Course Review Horay Method in Teaching Speaking

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COURSE REVIEW HORAY METHOD
IN TEACHING SPEAKING

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Abstract

This research aims at finding out whether the use of course review horay method is effective or not to improve the students' speaking skill at the eight grade students of SMP Negeri 14 Palopo. This research was conducted at SMP Negeri 14 Palopo. It applied a pre experimental method. The total number of population was 38 students from two classes in the eight grade students. This research used purposive sampling which the researcher took class VIIIA. In this research the researcher used one instrument consisted of speaking test. Speaking test was given in pretest and posttest. The result of research shows that the use of course review horay is effective in teaching speaking. It is supported by the mean score of posttest (8,55) which is higher than pretest namely (13,66). Then, the P value of t-test was 0.00. It means that there is significant difference between the pretest and posttest

Keywords: course review horay, speaking.

Introduction

Speaking is one of four language skills, which is basically functioned as communication instrument. It is very important to be mastered by the students. If they cannot speak fluently, they will not be able to share their ideas to others. In addition, they also cannot be successful in their future career if they cannot communicate smoothly in their environment.

In delivering material in English class, an English teacher should use a suitable

147

technique. The English teachers are obligated to choose the suitable approach, strategy, and method in order to achieve the teaching purposes easily. The suitable technique for the students will make the students to be more motivated to study. The teacher who is able to present the material successfully, he or she will be satisfied with their students' achievement.

In reality, the students of the eight grade at SMP Negeri 14 Palopo have difficulties in speaking subject. It is caused by some factors: first, they are too shy and afraid to speak in front of the class because they are lack of self-confidence. Second, they are unmotivated and lack of practice. Lastly, they need an interesting technique to simulate them to speak in the class. In order to solve the problem faced by students at the eight grade of SMP Negeri 14 Palopo, the researcher uses course review horay to make the students more motivated in learning speaking. Course review horay can provide some helps for the students to improve their speaking. In addition, course review horay present a real life situation and provide the most useful and interesting lesson so the students can speak freely and confidently in front of the class. In addition, this technique is quite interesting and can reduce the students' boredom in learning English.

To make the students have strong interest in teaching and learning process especially in learning speaking, the teacher should take the best approach, method, and strategies. Then, the teacher can use media in teaching of English language, method are used to help the students for speaking to make interaction between the teacher and students. Furthermore, the teacher has to prepare the interested aids before teaching learning process done. In this case, the researcher used board course review horay as method in teaching learning processes.

Furthermore, Course Review Horay (CRH) method is also one of cooperative learning model that is both fun and improve students 'ability to compete in a positive learning, but it also can develop students' critical thinking skills, and help students to remember the concepts are learned easily. CRH learning model is also the a learning method that can be used by teachers to change the atmosphere of learning in the classroom with more fun, so that students feel more interested. Because the method of CRH, if the student can answer correctly, then these students are required to shout the word "horay" or yells preferred and agreed upon by a group or individual students themselves.

In the application method of learning Course Review Horay (CRH) does not only want students to learn the skills but also academic content. Furthermore, Course Review Horay as one process of learning to know, learning to do, learning to be and learning to live together to promote the creation of meaningfulness of learning for learners

The primary purpose of this research is to answer the following questions: Is the use of course review horay effective to improve students motivation in learning speaking? Then, the objective of the research is to find out effectiveness of using course review horay in learning speaking

Review of Related Literature

a. Speaking

Louma (2004:10) states that speaking skill are important part of the curriculum in language teaching and this make an important object of assessment us well. Speaking

is a challenging, because there are so many factors that influence our impression of how well someone can speak in language and because we expect test sources to be accurate.

River (1993:188) explains speaking terms; we learn to speak by speaking. The teachers persuade themselves that if they speak the new language in the classroom, the students will begin to speak it fluently too. The students have the opportunity to learn second or third language as they learned their native language as child. Teacher will need to give students many opportunities to practice speaking, teaching of speaking skill is more demanding on the teacher than the teaching of any other language skill. An act of speech involves more than knowledge of the code like phonological, morphological features, and syntactic rule. It involves the selection of integrated pattern of elements of the code for the expression of an intention.

Brumfit (1981:151), states that speaking as the thing is going two or more people talk to each other, or an equal about people they know things have been experience or doing, their plans for the future and so on. A good speaking should be planned spontaneously: the reader should not feel that is premeditated. So in this case, we need a good preparation. Speaking has both formal and functional characteristic.

According to Frebon that speaking is a media for language consist of sound some difference is the result of the fact that we listen to speech, and usually we can see who is talking to us, communication through the sense of touch alone possible.

