

TEACHING SPEAKING BY USING STUDENT FACILITATOR AND EXPLAINING STRATEGY

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ABSTRACT

This study was aimed to investigate the effect of Student Facilitator and Explaining Strategy in teaching speaking in terms of fluency and grammar at the second grade students of MAS Al Zahrah Bireuen in academic year 2017/2018. The research is an experimental research. The sample of the research was two classes; experimental (x_{ib}) and control classes (x_{ic}). Both classes consisted 25 students. The technique of choosing the samples was random sampling. The data were collected through tests and questionnaire. The data were analyzed by using SPSS 23 to find t-test score between two classes and the data from questionnaire to find the students' responses toward the use Student Facilitator and Explaining Strategy of experimental class. Based on data analysis, the result of t-test of fluency is 2.48 and grammar is 3.84 are higher than t-table (2.01). Then, students had a quite positive responses (80%) toward the use of Student Facilitator and Explaining Strategy in terms of fluency and grammar. Therefore, it could be concluded that Student Facilitator and Explaining Strategy effectively improved students' achievement in speaking skill in terms of fluency and grammar.

Keywords: *teaching speaking, student facilitator and explaining strategy*

INTRODUCTION

Nowadays, the ability to speak English in this globalization era is an important skill to be mastered by students in order to compete with other countries.

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There are four language skills that should be mastered in teaching and learning English, such as: listening, speaking, reading, and writing. These four language skills cannot be separated and concentrate each other. In addition, Sadiku (2015) adds that people can not teach or learn one skill of four language skills without considering to other skill. However, for students, speaking is one of four aspect skills that have difficulties to master it when the students have to pay attention and think about their ideas, what to talk, language, grammar, vocabulary, and pronunciation (Harmer, 2007). But, in this case, the students must also to pay attention how they can speak in a good language, grammar, and pronunciation in one time to make the other people understand what they say and react with the other people who communicates with them.

Regarding to the preliminary study that had been done on October 2017 related to teaching speaking, the writer found several problems faced by students at MAS Al Zahrah Bireuen. First, many students made many mistakes whenever they spoke English in the classroom. They usually made a lot of grammatical mistakes so they could not speak accurately although they had memorized a lot of English words, but they could not pay attention on grammar. Second, the students often made long pauses when they expressed their ideas into a good sentences. It caused them to be unable to keep going to speak spontaneously.

Based on that problems, most students at MAS Al Zahrah Bireuen were still difficult to achieve the minimum mastery level criterion or *Kriteria Ketuntasan Minimal (KKM)* for English subject which was determined by school that is 70 (seventy). But in fact, most of them could not achieve the KKM for the English subject, they still had low score average 65 (sixty five). In accordance, they were still too afraid to talk in class, because they were shy and lack of confidence to speak English. These problem caused them to have less motivation to speak English in the class.

Related to the condition stated above, the researcher assumed that the use of the alternative best model of teaching is an appropriate way to solve the problems. In this study, the writer proposed to implement Student Facilitator and Explaining Strategy which is considered as one solution to improve students' speaking skill. This strategy was proposed by Adam and Mbirimujo (1990) in Prasetyo (2001) which help students to master several skills, such as speaking skill, listening skill, comprehension skill in reading text, art skills and increase the learning motivation. Moreover, Lie (2004) adds that Student Facilitator and Explaining Strategy is a method where students present ideas or opinions

to other students. This strategy is more interesting because the students play a role as facilitator and explainer to plan how they teach the material being learned to other group and deliver it verbally through English. Due to this statement, the researcher believed that this strategy can be used as an effective strategy in teaching speaking.

LITERATURE REVIEW

The Nature of Speaking

In the literature, speaking has been defined in a number of different ways by many experts. Brown (2001) defines speaking is an oral interaction where the participant needs to negotiate the meaning of idea, feeling, and information. Next, Harmer (2001) there are some purposes doing communication: 1) to speak, 2) to have some communicative purposes by accustoming from his/her language store, and 3) to express and respond the communicative purposes.

In addition, Nunan (1991) states that speaking skill involves many language elements such as grammar, vocabulary, intonation, pronunciation, stress, and the choice of the language functions. In speaking, the learners are demanded not only to know how to produce specific points of language such grammar, pronunciation, or vocabulary (linguistic competence) but also they could to understand when, why, and in what ways to produce language (sociolinguistic competence).

