

Developing the Students' Speaking Performance through Information Transfer Technique

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ABSTRACT

The objective of this research are: (1) to describe whether the use of Information transfer technique developed the students' speaking performance in terms of accuracy and fluency, (2) to describe the feedback of students' attitude toward Information transfer technique. The researcher design was pre-experimental design, the sample consisted of 26 students of sixth semester of English Education study program, Faculty of Language and Literature, State University of Makassar, in 2007/2008 academic year, class A. the researcher data were collected by using two kinds of instruments; Speaking test for students' achievement by using Information transfer technique and questionnaire for students' attitude toward information transfer technique. Data on the students' speaking performance in terms of accuracy and fluency were analyzed using t-test at 0.05 level of significance and the main score formula, and data on students' attitude were analyzed using Likert scale. The result of the research are : (1) The use of Information transfer technique developed the students' speaking accuracy in terms of acceptable pronunciation, correct grammar, and appropriate word choice, (2) The use of information transfer technique also developed the students' speaking fluency, and (3) the students had very positive attitude toward the use of information transfer technique. Thus means that the use of information transfer technique is effective to be implemented in developing students' speaking performance in terms of accuracy and fluency.

Keywords: *developing, speaking performance, information transfer*

INTRODUCTION

Language is a key in every communication in social life. It has important role to put people in contact with others to communicate meaning and message they inform. Speaking is one of language skills (listening, reading and writing) that play important role in human communication. It is used to communicate with other people in society and also to express their opinion. For the students in Indonesia speaking is quite difficult to master.

The students would gain a good communication in English, if they can get more practice in speaking performance. The students' speaking performance lies on accuracy and fluency in their talking. Speaking accuracy lies on the students' mastery of vocabulary, grammar, and pronunciation. The speaking fluency lies on their speaking expression without unnatural pause.

The students talk and have some conversation for the purpose of intelligible communication. Therefore, they should use and talk English not only in linguistic context but also in social context. This refers to what Burn and Joyce (1997) argue that when we speak, we are both using language to carry out various social functions and choosing forms of language which relate in a relevant way to the culture and social context. Therewith, some of language function s could take place in an accurate and fluent manner.

In line to what Burn and Joyce argued, the application of classroom teaching-learning design would consider the importance of learning material, classroom interaction, and role of students' classroom participation. However, to design well-organized speaking classroom activities, many things could possibly happen when the activities are conducted. The students, particularly in large class consisting 40 or more students, are very large, especially speaking class., where the students will have less opportunity to talk, no knowledge gain or only a little. Automatically these are dominating students who are assumed to be capable and could be relied on. Since the teacher does not know how to control them or the students do not want to speak because they think the other friends can represent them. These problems obviously evoke discrimination of the students as Rasyid (1988) stated that the factors that cause the English teaching failure are: (1) the big number of students in each class, more than 20, (2)The minimum of meeting frequency, (3) the unavailable of learning source center, such as, the library which prepare authentic materials for learning.

There are many strategies or techniques that the teacher could use to facilitate students to learn speaking. So the teacher should select which techniques will suitable with the large classes, because most of the class consist of more than forty students. In this case the researcher would like to use information transfer technique to develop the students, speaking performance.

“Information transfer technique is one of the teaching techniques that is excellent technique for learning and teaching English” (Nation in Husain 1994:439). Information transfer technique is an activity that reproduce information either from a full linguistic form into diagrammatic or semi diagrammatic form, or vice versa , during the transfer activity, the information remains the same, but the form of information change for instance from nonlinguistic form to linguistic form Information transfer can help students developing their four language skills especially speaking performance.

Husain (1994) found that Information Transfer could be applied either in spoken or written form. In written form the students are provided with reading text and then they transfer the ideas or information into diagram, table, or other non –linguistic representation or vice versa. In oral form the students are provided with picture, graph, table, or diagram and the student transfers the ideas or information into linguistic form or in oral form or vice versa.

Hamzah (2000) conducted a research on improving speaking ability through English meeting. He reported that English meeting gives a large opportunity to

the students to speak freely. Goga (2004) conducted a research on improving skill of the first year students of SMK I Polewali using questioning technique. He reported that the students were motivated to improve their speaking skill by asking questions based on the given topic.

