IMPROVING STUDENTS' SPEAKING ABILITY THROUGH CONSTRUCTIVISME APPROACH BY USING CLASS PRESENTATION AT SEVENTH GRADE STUDENTS OF MTs NEGERI 1 KOTA SERANG

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English for Foreign Language is one of the most major part in education. As a part of English skill, speaking is one of the crucial thing as a communication. But infact, it should be learnt earlier even in junior high school. There are some problems come up when students take this skill, the lack of time to learn English and the number of students are the biggest problem and it needs to solve. Besides, teacher sometime still use a convention method, so to improve students' ability in speaking, teacher should have a goood way to teach. Class presentation is one of the solution to enhance students' speaking skill. They have a time to speak up in turn and by constructivisme approach, students have a change to learn EFL regularly. This research uses action research where contains two cycles as comparission the result. Meanwhile this research uses random sampling to consider the partisipation and it takes place at seventh grade junior high school of MTs Negeri 1 Kota Serang. to get the result of data, this reseacrh uses triangulation data that consist of three parts, they are, observation, interview, test and document. This research is started from identifying problem, problem formulation, acting, collecting data and publishing.

Keywords : speaking, class presentation, action reseach, constructivism

INTRODUCTION

A. Background

People need communication is society, therefore since students in junior high school, they get four English skill. One of them is speaking skill. But in some conditions the problems come up during the learning activity. There are four basic skills in learning foreign language, they are writing, reading, listening and speaking is one of them. Generaly, to practice English it needs a plenty of time in order to students have many opportunities to learn. But unfortunately, learners have no time to learn and cannot continuosly practiice in the classroom. However, by simply using language, learners are not able to develop continuously (Skehan, 2002). In the classroom, students tend to be passive and it should be students centered. The students have no brave to speak up and they focus on grammatical or structural feature. Besides, teacher centered is not good for learning process. Teachers come to the class only giving a material and do not give students opportunity to speak up. On the other hand, speaking is not usually doing in the exam.

The ability to use language for communicative purposes comprises the ability to employ formal linguistic resources such as vocabulary, idiomatic expressions, collocations, patterns,

grammatical structures, and phonological features, among others, to express ideational, interpersonal and discoursal meanings in order to achieve communicative goals in genuine contexts effectively. To be able to develop this ability and the capacity to use these resources in real contexts and time, second language learners must internalize the existing relationships in the target language among form, meaning and use (Bygate, 2001).

To get the purpose of the reseach, the researcher applies some teaching approach and methode, due to the condition of students in the classroom there are thirty eight students and the time in learning process is only fourty minutes in a meeting.

B. Objective of the research

The objective of this research is to improve students' speaking ability and the researcher uses a constructivism approach through class presentation considering the learning background that has been explained in the previous one. So, the goal of learning activity can be got well.

C. Statement of the Problem

Based on the background that has been mentioned above, the writer has a plan to solve that problem through constructivism approach by using class presentation to improve students' speaking ability at seventh grade students.

a. What is the description of Improving students' speaking ability through class presentation?

b. What is the process of Constructivism approach build students' knowlwdge to be more active, interactive, attractive and cooperative?

LITERATURE REVIEW

For second language development to occur, learners should be provided with plenty of opportunities in their classrooms to use these formal linguistic resources available to them. The experience of language production pushes learners to notice gaps in their linguistic knowledge, triggering an analysis of input or of existing internal resources to fill in those gaps (Swain & Lapkin, 2001), and to prepare their knowledge base for the reception of new language. However speaking refers to the gap between linguistic expertise and teaching methodology. Class presentation is a form of a group work that gives students more opportunities to construct their speaking ability. The fundamental principle underlying the use of group work in the language classroom is that through this technique the students are given opportunities for "self-initiation, for face-to-face give and take, for practice of

negotiation of meaning, for extended conversational exchanges, and for student adoption of roles that would otherwise be impossible" (Brown, 1994, p. 173).

Talking about constructivism approach is Learners build a knowledge rather than passively getting information and it construct a new information into their pre - existing knowledge (schemas). Knowledge is constructed within the mind of the learner and is therefore located internally (Driscoll, 2005). It means that students have their own knowledge naturally. Actually, the constructivism approcah it self has two process that related each other. First is Assimilation. It processes of taking new information and fitting. Second is Accommodation, it processes using newly acquired information to revise and redevelop an existing schema. Constructivism is a collection of several learning theories which continue to be developed. Dougiamas (1998). On the other hand a learner's social interactions, especially through language, is the primary means by which new knowledge is constructed. Lev Vygotsky (Miller, 2002). Piaget (Campbell, 1997) defined constructivist learning where the learner takes on an active role in constructing knowledge rather than passively receiving knowledge from the environment as behaviorists would suggest.

