
THE EFFECT OF INDIVIDUAL LEARNING ON STUDENTS' SPEAKING ABILITY

Ishak¹
Euis Yanah Mulyanah²

¹Dosen Prodi Akuntansi Fakultas Ekonomi Universitas Muhammadiyah Tangerang,

²Dosen Prodi Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Tangerang

ABSTRACT

The objectives of the research are to improve students' speaking and to enrich the effective techniques for the students in improving their speaking ability. This is an experimental study conducted at SMA AL-Husna Tangerang. The researcher collects the data from 40 students as sample from 12th Grade SMA Al-Husna Tangerang in academic year 2015/2016 spread in two classes, one class as the experiment group another one is the control group. The researcher used a true experimental research design to get the data and the data are gathered through pretest and posttest of speaking by using interesting short stories as the instrument of the research. The result of the research shows that the mean of gained score is 1.9. It can be concluded that the result of the posttest (after having treatment) greater than pretest. The research hypothesis accepted and null hypothesis is rejected. It means there is significant difference of teaching students' speaking ability both classes. Based on the result of t-test shows that $t_{observed}(8,07) > (1.73) t_{table}$. So, H_o is rejected and H_a is accepted. It means teaching speaking using Individual learning technique is effective in improving students' speaking ability.

Keywords: Individual learning, Speaking ability

Introduction

Many students, especially students of Senior High School Al-Husna Tangerang, find it reluctant to improve their speaking ability. Neither do they understand how to express their idea into speaking, nor select suitable vocabularies for their speaking. Many students in this school have some difficulties such as they are lacking of motivation in learning English especially in speaking, the students are lacking of confidence in speaking practice, the students are lacking pronunciations, the techniques used by some teacher are not interesting for the students and based on English laboratory teacher' score in academic years 2015/2016, most of the students got average score 30,68 in speaking, it means that they are still low in speaking ability.

In other factors, the teachers also have many problems. Almost all of the teachers are: 1) do not know how to teach English by using interesting techniques; 2) the teachers do not give the students opportunity to argue; and 3) they are fearful of making mistakes in speaking practice.

To solve problem above, there are many strategies in teaching speaking which have been put forward by some experts. Brown (2007), states that there are seven principles for teaching speaking in improving students' speaking ability. These include: 1) providing intrinsically motivating techniques; 2) focus on both fluency and accuracy; 3) encourage the use of authentic language in meaningful contexts; 4) provide appropriate feedback and correction; 5) capitalize on the natural link between speaking and listening; 6) give students opportunities to initiate oral communication; and 7) encourage the development of speaking strategies.

Harmer (2007) states that there are other much better thing to try in teaching speaking one of them is individual learning, according to him individual learning the students can organize their own learning without necessarily needing a teacher as to guide them. These techniques are assumed to be able facilitate students in improving their speaking ability.

The objectives of the research are to know whether; There is any effectiveness of individual learning toward speaking ability on 12th grade students of SMA Al-Husna Tangerang or not.

Theoretical Framework

A. Literature Review

This section discusses the previous studies of teaching speaking by using individual. These studies assist the researcher find an appropriate approach to help students in improving their speaking ability.

1. Teaching Speaking by Using Individual (autonomous) Learning

Some studies of teaching speaking by using individual (autonomous) learning have been conducted by some researcher such as Sakai, Conttia and Maculewicz. Sakai (2012) his study is learner autonomy and teacher control, stated that students who received autonomy and adequate informative feedback from the teacher improved will be effective in teaching learning result because students feel autonomous in their language learning and use and they feel enjoyment that leads them to further effort; resulting in the student improving their ability to lessen anxiety in the classroom.

Conttia (2011), she studies using autonomous learning for ESP in improving students' motivation in teaching learning process for Hong Kong students in learner motivation and autonomy requires both research traditions to work in collaboration to find out the patterns which govern learner motivation and autonomy. The results of her study are self-access program organizers such as intrinsic and extrinsic motivation for the students is very important. The last, Maculewicz (2012) states to provide many situations and tasks which enabled the students to use autonomous learning approach to communicate and it led to their having opportunities to develop speaking skill and fluency. He was applying autonomous learning to improve students' speaking ability by drama. The result of his study the students can express their opinion in the forum and privately in smaller groups.