Chou (2004) conducted a research on promoting students' speaking ability by socioaffective strategies. He found that the Asian students were motivated to speak English using socioaffective strategies. He diagnosed the level of students, offered the knowledge to the students, offered hands-on practice, gave the students chances to evaluate their leaning strategy, and guided the students become better, autonomous, and confident students.

Soba (2005) conducted a research on building students' speaking performance through guided dialogues. The third grade students of SMP Negeri 19 Makassar in 2004 – 2005 academic year were interested in learning speaking skill. They could build their speaking performance by dialoguing the given dialogue. Amin (2006) conducted research on improving the students' speaking performance through Team Made Question Technique. She reported the result of her research as follows: (1) the use of team made question technique improve the students' speaking accuracy in term of acceptable pronunciation, correct grammar. and appropriate word choice, (2) the use of team made question technique also improved the students' speaking fluency, and (3) the students had very positive attitude toward the use of team made question technique. Then she also concluded that the use of Team Made Question technique is effective to be implemented in improving the students' speaking performance in term accuracy and fluency.

Based on the above consideration, the researcher conducted a research on developing the speaking accuracy and speaking fluency of the six semester of English Education department program of Faculty of Language and Literature UNM Makassar through Information transfer technique.

In relation to the problem statement above, the objective of this research are to describe whether or not the use of Information transfer technique develop the speaking accuracy, to describe whether or not the use of Information transfer technique can develop the speaking fluency and to describe the feedback of the students' attitude toward Information transfer technique.

In general, the findings of this research are expected to be an effort of changing and repairing the classroom atmosphere by using Information technique to develop the students' speaking performance. The finding also expected to be useful contribution to the teachers to nurture the students' motivation in developing their speaking performance.

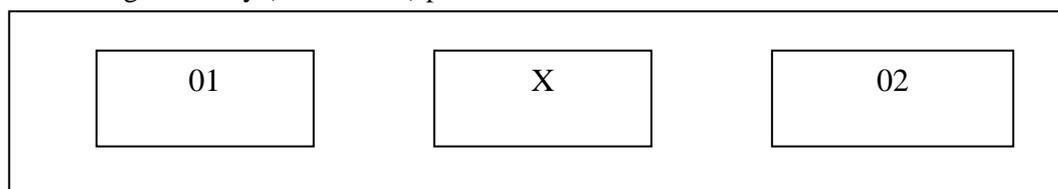
The findings of this research are expected to increase the teachers' knowledge and teaching skill in developing the students' speaking performance, encourage the teachers' colleagues in doing experiment research in developing their teaching as professional practitioners and give contribution and useful information to the general

public and the people in increasing knowledge concerning experiment research for better in teaching and want to conduct further research using Information Transfer Techniques.

This research is under applied Linguistics. By discipline, it restricted on the teaching of English of the sixth semester of English Education Program, the faculty of language an Literature, State University of Makassar in 2006-2007 academic year , class A. The researcher focused her research on the development of the students' speaking performance by using Information Transfer technique.

METODE

This research was employed a pre-experimental design that involves one group pre test-post-test design. As Gay (1981 :2006) presents :



= Pre-test

X = Treatment

01 = Post-test

Figure 2. Design of the research.

This research has two variables, they are dependent and independent variables. Dependent variable in this research are the students' speaking performance dealing with accuracy and fluency by using Information transfer and the students' attitude. Independent variable of this research is the Information transfer technique.

The population of this research is the sixth semester students of English Department State University of Makassar in 2006/2007 academic year, consisted of four classes A, B, C and D. Each class consisted of 30 students. The number of population was 120 students.

Since the number of population was large, the researcher took one class as a sample. It consisted of 30 students. The researcher used purposive sampling because the sample has learned speaking subject from speaking I – V and only that sample which available during the process of research.

The researcher used two instruments, they are test and questionnaire. The test of speaking were the pre-test and post-test. The pre-test intended to find the students prior speaking performance before giving treatment. The post-test intended to find out the students' achievement in speaking performance after giving the treatment by using Information transfer. Questionnaire was used to get the data on the students' attitude in Information transfer technique in developing the students' speaking performance. The questionnaires were distributed to the students after the last treatment given.