So, it emphasize that speaking is one of four language skills which has an important role for human life. Mostly, each of people use speaking as their communication tool to reflect their personalities and various intended meaning.

Components of Speaking

Pronunciation

Hornby (2005) states that pronunciation is one of the component of speaking skills which the way how to speak a language and how to pronounce the words. It is how the person speaks a language into the words. It means that the students can produce the words clearly when they speak, so the other people can easily understand the language.

Grammar

According to Ur (1996), grammar is the way words are put together to make a correct sentence. The students will know how to arrange the

words into a sentence, if the students master the grammar. It is the only one the way will help students to speak in a good English.

Vocabulary

In learning a language, vocabulary is the most important aspect to master it. In this term, a language learner will use the vocabulary either spoken or written to express and communicate his or her ideas. So, a language learner cannot speak or write his or her ideas without enough vocabulary to speak or write.

Fluency

Brumfit (1984) stated that fluency in speaking is the aim of many language learners. It is the ability for students to speak smoothly and readily.

Comprehension

Manser (1995) defines that comprehension is the ability to understand something. In speaking, comprehension is certainly required when the communication is occurred and the listener responds it. The communication will be run as expected if the speaker and the listener understand the discussion between them. So, they can avoid misunderstanding.

Methods of Teaching Speaking

Audio Lingual Method

Audio Lingual Method is a method of teaching in teaching foreign language. This method of teaching is emphasized the listening and speaking skills before reading and writing skills. Here, dialogues as the main form of language presentation and drills as the main training technique while discouraging mother tongue in the classroom.

Communicative Language Teaching

In communicative Language Teaching (CLT), the goal of language teaching should not be translating and learning a set of rules but should be based on the goal of communicative competence. Brown (2007) says that communicative competence is defined as the ability to create meaning when interacting with others in the target language. Thus, communication in authentic situations is the focus in Communicative Language Teaching.

Cooperative Language Learning

According to Johnson and Stanne (2000), Cooperative Learning refers to the method that is organized and conducted in the classroom instructions. Many teachers should find a best way to use Cooperative Learning in her or his classroom when they practice their material to the students.

Techniques of Teaching Speaking

Discussion

A discussion can be held for various reasons. When doing discussion, the students can share ideas, find solutions and arrive at a conclusion. Almost all of students like for doing discussion in the classroom.

Role play

This is a technique of teaching speaking of getting students to speak. In this case, the students are demanded to speak in various social context and social roles after they got some information from the teacher. After getting the information, the students can speak based on the materials.

Simulation

Role play and simulations have many relations between each other. Role play is the way of getting students to speak, while simulation is the way of students to simulate what they want to talk about. In this case, the students can bring items to the class to simulate what they want to talk about. It was made different between Role Play and Simulation. For instance, if a student is acting as a singer, she brings a microphone to sing and so on.

Information Gap

In this technique, the students are expected to be able to work in pairs. In pairs, they can share information to students who do not have the information. For doing this technique, the teachers can solve the students' speaking problems in the classroom. Actually, this technique could not be run as expected if one students could not share the information to other student needs and they could not talk extensively by using English.

Brainstorming

Brainstorming is an effective way to generate ideas quickly and freely. By doing brainstorming, the students can easily to understand the material that was given by the teacher. For instance, the students write or note that they need to know or share. So, it can easily for them to explain or get information about the materials.

Story Telling

Story Telling can help students to think creatively and express their ideas from the beginning, development, and ending that include the characteristic of the story has. But, the students have to take note or summarize what they have heard before. So, they can create their own story to tell to their classmates.

Interviews

For the beginning, interview can be held from the students to introduce themselves for their classmates. It is the most important technique that the teachers need to do in the classroom to know the students' speaking ability. It has the purpose to build up the students ability not only outside but also help them in becoming socialized.

Story Completion

For this activity, the students are demanded to narrate the sentences after the teacher stop to tell a story. In this case, the students need to pay attention when the teacher tell a story. Then, they can narrate from the point where the teacher ends it. They can add a sentence to four or ten sentences to produce new character, events, descriptions, and so on.

Reporting

Before coming to the class, the students must to prepare to read a newspaper or magazine. In class, they report to their friends as the most interesting news what they have found. Not only that, the students can also talk about their experiences in their life or anything that ever they heard before coming to the class.

