

INCREASING STUDENTS' SPEAKING ABILITY BY USING MAGIC DISC

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Abstract

This study is aimed to see the improvement of speaking skill students before and after learning process through magic disc at the first grade of SMAN 4 Barru. The result of the research are useful for the teacher and students. The teacher should aware that is important to supplied before teaching and the students also can be easier to express their ideas, make the students more active in learning process. The subject of the study is X IPS.2 class which consisted 25 students. The design in this was pre-experimental with pre-test and post-test design. The students did the pre-test, got the treatment and did the post-test. Then the criterion of this research is the speaking skill students about telling their story that consist of four points are, fluency, accuracy, content and pronunciation. It aimed to know whether through magic disc is effective to increase students speaking ability. The first result of the data analyzed that the students' achievement on the pre-test was (4,8) and post-test was (5,7) This showed that magic disc was a good media in English learning process at SMAN 4 Barru. After analyzing the data by using the t-test formula, the result of the t-test value (7,09) is bigger than the t-table value (1,7108)

Keywords: *Speaking, Speaking Skill, Magic Disc*

Introduction

Speaking is used to communicate and exchange information with people. Speaking is one of fundamental languages skill. It is considered as the most important aspect of learning a foreign language. The success of people in learning language is measured in terms of the ability to converse the language. One of the aims of teaching English as a second or foreign language is to make the learners be able to communicate the information effectively in spoken English. Speaking is one component of a foreign language that is very important and needs to be understood. In some situations, some speak to give instructions or to get things done.

The process of learning speaking cannot be said to be an easy matter. Mastering speaking means we must be able to understand several aspects of speaking, such as vocabulary, sentence structure, pronunciation and fluency to be

able to be understood. The problem faced by students in developing their foreign language skills is a lack of habit in speaking caused by several things. Lack of understanding and confidence makes them not dare to speak. Basically the learning process and characteristics of a child can influence the development of different children, where the role of the teacher as a communication system to help develop students. Another problem faced by students in the learning process is the learning process that is only teacher-centered so that it makes the situation seem tense.

There are many ways in the learning process to improve students' speaking skills, one is media. Media is an obligation for a professional teacher to develop the abilities of their students. Aside from being a learning resource, teacher also acts as a learning designer who ensures that the teaching and learning process takes place effectively and efficiently, and provides learning experiences that are beneficial for students.

The media helps teachers improve the quality of teaching and helps students to learn. The use of media will attract students' attention to learning which often makes them bored. The media can revive the student's lack of enthusiasm for learning, because it is capable of arousing excitement and attenuating students' mental activities. Media makes teachers more creative. The government encourages teachers to utilize learning media, each educator needs to learn how the establishment of learning media in order to effectively achieve learning objectives.

In this study, researchers used media to increase students' interest in learning. Make students better understand the material provided so they can improve their abilities. The media functions as a tool for students to learn which provides a visual experience to students in order to encourage learning motivation and increase absorption and retention of children towards learning materials.

The media used is a magic disc. Magic disc is a media that is designed by using a number of colors in the form of circles that are filled with irregular verbs and tenses. In this study, researchers used magic disc media in learning to make conversations with several tense. This media has a display that is interactive

enough to be able to attract students' attention. The user process can be said to be easy.

The difficulty of students in SMAN 4 Barru in English is their lack of understanding of English. Fortunately, they have confidence to speak, but sometimes they become lazy to speak because they do not know the words to be conveyed. Another difficulty they face is being lazy to learn new material. The process of teaching is monotonous and difficult to change the paradigm of students that English is a difficult subject to learn.

Speaking

To understand speaking as a concept, it is essential that we take into account the definitions of speaking proposed by some linguistics and language practitioners. Speaking as to say something from feeling and mind expressed through the sequence of the sound (pronunciation), vocabulary, phrases and sentences (grammar) that contain meaning (pragmatic and semantic) convey a particular function within a language. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving.

Speaking is the way to bring a message from one person to others in order to interact with them. Communication will not be running well without speaking. The successful communication can be seen when mutual understanding between speaker and listener in exchanging ideas works as their wanted.

Speaking not only function as a medium for maintaining social relationships between the participants, but also functions as a medium for transacting message being spoken. Speaking as transaction refers to situations where the focus is on what is or done. The message meaning and making oneself understood clearly and accurately are the central focus. In our social lives, transactional speaking can be identified in terms of job interview, discussion, etc.