The procedure of collecting data started from pre-test. In the pre-test, the researcher was distribute the topics for the speaking test. The next step was conducted the treatment. The treatment consisted of four meetings and each meeting lasted 90 minutes. The procedure of giving treatment as follow: Teacher gives stimulation and motivation before the process of teaching speaking and then teacher introduces the topics then show the map, chart, and picture and the students transfer into linguistic form orally, the procedure of treatment is as follows :

Treatment	Topic	Activities
a	Treasure Map	Students transfer Information based on the treasure map orally
b	Oranization chart	Students try to transfer the information in the chart
c	Map of street	Students transfer the information according to the map street
d	Picture	Students try to describe the picture and transfer the information

In each meeting, there were some activities conducted with procedure as follow :

- Teacher explains more about the topic which different in each meeting.
- The teacher gives direction about how to transfer the information.
- The teacher distributes the material by using Map, diagram, etc. as visual material based on the topic and also put in the white board.
- Teacher gives example to the students how to transfer the information.
- Teacher was asked one of the students to give another example.
- The students were asked to describe in front of the class to speak based on the topic.
- Teacher gives some practical /tips and advice in developing their speaking by using information transfer.
- Teacher was asked the students to conclude what they have studied.
- Teacher tells the students what they should do in the next meeting.

For the post-test, the researcher was distributed the same topics in the speaking test that used in the pre-test as post-test. and the last step, the researcher was given questionnaire to get the data about the attitude.

The data of the students was collected and analyzed by using scoring classification of accuracy and fluency.

Table 1.
Accuracy

Qualification	Score	Criteria
Excellent	6	Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors.
Very good	5	Pronunciation is slightly influenced by the mother-tongue. A few minor grammatical and lexical errors but must utterances are correct.
Good	4	Pronunciation is still moderately influenced by the mother- tongue but not serious phonological errors but only one or two major errors causing confusion.
Average	3	Pronunciation is influence by the mother-tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.
Poor	2	Pronunciation seriously influenced by the mother-tongue with errors causing a
		breakdown in communication. Many 'basic' grammatical and lexical errors.
Very poor	1	Serious Pronunciation errors as well as many 'basic' grammatical and lexical errors. No evidence of having mastered any language skills and areas practiced in course.

Heaton (1998)

Table 2
Fluency

Qualification	Score	Criteria
Excellent	6	Speak without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
Very good	5	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	4	Although he has to make effort and search for words, there are not to make unnatural pauses.

		Fairly smooth delivery mostly. Occasionally fragmentary but succeed in conveying the general meaning. Fair range of expression.
Average	3	He has make an effort for much of the time. Often has to search for the desired meaning. Rather of expression often limited.
Poor	2	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting
Very poor	1	delivery. Almost gives up making the effort at times. Limited range of expression. Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression..

Heaton (1998)

For the sake of data analysis, the band scores were converted into the rating scores used at State University of Makassar to get the final scores of the students' speaking performance as in table 3.

Table 3.
The band and converted scores

Bands	Ranges	Converted score	Category
6	91 - 100	4 = A	Very good
5	76 - 90	3 = B	Good
4	61 - 75	2 = C	Fairly good
3	51 - 60	1 = D	Bad
2 - 1	≤ 50	0 = E	Very bad

T test is used to determine whether the treatment gives influence significantly toward the students' performance or not. To know this the researcher was done the following procedures: (1) scoring the result of the students test, (2) tabulating the scores of the students, (3) classifying the scores of the students, (4) calculating the mean score using the formula:

$$\bar{X} = \frac{\sum X}{n}$$

Where :

\bar{X} : Mean score

$\sum X$: The sum of all the score

n : The total number of subject

Calculating the value of t-test to find the significant difference between pre-test and post-test is using the following formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where :

- t : the test of significance
- \bar{D} : The mean of difference between pre-test and post-test
- $\sum D$: The sum of D (difference of pre-test and post-test score) s
- N : The number of subject

(Gay, 1981)

The data was taken from questioner tabulate and then analyzed it to find the students' attitude in Information transfer in developing the students' speaking performance.

