THE EFFECT OF STUDENT FACILITATOR AND EXPLAINING LEARNING MODEL ON SPEAKING SKILLS OF FOURTH GRADE STUDENTS AT SDN SUDIMARA 12 SOUTH TANGERANG

Fairus Sintawati [1], Ratih Ayu Wulandari [2], Peni Astuti [3], Ulinuha Dahlina [4], Desty Endrawati Subroto[5]

[1, 2, 3,4,]Universitas Faletehan
[5]Sekolah Tinggi Ilmu Ekonomi Banten
Email: fairussintawati05@gmail.com, ratihayu.wulandari88@gmail.com,
peniastutiuf@gmail.com, ulinuha.dahlina@gmail.com, desty2.subroto@gmail.com

Abstract:
This study aims to determine the effect of the Student Facilitator and Explaining Learning Model on English speaking skills. This study uses a quantitative approach and the type of research used is a quasi-experimental research. The population of this study was the fourth-grade students of MI Darul Ulum, totaling 54 students, while the sampling technique was carried out with a saturated sample, namely the entire population was sampled. Based on the results of research and data analysis of students who were taught by applying the Student Facilitator and Explaining learning model, it affected the speaking skills of the fourth-grade students of MI Darul Ulum. This can be proven with a significant level = 0.05. From this value, it is obtained that tcount > ttable is 3.492 > 0.013, then Ho is rejected and H1 is accepted. So, it can be concluded that through the application of the Student Facilitator and Explaining learning model students can improve speaking skills in the fourth grade of MI Darul Ulum.

Keywords: Student Facilitator and Explaining Learning Model, Speaking skill, English learning

INTRODUCTION

Foreign language learning has developed in Indonesia along with the community's need for the importance of language skills in the current era of globalization. The foreign language that is often used both orally and in writing throughout the world is English. Learning English needs to be developed from an early age. Therefore, learning English is applied in elementary schools. Based on the policy regarding the inclusion of English lessons in primary schools, according to National Ministry of Education Regulation Number 22-23 Year 2006 concerning

Content Standards and Graduate Competency Standards, states that learning English at the SD/MI level is directed at developing listening, speaking, reading and writing skills.

Speaking skills are very important for students to learn. Tarigan (2008: 2015) states that speaking is an integral part of the overall personality, reflecting the speaker's environment, social contacts, and educational needs. Speaking skills are needed by people to communicate smoothly with various purposes. However, the general objectives of speaking skills are: There are several human purposes for speaking, including: (1) expressing thoughts, feelings, imaginations, ideas, and opinion, (2) responding to the meaning of the conversation from others, (3) wanting to entertain others, (4) conveying information, and (4) persuading or influencing others (Setyonegoro, 2013).

Therefore, speaking skills are very important to be mastered by elementary school students and they must be introduced as early as possible on that ability. Speaking is essentially a communication process because there is a transfer of messages from one source to another by saying an articulation sound that aims to express an idea, thought and feeling to the other person. Speaking provides the benefits of exchanging information, ideas, and opinions as well as experiences gained. Ideally speaking activities are carried out with the aim of informing something in good and correct language.

In the reality, there are many students who are not fluent in speaking as in the results of observations with initial data collection at fourth grade students of MI Darul Ulum where they showed some serious problems. The problems that mostly occur are: (1) students are often not fluent in speaking English, it is due to a lack of habit to speak English in the classroom, (2) students often seem to think in advance what to talk about, (3) they are lack of vocabulary knowledge so that they could not express what they thought immediately, (4) students are not confident in expressing what they think, and (5) students feel bored with the lecture method so that there is a lack of attention in the teaching and learning process.

To overcome the problems mentioned above, teachers need to find alternatives or learning solutions in the form of models that design students' participation, one of which is a Student Facilitator and Explaining Learning Model. The Student Facilitator and Explaining Learning Model is a type cooperative learning model is a learning model carried out by students by sitting opposite each other with their friends discussing the answers to the questions that have been given by the teacher, this model is expected to be able to make students more active and improve their ability to speak and make students think more clearly and also fast. Therefore, this model can increase learning motivation, enthusiasm and activity and can create a sense of pleasure in student learning.

Based on the explanation above, the researcher is interested in researching the fourth-grade students of MI Darul Ulum regarding the use of cooperative learning models in the English learning process effectively and fun by conducting a study entitled, "The Effect of the Student Facilitator and Explaining Learning Model on Students' Speaking Skills of Class Students IV MI Darul Ulum". It is hoped that by conducting this research it will become a consideration for teachers and practitioners in improving students' speaking skills, as well as overcoming the problems found in learning English.

