of the first cycle and found out the solution to make improvement in the second cycle. In the speaking class, the researcher gave the instructions to the students and then gave them an example of information transfer task in order to make them understand what they had to do in the speaking class. When the students do their activities using information transfer task they were observed and scored by the researcher and also her partner. After the speaking test was done, the researcher gave the students questionnaire in order to know their perception about teaching learning process using information transfer task.

Then, after teaching learning process was conducted, the researcher analyzed the result of students' speaking ability and students' perception questionnaire. The researcher and the partner would also make reflection after knowing the result of the data analysis. Based on the analysis and reflection it could be decide whether the next cycle had to be conducted or not. If in the first cycle all of the objectives had been reached, the next cycle would not be conducted. However, if the next cycle was conducted it would be focused on fixing the weakness that was found in the first cycle.
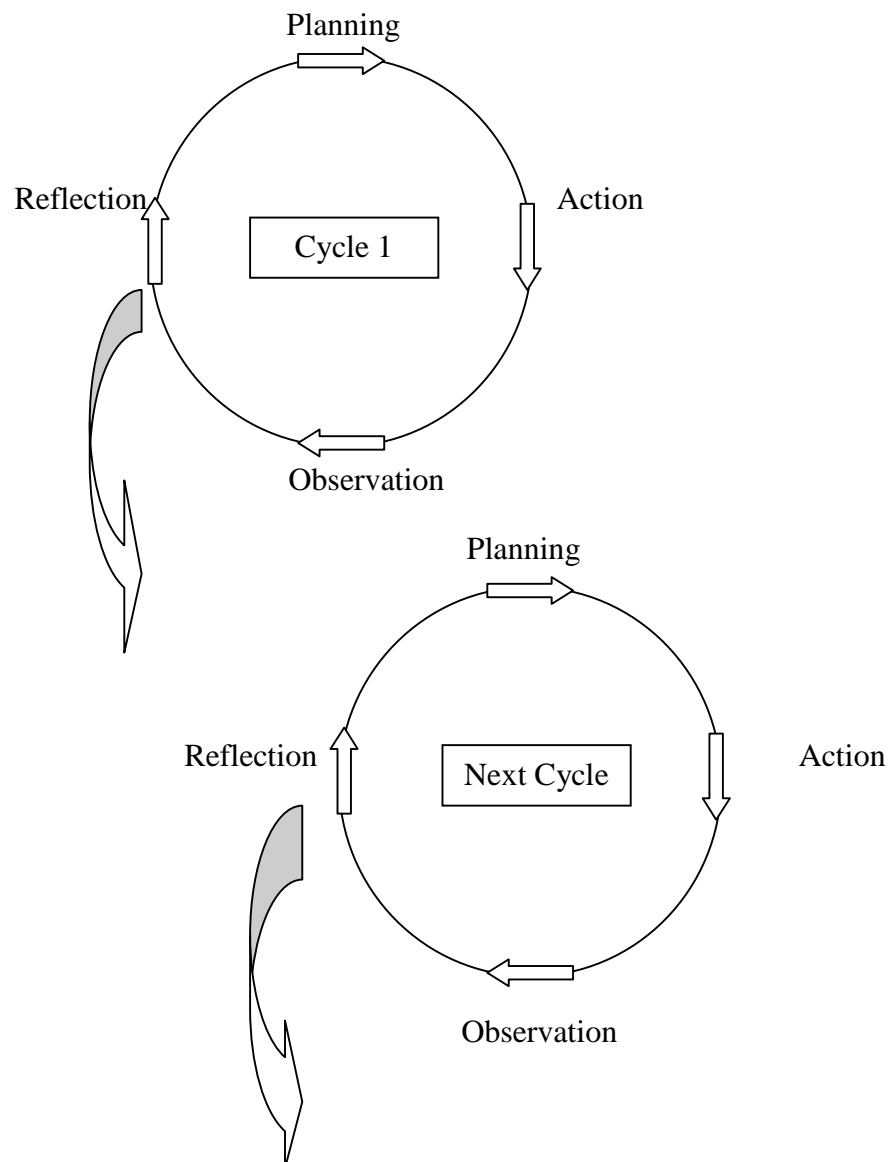
3.3. Participants

