USING ORAL ERROR CORRECTION IN STORYTELLING TO IMPROVE STUDENTS' SPEAKING ACHIEVEMENT

Arya Yoga Swara Sumantri, Sudirman, Deddy Supriyadi

AryaYogaSwara@gmail.com

Abstract

Tujuan penelitian ini adalah untuk menemukan perbedaan signifikan pada prestasi berbicara siswa setelah diajarkan dengan menggunakan teknik *oral error correction,* menemukan apakah *oral error correction* dapat meningkatkan kemampuan berbicara siswa pada aspek kosa kata, kelancaran, pemahaman, pelafalan, dan tata bahasa, serta proses belajar mengajar. Penelitian ini menggunakan metode kuantitatif. Sampel dipilih secara khusus berdasarkan tingginya nilai bahasa inggris yaitu kelas XI IPA1 di SMAN 1 Sidomulyo. Data diperoleh dengan mengadakan *pretest, treatment,* dan *posttest*. Hasil menyimpulkan bahwa adanya perbedaan prestasi belajar siswa secara signifikan pada level 0.05 karena t-ratio lebih besar dari t-table (6.593 > 2042), oral error correction pada storytelling dapat meningkatkan kemampuan berbicara siswa. Pada pretest, rata rata siswa adalah 60 sedangkan di posttest menjadi 72.45. Dapat Disimpulkan bahwa oral error correction dapat memberikan meningkatkan kemampian berbicara siswa.

The aimed of this study were to find out difference of students' speaking achievement after being taught by using Oral Error Correction in Storytelling technique, find out whether *Oral Error Correction in Storytelling* can be used to improve students' speaking aspects in terms of vocabulary, fluency, comprehension, pronunciation, grammar and learning process or not. This research used quantitative research as the research design. It was conducted using *one group pre-test post-test design*. The subject of this research was class XI IPA 1 of SMAN 1 Sidomulyo. The data were gained by administering pretest, treatment and posttest. The results showed there was significant difference in level 0.05 because t-ratio is higher than t-table (6.593 > 2042), Oral Error Correction in Storytelling technique was applicable to improve the students' speaking achievement. In pretest, students' means score was 60 while in posttest it became 72.45. It could be inferred that Oral Error Correction in Storytelling technique gave significant improvement on students' speaking achievement.

Keywords : Oral Error Correction, Speaking, Achievement.

INTRODUCTION

English as a foreign language is very necessary. The teaching learning of English is a process that contains a series of actions between teacher and students on the basis of reciprocal relationships that take place in an educational situation to achieve a certain goal. Good interaction between teacher and students will give good condition for the continuity of the learning process. Interaction in the teaching and learning events has a wider sense, not just the relationship between teacher and students, but in the form of educational interaction.

However, the fact is different from what happen in some senior high schools. Based on Pre research on the school of SMAN 1 Sidomulyo, it was found that the students' performance in speaking shows that the students have low achievement in speaking. It is the problems which is faced by the students. The problems come not only from the students, but also from the teacher. English teacher says that he does not give the supports rapidly like correction during speaking. The teacher has his own reasons why he is not correcting the mistakes of students, like the students will be shy. Basically, the teacher can give the support by giving the correction when the students making an error in speaking.

In learning a language, one should do a lot of practices. In general, students would start with understanding the message given orally and comprehending certain words, in order not to get wrong interpretation or miss understanding. In responding, students should initiate to speak like native speaker in order to make students able to produce the sound correctly or at least nearly the same as native

speaker. So, the teacher should give inputs to correct the students' speaking performance.

To overcome students' speaking achievement, this research applies the technique called Oral Error Correction. Oral error correction can make the students better in the process of teaching and learning. But, it can a lot of problem faced by students. Considering the purpose of English learning is for communication (Yoosabai, 2009), hence speaking is the most important aspect in English learning. Moreover, the students lack of speaking exercises too. The students do not know how to pronounce words, use grammar and vocabularies in correct way. The students never teach and get input in spoken language. Inherent in the profession of teaching is the need to make corrections, but teachers are often unsure and forget as to how much to correct, when to correct, or even how to correct the students' speaking achievement. Moreover, teacher often forget to give correction to students who say the wrong words. Goh (2007: ii) says that although speaking is now an essential part of many language curricula, it is probably true to say that while it frequently occurs in class, speaking is less frequently taught. The problem comes not only from the students but also from the teacher.