Penny Ur describes some difficulties in speaking activities that faced by the learners below:

1. Inhibition. Learners are often inhibition about trying to say things in foreign language is the classroom, worried about mistakes, fearful of criticism or losing face or simply the attention that their speech attract. Students are worried about making mistakes, fearful of criticism, or simply shy.
2. Nothing to say. Even if they are not inhibition, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.
3. Low or uneven participation, only ones participation can talk a time if he/she is to be heard and in large group, this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others spend very little or not at all.
4. Mother-tongue use. Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

Magic Disc

The Magic Disc media is a new learning media used as a teacher's teaching tool. By design the unique media can attract students' attention, so students will be more enthusiastic in learning. Magic disc has semantic functions, especially in pronunciation or understanding of symbols, names or foreign terms, the average yield of English language learning increases after being treated by using bingo and Magic disc games repeatedly. Magic discs have also been modified in various forms. The use of English audiovisual media can significantly increase students' motivation in learning languages.

This magic disc was adapted by a stroboscope that was the invention of professor Simon Ritte Von Stamper of the Polytechnical Istitute. this device is also known as Fantascop, Phantamascope, magic disc or Keidorama. This toy has a disc which carries a sequence of images, this picture is placed on a ring surrounded by a circle. when the disc rotates, the images are seen through a small gap that is pierced like a pair of binoculars so that the image seen seems to move.

The first stroboscopes were invented in 1832 by stampfer of Vienna and Plateau of Ghent, each working independently of the other, Plateau called his device “phenakistoscope”. Stampfer chose the name “stroboscope”, which is derived from two Greek words, meaning “whirling watcher”. Whirling watcher may be a curious name for the modern electronic stroboscope, but it described the first stroboscope perfectly these were disks, with slots at regular intervals, as the disks whirled, the “watcher” look through the slots. Thus the vision path between an object and the eyes was interrupted, producing the stroboscope effect. Some of these mechanical stroboscopes featured disks driven by chronometer motors, with speed accurately controlled by spring governors. The primitive stroboscope was to put many ingenious uses both as a tachometer and as a device for permitting slow-motion observation. Its tachometric talents were put to use by General radio in 1930, in the form of a stroboscopic frequency meter.

Magic Disc as a learning media is an important facility in schools because it is useful to increase children's attention. With Magic Disc, children are invited to actively pay attention to what educators teach. The use of Magic Disc is followed by an active child method, the effectiveness of teaching will be better. As a medium for magic disc learning, it is a supporting facility in schools because it is useful to increase students' attention.

Magic disc is used as a learning media to improve student learning. The display of magic discs that attract attention will make students interested in learning. The emergence of interest in student learning will lead to a sense of pleasure to learn so that the material will be easy to understand. At present the interest of students in learning begins to be replaced by various activities that are fun for them. So from this media as a tool to make students happy in terms of learning.

Magic Disc is designed very unique with a combination of three red, black and white with attractive images that are very popular with students, on the side of a large circle there are 92 irregular verbs complete with their meanings on the back. In the small circle on the front of the box there are 16 tenses along with to be and how to arrange sentences according to the tenses. With a little playing the

students will be led to make sentences that are in accordance with each tenses with changing verbs and can evoke imagination and creativity students use basic verbs (Basic Verb) and understand Tenses divided into 5 forms: S-Form, Past Form, Particle form and ING-Form and the translation into 16 Tenses as the basic capital for students to master the concepts (4 skills) Speaking, Reading, Writing, and Listening.