The participants of this research were a group of second grade students in academic year 2015/2016, at SMPN 3 Batanghari, East Lampung. The second grade of SMPN 3 Batanghari consisted of six classes and each class consisted of 24 until 28 students. The subjects of this research were chosen by the researcher

based on the informal interview that had been done by the researcher with the English teacher of SMPN 3 Batanghari and from the interview 8-2 class was chosen. It was found that the students of 8-2 class were often faced difficulties in the speaking class, they were also chosen based on their low marks of the speaking test. Based on those reasons the researcher chose them as the subject of this research to help them improving their speaking ability and enjoying their speaking class. There were 12 male students and 14 female students in the class. So, it could be concluded that there were 26 subjects of this research.

3.4. Research Procedures

In conducting the research, the researcher used the procedures of classroom action research designed by Wiriatmadja. This research was done in two cycles. Each cycle would be consisted of four stages. They are planning, action, observation and interpretation, and also analysis and reflection (Wiriatmadja, 2008). Before doing the first cycle, the researcher conducted a pretest to test students' speaking ability before the researcher applying information transfer task. Then, the first cycle was conducted in line with problems found from the informal interview that had been done before. The students were taught based on the lesson plan made by the researcher then the results of the first cycle were analyzed to see whether the targets had been achieved or not. The second cycle would be conducted if the targets had not been reached in the first cycle. The second cycle would be focused on the weakness that was found in the first cycle in order to improve the result of the research. The arrangement of this classroom action research is illustrated by the figure bellows:

Planning

Reflection

Action

Cycle 1

Observation

Planning

Reflection

Action

Next Cycle

Observation

Figure 1. The Cycle of Classroom Action Research (Wiriatmadja, 2008)

3.4.1. Planning

In this stage, the problems were identified so the focus of the problem can be formulated. Then, the appropriate technique was chosen. In this case the technique that was chosen by the researcher was information transfer task. After deciding the technique, the planning was about the materials, the materials that would be used in this research were chosen from second

grade curriculum of junior high school. Then, the media that was used in this research was in the form of picture and chart that were taken from internet. The materials and type of the test that were applied in this research were written in the form of lesson plan. The target of this research was more than 70% of the subjects had reached the minimum score that has been set by the researcher. And the minimum score that was set by the researcher was 70. Beside that the other target was at least 70% of the subjects stated that they followed and were satisfied the teaching learning process through information transfer task.

3.4.2. Action

This was the second stage of the cycle that was conducted in this research. Action is the stage where the teacher did the treatment by implementing information transfer task in teaching speaking based on the lesson plan that had been made before. This stage was divided into three parts, they were pre, while and post activities. The detail description of those three activities was described bellow in detail.

a. Pre activity

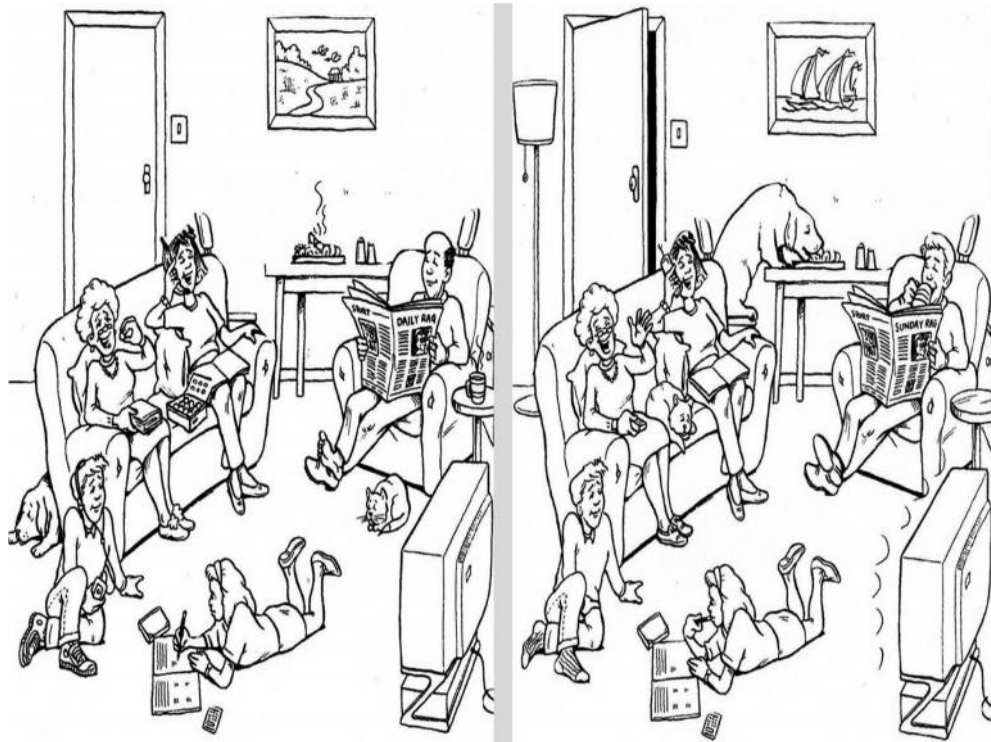At the beginning of the teaching and learning process, the researcher greeted the students and checked the students' attendance. After that, the researcher informed the students about the competence that would be achieved after teaching learning process finished. After that, the researcher gave some instructions to the students about what they had to do. After giving the instructions, the next step was giving an example about how to