Table 4.
Likert scale

Positive Statements		Negative Statements	
Score	Category	Score	Category
5	Strongly agree	1	Strongly disagree
4	Agree	2	Agree
3	Undecided	3	Undecided
2	Disagree	4	Disagree
1	Strongly disagree	5	Strongly Agree

Arikunto (1995)

The attitude of the students' responses on the questionnaire can be seen in the following table :

Table 5.
The rating score of the students' attitude

Interval Score	Category
84 – 100	Strongly positive
64 – 83	Positive
53 – 67	Neutral
36 – 51	Negative
20 - 35	Strongly negative

Arikunto (1995)

The formula used in analyzing the data is:

$$p = \frac{fq}{N} \times 100\%$$

Where :

- P = Percentage from test, and questionnaire
 Fq = Number of frequently
 N = Totals samples
 Saujana (1996)

RESULT AND DISCUSSION

Result

The application of information transfer technique as a teaching technique developed the students' speaking performance in terms of accuracy dealing with acceptable pronunciation, correct grammar, and appropriate word choice as indicated by the significant difference between the mean scores of the pre and posttest as shown below. Table 6 shows that students' speaking performance in terms of accuracy gained a development.

Table 6.
The students' speaking performance in terms of accuracy

	Mean score	Category	Standard deviation
Pretest	65	Fairly good	0.79
Posttest	81	Good	0.61

α : 0.05

t : 276.248

df : $26 - 1 = 25$

Critical value of t :

It can be seen that the t value (276.248) is far greater than the t table (1.708). This result proves that there is a significant difference between the mean scores of the students' speaking performance in terms of accuracy through the use of information transfer technique.

The students' speaking accuracy developments in terms of pronunciation, grammar, and word choice are elaborated respectively in the following description.

The students' pronunciation developed through information transfer technique as shown by the significant difference between the mean scores of their pretest and posttest as in the following table. Table 7 shown that the students pronunciation gained a significant development.

Table 7.
The students' pronunciation development

	Mean score	Category	Standard deviation
Pretest	60	Bad	1.28
Posttest	81	Good	0.86

$\alpha = 0.05$
 $t = 10.86$
 $N = 26 - 1 = 25$

Critical value of t :

It can be seen that the t value (10.86) is far greater than the t table (1.708). This result proves that there is a significant difference between the mean scores of the students' speaking accuracy in terms of pronunciation using information transfer technique.

The students' grammar developed through the use of information transfer technique. It is shown by the development score between the mean score of their pretest and posttest as shown in the following table.

Table 8.
The students' grammar development

	Mean score	Category	Standard deviation
Pretest	64	Fairly good	1.24
Posttest	77	Good	0.94

Table 8 shown that the students' grammar development.

$\alpha = 0.05$
 $t = 13.84$
 $N = 26 - 1 = 25$

Critical value of t :

It can be seen that the t value (13.84) is far greater than the t table (1.708). this result proves that there is a significant difference between the mean scores of the students' speaking accuracy in terms of grammar using information transfer technique.

The students' word choice gained development through the use of information transfer technique. It is shown by the development score between the mean scores of their pretest and posttest as shown in the following table.

Table 9.
The students' word choice development

	Mean score	Category	Standard deviation
Pretest	69	Fairly good	1.37
Posttest	83	Good	1.03

Table 9 shown that the students' word choice development.

$\alpha = 0.05$
 $t = 13.761$
 $N = 26 - 1 = 25$

Critical value of t :

It can be seen that the t value (13.761) is far greater than the t table (1.708). this result proves that there is a significant difference between the mean scores of the students' speaking accuracy in terms of word choice using information transfer technique.

The application of information transfer as a teaching technique developed the students' speaking performance in terms of fluency as indicated by development score between the means score of pretest and posttest as shown in the following table.

Table 10.
The students' speaking performance in terms of fluency

	Mean score	Category	Standard deviation
Pretest	68	Fairly good	1.21
Posttest	83	Good	0.99

Table 10 shown that the students' speaking performance in terms of fluency gained a development.

$$\alpha = 0.05$$

$$t = 15.27$$

$$N = 26 - 1 = 25$$

Critical value of t :

It can be seen that the t value (15.27) is far greater than the t table (1.708). this result proves that there is development between the mean scores of pretest and posttest of the students' speaking fluency.