Hornby (1995:1140) states that speaking used indicate one's role, position or motive when expression an opinion. Explains that speaking is a fine art. It is the art of thoughts. Speaking therefore, is an art that affords the greatest pleasure. It does not cost money, it is all profit and it completes our education. Revell (1991:5) communication is an exchange between people of knowledge of information of ideas the students should be given oppurtinity to practice their language.

b. Course Review Horay

Course Review Horay (CRH) method is also one of cooperative learning method that is both fun and improve students 'ability to compete in a positive learning. It also can develop students' critical thinking skills, and help students to remember the concepts are learned easily. CRH learning method is also a learning method that can be used by teachers to change the atmosphere of learning in the classroom with more fun, so that students feel more interested. InCRH, if the students can answer correctly, then these students are required to shout the word "horay" or yells preferred and agreed upon by a group or individual students themselves. (Slameto, 2013:97)

Widodo (2009) also explains that the method of learning Course review horay (CRH) is a learning method that can create a classroom atmosphere becomes festive and fun. That's because the student or group can answer correctly are obliged to shout or yell slogans horay else they like.

In the application method of learning Course Review Horay (CRH) does not only want students to learn the skills but also academic content. Course Review Horay as one process of learning to know, learning to do, learning to be and learning to live together to promote the creation of meaningfulness of learning for learners . Through Learning Course Review Horay expected to train students in solving problems with the formation of small groups.

In addition, the learning objectives of course review horay (CRH):

1 Improve student performance in completing academic tasks;
2 Students can learn actively;

3   So that stude.nts can receive their friends who have a variety of different backgrounds and differing opinions about problem solving;

The principles of Learning Method Course Review Horay (CRH) are:

1   CRH learning method should be used with a specific purpose that is relevant to the objectives to be achieved, so that learning would be in line with the initial planning of learning;
2   Planned properly and explicitly included in the lesson plan. Sothe use this learning method should be completely structured and planned. Due to the use of this learning method CRH requires the flexibility, spontaneous in accordance with the feedback received from the students. This feedback is twofold:
     a   Feedback behavior regarding students' attention and engagement.
     b   Feedback information about the knowledge and lessons learned.

The advantages of Course Review Horay are (1) learning more attractive; That is, by using CRH method students will be more excited in receiving the material to be delivered by teachers because many interspersed with games and other simulations. (2) Encourage students to be able to plunge into learning situations; That is, students are invited to participate in games or perform a simulation of the teacher to the student participants relating to the material that will be presented a teacher (3) Learning is not monotonous because interspersed with entertainment or games, so students will not feel saturated that could make it not concentrate on what was described by the teacher. (4) Students learn more spirit for a more pleasant learning atmosphere; most of the students easily feel saturated when the method used by the teacher is lecturing. Therefore, by using course review horay (CRH) method to evoke the spirit of learning, especially elementary school children who incidentally still want to play. (5) The existence of two-way communication; students and teachers will be able to communicate well, can train students to be able to speak critically, creative and innovative. So it will not rule out the possibility that the more there is interaction between teachers and students

The Steps of Learning Course Review Horay Method : (1) Teachers determines the target competence that should be achieved. (2)The teacher presents or demonstrates material according to topic with a question and answer (3) The teacher divides the students into groups. (4) To test students' comprehension told to make a brief conversation with regard to material that has been previously described or with topics that have been determined by the teacher. (5) Students are required to work in collaboration group and then the students were asked to recite a conversation that has been made. (6) Students or groups who managed to recite the conversation correctly, immediately shouted horay or sing yells that they made themselves. (7) The students calculated from the correct answers and a lot of shouting horay. (8) Teachers provide additional value in obtaining high value or with a great deal horay. (9) Closing

Components of Speaking Skill

In speaking skill there are three components to master, such us:
1   Pronounciation
     Pronounciation is the act manner of pronounciation something articulates utterance. In other hand the pronounciation is the way to produce of words in native

speaker. Evelyn finds the factors influence the pronounciation of someone like: mother tongue, privates, and attitude for pronounciation, talent chance to speak with native speaker (Evelyn in Israeni, 2009:9). In English there are two parts should be mastered in pronounciation language such us sound and stress. Harmer adds three areas to know about pronounciation such us:

a   Sound

Sounds is words are made up of individual sounds for example "beat" =/b + i: + v. By changing one sound, we can change the word and its meaning.

b   Stress

tress is the part of a word or phrase which has the greatest emphasis because the speaker increases the volume or change the pitch of their voice. In English and many other languages, one or more of the syllables in cash contact word is stressed.

c   Pitch and Intonation

Pitch describe the level at which you speak and intonation is often describe as the music of speech.

2   Appropriacy

Appropriacy is the ability to use the language correctly in communicating. According to Evelyn; there are rules of use without which the rules of syntax are meaningfulness. If someone wants to use the language correctly he must consider some variables like; setting (situation); where and how someone speak, participant; with whom he speak, purpose, channel (communication tools) and topic.

3   Conventional

Convensional is the use of expression that usual many people know what be wants to say but do not know to arrange what he will say. This probem is caused grammar problem. Beside that English is the contextual language so can not to use in the different condition.

The ability to speak fluently presuposess not only knowledge but also the ability to process information and language. Language features is among the elements necessary for spoken production according to Harmer as the following:

1   Connected speech; effective speakers of English but also to use fluent connected speech.

2   Expensive devise; the use of these device contributes to the ability to convey meanings

3   Lexis and grammar

4   Negotiation language; we use to seek clarification and show the structure of what we are saying (Harmer, 2001:269)

All of components and elements of speaking determines the ability in speaking and communicate. They can be not separated one and others. The speakers can share information; devide the opinion and listener can understand what he says and happen the change information among them.

