

SHARED BOOK EXPERIENCE IMPLEMENTATION: PRACTICE TEACHING MODEL TO IMPROVE STUDENTS' SPEAKING ABILITY

by Fitrotul Mufaridah

Submission date: 05-Nov-2021 10:57PM (UTC+0800)

Submission ID: 1693957192

File name: ractice_Teaching_Model_to_Improve_Students_Speaking_Ability.pdf (411.92K)

Word count: 3363

Character count: 18537

SHARED BOOK EXPERIENCE IMPLEMENTATION: PRACTICE TEACHING MODEL TO IMPROVE STUDENTS' SPEAKING ABILITY

Fitrotul Mufaridah

Lecturer of University of Muhammadiyah Jember
mufaridah@unmuhjember.ac.id

Abstract

This paper focuses on discussing practice teaching in improving students' speaking ability. In some English classes, students' speaking ability still becomes a big interest for the teacher to pay attention because of some difficulties. To face this problem, Shared Book Experience strategy is posing to solve problem in improving the students' speaking ability. Referring to the research problem, the research objective is to find out how Shared Book Experience strategy can improve students' speaking ability. The design of this research is classroom action research (CAR). The research subject is Fourth semester students of English language Education Program university of Muhammadiyah Jember. The data was analyzed by percentage formula.

The implementation of Shared Book Experience strategy was group and individual work for the students. They did for both principle and practice. Principle refers to the way they share through presentation and discussion the theory they had read from the book. The practices refers to the way how they practice the theory about certain theory of Teaching English in the classroom. By sharing their knowledge from reading a book about teaching English and by practicing the theory of teaching English in classroom, they are facilitated to practice speaking English, so they could do some efforts to improve their speaking ability. Those caused the result of cycle two achieved the criteria of success (≥ 75). Shared Book Experience strategy improved the students' speaking ability in two cycles from 53% (26 from 49 students) in the first cycle to 82% (40 from 49 students) in the second cycle. Based on the research result, the conclusion is that Shared Book Experience is able to improve the students' speaking ability by doing presentation and discussion about certain theory of teaching, and by practicing the theory in English classroom.

Keywords: *Shared Book Experience, Practice Teaching Model, Speaking Ability*

I. Introduction

Communicating with other people by using English has come to be a must in the global era. English which is still considered as a foreign language is really important to learn in formal education in Indonesia. Speaking is one of the four major language skills the students should master. Hughes (1989) has already stated that the objective of teaching of spoken language is the development of the ability to interact successfully in that language and it involves comprehension as well as production. This means that the goal of teaching speaking is to make the students able to communicate in the target language. Therefore, the English teachers in

speaking class have to provide some speaking practices in order to help the students to communicate in English well.

Naturally, language must be spoken. Brown & Yule (1983, p. 17) stated that “learning to talk foreign language is often considered to be one of difficult aspects of language learning by the teacher to help the students. This declared that teaching speaking is not always easy by doing a particular practice, it needs more and more practices. This is much more important than the learning of descriptive grammar and vocabulary”. It means able to speak is one of the urgent thing on teaching language.

On the other hand, Speaking English is not always easy for the non-native students. Mastering English as foreign language is still very difficult for Indonesian students, even for university students. This difficulty admission can also be found in a clear statement of Lazaraton (in Celce, 2001) that speaking is often viewed as the most demanding of the four skills and it is the most basic means of human communication. That is why Students’ speaking ability still becomes a big interest for the teacher to pay attention because of some difficulties. The problem is the quantity and intensity of practices. The English class is sometimes only for focusing on written exercises and less in oral communication. Or the class is usually providing oral practices but it is not done intensively. So, the progress the student can acquire in speaking ability is not far different from the previous one.

6 Fourth semester students of English language Education Program University of Muhammadiyah Jember has the problem of speaking. Some of them are still facing some difficulties in practicing and even communicating in English. When they get the difficulty they prefer to silent rather to find an information and try to practice it continuesly. They are also sometimes having no idea to talk because they never read a book about the topic.

One interesting solution of the problem to propose in this research here is the use of Shared Book Experience. 10 A guide published by the New Zealand Department of Education (in Beard, 1985, p. 36) 10 stated that the main purpose of share reading is for students to be introduced to “the riches of book language, and given shared opportunities to develop strategies of predictions, confirming, self-correcting for future independent use”. This strategy provides equal opportunities

for all students to share their experience in understanding a book with other students. The students are invited to be more active participant in speaking activity.