B. Description of the Theory

1. Speaking

a. Definition of Speaking Ability

According to Clark (1977) "speaking is fundamentally an instrumental act because speakers begin to talk with the intention of affecting the listeners and select and utter a sentence". Another opinion comes from Murad (2009) he states, from the four language skills (listening, speaking, reading and writing), speaking seems intuitively the most important because people who know a language are referred to as speakers of that language, as if speaking included all other types of skills, and many, if not most foreign language learners are primarily interested in learning to speak. According to Brown (2007) speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. According to Lado (1961), "Speaking ability is described as the ability to express oneself in life situation or the ability to report acts or situation in precise word or the ability to converse or to express a sequence of idea fluently". It means that speaking ability is personal activity as instrumental act to express emotions while expressing ideas, communication intentions, and reactions to other persons.

b. The Objective of Teaching Speaking

According to Richard and Renandya (2002), in generally the objectives of speaking in general are to express opinions, to persuade someone about something, clarify information, or to engage in discussion with someone. Speaking also used to give instructions, to describe things etc.

Based on the curriculum of KTSP Depdiknas (2006), the purpose of teaching speaking is to encourage the students by using the genre-based approach for example the teachers use different kinds of texts, like narratives, descriptive and expository texts, in their teaching practice to develop students' communicative competence, including linguistic, sociolinguistic, strategic and discourse competences. For senior high school, the curriculum recommends twelve types of text: recount, narrative, procedural,

descriptive, report, news items, analytical exposition, persuasive exposition, spoof, explanation, discussion and review

c. Techniques of Teaching Speaking

There are several techniques in teaching speaking according to the experts such as Harmer and Ellis. Harmer (2007) states there are eight techniques in speaking, those are: 1) information-gap activities is called to describe and draw. In this activity one student has picture which they must not to show they partner. All partner has to do is draw the picture without looking at the original, so the one with the picture will give instructions and descriptions, and the “artist” will ask questions.; 2) telling stories, it encourages the students to retell stories which they have read in their books or found in newspapers or the Internet (such retelling is a valuable way of provoking the activation of previously learnt of or acquired language). Storytelling like this often happens spontaneously. But at other times, students need time to think about what they are going to say; 3) favorite objects, it is an activity in which students are asked to talk about their favorite object such as objects clothes, jewelers, picture etc. The students think about when and why they got them, what they do with them, etc; 4) meeting and greeting such as students role-play a formal/business social occasion where they meet a number of people and introduce themselves; 5) surveys, it can be used to get students interviewing each other. For example they can design a questionnaire about people’s sleeping habit with questions like ‘How many hours do you normally sleep?’, ‘Have you ever walked in your sleep or talked in your sleep?’, etc; 6) famous people, here students think of five famous people. The students have to decide on the perfect gift for each person. The students also can makes group to decide on which five famous people (living or dead) they would most like to invite for dinner, what they would talk about and what food they give them; and 7) student’s presentation, students presentation, the students talk related to the topic. And the last moral dilemmas, students are presented with a “moral dilemma” and asked to come to a decision about how to resolve it. For example, they are told that a student has been caught cheating in an important exam. They are then given the student’s (fat-from-ideal) circumstances, and offered five possible courses of actions-from exposing the student publicly to ignoring the incident-which they have to choose between.

Another opinion is derived from Ellis (1977), who says that there are four strategies of speaking activities such as: 1) public speaking, it takes courage and skill to group, and like any other skill, it can only be improved with practice such as students can be given more complex tasks such as describing a certain river system, telling how to catch a ball, or explaining how to sew a particular stitch; 2) small-group speaking, in this situation the students work in collaborative groups. As the engage in answering questions, solving problem, or developing ideas; 3) informal talks such as students do conversation; and 4) group presentation, it used on panel discussion, demonstration, pageants, dramatizations, musical productions and debates. In this research the researcher used individual learning as a method and telling stories as a technique in improving students’ speaking ability.

d. Aspects of Assessing Speaking

According to Richards and Renandya (2012) there are five aspects to assess students’ speaking ability based on Foreign Service Institute (FSI) rating sheet proficiency, they are; accent, grammar, vocabulary fluency and comprehension.

2. Individual learning

a. Definitions of Individual Learning

According to Elliott *et al* (2000) individual learning is “in which students’ activities are unrelated to each other as they work toward a goal”. The advantages of individual learning the student can be learner autonomy. According to Harmer (2007), “learner autonomy the stage when students are capable of taking their own learning decisions, using study skills and different learning resources on their own without the help of teacher” learners are those who can organize their own learning without necessarily needing a teacher as to guide them.