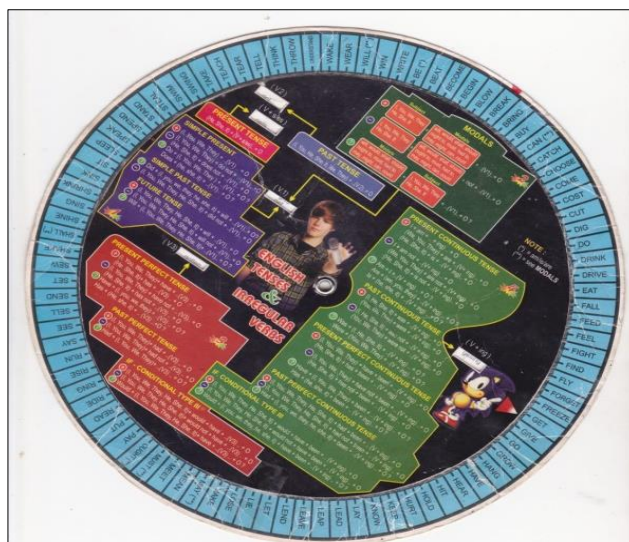


Figure 1. Magic Disc

Magic disc consists of two circular shapes (Discs). Between one part and the other part together with a button (as) in the middle. How it works is rotated by one part or both clockwise or vice versa. So that it is practical and very helpful in the teaching and learning process.

The description of magic disc:

1. This magic disc is easy to use and makes English easy to learn by saving a lot of time.
2. The outermost part consists of 92 irregular verbs in the most commonly used basic form.
3. To get five different forms of verbs, turn the magic disc and point the hint image to the desired verb.
4. In simple present tense, third-person pronouns (he, she, it) end the verb with – s.

5. The verb "to be" is different from other verbs and has 3 forms. The basic form "be" is used in an imperative and infinitive state, but will differ in simple present tense sentences. There are three forms of "to be" in simple present tense, i.e. am, is, are. While "to be" in simple fitting there are two, namely: were, was.
6. Capital consists of can, could, may, might, must, ought to, shall, should, will, would. Capital generally shows the attitude / mood of the speaker. Each capital has more than one meaning or use.
7. The form of will or would often be used for person (he, she, it, you, they). Shall or should be used for person (I and we).

According to researcher Zuhrotul Azizah the steps taken in making learning media this Magic Disc is as follows;

1. Determine the material used.
2. Designing media on paper.
3. Make a Magic Disc design using Corel Draw X5.
4. Print the Magic Disc design in paper form.

Referring to the use of media, this magic disc is expected to have benefits, as follows:

1. Help achieve learning goals.

The material presented by the magic disc is in accordance with the competence, substance and structure of English learning. So, that the use of the magic disc is expected to help students understand English, so it allows students to achieve learning goals. Achievement of learning objectives through the use of magic discs can be done when students use magic disc discs to recognize and understand pairs of tenses, and use worksheets to better understand the use of verb pairs in words, phrases, sentences, and paragraphs with various forms of practice questions. Magic disc is expected to further clarify the meaning of learning through images, text, and material presented. Students are expected to better understand the meaning and material presented through the use of magic.

2. Increase learning motivation

Media is able to direct and attract students' attention to concentrate on the content of learning. Students will pay more attention to the visual meaning displayed or accompanying the text of the learning material. This can happen because magic disc learning media has a function of attention as a visual media. Magic disc contains tensed material that can be used in learning English. Magic discs are packed with interesting images, colors, and writing, as well as various training activities that can attract students' interest and increase students' learning motivation towards learning English.

3. Improve student learning activities

The development of magic discs with the shape of discs and variations in practice questions are expected to improve student learning activities. Through the use of magic discs students can carry out various learning activities, namely understanding, reading, writing, and can be used to play while learning. The teacher can also take advantage of the use of magic discs by arranging learning designs with various activities carried out by students, for example conducting demonstrations of learning using magic discs. In addition, the use of magic discs individually can be used according to ability.

4. Learning methods vary

The use of magic discs is expected to help teachers in designing varied learning so that they can overcome students who are passive in learning. Examples of learning methods that can be used by teachers when using magic discs are demonstration methods, training methods, question and answer method, assignment and recitation methods, and discussion methods. Through the use of magic discs with various learning methods, it is hoped that it will also be able to improve students' meaning and understanding in learning English.

5. Learning fun

Learning by using a magic disc is expected to create fun learning. The use of variations in learning methods and variations of activities designed by the teacher combined with the presentation of magic discs with the shape, color, and

presentation of interesting material are expected to be a factor in creating pleasant English learning.

So, magic disc can be said as a good medium to be used in teaching English. Through this media, it is expected to improve the ability of students and attract students to learn English.

Method

The research was employed Pre-Experimental designed that applied one group pre-test, treatment and post-test designed.