Holdaway (in westwood, 2001) explained three stages in teaching by using shared book experience strategy, they are:

1. Observation Demonstration

In this stage, the teacher decides to stimulate the students to interact with the reading. The teacher briefly introduces the text to the class. The teacher selects a suitable text with text and illustration enlarged. So, the students can understand it clearly. The teacher and class discuss the content of the book title.

2. Participation

In the second stage, the teacher asks students questions to build interest or activate their background knowledge. The teacher then asks the students to make predictions about what they believe the text is about and what they think about the content of the book. Then, students share the prediction to class. It can build students' memory. Students need to make the gained information from the book.

3. Performance

In the last stage, the students understand the text. After that, the students perform their understanding in front of class, both in oral presentation and practicing the theory.

The implementation of Shared Book Experience strategy was classical, group and individual work for the students. Observation demonstration and participation were done classically. Performance was done both in pair/group and individual. Because the use of shared book experience in this research focused on the students' speaking ability, so the students' speaking performances are important activity to be practiced. The students were also guided to pay attention to aspects of speaking. Moreover, Brown & Yule (1983) gave an explanation that for speaking ability, the students need to know the English fluency, the pronunciation rules, knowledge of unfamiliar vocabularies, and the structures.

Fluency

Fluency is the quality of being able to speak or write, especially in a foreign language, easily and well (Hornby, 2005). Fluency is one difficult part of speaking

the students usually get more difficulty to be good in it. The spoken English scoring scale for fluency is:

1. Speech is so halting and fragmentary that conversation is virtually impossible;
2. Speech is very slow and uneven except for short or routine sentences;
3. Speech is frequently hesitant and jerky; sentences may be left uncompleted;
3. Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words;
5. Speech is effortless and smooth, but perceptibly non-native in speech and evenness;
6. Speech on all professional and general topics as effortless and smooth as a native speaker's (Hughes, 1989, p. 112).

Accuracy

Accuracy in speaking consist of three aspects, they are pronunciation, grammar, and vocabulary. The detail explanation and also scoring system for each will be explained below.

Pronunciation

Pronunciation is the way in which a language or a particular word or sound is pronounced: a guide to English pronunciation (Hornby, 2005). This part of speaking which give students way how to say each word correctly in order to have the right meaning or understanding in communication. The spoken English scoring scale for pronunciation is:

1. Pronunciation frequently unintelligible;
2. Frequent gross errors and very heavy accent make understanding difficult, require frequent repetition;
3. "Foreign accent" requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary;
2. Marked "foreign accent" and occasional mispronunciations which do not interfere with understanding;
5. No conspicuous mispronunciations, but would not be taken for a native speaker;
6. Native pronunciation, with no trace of "foreign accent" (Hughes,1989, p. 111)

9

Grammar

Grammar is the study of the classes of words, their inflections, and their functions and relations in the sentence (Mish, 2003). It is about a system of English rules in grammatical structure. The spoken English scoring scale for grammar is:

1. Grammar almost entirely inaccurate phrases;
2. Constant errors showing control of very few major patterns and frequently preventing communication;
3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding;
4. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding;
5. Few errors, with no patterns of failure;
6. No more than two errors during the interview (Hughes, 1989, p. 111)

11

Vocabulary

Vocabulary is a list or collection of words or of words and phrases which is usually in alphabetically arranged and explained or defined. Vocabulary becomes a fundamental part the students need to be able to communicate. Without having vocabulary, there will be no speaking activity the students can do. The spoken English scoring scale for vocabulary is:

1. Vocabulary inadequate for even the simplest conversation;
2. Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.);
3. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics;
4. Professional vocabulary adequate to discuss special interest, general vocabulary permits discussion of any non-technical subject with some circumlocutions;
5. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations;
6. Vocabulary apparently as accurate and extensive as that of an educated native speaker (Hughes, 1989, p. 111)

For guiding the research, the problem is formulated “how can the use of shared book experience improve the fourth semester students’ speaking ability?” Referring to the research problem, the research objective is to find out how Shared Book Experience strategy can improve the fourth semester students’ speaking ability. This research is expected to give beneficial for the students as the candidate of English teacher in understanding and applying shared book experience strategy in teaching English. For other researcher, the result of this research is also expected to give sufficient information to other researchers to conduct the same strategy with the different object, particularly in English teaching and learning process.