REVIEW OF LITERATURE
Student Facilitator and Explaining Learning Model

The learning model is a plan or a pattern that is used as a guide in carrying out learning in class or learning in tutorials (Trianto, 2015). Another theory stated that the learning model is a conceptual framework that describes a systematic procedure in organizing learning systems to achieve certain learning objectives and serves as a guide for learning designers and teachers in planning and implementing learning activities (Saefudin & Berdiati, 2014). Based on those assumptions, it can be concluded that the learning model is a framework or steps that make it easier for teachers to deliver material and achieve a predetermined learning goal. There are

many learning models that can be used by teachers, there is one model that is considered capable of improving students' speaking skills, namely Student Facilitator and Explaining Learning Model.

The Student Facilitator and Explaining Learning Model is one type of cooperative learning that emphasizes a special structure designed to influence student interaction patterns and has the aim of increasing mastery of the material (Shoimin, 2014). The basic idea of this learning strategy is how the teacher can present or demonstrate the material in front of students and then give them the opportunity to explain to their friends (Huda, 2013). Based on the two theories, it can be understood that the Student Facilitator and Explaining learning model used by the teacher can make it easier to convey learning materials and also give students the opportunity to express their ideas to their classmates. In this model the teacher also asks students to be a source of learning for other students in small groups.

There are seven steps in implementing the Student Facilitator and Explaining Learning Model. They are: (1) the teacher conveys the material and competencies to be achieved, (2) the teacher demonstrates or presents the outlines of the learning material, (3) the teacher provides opportunities for students to explain to other students, for example through a concept chart or map and is carried out in turns, (4) the teacher concludes the students' ideas or opinions, (5) the teacher explain all the material presented at this time, (6) and the teacher gives a closing (Shoimin, 2014).

The advantages of using this learning models are: (1) make the material presented clearer and concrete, (2) increase students' absorption because learning is done by demonstration, (3) train students to become teachers because students are given the opportunity to repeat the teacher's explanations that are heard, and (4) stimulate students' motivation to be the best in explaining teaching material, and know their abilities. students in conveying ideas or ideas (Huda, 2013). On the other hand, the disadvantages of this learning models namely: (1) students who are embarrassed do not want to demonstrate what the teacher has ordered them to do or many students are less active, (2) not all students have the same opportunity to do it or explain back to their friends due to limited learning time, (3) there are the same opinion so that only some are skilled, (4) it is not easy for students to make concept maps or explain teaching materials briefly (Shoimin, 2014).

Speaking Skills

According to Tarigan (2008), Speaking is the ability to pronounce articulation sounds or words to express, state and convey thoughts, ideas, and feelings (Suprani, 2018). Speaking is often considered as the most important human access for social control because speaking is a form of human behavior that utilizes physical, psychological, neurological, semantic, and linguistic factors. In order to deliver the conversation or to imply message to the audience properly, it is necessary to have a) mastery of language, b) language, c) courage and calm, d) the ability to convey ideas smoothly and regularly. There are two factors that influence speaking activities, namely linguistic (linguistic) and non-linguistic (non-linguistic) sequence factors. Speaking activities also require things beyond language skills and knowledge (Astuti & Pusparini, 2019).

There are three ways to develop vertically in improving speaking skills, namely (1) imitating the speech of others (especially teachers), (2) developing speech forms that have been mastered, and (3) bringing or aligning There are two forms of speech, namely the form of speech itself which is not correct and the speech of adults (especially teachers) which is correct. Speaking skills are easier to develop if students have the opportunity to communicate something naturally to others. During the learning process at school the teacher creates various fields of experience that allow students to develop speaking skills. Activities to practice speaking skills include presenting information and participating in discussions (Ellis, 1999).

METHODS

This study used a quantitative approach because the data processing is in the form of statistical data. The method used is a Quasi-Experimental type of Nonequivalent Control Group Design. This design is the same as the pretest-posttest control group design, except that the sample is not chosen randomly. The implementation of this design uses two classes as comparison, one class as the experimental class and the other class as the control class (class without using the Student Facilitator and Explaining Learning Model). The population used in this study were students of class IV A and IV B MI Darul Ulum. The sampling technique in this study used a saturated sampling technique. Saturated sampling is a sampling technique when all members of the population are used as samples (Sugiyono, 2012). The sample in this study is class IV-A with a total of 27 students as the experimental class and class IV-B with 27 students as the control class. This research was conducted at MI Darul Ulum which is located at Kampung Sawah in Ketapang Village, Mauk, Tangerang Banten in the odd semester of the 2018-2019 academic year. It was started from November to December 2019. The test was conducted twice, namely pre-test and post-test. The pre-test was carried out before the treatment which aims to determine the students' initial speaking ability, while the post-test was carried out after the treatment or using the Student Facilitator and Explaining Learning Model type of cooperative learning model.