To sum up, individual learning is an instruction method in which learners work individually at their own level and rate toward an academic goal or individual learning is where learners plan and organize their own learning path, may be a mixture of attending classes and studying alone.

b. Teaching Individual Learning

According to some experts such as Richard-Amanto, Rivers, and Nunan investigated, there are several techniques in individual learning such as storytelling, favorite objects, meeting and greeting, surveys, famous people, student's presentation and moral dilemmas of the stories, etc. In this study the researcher used storytelling technique in teaching speaking by individual learning. Besides motivated for the students, storytelling also makes the students able to speak spontaneous in front of the class. Storytelling can be the instrumental motivation for the students' motivation as Gardner and Lambert in Richard-Amanto (2003) cited instrumental motivation as a desire to use the language to obtain practical goals such as studying in a technical field or getting a job.

Rivers (1983) said the students' success to retell the story depend on their blue print because they can prototype to production the word because these blueprints represent the system to reception and expression in their retelling a story activity. Storytelling also can be an activity by using motor-perceptive skill because it devolves interactional nature among the students.

Storytelling can apply into speaking for example bottom-up or top-down strategies. Such as bottom-up and top-down approach. Bottom-up approach suggests that we start with the smallest unit of language for example as Nunan (1989) states, the example of the bottom-up language are individual sounds, and move through mastery of word and sentence to discourse.

C. Hypotheses

The formulation of hypothesis in this research can be formulated as follow:

$H_0 : r_{xy} = 0$, there is no significant influence in increasing students' speaking ability through individual at 12th grade SMA Al-Husna Tangerang in academic year 2015/2016.

$H_a : r_{xy} \neq 0$, there is significant influence in increasing students' speaking ability through individual at 12th grade SMA Al-Husna Tangerang in academic year 2015/2016.

Research Method

A. Setting and Time of Research

This research was conducted at SMA Al-Husna Tangerang. It is located at Jl. A. Damyati No. 43-45 Sukasari, Tangerang, Banten. The researcher conducted the research on March 26th, 2016 until May 31st, 2016.

B. Research Design

The method used quantitative approach with a true-experimental design. It means that data gained after the researcher gives the treatment to the experimental groups. The design, variables, and the treatment of the study can be described as follows:

1. Design

The study is intended for testing hypothesis about the influence of individual learning on students' speaking ability. To obtain the influence of the pre-test and post-test for the experimental and control classes conducted. The result of the pre-test and posttest analyzed by using statistic (T-test) to know if the students who were given treatment by individual learning can improve their speaking ability significantly.

2. Variables

The variables include both independent variable and dependent variable. The independent variable is the influence of individual learning, while the students' achievement in speaking ability is considered as dependent variable.

3. The Treatment Process

This true-experiment study is prepared to see the influence of two different treatments given to the experimental and control groups. At last, the result compared to find out the influence of individual learning in teaching speaking at Senior High School Al-Husna Tangerang Banten.

a. Treatment Process of Experiment Group

The experiment group is taught by individual learning. Here are the procedures: Step 1: Brainstorming, the teacher starts teaching the lesson and greets the students. Step 2: Procedures are: 1) the teacher gives one of animal tale story book; 2) the students read carefully; 3) the students check their understanding; 4) the students make mind mapping and key word; 5) the teacher calls the students one by one to retell a story in front of the class by using their own words.

b. Treatment Process of Control Group

The control group is taught without individual learning the procedures as follows: Step 1: Room Arrangements: 1) divided the students to four groups; 2) one group consists of five persons, one high achiever, three average achievers, and one low achiever. Step 2: Procedures are: 1) the teacher gives one title of animal tale to the each group; 2) students read carefully; 3) the students check their understanding; 4) to help students remember their story, they must write the mind mapping as key word. Step 3: Action are: 1) All of the students in group, go to the other group as a student guest; 2) student guest tells about their story; 3) discuss about the story; 4) student guest come back to their group; 5) listen the story from the other group; 6) at the time the student know six kinds of animal tale. Finally, at the time the students know 5 kinds of animal story and when students retell a story.

c. Students Scoring System

In scoring students' speaking ability, the researcher using Foreign Service Institute standardize as follows:

**Table 1 Speaking Rating Sheets for Foreign Students
Foreign Service Institute (FSI) Ratings Proficiency
Adopted from Richards and Renandya (2002)**