Method

In this research, the researcher applied pre-experimental design by using experiment class. This research was conducted in six meeting. The aim of this research

was to find out whether course review horay is effective in improving students speaking skill or not. This research used pre-test and post-test design. The design of this research show as follows:

$$E = O_1 X\ O_2$$

Where:

E = Experiment
O_1 = Pre-test
X = Treatment
O_2 = Post-test

Population of this research was students of eight grade students of SMP Negeri 14 Palopo. There were two classes. In determining the sample, the research used purposive sample technique, where the researcher took students of class VIIIa in eight grade of SMP Negeri 14 Palopo. The class has low ability in English. The instrument used in this research was speaking test (oral test). The speaking test applied in pre-test and post-test. The pretest used to find out the students prior knowledge in speaking ability before they get the treatmens, while the posttest used to know the improvement of the students in speaking skill after they get the treatment.

The procedure of data collecting presented as follow:

1 Pre-test

The pretest used to find out the student prior knowledge in speaking before they get the treatments. To know students existing knowledge of speaking ability, the researcher used oral test to the students.

2 Treatment

a First meeting

The researcher taught the speaking about "Describing Classrom". The researcher targets that students can describing their class appropriate explaining by researcher.

b Second meeting

The researcher taught the speaking about "Describing Object". The researcher targets that students can describing object appropriate explaining by researcher.

c Third meeting

The researcher taught the speaking about "Describing Characteristic and physical appearance". The researcher targets that students can describing characteristic and physical appearance appropriate explaining by researcher

d Fourth meeting

The researcher taught the speaking about "Describing Someone/Friend". The researcher targets that students can describing someone or their friend appropriate explaining by researcher.

e Fifth meeting

The researcher taught the speaking about "Describing Animal". The researcher targets that students can describing animal appropriate explaining by researcher

f Sixth meeting

The researcher taught the speaking about "Describing Their Group". The

152

researcher targets that students can describing their group appropriate explaining by researcher

3   Post-test

The posttest was used to measure the students speaking skill after treatments. The procedure was the same with the pretest .

The data from the English speaking test scored based on the three English speaking skill scoring classification. In this case the researches gives to the students accuracy (pronounciation), fluency (smoothness) and comprehensibilty. Classifying the students score into some classifications namely speaking accuracy, fluency and comprehensibility.

The data were obtained in the form of quantitative data, which was then analyzed by paired-sample t-test using SPSS 20. The result of the t-test was used to answer the hypothesis about the effectiveness of using course review horay in teaching speaking.

The hypothesis of this study were:

1. Null Hypothesis (H0): There is no significant difference between the results of observations of students' teaching skills before and after treatment

2) Alternative Hypothesis (H1): There is a significant difference between the results of observations of students' teaching skills before and after treatment

Results

The students mean score in pretest was 8,55 and the students mean score in posttest was 13,66. It mean score of posttest was higher than mean score of pretest (13,66>8,55), and it also it supported by the result of paired sample t-test value with P Value is 0.00. The result means that there is significant difference between the pretest and posttest of the students speaking ability before and after giving treatment.

The use of course review horay in teaching speaking is effective to improve the students speaking skil. The use of course review horay does not only improve the students speaking but also improve the students' motivation in learning. It is because of the fun atmosphere in class that can make the students interest in learning and enjoy the class.

Widodo (2009) explains that the method of learning Course review horay (CRH) is a learning method that can create a classroom atmosphere becomes festive and fun. That's because the student or group can answer correctly are obliged to shout or yell slogans horay else they like.

In the application method of learning Course Review Horay (CRH) doe not only want students to learn the skills but also the academic content. Course Review Horay as one process of learning to know, learning to do, learning to be and learning to live together to promote the creation of meaningfulness of learning for learners. Through Learning Course Review Horay can be expected to train the students in solving problems with the formation of small groups.

Another finding shown that the students enjoyed performing course review horay because it challenging nature. The classroom atmosphere became more alive and all the students were actively involved in teaching and learning process. The laughed at other group members who made anay mistake. They seemed relaxed and excited during the performance period.

After six meeting treatments through course review horay, the score of each observed component improved. The score in pretest and posttest were realy different. The score of posttest was higher than the score of pretest (posttest>pretest). Thereby, it can be concluded that course review horay can improve the students speaking skill at SMP Negeri 14 Palopo.

Conclusion

The researcher can conclude that the use of course review method in class can improve effectively the students speaking skill students at SMP Negeri 14 Palopo. It is supported by the significant difference between the students mean score of pretest and posttest. The students mean score in pretest was 8,55 and the students mean score in posttest was 13,66. It mean score of posttest was higher than mean score of pretest (13,66>8,55), and it also it supported by the t-test value $(t_1) = 2,5$ higher then t-table $(t_2) = 2,110$ or (2,5>2,110) where level of significant (P) = 0,05 with d_f= N-1.

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