The implementation of information transfer technique as the teaching technique made the students to be strongly positive in feeling, thinking, and behaving in the classroom. Of all the students got from the questionnaire, the mean score is 84.11.

Discussion

Information transfer was used in this research. By using this technique the students of English education Faculty of Languages and Literature, State University of Makassar gained a progress in developing the students' speaking performance both in accuracy and fluency. The evidence can be seen in the result of pretest and posttest in each component of students' speaking performance in terms of accuracy and fluency. Even the development is significant, but it is still found some mistakes made by the students. The mistakes that the students made are found in the following description.

a. Grammatical errors

In this research, the researcher found some grammatical errors, the students lacked grammar mastery. They made mistakes in basic rule of English, particularly in third person "-s", copula "be", auxiliary "be", progressive "-ing", and singular and plural nouns.

Most of grammatical errors the students made because of lacked grammatical practice. The follow is the grammatical errors the students made

1. The misuse of singular and plural nouns. The examples are:

a. I will build two beautiful *house** should be *houses*

b. The door will have *one keys** should be *key*

2. The misuse of quantity expression in plural form. The example are:

a. The man hold two *cat** should be *cats*

b. My house only have one *rooms** should be *room*

3. The use V-ing form. The examples are:
- He can *showing** the picture should be *show*
 - I will *building** a beautiful house should be *build*

It can conclude that most of students still needed more practice to overcome their barriers in grammar. Therefore, during the implementation of information transfer the researcher connected the students grammatical errors by saying *do you means this* (two key should be keys) but sometimes, while the researcher monitored the students' errors, she also explained to them how to use the correct form of sentences, so that the students get more practices and they realize their errors.

It is observed that after the implementation of information transfer in the classroom, the students got improvement in their grammar, and their understanding. The frequency scores of the students' grammar in pretest and posttest is as follows (see appendix 10 and 11)

Table 11.
The frequency scores of students' grammar

Scores	Frequency	
	Pretset	Posttest
4	1	3
3	2	10
2	10	12
1	0	0
0	13	1
Total	26	26

b. Mispronunciation

In order to have a good communication, pronunciation is one of the important component should be paid attention, because of mispronunciation. The meaning can be changed. e.g she / ʃ i/ - see /si/. The difficulty of pronunciation mostly because of the influence of the use of their mother tongue, especially the sounds that are absent in the students' mother tongue are very hard to pronounce.

To be a successful language learning, one should use the language as often as possible, think with target language is spoken (Wenden 1987).

In fact, in their research observation, the students made some mistake in pronouncing some English words. There mistakes which are made by students made when pronouncing English words are as follows

- The substitution of phoneme, as below :
 - Thank you /tæŋj/ should be /θæŋk/
 - see /s/ should be /ʃi/
 - have /hep / should be / hæv/
 - pleasure /s/ should be / plæʒə/
- The omission of consonant cluster, the examples are :
 - puts /put /s/ should be put

- b. turned /tən/ should be /tənd/
 - c. wanted / wən/ should be /wənt/
 - d. worked / wək/ should be /wəkd/
3. English word which are pronounced based on the written print. The examples are :
- a. Garden /garden/ should be / ga:dən/
 - b. hair / hair/ should be /hɛə/
 - c. color/color/ should be /kʌlə

It can conclude that the students need an active situation where they can practice pronounce as well. This respect refers to since the implementation of information transfer technique in the classroom. When they spoke English during the learning activities, they wrote down and noticed the unfamiliar sounds of words and then they consulted the dictionary or asked their friends or their lecturer.

The frequency score of the students pronunciation in pretest and posttest can be seen in the following table (see also appendix 7 and 8).

Table 12.
The frequency score of the students' pronunciation

Scores	Frequency	
	Preset	Posttest
4	2	7
3	0	6
2	7	13
1	0	0
0	17	0
Total	26	26

c. The inappropriate word choice

The inappropriate use of English words is the words that the students use because of wrong diction, of wrong class of words, and of the influence of Indonesian words. In fact, the students' mistakes in word choice were not big in number. In pretest, they made mistakes which were greater than in posttest. The students' mistakes in word choice are as follow

1. Wrong diction. The example are :
 - a. I will go *house** should be *home*
2. Wrong class of words. The examples are :
 - a. I will describe the picture *careful** should be *carefully*
3. The use of Indonesian words. The examples are :
 - a. I go with the car....e....e..car...and...I...melewati...e...jalan....