The subject of this research was the second grade students of SMAN 1 Sidomulyo. The researcher chooses the second grade students because they have already good scores in English subject. In this research, the researcher focuses on the improving of students' speaking achievement. The teaching materials are taken from KTSP English curriculum for the second grade of senior high school.

In line with the background of the study, the questions to be answered in this study are to find out significant difference in students' speaking achievement after being taught by using oral error correction technique, whether or not oral error correction can be used to improve students' speaking aspects in terms of vocabulary, fluency, comprehension, pronunciation, grammar and analyze the teaching learning process during treatments.

METHODS

This research was conducted using *one group pre-test post-test design*. The result was gained from the comparison between the two tests, for example pre-test and post-test (Setiyadi, 2000:40). One class was chosen from the population namely experimental class by using purposive sampling. The class was given pretest, treatment and posttest. The population of the research was the second grade students of SMAN 1 Sidomulyo.

Pretest, Treatment, Posttest, Recording, and Transcribing are used to collect data. The procedure of the research were: Preparing the Lesson Plan, Preparing the Material, Administering the Pretest, Conducting the Treatment, Conducting Observation, and Administering the Posttest. In getting the data, the researcher uses speaking test as the instrument of the research. The speaking test is Interview. The researcher recorded the students' performance and gave scores the students' performance. After getting the raw score, the writer tabulates the results of the test and calculating the score of pretest and posttest. Then, SPSS used to calculate mean of pretest and posttest to find out whether there is an improving or

not after the students are taught by using Oral Error Correction technique. Repeated Measure T-test used to draw the conclusion. The data computed through Statistical Package for Social Sciences (SPSS) 20 for window. The hypothesis analyzed at the significance level of 0.05 in which hypothesis will approve if sig $< \alpha$.

RESULTS AND DISCUSSION

Results

This research was held in five meetings to get the data. The first meeting was pretest followed by three times meeting for treatment. Then, posttest conducted in the fifth meeting to find out the students' improvement in speaking achievement.

The pretest was administered in order to measure the students' basic achievement before the treatment. The pretest was conducted on Monday, March 2nd 2015. The score of the five aspects of speaking tested in pretest were presented in the following table:

Pre-test	The Evaluated Components of Speaking					Total
	Grammar	Vocabulary	Fluency	Pronunciation	Comprehension	
Average	10.4	11.4	12.8	12.45	12.9	60

Posttest was conducted in order to find out the improvement in speaking and also to make sure that oral error correction technique could be used to improve students' speaking achievement. The posttest was administered on Monday, March 13th 2015. The score of the three aspects tested in the post test were presented in the following table:

Post-test	The Evaluated Components of Speaking					Total
	Grammar	Vocabulary	Fluency	Pronunciation	Comprehension	
Average	13.94	14.4	14.74	14.28	15.08	72.45

The following table showed the improvements of students' speaking aspects; grammar, vocabulary, fluency, pronunciation, and comprehension in experimental class.

No	Components	Pretest	Posttest	Increase	Percentage
1	Grammar	10.4	13.94	3.9	28,4%
2	Vocabulary	11.4	14.4	3	24,2%
3	Fluency	12.8	14.74	1.94	15,2%
4	Pronunciation	12.45	14.28	1.83	14,7%
5	Comprehension	12.9	15.08	2.18	17,5%
	Total	60	72.45	12.45	100%

From the result above, it could be inferred that oral error correction technique could increase each aspect of speaking, namely: grammar, vocabulary, fluency, pronunciation, and comprehension in experimental class. The highest aspect of speaking was comprehension. In the aspect of Grammar, the students can make sentences which consist of subject, verb to be/ verb, and object. Then, Vocabulary, the students speak in better diction because the text or material makes the students understand the vocabulary easily. Besides that, some students in the class have mastered the vocabulary in the form of verb, adjective, and noun. In Fluency, most of the students answered the questions fluently because they learnt during the treatment. Besides that, in terms of Pronunciation, most of the students could pronounce the words and sentences well because at the treatment the researcher always showed the students how to pronounce the words or sentences in appropriate way more than three times. The last, in Comprehension,

the students were able to understand the questions so they can answer the questions fluently.

Based on the explanation of increasing in experimental class seen from each aspect of speaking and means of the total score, it could be concluded that the technique applied, teaching speaking by using oral error correction technique, was effective. From the average score of pre test and post test, it was clear that the means score of post test was higher than the means score of pre test. It means that there was significant improvement of students' achievement after being taught by oral error correction technique.