RESULT

The results obtained in this study include scores of speaking skills assessments in the experimental class and the control class in English subjects for class IV A and IV B at MI Darul Ulum with 27 students in each class. So, the total sample is 54 people. The data obtained were then used for normality test, hypothesis testing and t-test to test the research hypothesis whether or not there was a significant difference in English speaking skills between the pre-test and post-test. Normality test to determine whether the two samples studied were normally distributed or not.

The results of the normality test showed that in the experimental class it was 0.000 and the control class was 0.001. These results were then compared with (significant level 0.05) so the experimental class was $0.000 < 0.05$ and the control class was $0.001 < 0.05$. Based on this, the distribution of the two classes was declared normal, meaning that the tests given were in accordance with the students' abilities. In Homogeneity test, it aims to determine whether the two samples are homogeneous or not. The results of the homogeneity test showed that the pre-test score was 0.282 and the post-test score was 0.013. Furthermore, the results were compared with a significant level of 5%. So, the pretest score was $0.282 > 0.05$, the same thing was done to the posttest score $0.013 > 0.05$. This means that the pretest and posttest data are declared homogeneous.

The results of the value of speaking skills have increased after being given treatment with the Student Facilitator and Explaining Learning Model type cooperative learning model. The results obtained in both classes after the pretest and posttest were applied can be seen in the following table;

Table 1. Statistical Data (Pretest and Posttest)

Type of Test	Lowest	Highest	Average	Amount of Std.	t-count	t-table	Decision
Pretest	50	75	64,63	54	-1.138	2,009	Accept H0
Posttest	65	95	76,30	54	3,492	2,009	Accept H1

Based on the data above, the pretest scores before being given treatment showed that the students' initial ability obtained an average (mean) of 64.63 with the lowest score being 50 and the highest being 70. the average obtained from the post test is 76.30.

Furthermore, hypothesis testing using t-test to determine the final results of this study, the results of calculations on the pretest obtained data that t-count is -1.138. After being compared with t-table at a significant level of 0.05 and dk 52 of 2,009, it can be concluded that t-count is smaller than t-table, namely t-count -1.183 < t-table 2,009. So, it was concluded that in the pretest Ho was accepted and H1 was rejected so that there was no effect on speaking skills between the control class and the experimental class. So, from the results of the pretest, it can be concluded that both the experimental class and the control class have no difference in speaking skills. From these data, there is no significant differentiating factor between the two classes. In general, their average speaking skills did not differ from one class to another.

The posttest assessment obtained t-count of 3.492 then compared to t-table 2,009, it can be concluded that t-count is greater than t-table, namely t-count 3,492 > t-table 2,009. Thus, in the posttest Ho is rejected and H1 is accepted, the Student Facilitator and Explaining Learning Model type cooperative learning model affects the speaking skills of fourth grade students at MI Darul Ulum. So, from the posttest results, it can be concluded that there are differences in speaking skills between the control class and the experimental class after they received two different teaching treatments. The control class uses a conventional learning model while the experimental class is treated with a student facilitator and explaining learning model.

The success or significant effect can be found from the post test results due to several factors. First is the teacher factor. Teachers play an important role and contribute to the success and achievement of learning objectives where they have chosen the right learning model to improve speaking skills. The second key to success is the role of students who have actively participated in learning to speak. All materials can be demonstrated well through this Student Facilitator and Explaining learning model. This means that learning must be emphasized on appreciation accompanied by students' active experiences which are manifested in speaking behavior that is used daily.

CONCLUSION

Learning models are very important to make it easier to realize learning goals for students and teachers. In this study, a comparison was found between the two classes tested, namely the experimental class and the control class at fourth grade students of MI Darul Ulum. The two classes were given a pretest and posttest to test the treatment carried out using the Student Facilitator and Explaining Learning for class IV-A as the experimental class and class IV-B as the control class using conventional methods. Based on the results of data analysis, the pretest obtained an average value of 64.63 and posttest of 76.30 and the similarity test of the two averages (t-test) at a significant level = 0.05 and dk 52 shows that t-count pretest -1,138 < t-table 2,009 or accept H_0 while t-count posttest 3,492 > t-table 2,009 or accept H_1. Thus, in general conclusion, the Student Facilitator and Explaining Learning Model affects the speaking skills of fourth grade students at MI Darul Ulum.

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