It can conclude that the students' mistake in word choice were caused by the lack of English vocabulary and the non-mastery of word usage.

In learning activities, the students found some new words from the text and from the contribution of the researcher.

Table 13.
The frequency score of the students' word choice

Scores	Frequency	
	Pretset	Posttest
4	4	9
3	1	7
2	13	9
1	0	1
0	8	0
Total	26	26

The fluency of speaking will guarantee the students to have an effective communication. The researcher found the students needed to repeat the sentence twice or three times in order to get the smooth flow of speech. When the researcher monitored the students characteristic in speaking fluency, it is found that the difficulty of students to express themselves became of the lack vocabulary and the non-mastery of their grammar hindered them to speak fluently. Some mistakes in speaking fluency as follows :

1. Unnatural pauses. It as a pause the speaker makes when he wants to say something but he loses of words or of the thought he wants to express. It happened several times. Example: My planning e...e....planning e...e...in build my house e...e....my house e...e...a small...small...house.
2. Deliberate halting. It is a stop that the talking is enough and it is because the speaker does not know what to say. Example :I go...e...e.to the e...campus...campus...e...e...by motorcycle.
3. Repeating word. It is a word that the speaker always almost all the time repeats the same word to get what to say. Example : from London street turn turn turn the right you you you can see see a museum on the the left side.

Table 14.
The frequency score of the students' fluency

Scores	Frequency	
	Pretset	Posttest
4	1	9
3	6	9
2	12	7
1	0	0
0	7	1
Total	26	26

The findings of the use of information transfer technique to improve the students' speaking performance in terms of accuracy and fluency made the students have both strongly positive and positive category of attitudes. This means that this kind of teaching technique has

brought a good rise in teaching speaking performance, especially in developing the students' speaking accuracy and the students' speaking fluency. It can also be said that the students' strongly positive attitudes were determinant factors that the students felt comfortable, attracted and interested to develop their speaking performance in terms of accuracy and fluency using information transfer technique. The students' attitudes can be seen in the following table (see also appendix)

Table 15.
The students' attitudes

Category	Score	Frequency
Strongly positive	84 - 100	17
Positive	68 - 83	9
Neutral	52 - 67	0
Negative	36 - 35	0
Strongly negative	20 - 35	0
Total		26

The table above shows that teaching and learning speaking using information transfer technique procedures put the students in strongly positive and positive category of attitudes, especially in developing their speaking performance in term of accuracy and fluency. Furthermore, there are 17 (65.4%) students who were strongly positive and 9 (34.5%) students who were positive to study using this kind of teaching technique, with the mean score 84.11 of all the students. This means that the procedures of information transfer technique brought an effective situation and condition in learning to speak accurately and fluently.

SIMPULAN

Based on the research findings and discussion the researcher comes to the conclusion that there is significant development of the students speaking accuracy in terms of acceptable pronunciation, correct grammar, and appropriate word choice. This led the conclusion that using this teaching technique is a need in English language teaching and learning in developing the students' speaking performance. The use of information transfer technique also developed significantly the students' speaking fluency. However, since the implementation of information transfer had made them active to speak, the more active they spoke, the more productive their utterances. And more productive they were, the more inhibition they made in their speaking fluently. The use of information transfer technique procedures encouraged the students to be strongly positive in their feeling, thinking, and behaving toward the learning material in information transfer technique. In fact, this teaching technique brings a new nuance in English language teaching and learning, particularly to develop the students' speaking performance in terms of accuracy and fluency.

Since the implementation of information transfer technique has been proven to be successful in developing students' speaking performance, it is strongly suggested that such teaching strategy be continually implemented in teaching speaking to the students of English at English Department, Faculty of Language and Literature, State University of Makassar. It is strongly recommended that since the use of information transfer technique was successfully proven by the significant development of the students' speaking performance in terms of accuracy and fluency, it finally comes to surface that, through the implementation of information transfer technique developed the students' speaking performance, but can the use of information transfer technique develop the students' speaking performance in terms of comprehensibility? This question left as residue of this research recommending the language teaching to conduct further investigation using similar technique.

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