Playing Cards

Before doing this activity, the students should sit in groups, it consists of four or five students. Every groups will get a card and present a topic for discussing. Then, each student will write the questions about four or five questions. In this case, the students are not allowed to answer the

questions by yes-no question, but they must to answer open-ended questions so that they can practice in spoken language.

Picture Narrating

This activity is based on several sequential pictures. The teacher will give the students several pictures to describe it based on the rubrics that they teacher needs. Then, the students are asked to tell the story in front of the class based on the picture that has chosen by the teacher. But, the students must to pay attention about the rubrics expected.

Picture Describing

In picture describing, the students can use the pictures to describe what it is in the picture. This activity can improve students' speaking ability when the students can easily speak by using English. In doing this activity, the students can sit in groups and each groups will be given a different picture. In groups, they discuss the picture, then present it in front of the class.

Find the Difference

The different topic will be given to the students. For this activity, the students can work in pairs to discuss the materials. Each students will discuss the different topics, so the students can find the differences from the other materials.

Student Facilitator and Explaining Strategy

Student Facilitator and Explaining Strategy is one of cooperative learning. This strategy was proposed by Adam and Mbirimujo (1990) which a way in increasing students' mastery on several skills, such as speaking skill, listening skill, comprehension skill in reading text, art skills, and increasing students' motivation.

According to Lie (2004), Student Facilitator and Explaining Strategy is a method where the students present their ideas or opinions to other students. In implementing this strategy, the teacher divided students into groups. In group, students can convey ideas or opinions themselves and students can actively using their ideas or opinions with the other students.

However, students have a role as facilitators and explainers in this strategy. In addition, as facilitators and explainers the students plan how they teach the material being learned to other group and to deliver it verbally through the material that has been given by the teacher. It

illustrates how to explain the material verbally based on their ideas and thought. They can share with their group to perform their ideas. Otherwise, as mediators, teachers guide the learning materials that are being discussed with real problems that are found in the material. In other words, the teacher gives direction to the group by stating the purpose of the task or material given, encouraging and ensuring the students to participate. It provides an opportunity to convey positive feedback to all students.

This learning strategy will be able to run as expected if students actively participate in designing the learning material that will be presented. Then, the students will be able to understand and comprehend the materials, so they can express their ideas verbally through English.

RESEARCH METHODOLOGY

This study was carried out at the second grade students of MAS Al Zahrah Bireuen in academic year 2017/2018. This study was conducted quantitatively by using experimental research. The researcher used random sampling technique when choosing the samples for this study. There are two classes were chosen as the samples. The first one was experimental class, and the second one was control class. In this case, xib as experimental class and xic as control class.

In collecting the data, test and questionnaire were used as an instruments in this research. The test was used to collect the data of students' ability in speaking. The test consisted of two sessions – namely pre-test and post test. Pre-test was given at the beginning of the teaching, or at the first meeting. Although post-test was given at lastmeeting or after the students had received the treatment, both pre-test and post-test were given for experimental and control class.

While, the questionnaire was used to know the students' responses toward the use of Student Facilitator and Explaining Strategy. Accordingly, the questionnaire was modified from Cunningham (2000). The questionnaire was close ended question to limit the students' responses toward the use of Student Facilitator and Explaining Strategy. The questionnaire consisted of 15 questions which the students had to choose one of the answers in every items. Four likert scale was distributed in the questionnaire are *strongly agree*, *agree*, *disagree*, and *strongly disagree*.

There are two research questions in this study were: (1) Is there any significant difference in achievement between students who are taught

by using Student Facilitator and Explaining Strategy and those who are not taught by using Student Facilitator and Explaining Strategy in teaching speaking in terms of fluency and grammar ?, (2) How are the students' motivation toward the use of Student Facilitator and Explaining Strategy in teaching speaking?

The test was conducted for both experimental and control classes with the different treatments; the experimental class was conducted by using Student Facilitator and Explaining Strategy, while the control class was conducted without using Student Facilitator and Explaining Strategy. Six meetings are needed to collect the data, starting from pre-test to post-test. In pre-test, the researcher gave the material for analyzing before the researcher conducted the research both classes in order to find out about students' speaking ability. While in post-test, the researcher was conducted after giving the treatment. This post-test is used to investigate whether the treatment enhanced their ability in speaking skill. But, the questionnaire was only given at the end of meeting in experimental class.

Furthermore, the data are t-test and percentage of questionnaire were used as the technique in analyzing the data. T-test was used to examine the data while percentage was used to analyze the questionnaire. Both data were analyzed by using SPSS 23.