RESEARCH METHODOLOGY

A. The Site and Participant

The site of this research is students of MTs Negeri 1 Kota Serang at seventh grade students. There are thirty eight students in a class. The researcher takes a random sampling to get the sample of the data

B. Research Design

The design of this research is action research as Burns (1994) defines AR as "the application of fact finding to practical problem solving in a social situation with a view to improving the quality of action within it, involving the collaboration and cooperation of researchers, practitioners and laymen." (in Burns, 1999). AR relies on exploratory and interpretative methods which are often appealing to the classroom teacher. These methods enable teachers to explore the realities of practical situations without the need of controlling the variables of their classroom contexts. The flexible and eclectic nature of AR implies that teachers are able to modify the questions or issues guiding their research, to take on different research methods

or to take their interpretations in new directions as the need arises, a variant that would not be suitable in quantitative research.

In this situation, this action research is design to know the use of class presentation while using constructivism approach and from all explanations above about the action research, the researcher uses the model developed by Kemmis and McTaggart that it is called 'self-reflective spiral' (Kemmis, Robin, & Nixon, 2014, p. 18). The process of action research describes in the form of mechanical sequences of steps which is as following:

C. Research Instrument

To collect the data, the writer uses some instrument that consist of non test, they are; observation, interview and document. Each of them will describe one by one; (1) observation; (2) Interview; (3) Document; (4) Test.

1. Observation

In doing observation, the researcher has done it. It is started at the middle of the second semester, it is February. The observation is done to decide the class belongs to the research. In this situation the researcher is also a teacher at that school. In doing observation the researcher identify the characteristic of students also their behavior in learning English. It is very important to the researcher to use the suitable teaching method and what kind of approach as a tool of the research. in the observation the researcher did a pre interview.

2. Interview

An interview is a conversation to get the information. The interview gives the researchers a chance to explore the responses more in-depth related to their expressing and their feeling. In this situation the researchers can examine attitudes, interest, feelings, concerns and values The interview takes the informal, conversational interview. It is done when there is no class anymore or when students take a rest. It means that during the interview the interviewer goes with the flow. The interview itself is doing randomly in a day. Remain that there are 38 students in experiment class so it is impossible to interview all students in a day. So the researcher needs four days to get the interviews as the participant is 9-10 students in a day. On the other hand the interview conducts to individual interview.

In doing the interview, the researcher needs a guidance question in order to make the easier for the researcher to get the data. All the students' answers are covered the research

focus and the data can be used as the tool in doing the research. These are the following of the main point in giving interview.

3. Document

The last method that is used in this research is collecting a document. This is will be a crucial thing as evidence in doing the research. All the activities will be present in the form of document both audio and visual. During the process, the researcher also takes a note which is used as a document. The recording of documents both visual and audio can be based on the researcher's structure. It is helpful to note whether the information represent primary material and it is also helpful to comment on the reliability and value of the data source

4. Test

The test is used to know the students' speaking ability. In the process of test students should retell related to the material that is simple present tense (describing people) and they make a simple sentence using their own words.. The effectiveness of treatment will be showed by the result of the test. The test is applied at the end of the cycle. The researcher uses a formative test. This is choosing to know the students' result directly after getting treatment. However the criteria of the result test will be presented as follows:

Evaluation Criteria

Qualification	Score
Excellent	81-100
Good	71-80
Good Enough	61-70
Poor	0-60

RESEARCH FINDING AND DISCUSSION

A. Finding

In this small-scale research the data were elicited from the students'spoken-English output before, during and after the implementation of change,students' questionnaires, students' interviews, and class observations. As was mentioned earlier, the students had to take two

term tests throughout their academic year. The first test was administered in January, and the second in April. Each one of these tests consisted of two sections: an oral and a written one. In order to pass these exams, the students were expected to score a grade equivalent to 7 (seven) or above in both sections. The format of these tests and the type of tasks in them were consistent with the kind of activities done in class. Table 2 below shows the number of students in percentages per term classified according to the grades obtained. The grades were grouped on a scale ranging from 1-4: Fail, 5-6: Poor, 7-8: Good, and 9-10: Very Good.