The location of this research was conducted at the first grade students of SMAN 2 Barru in academic year 2019/2020. The duration of this research were be eight meeting namely once in pre-test, six times in treatment and once in post-test. This research needed more than one month. The population of this research took the first grade students of SMAN 4 Barru. In academic year 2019/2020, which consist of one class and the total number of population is 106 students. There were five class namely: class X MIPA 1, X MIPA 2, X MIPA 3, X IPS 1, X IPS 2. The total of population were 106 students.

The study used purposive sampling technique which involve one class for use as class pre-experimental is X IPS 2. There several reasons to pick this class at the sample, the varied of students ability might be the first reason. She stated that the students in the class have represented the population. The total of sample is 25 students. While the instrument used observation and tests.

The data collected through the test analyzed quantitatively in percentage to measure the student's achievement. This quantitative analysis employed statically calculation to test the hypothesis. The step was follows; to find out the student's speaking ability.

Discussion

The Result of Pre-Test

The pre-test was given to twenty five (25) students from the first year of SMAN 4 Barru specially X IPS 2 class. The score was given to students' speaking skills. The data of this pre-test was for the first problem in the previous chapter. It covered speaking components were fluency, accuracy, content and pronunciation.

Based on the data of pre-test in the table above, it was stated that were 19 students who got score 56-70 (fair), and no one student who got 86-100 (excellent) also ≤ 40 (very poor). However the average score was 64.2 from the overall students' achieved of their speaking skill which mean the quality of the students speaking skill was still low because none of students got highest score and most of them got fair and poor classification.

The Result of Post-Test

This post-test was administered after using magic disc as learning media in the treatment of this research. The data of this post-test was for the second problem in the previous chapter. It was done with the same students in the previous pre-test and also treatment.

Based on data of post-test in the table above, it was state that there were 15 students who got score 71-85 (good), 8 students who got score 56-70 (fair), 2 students who got score 41-55 (poor), and no one student who got 86-100 (excellent) and also ≤ 40 (very poor). Overall, the result of the average total score in the post-test was 71.5 which meant the students speaking skills after using magic disc was better than the students speaking score in the pre-test.

As the result at this item was the mean score of post-test was greater than the mean score in pre-test. It mean that the students' speaking skill had improvement after doing the learning process that used the magic disc as media learning.

Based on the description of the data through the test, the researcher explained that in the previous section showed that the students' speaking skill had improved after being given treatment. The students' score after treatment was higher than before the treatment. Before the treatment the students faced some

problems in speaking class activity. Therefore, after being given treatment by using magic disc, there was an improvement to the student activity such as, the students had a good grammar than before and they are able to use good tenses when they were arranging a sentence.

In this research it appears that students have additional vocabulary and procedures for expressing their sentences for the better. Researchers can teach many things to students in English at one time such as grammar, vocabulary, and fluency and pronunciation. So, it can be said that students' speaking ability is improved especially in their mastery of vocabulary and sentence patterns. The results of this study are in line with the theory delivered by researcher Yanti Ika Hura which states that the application of magic disc can improve students' speaking skills in aspects of pronunciation, accuracy, vocabulary, fluency, courage and volume.

Applying this media students also become more comfortable in their learning easier to understand the material given. Learning becomes more active and the learning process feels more interesting. this media can increase student motivation in learning English. At first they felt that English was very difficult to learn, slowly they began to understand that they could learn English with the help of this media. Impacts on their learning activities are slightly increased than usual. This media also helps teachers become more creative in creating a learning atmosphere. Making students active in the classroom is an achievement for a teacher. We are able to create learning methods that are comfortable with students, so this media can improve students' abilities. This was also conveyed by Sadiman who assumed that learning by using magic disc is expected to be created for fun learning.

The habits of students who tend to be lazy in learning English can be slightly overcome by this media. Students look more concerned about the lesson and are interested in being actively involved in using this media. They feel comfortable in learning English using this media. Like the research revealed by Citra Angelina that the magic disc is able to attract the attention of students.

Conclusion

Based on the finding and discussion of the previous chapter in this study, the writer concluded that. The students have inadequate English skills. This is marked by their difficulties when starting to talk. Students do not have a lot of vocabulary and understanding in forming sentences. We can say that the students' English proficiency is still lacking, judging by the results of the tests 5,73. And using of Magic disc to increase students' speaking ability at the first grade of SMA Negeri 4 Barru. T-test result in which the value of the t-test was 7,09 than t-table was 1,7108 at the level significance and degree of freedom (df) was 24.

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