RESULTS AND DISCUSSION

The research findings are organized depending on the instrument of the data collection. There were two types of data, the first type of data was taken from a series of tests of the experimental and control classes, and the second type of data was obtained from the questionnaire of experimental class. The data were computerized using SPSS 23.

The results of both tests from both classes are presented in order to prove the hypothesis whether the students who were taught by implementing Student Facilitator and Explaining Strategy achieved a better score than those who were not taught by using Student Facilitator and Explaining Strategy in their speaking skill in terms of fluency and grammar. Meanwhile, the questionnaire was a list of questions related to their opinions about Student Facilitator and Explaining strategy. This data were shown by checking a specific degree of the provided scale.

Results of Tests

Pre-test and post-test were conducted for both experimental and control classes. To analyze the data of pre-test and post-test of speaking skills, the scoring criteria were made on two aspects: i.e. fluency and grammar. The data were calculated by using statistical procedure which consists of mean, standard deviation and t-test.

Table 1. Descriptive Statistic of the Pre-test and Post-test on the Experimental Class

	FLUENCY		GRAMMAR	
	Pre-test	Post-test	Pre-test	Post-test
N	25	25	25	25
Minimum	50,00	60,00	50,00	65,00
Maximum	75,00	90,00	75,00	95,00
Mean	62,6000	73,6000	63,8000	80,8000
Std. Deviation	6,78847	7,29155	7,39932	7,02377

The Table 1 shows that the result of pre-test and post-test in the experimental class was significantly different. For pre-test test, the lowest score is 50 while the highest score is 75. For post-test, the lowest score is 75 and the highest score is 95. The mean of the pre-test are fluency is 62.6, and grammar is 63.8, whereas the mean of post-test are fluency is 73.6, and grammar is 80.8. Then, the standard deviation of pre-test in each aspect are fluency is 6.79, and grammar is 7.4, whereas the standard deviation of post-test are fluency is 7.29, and grammar is 7.02.

Table 2. Descriptive Statistical of Pre-test and Post-test on the Control Class

	FLUENCY		GRAMMAR	
	Pre-test	Post-test	Pre-test	Post-test
N	25	25	25	25
Minimum	50,00	60,00	50,00	65,00
Maximum	80,00	85,00	75,00	85,00
Mean	61,4000	68,8000	62,4000	73,8000
Std. Deviation	8,23104	6,33772	8,55375	5,82380

It can be seen the result of pre-test and post-test of the control class was different. In Table 2, for the pre-test, the lowest score is 50 while the highest score is 75. The means of fluency is 61.4, and grammar is 62.4, and standards deviation of fluency is 8.23, and grammar is 8.55. While for the post-test, the lowest score is 60 and the highest score is 85. The means of fluency is 68.8, and grammar is 73.8, and standards deviation of fluency is 6.34, and grammar is 5.82.

Table 3. Statistical Summary of the Normality Test of the Pre test and Post test for both Experimental and Control classes

	FLUENCY		GRAMMAR	
	Pre-test	Post-test	Pre-test	Post-test
Chi-Square	22,520	18,600	11,440	20,560
Df	6	6	5	5
Asymp. Sig.	,001	,005	0,43	0,01

The purpose of conducting normality is to know whether the data set has a normal distribution or not. Two hypotheses were formulated in this term - i.e the null hypothesis (H_0) and the alternative hypothesis (H_a).

- H_0 : the score between the experimental and control classes is normally distributed
- H_a : the score between the experimental and control classes is not normally distributed

The criterion in examining if the hypothesis of normality test is accepted or rejected are:

- If $x^2_{count} < x^2_{table}$, H_0 is accepted and H_a is rejected.
- If $x^2_{count} > x^2_{table}$, H_0 is rejected and H_a is accepted.

Then, the result of normality test by using the level of significance ($\alpha=0.05$) were tabulated statistically as described in the following table:

It can be seen from the Table 3, the result of normality test for experimental and control classes was normal. In this term, chi-square (x^2_{count}) is lower than x^2_{table} . In this case, x^2_{table} was getting from $x^2_{table} = x^2(\alpha/2 ; n-k-1) = (0.05/2 ; 25-2-1) = 38.07$. It can be concluded that the null hypothesis (H_0) is accepted or the data distribution from the pre-test and post-test both experimental and control classes are normal.