Discussions

Based on the research, there was a significant increase of students' speaking achievement after being taught narrative text through Oral error correction technique. It can be seen from the difference of means in pretest and also posttest. The mean score for pretest is 60 and the mean for posttest is 72.45.

Oral error correction is one of a new technique in teaching speaking of narrative text which can increase the students' speaking achievement. It might be caused by the real-life situation of the class which makes the student interested in following the lesson. Ramirez and Stromquist (1979) found that the overt correction of oral grammatical errors is positively associated with student growth. Therefore, it is recommended to use oral error correction in teaching speaking of narrative text.

Pretest and posttest were conducted to get the increase of students' speaking achievement. The students were asked to do interview as speaking test by answering several questions about the material from the teacher. From the result of pretest, it can be reported that the highest mean score in five aspects of speaking was comprehension (15.08) and the lowest mean score was grammar (13.94). Some students' pronunciation in pretest was actually good although there were some errors made by the other students. In the other hand, Most of students were not fluent enough to speak English. They often stopped talking in the middle when they were answering the questions. That might be caused by their frequency to speak English which was lack, as Hetrakul (1995) who says that the students use English more frequent only inside the class and less frequent outside class.

From the result of posttest, it can be seen that all aspects of speaking increased after being taught by Oral error correction technique. Then, the result still showed that comprehension became the highest mean score with (16.8), and grammar was in the lowest mean score with (12.27). All of students could pronounce the words better than in pretest. In posttest, students were able to answer the question more fluently than pretest. After that, the students got a lot of vocabularies from three times treatment. Then, their grammar in speaking increased too although they were still making little errors. Last, their comprehension to the material also improved.

In terms of the average increase of five aspect of speaking, we can see that comprehension is the one aspect which improved significantly with 2,9 (from 12.9

up to 15.8). This may be caused by the vocabularies were easy to understand by the students. Students could get the information from the teacher and handbook easily. So, the students comprehended the questions in interview which as the speaking test, and try to tell the story as they could although they could not speak English fluently.

CONCLUSIONS

Having conducted the research at the second grade of SMAN 1 Sidomulyo and analyzing the data, the researcher would like to give the conclusion as follows:

1. There is difference of students' speaking achievement score after being taught through oral error correction in storytelling. The difference of students' speaking achievement before and after being taught through oral error correction in storytelling is 12.45 points. It can be seen from the mean of pretest (60) and posttest (72.45). So, the hypothesis 1 is accepted because there is significant difference on the students's speaking achievement before and after being taught through oral error correction.

2. There is significant difference of the students' speaking achievement after being taught by oral error correction in. It can be seen from the difference of average score in pretest and also posttest. The result of posttest is higher than the result of pretest. There is an increase from the average score of pretest (60) to posttest (72.45). Then, the result of hypothesis test shows also that the hypothesis one (h1) is accepted because T-ratio was higher than t-table (6.593 > 2042).

3. The most significance increase among all aspects is Grammar. It is shown from the gain of each aspect. Grammar became the aspect which is most significantly increased by 3,54 gains with 28,4%.

In reference to the conclusion above, some suggestions are given as follows:

1. The English teachers are suggested to use oral error correction technique in teaching speaking because it is a new technique that can increase students' speaking achievement. This technique can be used by the English teachers when they are teaching Hortatory Exposition text.

2. For the English teachers who want to use Oral error correction technique is suggested to be able to make some variations in teaching so that the students do not feel bored make another activity. Besides that, the teacher should pay attention toward the problems which might be occured in learning process as what has been explained in this research.

3. Students should be confident to speak English in front of many people. They should not be shy if they make errors. They should be brave to speak English more confident in front of the class.

REFERENCES

Goh, Christine. 2007. *Teaching Speaking in the Language Classroom.* Singapore. SEAMEO Regional Language Centre.

Hetrakul, K. 1995. The second Language. http://eserver.org/courses/spring95/76-100g/KavinHetrakul.html. Retrieved on June 10th 2014.

Ramirez, Arnulfo G. and Nel ly P. Stromquist. 1979. *ESL methodology and student language learning in bilingualelementary schools*. TESOL Quarterly 13 (2).

Setiyadi, Ag. 2000. *Penelitian dalam Pengajaran Bahasa Asing*. Bandar Lampung: Lampung University Press.

Widdowson. H. G. 1978. *Teaching Language as Communication*. Oxford: Oxford University Press.

Yoosabai, Y. 2009. *The Effects of Reciprocal Teaching on English Reading Comprehension in A Thai High School Classroom*. Bangkok: Srinakharinwirot University Press.