Progression of Students' Outcomes Throughout the Academic Year

| Grades in numbers	Grades in letters	1st term No. of stds. in %	2nd term No. of stds. in %
1 through 4	Fail	4%	0
5 through 6	Poor	52%	12%
7 through 8	Good	40%	60%
9 through 10	Very Good	4%	24%

After analyzing the students' speaking first term test results, it transpires that the majority of the learners (Grades 1-4: 4%, Grades 5-6: 52%: Total 54%) failed to meet the instructional objectives regarding the development of their speaking skills set for that period. This result was, as was mentioned earlier, the major reason that pushed us to engage in the implementation of change so as to improve chances of accomplishing our instructional aims. After the completion of this project, we analyzed the results emerging from the second term tests. Careful examination of these findings revealed that the number of the students who had failed their first term tests plummeted considerably (see Table III above) from 54% (first term test) to 12% (second term test). Not only had the number of those students who had passed their first term tests with scores ranging from 7-8 and 9-10 increased favourably after carrying out the project, but also their grades had improved noticeably.

However, the most significant and positive change was observed in the drastic fall in the number of those students who had failed their first term tests with grades 5-6 (52%) compared with the number of those who had failed their second term tests with grades 5-6 (12%). The graph below illustrates the students' evolution and the impact this project had on

the development of their oral communicative skills after the implementation of the change effected.

Besides, students have to take pre test and posttest. There are two postets and the students pass the criterion minimun of completness if they pass the score seventy seven (77). Ih the fisrt pre test, there are only eight students who has finished the criterion minimum of complitness with means 69.37 and for postest 1 there are 24 students who has passed the score. On the other hand for the posttest 2 there are 29 students who has passed the score. Here the diagram of students result in improving their speaking ability.

The score of students' speaking ability from Pretest to Posttest
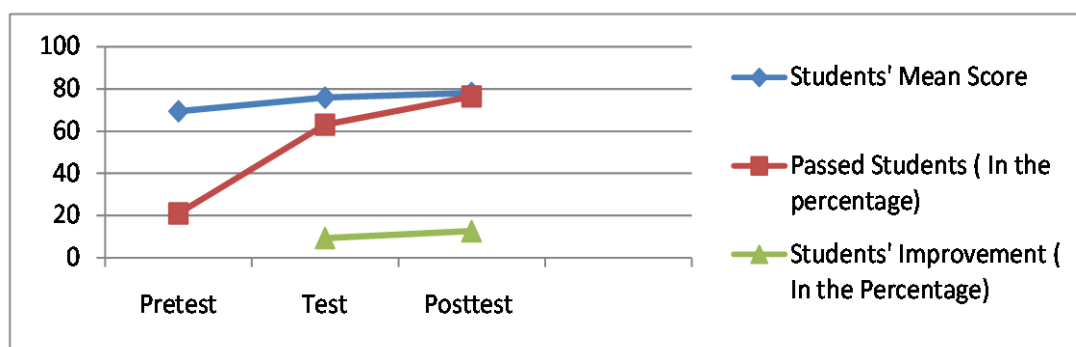
The result of this research also shows the changes og students learning style. Students tend to be more active, crearive and cooperative. They work in a group, they bulid their knowledge and spread it becomes a new idea using their speaking ability.

B. Disscussion

A tentative conclusion from studying these data is that, at least, in this preliminary stage of the development of this AR project, the results obtained so far seem to be beneficial for both the students and teacher alike. However, in this section, some observations will be made.

Concerning the number of classes observed, it would have been interesting to sit in more classes during and after the instrumentation of this project. This would have provided the researcher and the teacher in charge with more information about instances in action which could have been used to determine the extent of the impact of this project and its overall effectiveness. However, due to time constraints, this plan had to be called off.

CONCLUSION

The constructivism approach is the best solution for students to enhance their sepaking ability and it is through class presentation. Besides, using this approch and teaching technique students more active to build their knowledge, more interractive, attrative and cooperative. Teacher also can focus on helping them. learners are put to work on projects that consist of speaking tasks which promote cooperative work through constructivism approach, exchange of ideas, negotiation of meaning, creativity, extended conversational interactions, combined with a focus on form, students are pushed to take on responsibility for their own learning process, and this is crucial for second language acquisition to happen.

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