Table 4. Statistical Summary of the Homogeneity Test of the Pre-test and Post-test for both Experimental and Control classes

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
,526	1	10	,485

ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	147,000	1	147,000	2,988	,115
Within Groups	492,000	10	49,200		
Total	639,000	11			

The homogeneity test was employed to find out whethet some variant subjects populations are homogenous or not. It was conducted after finding out the pre-test and post-test both experimental and control classes were normaly distributed.

The homogeneity test was conducted for both classes by referring to their pre-test and post-test. There are two hypotheses are follows:

- H_0 : the variance of the experimental and control classes are homogenous.
- H_a : the variance of the experimental and control classes are not homogenous.

Based on theses hypotheses, the level significance is ($\alpha = 0,05$) is used in examining the result of homogeneity test. There are two criterias:

- If $F_{count} < F_{table}$, H_0 is accepted and H_a is rejected.
- If $F_{count} > F_{table}$, H_0 is rejected and H_a is accepted.

According to the Table 4, the result of homogeneity test is the test homogenous. It can be seen, the result of $F_{count} < F_{table}$, ($2,99 < 3,42$), which shows that null hypotesis (H_0) is accepted. It means that the

variance of pre test and post test both experimental and control classes is homogenous. Besides, the alternative hypothesis (H_a) is rejected.

Table 5. Statistical Summary of Pre-test

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-Test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
FLUENCY	Equal variances assumed	1,202	,278	,562	48	,576	1,20000	2,13385	-3,09040	5,49040
	Equal variances not assumed			,562	46,322	,577	1,20000	2,13385	-3,09442	5,49442
GRAMMAR	Equal variances assumed	1,280	,263	,619	48	,539	1,40000	2,28201	-3,14807	5,94807
	Equal variances not assumed			,619	47,025	,539	1,40000	2,28201	-3,15050	5,95050

T-test is used to examine the data of pre-test and post-test from the experimental and control classes. It is need as the way to interpret whether there is a significant different result on students' achievement before the implementation any treatment. Below the statistical summary of the t-test is presented based on the hypothesis.

Initially, there are two hypotheses formulated; null hypothesis (H_0) and alternative hypothesis (H_a):

- H_0 : There is no significant difference in achievement between students who are taught by using Student Facilitator and Explaining Strategy and those who are not taught by using Student Facilitator and Explaining Strategy in teaching speaking.
- H_a : There is a significant difference in achievement between students who are taught by using Student Facilitator and Explaining Strategy and those who are not taught by using Student Facilitator and Explaining Strategy in teaching speaking.

The criterion of the t-test analysis at the level of significance is:

- If $t_{test} < t_{table}$, H_0 is accepted and H_a is rejected
- If $t_{test} > t_{table}$, H_0 is rejected and H_a is accepted.

As shown in Table 5, the t_{test} that was obtained in the pre-test both experimental and control classes session is 2.01. For fluency, t_{test} is 0.56, which is lower than t_{table} that is 2.01 ($0.56 < 2.01$). In other words, H_0 is accepted and H_a is rejected, which indicates that there is no significant difference in achievement between students who are taught by using

Student Facilitator and Explaining Strategy and those who are not taught by using Student Facilitator and Explaining Strategy in teaching speaking in terms of fluency.

For the grammar, the result of $t_{test} < t_{table}$ which is $0.62 < 2.01$. It indicates there is no significant difference in achievement between students who are taught by using Student Facilitator and Explaining Strategy in terms of grammar.

Table 6. Statistical Summary of Post-test

		Independent Samples Test								
		Levene's Test for Equality of Variances		t Test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
FLUENCY	Equal variances assumed	.095	.533	2.484	48	.017	-4.80000	1.93216	.91588	8.68492
	Equal variances not assumed			2.484	47.580	.017	-4.80000	1.93216	.91314	8.68680
GRAMMAR	Equal variances assumed	.000	.999	3.830	48	.000	7.00000	1.82483	3.35094	10.65000
	Equal variances not assumed			3.830	48.408	.000	7.00000	1.82483	3.32768	10.67232

As shown in Table 6, the t_{test} that was obtained in the post-test is 2.01. For fluency, t_{test} is 2.48, which is higher than t_{table} that is 2.01 ($2.48 > 2.01$). In other words, H_0 is rejected and H_a is accepted, which indicates that there is a significant difference in achievement between students who are taught by using Student Facilitator and Explaining Strategy and those who are not taught by using Student Facilitator and Explaining Strategy in teaching speaking in terms of fluency.