Aspects	Score					
	6	12	18	24	30	36
Grammar	Grammar almost entirely inappropriate or inaccurate except in stock phrases. (Possible for Indonesian students)	Constant errors showing control of very view conversational micro skills or 1 micro skills or major patterns and frequently preventing communication	Frequent errors showing inappropriate use of some conversational micro skills or some major pattern uncontrolled and causing irritation and misunderstanding	Occasional errors showing imperfect control of some conversation pattern of failure	Few errors with no pattern of failure	No more than two errors during the conversation

Aspects	Score					
	0	1	2	3	4	5
Accent	Pronunciation frequently unintelligible.	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition	Foreign accent requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary	Marked foreign accent and occasional mispronunciations that do not interfere with foreign understanding	Native pronunciation and occasional mispronunciations that do not interfere with foreign understanding	Has few foreign accents

Aspects	Score			
	4	8	12	16
Vocabulary	Vocabulary limited to minimum courtesy requirements	Vocabulary limited to basic personal areas and very familiar topics. (Autobiographic information, personal experience, etc.)	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common familiar topics	Vocabulary adequate to discuss special interests and any non-technical subject with some curriculum

Aspects	Score					
	2	4	6	8	10	12
Fluency	Speech is so halting and fragmentary that conversation is virtually impossible	Speech is very slow and uneven except for short or routine sentence frequently punctuated by silence or long pauses	Speech is frequently hesitant and jerky sentence may be left uncompleted	Speech is occasionally hesitant with some unevenness caused by rephrasing and groping for words	Speech is effortless and smooth but perceptibly nonnative in speed and evenness	Speech is on all general topics as effortless and smooth as a native speaker

Aspects	Score					
	4	8	12	15	19	23
Comprehension	Understand too little to respond to conversation initiations or topics nominations	Understand only show very simple speech on topics on general interest, requires constant repetition on rephrasing	Understand careful somewhat simplified speech directed to him or her with considerable repetition and rephrasing	Understand quite well normal educated speech directed but requires occasional repetition or rephrasing	Understands everything in normal educated conversation, except for very colloquial or low-frequency items or exceptionally rapid or slurred speech	Understands everything in informal and colloquial speech to be expected of an educated speaker

Table 2 Students Level

No	Total score	Level
1	16-25	0+
2	26-32	1
3	33-42	1+
4	43-52	2
5	53-62	2+
6	63-72	3
7	73-82	3+
8	83-99	4
9	93-99	4+

Adopted from Richard and Renandya (2002)

C. Population and Sample

In this research, the students of the 12th grade of the Senior High School Al-Husna Tangerang are chosen as a sample of the experiment. The population consists of 220 students. In this research, the researcher took two classes on 12th grade students SMA Al-Husna Tangerang Banten randomly. There are 40 students who are assigned into two groups: experiment and control group. Each group consists of 20 students as sample, science 1 and science 2. The researcher used purposive sampling. It allows the researcher to determine a case to illustrate the feature or process. Further, the researcher chose 40 students as the samples of the research. To get valid data, the researcher had determined the students who represent, low, mid, and high level score.

D. Instruments of the Research

To obtain the data on students' speaking ability, the researcher used speaking test as an instrument. The test designed in such as a way in order to suit the student's proficiency level. The test is retelling a story based on story book given.

1. Validity of Speaking Test

A test is valid if it measures what it claims to be measured. For purpose of the study, the speaking test concludes accent, grammar, vocabulary, fluency, and comprehension measured by speaking standardize test adopted from FSI Proficiency Ratings as cited in Jack C. Richard and Willy A, Renandy (2002) is considered valid.

2. Reliability of Speaking Test

In order to obtain the reliability, the test was tried out to 20 students of Senior High School Al-Husna Tangerang who participated in the try-out test. The subjects had the same characteristic as the subject of the study. The students of third grade were 1 and 2 social classes in academic year 2015/2016, each class consists of 20 students and gave the try out. The researcher gave the test by using storytelling based on speaking test score such as accent, grammar, vocabulary, fluency and comprehension.

E. Technique of Collecting Data

In this research, the researcher uses data collection technique as follows: 1) try out Test, the aim of trying out a test is to obtain reliability. The reliability refers to consistency of the test score. Its means that the test should be measures consistently; 2) Pre-test and posttest, the procedures are: Step 1 : Brain Storming, The teacher starts teaching the lesson and greets the students for instance, hello every one, welcome back to our class. I am sure you have some ideas for our discussion today? (Depending on the situation of the class). Step 2: Procedures are: 1) the researcher gives one title of animal tale; 2) the students read carefully; 3) the students make mind mapping as key word; 4) the teacher calls the students one by one to retell a story in front of the class by using their own words.