II. Method

The research conducted here is a Classroom Action Research (CAR) to improve the teaching quality by evaluating the ability of the students. Principally, classroom action research aims to overcome problem of class activities (Arikunto, 2006). In the planning of the research, lesson plan was constructed and instructional materials was prepared. Then, in the acting, all the activities of shared book experience set in the lesson plan was implemented. The observing phase was done by taking note during the implementation of the action and by testing the students’ speaking ability. Finally, the reflection of the acting was done to know how the acting given to the subject can achieve the research objective.

This research is conducted by focusing on answering the research problem by implementing shared book experience in teaching speaking. The subject of the research is fourth semester students of English Language Education Program University of Muhammadiyah Jember who take TEFL course in 2015/2016 academic year. The actions are considered successful if 75% students get score ≥ 75 . This target is determined based on preliminary study.

To collect primary data, the students’ speaking test are done. Speaking test done is to record the students’ speaking ability. The data then analyzed by using the percentage as follows.

$$E = \frac{n}{N} \times 100\%$$

Note:

E: The percentage of the students writing ability

n: The total number of students who got score 65 or more

N: The total number of student (Adopted from Ali, 1993, p. 186)

III. Result and Discussion

Implementing shared book experience facilitates students to be more independent in doing learning and practicing. Teacher does his job as a facilitator. In this research, the teacher focuses the implementation of shared-book experience on students' speaking ability. In different focus of research, Chung & Keckler (2016, vol 26) and Button & Johnson (1997, vol. 37 issue 4) did their implementation of Shared-book experience on students' reading comprehension. In their articles they informed that shared book experience gave contribution and conveyed the students to be struggling reader. They could be independent readers through instructional practices formulated by the teacher.

The implementation of shared book experience in this research was done in two ways. It conveyed different improvement on students' speaking ability. The practice through presentation and discussion in cycle I gave enough improvement to students' speaking ability. The result of the speaking test in the first cycle showed that the students who got score ≥ 75 as the criteria of speaking ability was 20 of 49 students or 53%. It brought the students to better condition and quality of speaking English rather than before. But this students' speaking English was still need to be improved. It means that the target requirement of speaking ability in the first cycle of this research had not been achieved and it can be said that it was not successful yet.

The main problem considered as the cause of the unsuccessful result in cycle I is that the practice the students did are in pair, where one can count on another to speak up in doing the presentation and discussion on certain theory of TEFL material. The students could still do the practice of shared book experience without practicing much in speaking. So, the students did not forced up to use the target language on the presentation and discussion.

The influencing problem can be predicted as the cause of the research result in cycle I. This is but a common problem in speaking classroom. Speaking classroom always needs many language and mental requirement. It is supported by Brown & Yule (1983) ⁵ that learning to talk foreign language is often considered to be one of difficult aspects of language learning by the teacher to help the students. This declared that teaching speaking is not always easy by doing a particular practice, it needs more and more practices.

For better implementation, some revised actions have done in cycle II. They are as in the following explanation.

1. The first was by doing small talk or discussion with the group (two students in pair) to have better understanding about the theory of TEFL they have. Each of them shared their understanding to the teacher and told his or her plan on how they practice the theory of TEFL in a class.
2. Each of the students got chance to do practice teaching for implementing the theory of TEFL they have. So, they pretended to be the teacher of the class. It supported and motivated them to speak up in English and be more responsible to handle the class by themselves. They could not count on one another. This action was hopefully able to give the students more learning experiences, not only practicing being a teacher, but also practicing in making their sentence especially for improving their speaking ability. This belief is supported by Brown & Yule (1983) ⁴ in their clear explanation that for speaking ability, the students need to know the English fluency, the pronunciation rules, knowledge of unfamiliar vocabularies, and the structures.

The better result of implementing the action in cycle II was found. It showed that 40 of 49 students or 82% could achieve the criteria. So, it proves that sharing book experience in the way of implementing in cycle II can improve the students' speaking ability. This result of the research comes with Sokolik's statement (in Celce, 2001) that repetition can facilitate much of language learning. The routine or the repetition in learning practices help students much to improve their English proficiency, especially speaking ability as the focus variable of this research. Some drills as efforts to master English needs to do. The English drill the students take

especially for oral exercise will deliver the students to obtain more progress in better communication.