For the grammar, the result of $t_{test} > t_{table}$ which is $3.84 > 2.01$. It can be indicates there is a significant difference in achievement between students who are taught by using Student Facilitator and Explaining Strategy in terms of grammar.

Results of Questionnaire

The data of the students' responses about the use of Student Facilitator and Explaining Strategy in teaching speaking were obtained questionnaire. There were 15 questions given to 25 students of the experimental class in the end of the meeting. The chart below represent the result of the students' response, as follows:

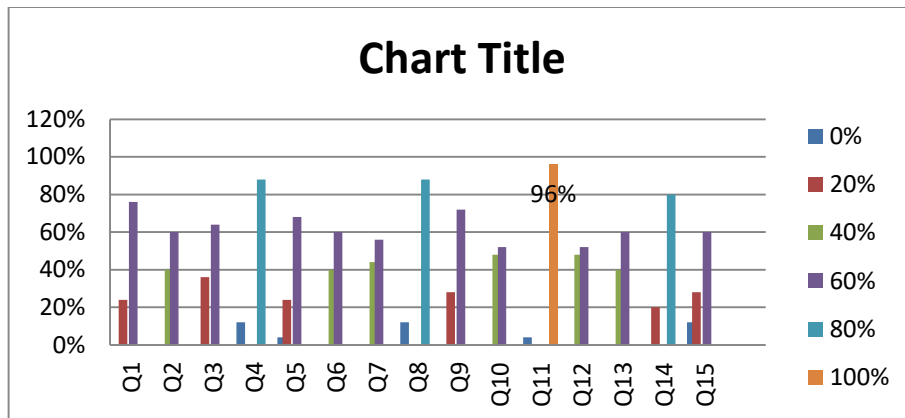


Chart 1. Students' Response toward the Use of Student Facilitator and Explaining Strategy in Teaching Speaking

It is clear that the majority of the students express their positive responses toward the application of Student Facilitator and Explaining Strategy in teaching speaking. For the first to fourth questions (1-4), it can be seen that most of the students felt interested in speaking class, with nearly half (24%) of the students responded strongly agreed about it and 76% of students agreed. Then 40% of the students strongly agreed and 60% of students agree on it. As many as 36% of the students strongly agreed and most of them (64%) agreed that the Student Facilitator and Explaining Strategy. Moreover, 12% of students strongly agreed and almost 88% of students agreed that they were comfortable to learn speaking by using Student Facilitator and Explaining Strategy. While, no one student chose disagree and strongly disagree items.

The questions 5 and 6 refer to the students opinion in obtaining and understanding the learning material through Student Facilitator and Explaining Strategy. The chart shows that 24% of the students strongly agreed and 68% agreed that the Student Facilitator and Explaining Strategy encouraged them to give out more ideas while speaking. While there are just 4% of students disagreed and no student strongly disagreed with this question. Furthermore, 40% of the students strongly agreed and the majority of them or 60% agreed that the Student Facilitator and Explaining Strategy helped them to master the learning material easily. Whereas, no student disagreed and strongly disagree about it.

Questions 7 to 12 in the chart still shows that the students' responses on the application of Student Facilitator and Explaining Strategy

regarding to their speaking aspects development. Suprisingly, most of the students or (56%) strongly agreed and 44% agreed that they were able to speak English better through the Student Facilitator and Explaining Strategy. Next, there are 12% of the students strongly agreed and 88% agreed that increased their fluency after they did speaking activity by using Student Facilitator and Explaining Strategy. As many as 28% of the students strongly agreed, 72% agreed that the Student Facilitator and Explaining Strategy improved their accuracy. In addition, 48% of the students strongly agreed and more than half of a the students (52%) agreed that their grammar became better after doing some steps by using Student Facilitator and Explaining Strategy. Then, only 4% of the students strongly agreed, and 96% of the students agreed. Regarding to questionnaire items that Student Facilitator and Explaining Strategy solved students' grammar, 52% of the students strongly agreed and 48% of the students agreed, while no students disagreed and strongly disagreed in this items.

The last questions 13 to 15 still identifies the students' response on the advantages of the process of Student Facilitator and Explaining Strategy to their learning. Fifteen students (60%) strongly agreed, ten students (40%) agreed that Student Facilitator and Explaining Strategy affected the students' relationship among themselves to work together or team. Futhermore, 20% of the students strongly agreed and 80% of students agreed that they had enhancement in confidence after the application of Student Facilitator and Explaining Strategy. Last, the chart tells about the students' opinion on the Student Facilitator and Explaining Strategy that it can give them some ideas and communicate in English based on the topic, as many 28% of the students responded strongly agreed, 60% responded agreed, and 12% respondes disagree.