F. Technique of Analysing Data

The data derived from speaking test and analyzed statistically. In analyzing data, the scores of pre test and post test were compared after the mean of those score bare obtained. In short, the data was analyzed by using (T test) to know which one will be more significant. The researcher analyzed the data in the form of: 1) investigating student's worksheets gives and describes score in table; 2) calculate the result of homogeneity from pretest experiment and control group by using (Bartlett test); and 3) analyzing the result by using t-test.

Research Finding

A. Description of the Data

1. Individual Learning

According to Richard and Rynandya (2002), the range scores are from 16 to 99. But in the fact, the scores of speaking test by using individual learning are in the range 24 to 46. It means that the minimum score of individual learning is 24, and maximum score is 46. Individual learning, which consists of 20 respondents, has an average (mean) = 35.3 median = 35.5, standard deviation = 5.77 and total score = 706. The whole data can be seen in the table of frequency distribution by Sturges as follows:

Table 3 Frequency Distribution of Individual Learning

No	Score	Frequency	Relative	Cumulative
			Frequency (%)	Frequency (%)
1	24	5	25	25
2	29	2	10	35
3	30	1	5	40
4	31	1	5	45
5	33	4	20	65
6	35	2	10	75
7	36	4	20	95
8	41	1	5	100

B. Homogeneity and Normality Test

Table 4 the Normality of Pretest and Posttest of Individual Learning

	Pretest	Posttest	Gain
n	20	20	20
Sum	588	621	89
mean	29.4	31.3	4.45
stdev	6.26	5.13	3.1
Var	39.2	26.33	9,629
L _o	0.176	0.155	0.140
L _{tab}	0.190	0.190	0.190

Pretest (0.176 < 0.190) → So, Ho is accepted means normal

Posttest (0.155 < 0.190) → So, Ho is accepted means normal

Gain (0.140 < 0.190) → So, Ho is accepted means normal

In conclusion, Ho is accepted and Ho is rejected, meaning that the pre test and post test data are normally distributed.

Table 4 Pretest and Posttest in Individual Learning

Statistic	Pretest	Posttest				
Number of cases	20	20				
Mean	29.4	31.3				
Standard Deviation	6.26	5.13				
Z _{observation}	7.03	8.07				
Z _{tabel}	1.72	1.72				
Conclusion	Pretest is better	Posttest is better				

The result is the average score (Mean) posttest is higher than pretest. $Z_{\text{observed posttest}} (8.07) > (7.03) Z_{\text{observed pretest}} > Z_{\text{table}} (1.72 > 0.05)$, it means that Individual Learning has significance to improve the students' speaking ability.

Discussion

The research finding showed that the results of students using individual learning are able to retell a story. It is in line with one of South Korea Researcher Norman (2006) conducted the study of individual learning with students in an EFL elementary school classroom in South Korea is good. Individual learning has a positive effect for teaching speaking because can motivated the students and make an interaction such as working together in learning process. When the researcher conducted using individual learning, the result was better than without using it.

Another researcher that the theory of teaching speaking by using cooperative learning, was conducted by Harmer (2007) states that individual will help to provoke quite students into talking. It also makes the students confident to speak up in the whole class. So, these concepts suggest that individual learning is able to facilitate students in improving their speaking ability.

Conclusion

This study investigates the learning styles in teaching speaking using Individual Learning that are able to increase students' ability in speaking. There are some points of Individual Learning based on the research questions of the study; 1) there are the effectiveness Individual Learning toward speaking ability on 12th grade students of SMA Al-Husna Tangerang. The data shows that the pretest is normal; the post test is normal. The gain is normal, so Z-Score; 2) using individual learning was more effective than without using individual learning in improving students' speaking ability at 12th grade of SMA Al-Husna Tangerang, can be seen that $t_{\text{observed}} (8.07) > (1.73) t_{\text{table}}$, so H_0 is rejected and H_a is accepted. It means teaching speaking using individual learning is more effective than teaching speaking without using Individual Learning because make the students more active in teaching learning activity. In teaching speaking by using individual learning, students are absolutely facilitated to retell a story as students' guest. In order they have the knowledge all of stories by teacher given, it will be easy for the students to speak based on their ideas.

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