In this case, because the goal of teaching English focused on students' speaking ability, so the goal of the teacher in teaching speaking skill is to prepare the university students to be able to communicate and apply the language as a means of daily communication consisting of fluency, pronunciation and vocabularies. So, of course the practices bring the students find their progress in mastering English. The students will be able to communicate in English fluently with a good mastery of language and express their ideas for getting more information in English.

According to Ur (1996) people who know a language are referred to as speakers of that language, as if speaking included all other kinds of knowing. So, to be able to speak English well, the students need to learn how the native speaks. In further explanation, Ur (1996) states that the characteristics of successful speaking ability are: learners are willing to talk, participation is even, motivation is high and language is of an acceptable level. Here then, it can be understood that to be successful in speaking English, the learners need to be active in participating during the interaction or communication.

IV. Conclusion

This paper formulated the implementation by discussion on class presentation, and by pretending to be teacher on classroom practice teaching. In relation with those above discussion, the conclusion states that the use of sharing book experience can improve the fourth semester students' speaking ability of English Language Education Program University of Muhammadiyah Jember. Based on the analysis and the conclusion, this research suggests following:

1. The use of shared book experience in English classroom are widely open the students' active participation, so the teacher could not only invite the students to share their experience in understanding the book, but also exploring their ideas on the topic the share about.
2. The students in the English class are not always having a good briefness to express their understanding and idea, so variety of ways to motivate, facilitate,

and encourage them to speak up should be found through classroom research or study.

V. References

- Arikunto, Suharsimi. (2006). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Ary, Donald. (2003). *Introduction to Research in Education*. United States of America City: Library of Congress Catalog.
- Beard, Roger. (1997). *National Literacy Strategy*. English. School of Education Univercity.
- Brown, Gillian & Yule, George. (1983). *Discourse Analysis*. Cambridge: Cambridge University Press.
- Button, Kathryn & Johnson, Margaret. (1997). *The Role of Shared Reading on Developing Effective Early Reading Strategies*. Reading Horizon Journal. (http://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=1356&context=reading_horizons, accessed June 5th, 2016)
- Celce, Murcia. (2001). *Teaching English as Second or Foreign Language*. Amerika: Thomson Learning.
- Chung, Mi-Hyun & Keckler, Barbara. (2016). *Shared Book Experience using Science-Theme Books to Develop Scientific Literacy: An Interactive Approach with Struggling Readers*. The Language and Literacy Spectrum Journal. (<http://www.nysreading.org/sites/default/files/regional/Chung%20%26%20Keckler.pdf>, accessed June 8th, 2016)
- Hornby, A S. (2005). *Oxford Advanced Learner's Dictionary*. Oxford: Oxford University Press.
- Hughes, Arthur. (1989). *Testing for Language Teachers*. New York: Cambridge University Press.
- Ur, Penny. (1996). *A Course In Language Teaching*. United Kingdom: Cambridge University Press.
- Westwood, Peter. (2001). *Reading and Learning Difficulty*. Camberwell. The Australian Council.

SHARED BOOK EXPERIENCE IMPLEMENTATION: PRACTICE TEACHING MODEL TO IMPROVE STUDENTS' SPEAKING ABILITY

ORIGINALITY REPORT

14%

SIMILARITY INDEX

9%

INTERNET SOURCES

6%

PUBLICATIONS

11%

STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to Universitas Negeri Surabaya The State University of Surabaya Student Paper	2%
2	Submitted to University of Exeter Student Paper	2%
3	Hanoi University Publication	2%
4	Submitted to Universiti Utara Malaysia Student Paper	1%
5	Submitted to Universitas Jember Student Paper	1%
6	eprints.umm.ac.id Internet Source	1%
7	dspace.univ-ouargla.dz Internet Source	1%
8	Submitted to Canakkale Onsekiz Mart University Student Paper	1%

9	Submitted to Fayetteville State University Student Paper	1 %
10	Submitted to The Chicago School of Professional Psychology Student Paper	1 %
11	slidegur.com Internet Source	1 %
12	adaaronacademicwriting.blogspot.com Internet Source	1 %
13	eprints.iain-surakarta.ac.id Internet Source	1 %

Exclude quotes On

Exclude matches < 20 words

Exclude bibliography On