Discussion

Based on the research findings, there are two points that need to be futher elaborated in this discussion. The first is the effectiveness of Student Facilitator and Explaining strategy on the students' achievement, and the second is the students' responses toward the application of Student Facilitator and Explaining Strategy in teaching speaking skill at MAS Al Zahrah Bireuen in academic year 2017/2018.

Effectiveness of Student Facilitator and Explaining Strategy on Students' Achievement

Regarding to the research findings, The result proved that the alternative hypothesis (H_a) is accepted. It means that there is a significant difference in speaking achievement between students who are taught by using Student Facilitator and Explaining Strategy and those students are not taught by using Student Facilitator and Explaining Strategy. This difference can be seen from the result of t-test which shows the students' achievement in the pre-test and post-test session. In the pre-test session, the finding revealed that t_{test} is lower than t_{table} . In terms of fluency is $0.56 < 2.01$, and grammar is $0.62 < 2.01$. This view shows that H_o is rejected, it means that there is no significant difference achievement between the experimental and control classes. In the other words, the students' ability in speaking for both classes before the treatment was equal.

Otherwise, in the post-test sessions, the finding of t-test was in opposite the pre-test result, where the t_{test} is higher than t_{table} . For fluency is $2.48 > 2.01$, and grammar is $3.84 > 2.01$. Therefore, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. It shows that there is a significant difference in speaking achievement between the students who are taught by using Student Facilitator and Explaining Strategy and those who are not taught by using Student Facilitator and Explaining Strategy in teaching speaking in terms of fluency and grammar. As a result, the students who are taught by using Student Facilitator and Explaining Strategy have a better achievement there those who are not taught by using Student Facilitator and Explaining Strategy.

Students' Responses toward the use of Student Facilitator and Explaining Strategy in Teaching Speaking at MAS Al Zahrah Bireuen

The findings of the questionnaire have answered the second research question. The results of questionnaire show that the students had positive responses toward the use of Student Facilitator and Explaining Strategy in their speaking classroom.

For the first until fifteen statements of the questionnaire, mostly of students choose agree that the use of Student Facilitator and Explaining Strategy can make students have more confidence to be a professional English speaker.

Then, 96% of the students agreed that they can speak fluently through Student Facilitator and Explaining Strategy. The findings support the data from the post-test of experimental group that there was

an improvement after the implementation of Student Facilitator and Explaining Strategy.

Most of the students interest to learn in the team as in Student Facilitator and Explaining Strategy. From the result, almost all of the students approved that they were interested and attracted to practice English in a group work of the Student Facilitator and Explaining Strategy. They could try and prepare their task in a smaller group before presenting it to the class. It also learning speaking by using Student Facilitator and Explaining Strategy also made them feel more confident in practicing English. It is supported by Novita et al. (2016) that the Student Facilitator and Explaining Strategy improved the students' interest and creativity. They were demanded to give some ideas in English based on the topic by team member in achieving a successful learning.

CONCLUSIONS

Based on the research questions of the study, there are two points which can be concluded related to the use of Student Facilitator and Explaining Strategy in teaching speaking skill.

Firstly, there is a significant difference in achievement between students who are taught by using Student Facilitator and Explaining Strategy and those who are not taught by using Student Facilitator and Explaining Strategy in teaching speaking in terms of fluency and grammar This fact is proven by the result of t-test, in which t_{test} (2.48) is higher than t_{table} (2.01) in terms of fluency. Then grammar, t_{test} (3.84) is higher than t_{table} (2.01). Thus, H_a is accepted and H_o is rejected, which means that there is a significant difference in achievement between students who are taught by using Student Facilitator and Explaining Strategy and those who are not taught by using Student Facilitator and Explaining Strategy in teaching speaking in terms of fluency and grammar.

Secondly, the students' responses were quite positive (80%) toward the use of Student Facilitator and Explaining Strategy in their speaking classroom. In other words, the students obtained many advantages after learning speaking by using Student Facilitator and Explaining Strategy. The students were interested and motivated in learning speaking. They were used to working together or group work as well as individual one. Certainly, it can make students have more confidence to be a professional English speaker.

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