do information transfer task by transferring the information from the picture that had been prepared by the researcher before in front of the class. The media that was used in this cycle was picture; the picture that was used in this cycle is spot the differences in the picture. So, there were some pairs of pictures and the students had to spot the difference from one pair of picture.

b. While activity

In the beginning of while activity, the teacher asked the students to form a group consist of four until five students. After the group was formed, the teacher distributed the task sheets to each group and asks them to analyze and understand the picture that they had gotten. The media that was used in this cycle is picture. The function of information transfer task in this research was as the technique for teaching speaking to stimulate students' ideas so they can make a short speech through that media. The time that was given for analyzing and understanding the picture was about 30 minutes since the students also had to arrange and memorize their words before their present their speaking ability in front of the class. In this cycle, spot the difference picture game was used as the topic of students' speaking task. By using this kind picture as the teaching media, the teacher tried to draw students' attention and make them interested in doing the task. Beside that the researcher wanted to decrease students' pressure during teaching learning process.

Bellow is one of the pictures that were used in the cycle 1 and also a short example of how the difference in the picture was described.

Picture 3.1. Teaching Media of the First Cycle

The example of how the difference of the picture was described:

There are some differences in the pictures, First of all the paints that are hanging on the wall have different picture, in the first picture the paint that is hanging on the wall is a the picture of scenery but in the second picture the paint is the picture of ships in the sea.

The students were asked to describe the picture then find some differences in the pictures. After they found the differences they had to share those differences for all members of the group. For instance, one student had one responsibility to describe one difference in the picture. After all of group members hold the responsibilities then each of the members had to describe

and arrange the words about the difference of the picture. After that, they had to memorize the sentences that they had made before.

During the discussion, the students seemed very busy. However to describe the picture and make some sentences about the differences of the picture they still need the dictionary, since their vocabulary mastery was very low too. They still often asked their friends and looked up at the dictionary in order to find the vocabulary they needed. Sometimes, they could not find the vocabulary in the dictionary. Consequently, they would ask the researcher. This activity obviously time consuming, since they had to look up every single of vocabulary they needed for their description. Even many of them did not bring the dictionary and it also wasted the time.

As the students did their tasks, the researcher walked among them to observe their discussion and also their ability in speaking. Beside that the researcher also helped them to solve their vocabulary problems. After 30 minutes, the teacher asked each group to present their work in front of the class, and other groups were asked to pay attention to their friends' presentation and they also asked to note the mispronounce words that were made by their friends during the presentation. During the presentation the researcher recorded students' speech and observed students speaking to analyze their speaking ability and scored them. The collaborator also scored students' speaking ability during the presentation. The recorded voice was used to make objective evaluation toward students' speaking ability.

c. **Post activity**

After all students had finished their presentation, the researcher asked them about the mistakes they found during the presentation. The students mentioned some of mispronounce words that had been made by their friends, and the researcher wrote those mispronounce words on the white board. After the students finished mentioning the mispronounce words, the researcher asked them how to pronounce those words correctly. The reason why the researcher did this activity was because the researcher wanted to correct students' pronunciation. After fixing students pronunciation, the researcher shared students' learning perception questionnaire and asked the students to answer all questions in the questionnaire. After the students finished answering the questionnaire, the researcher asked the students to submit the questionnaire and end the meeting.

3.4.3. Observation and Interpretation

In this stage, the researcher observed the activities in the teaching learning process and took some notes related with students learning activities. Observation was done to find the problem in the teaching learning process, so that problem would not occur in the second cycle. Observation and interpretation toward the action in the class were done together in this stage. The researcher also took necessary notes to support the data.

After the researcher observed students' activities and took some notes, the researcher gave the students the questionnaire which consist of 30 questions related to their learning activities using information transfer task.

3.4.4. Analysis and Reflection

This was the last stage of each cycle that would be conducted in this research. In this stage, the researcher analyzed the result of speaking test that had been done by the students before, in activities as the learning product. Then, the researcher would also analyze the result of the questionnaire that had been filled up by the students after the treatment in order to know students perception about the effect of information transfer task in their speaking class.

In analyzing, the reflection would be made to find out the strength and the weakness of implementing information transfer task in the first cycle. This stage was done to decide the next step that would be taken in this research and whether the next cycle would be conducted or not.

3.5. Indicators of Success

There were two indicators that would be used in this research, they were learning product and learning process. Learning product contained of the information of students' speaking score while learning process contained of the information of the students' perception related to learning activities through information transfer task. The detail information of those two indicators will be explained bellows:

a. **Learning Product**

The indicator of the learning product was based on the improvement of students' speaking ability. The target of this research is more than 70% of the subjects reached the minimum score in the speaking test. Which meant their speaking ability is improve after being taught using information

transfer task. The minimum score that was decided by the researcher is 70. It is the same as the minimum comprehensiveness criteria (KKM) of English course for the second grade at SMPN 3 Batanghari. In other words from 26 subjects at least 19 of them get 70 or more.

If the target had been reached it means that the technique that was applied by the researcher in the speaking class is applicable to improve students' speaking ability. In this learning product the researcher focused with the product that was made by the students which in this case was oral language that was made by the students through information transfer task. Then the researcher would record students' voice while they were producing oral language in front of the class

b. **Learning Process**

In the learning process, the teacher gained the data of the learning process through questionnaire that had been filled up by the students. Through this questionnaire the researcher also knew the perception of the students after learning through information transfer. The questionnaire consisted of 10 steps of the teaching learning process through information transfer task, and for each step there were 3 questions that have to be answered by the students related with the teaching learning activities in speaking class. So, it can be concluded that there were 30 questions in the questionnaire. If the result of the questionnaire consists more than 70% of students stated that they could reach better learning activities and enjoy the learning process, it means that this research has reached the target and information transfer

task is a good technique that can be applied by English teacher in the speaking class in order to improve students' speaking ability.

3.6. Instrument of the Research

There were two instruments that were used by the researcher in collecting the data of the research; they are speaking test and questionnaire. The detail explanations of those two instruments will be explained bellows:

a. **Speaking Test**

The first instrument that was used in this research was speaking test. This instrument was used to collect the data in each cycle. In this speaking test the students speaking ability was assessed by the researcher and her partner during teaching learning process. The students were asked to present the information they had gotten from the non-linguistic media that had been distributed by the teacher before. These non-linguistic medias would be taken from internet and the type of materials was chosen from current curriculum of the second grade of Junior High School which were suitable with the curriculum that was used in the school, which was KTSP. The students would be given 30 minutes to analyze and understand their non-linguistic media in order to transfer the information from the picture and chart into spoken language. Then the students were asked to present their speaking ability in front of the class using this information transfer task.

While the students doing their task, the researcher observed their activities, took some notes and recorded their voice in order to create objective

evaluation to their speaking ability. This speaking test was measured based on two principles, validity and reliability. The detail information of validity and reliability will be explained bellows:

1. **Validity**

   A test can be considered valid if the test measure the object to be measured and suitable with criteria (Hatch and Farhday, 1982). According to the Hatch and Farhday there are two basic types of validity, they are content validity and construct validity.

   a. **Content Validity**

      Content validity will examine whether the test represents the material that need to be tested or not. The test should contain the representative sample of the course, or it should be in line with the materials that have been taught by the teacher before. To get the content validity, the type of the test was chose based on the current curriculum of the second grade of Junior High School level that is used in the SMPN 3 Batanghari. In this case, the curriculum that is used by the school is KTSP.

   b. **Construct Validity**

      Construct validity relates with whether or not the test is actually in line with the theory of what it means to the language that is being measured. It will be examined whether or not the test actually reflects what it means to know a language (Shoamy, 1985). The indicators of five speaking components (pronunciation, grammar, vocabulary, fluency and

comprehensibility) were used in this research. It implies that the test measures those planned aspects based on the indicator, meaning that the construct validity had been fulfilled.

2. Reliability

Reliability deals with how far the consistence as well as the accuracy of the scores given by the raters to the students' speaking performance. The concept of reliability adapted from idea that no measurement is perfect. Even if one goes to the same scale there will always be differences in the weight which become the fact that measuring instrument is not perfect. Since this was a subjective test, inter rater reliability was occupied to verify that both the scoring between raters and that the main rater herself was reliable and not. The statistical formula for calculating inter-rater is as follows:

$$r_{xy} = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}}$$

(Hatch and Farhday, 1982)

r = Reliability

N = Number of subjects

x = Rater 1 (Researcher)

y = Rater 2 (Partner)

After the coefficient between raters was found, the coefficient reliability analyzed based on the standard of reliability by Slameto (1998) bellows:

    a.   A very low reliability : ranges from 0.00 to 0.19

    b.   A low reliability   : ranges from 0.20 to 0.39

    c.   An average reliability : ranges from 0.40 to 0.59

    d.   A high reliability   : ranges from 0.60 to 0.79

    e.   A very high reliability: ranges from 0.80 to 0.100

Statistical computation was used to measure the inter-rater reliability in this research.

In this research, the researcher used the oral rating sheet from Harris (1974) (see appendix II). There are five aspects to be tested based on Harris, they are pronunciation, vocabulary, fluency, comprehension, and grammar. After using oral rating sheet from Harris the scores of each point are multiplied by four. Therefore, the highest score is 100. For example:

If the students get

              5, so 5 X 4 = 20

              4, so 4 X 4 = 16

              3, so 3 X 4 = 12

              2, so 2 X 4 = 8

              1, so 1 X 4 = 4

For instance:

A student got 4 in Pronunciation, 3 in Vocabulary, and 3 in Fluency, 4 in comprehension and 3 in grammar.

Therefore, the student's total score will be:

Pronunciation   4 X 4 = 16

Vocabulary   4 X 4 = 12

Fluency   3 X 4 = 12

Comprehension   4 X 4 = 16

Grammar   3 X 4 = 12

Total   68

It means he or she got 68 for speaking. The score of speaking based on five components can be compared in the percentage as follows:

Grammar   20%

Vocabulary   20%

Fluency   20%

Pronunciation   20%

Comprehension   20%

    Total   =   100%

Table 3.1. Table of Rating Sheet Score

S's Codes	Pronoun. (1-20)	Fluen. (1-20)	Gram. (1-20)	Voc. (1-20)	Compr. (1-20)	Total (1-100)
A						
B						
C						

b. Questionnaire

The last instrument that was used in collecting the data is questionnaire. This questionnaire was used to know students' perception and satisfaction about the effect of information transfer task for their speaking class. The questionnaire consisted of 30 questions related to the teaching learning process of the speaking class and students' satisfaction about the technique that was applied

by the teacher. By giving this questionnaire the research would know students judgment about the teaching learning process through information transfer task.

3.7. Data Analysis

In analyzing the data, the researcher classified the data into two categories. They were the data of learning product and the data of leaning process. The data of learning product were the results of speaking test and the data of leaning process were the results of the students' perception questionnaire. The data analysis was done after the data were collected from every cycle. After getting the data, the next step was analyzing the data and did reflection based on the data. From the analysis and reflection, the weakness of the first cycle was found and it helped the researcher and also the partner to improve the treatment for the next cycle to get better result. The steps that were done in analyzing the data of learning product and learning process will be explained bellows:

a. **Learning Product**

There were some steps that were done by the researcher in order to analyze the data of learning product:

a) **Transcribing Students' Voice**

After recording students' voice in the speaking test, the next step that was done by the researcher was transcribing students' voice. Transcribing students' voice meant that the researcher would change students' recorded

oral language into written form. This step was done to make objective evaluation and help the raters in giving score to the students.

b) Scoring Students' Speaking Ability

Scoring criteria adopted from Harris (1974) was used in collecting the data of learning product. In scoring students' speaking ability, the researcher and her partner scored per component of speaking they are pronunciation, grammar, vocabulary fluency and comprehensibility. This technique was used in order to know which component of speaking must be improved in the next cycle.

c) Calculating Students' Total Score

These are two formulas that will be used in calculating students' total score:

1) Calculating the scores from 1st rater and 2nd rater

$$R1 = \frac{\text{he score}}{P} + \frac{\text{fr}}{G} + \frac{\text{l}}{V} + \frac{\text{ra}}{F} + \frac{\text{a}}{C}$$

$$R2 = \frac{}{P} + \frac{}{G} + \frac{}{V} + \frac{}{F} + \frac{}{C}$$

R1	=	Score from 1st rater
R2	=	Score from 2nd rater
P	=	Pronunciation
G	=	Grammar
V	=	Vocabulary
F	=	Fluency
C	=	Comprehensibility

2) Calculating the total score

$$TR = \frac{\text{total score}}{\frac{R1+R2}{2}}$$

R1 = Score from 1st rater

R2 = Score from 2nd rater

TR = Total Score

d) Listing Students' Score in The Table Of Frequency

After the total score were calculated, the next step that would be done was listing students' score in the table of frequency. This step was done in order to know the number of students who had reached minimum score or more. Besides that, from listing students' score the researcher would know whether the indicator of the research had been fulfilled or not. Then the researcher could decide whether the second cycle had to be conducted or not.

e) Calculating The Students with Minimum Score

The formula that was used to calculate the percentage of students who have reached minimum score is as follows:

$$\%S = \frac{S}{n} \times 100\%$$

%S = Percentage of students who reach minimum score

S = Number of students who reach minimum score

N = Total students in class

b. Learning Process

Besides learning product, another data that would be analyzed in this research was the data of learning process. To collect the data of leaning process, the researcher and her partner used questionnaire to get the data of students' learning perception. After all the data of students' perception had been collected, the next step would be done. The steps that were used in analyzing students' learning perception were as follows:

a) Listing Students' Name in The Table Of Frequency

After the questionnaire was analyzed, the next step that would be done was listing students' name. This step was done in order to know the number of students who were satisfied during the teaching learning process.

b) Calculating The Students Who were Satisfied with the Teaching Learning Process Using Information Transfer Task

After listing students' name in table of frequency, the next step was calculating the percentage of Students who were satisfied with the teaching learning process. The formula that was used to calculate the data is:

$$\%S = \frac{s}{n} x 100\%$$

%S = Percentage of students who are active in the class

S = Number of students who are active in the class

N = Total students in class

V. CONCLUSIONS AND SUGGESTIONS

Based on the findings of the research, the conclusion and suggestion are formulated as follows:

5.1. Conclusions

Based on the result of the learning product and learning process in this classroom action research, it can be concluded that:

1. Information transfer task can be used to increase the students' speaking achievement. It can be seen from students' scores which increase significantly in every cycle.

2. Students are encouraged to actively involve in the teaching learning process through information transfer task. The data of students' perception questionnaire show that most of the students state that they can reach better learning after the researcher applying information transfer task. So, the students are able to increase their learning activities and finally their learning product.

5.2. Suggestions

In line with the findings of the research, some suggestions are proposed as follows:

1. With reference of the findings which show that students' grammar ability improve the least during the speaking test. So, it is suggested to the teachers who want to apply information transfer task in their speaking class to pay attention to students' grammatical errors by correcting students' grammatical errors in the post-activity. So that students' grammar ability can be better than before.

2. Based on the findings of students' perception questionnaire, some of the students stated that the activities in the teaching learning process were boring. So, the teacher needs to apply interesting activity during speaking test in order to make the students not bored in the teaching learning process. For example by applying information gap technique during the speaking test.

3. Based on the students' perception questionnaire analysis, some of the students stated that the media that was used by the teacher was not interesting. So, it is suggested to the future researchers who want to do a research on improving students speaking through information transfer task to prepare interesting topic for non- linguistic media for example using time series pictures, so that the students will be interested in doing their task.

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