

## USING ANALYTIC TEAMS TECHNIQUE TO IMPROVE STUDENTS’ SPEAKING SKILL

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**Abstract.** Speaking is the highest target in English language because speaking is basis of communication which becomes function learning. There are many kinds of technique to improve speaking skill and one of them is Analytic Teams Technique. Therefore, the researcher wanted to find out whether or not Analytic Teams technique can improve the students’ speaking skill and to analyze the classroom situation when the Analytic Teams technique is implemented in speaking class. This research used Collaborative Classroom Action Research and composed for two or more cycles then it observed and evaluated to identify all facts including the success and the failure of the action. It means that the action should be stopped or continued and revised to the next cycle based on the selected criteria of success. After the implementation of Analytic Teams Technique in every cycle, the students’ speaking score were getting better. It can be seen from the result of students’ average score Cycle 1 was 64.28 and Cycle 2 was 78.05. It can be concluded that Analytic Teams Technique can improve students’ speaking skill and improve speaking classroom into a better situation.

**Keywords:** Analytic Teams; Speaking Skill; CAR

### INTRODUCTION

In the era of globalization, learning English is very important because English able for linking and make easily people in the most of countries are communicated each other based on the development in the field of economic, business, education and also politic. Communication is one of the implementation of language function in society as a means of carrying out the affairs. One of the ways in communication is through speaking. Speaking is the highest target in English language because speaking is basis of communication which becomes a function learning. Richard (2008: 19) states “the mastery of speaking skill in English is a priority for many second language or foreign language learners”. There are many kinds of technique to improve speaking skill and one of them is Analytic Teams Technique. Therefore, the researcher wanted to find out whether or not Analytic Teams technique can improve the students’ speaking skill and to analyze the classroom situation when the Analytic Teams technique is implemented in speaking class.

This research has been conducted by several researchers. One of the research had done by (Hartatik, 2013) entitled *The Effectiveness of Analytic Teams Technique to Teach Reading Comprehension Viewed from Students Intelligence*. In her article, she stated that Analytic Team is more effective than Grammar Translation to teach reading for the eighth grade students of MTsN Ponorogo in the academic year of 2011/2012; (2) the students who have high intelligence have better reading achievement than the achievement of those who have low intelligence; and (3) there is an interaction between teaching technique and student’s intelligence to teach reading at the eighth grade students of MTsN Ponorogo.

Analytic Teams technique is part of collaborative teaching technique. Beside analytic teams, there is other technique which has the same step to teach speaking, that is Jigsaw teaching model. Another research was written by Arif Mustofa (2009), who conducted an experimental research entitled “*The Effectiveness of Jigsaw to Teach Speaking Viewed from students’ Motivation*”. The research granted the evidences of implementation of teaching model viewed from students’ motivaton. He concludes that there is interaction effect between teaching model and motivation in teaching reading to the first grade students of SMPN 2 Tanjung Nganjuk Jawa Timur.

## LITERATURE REVIEW

### Definition of Speaking Skill

According to Brown (2004: 140) “speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of the test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test”. Brown (2007: 4) defines speaking as an interactive process of constructing meaning that involves producing, receiving and processing speech of sounds as the main instrument. While Thornbury (2005) says that speaking is an interactive process and requires the ability to cooperate in the management of speaking turn. Bygate in Torkey (2006: 33) adopting a definition of speaking based on interactional skills which involve making decision about communication. This is considered a top-down view of speaking”. Even, Thornbury (2004: 1) emphasizes that “speaking is so much part of daily life that we take it for granted”.

From the definitions of speaking skill above, it can be concluded that speaking skill is a productive skill which is part of our daily life and it is difficult to assess reliably.

### Teaching Speaking

According to Harmer in Nurhaida (2017: 20-21), there are many types of classroom speaking activities. They are:

- a. Acting from script
- b. Communication games
- c. Discussion
- d. Prepares talks
- e. Questionnaires
- f. Simulation and Role Play

From a communicative purpose, speaking is closely related to listening. The interaction between these ability is shown in the conversation. Brown in Nurhaida (2017: 20-21) says that there are seven principles for designing speaking techniques.

- a. Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based on interaction, meaning, and fluency.
- b. Provide intrinsically motivating techniques
- c. Encourage the use of authentic language in meaningful contexts.
- d. Provide appropriate feedback and correction.
- e. Capitalize on the natural link between speaking and listening.
- f. Give students opportunities to initiate oral communication.
- g. Encourage the development of speaking strategies.

### Definition of Analytic Teams Technique

Analytic teams is one of the parts of collaborative teaching technique. In analytic teams, team members assume roles and specific tasks to perform when critically reading an assignment, listening to a lecture, or watching a video. Roles such as summarizer, connector (relating the assignment to previous knowledge or to the outside world), proponent, and critic focus on the analytic process rather than the group process (which entails roles such as facilitator, time keeper, and recorder).

There are some steps of used in applying Analytic Teams technique by Barkley (2005: 194).

- a. Form student groups of four or five, assigning each individual in the team a specific role and job assignment.
- b. Present the lesson, show the video, or assign the reading.
- c. Give teams class time for individual members to share their findings and to work together to prepare to present their analysis in orally or written presentations

- d. Considers a closure strategy that emphasizes roles and component tasks. Stand up and share would be particularly appropriate for a fairly short activity, whereas a Panel or Poster session would be appropriate for more complex assignment.

## METHODOLOGY

The research was conducted in the first grade students of English Education Study Program at IKIP Siliwangi Bandung in the academic year of 2018/2019, where the researcher is one of lecturers. The campus is located at Jl. Terusan Jenderal Sudirman no.3, Baros Cimahi Tengah, West Java. The sample of this research consists of 40 students. This research used Collaborative Classroom Action Research (Wiriaatmaja in Parmawati, 2017). This research composed for two or more cycles then it observed and evaluated to identify all facts including the success and the failure of the action. It means that the action should be stopped or continued and revised to the next cycle based on the selected criteria of success.

Statistical technique is used to find the mean score. The formula to find the mean as stated by Ngadiso in Mundriyah (2016) as follows:

$$M = \frac{\sum X}{N}$$

M = Mean score

$\sum X$  = Total score

N = Total students

If the mean score increases, the students' speaking skill is considered improving.

## RESULTS AND DISCUSSION

### Improvement of Students' Speaking Skill

Analytic teams' technique is one of good ways to improve students' speaking skill. The improvement of the students' ability can also be seen from the results of the students' pre-test and post-test which were done in every cycle. The average score of the pre-test was 55.93, the average score of the Cycle 1 was 64.28, and the average score of the Cycle 2 was 78.05. All the data showed that the improvement of speaking skill achievement from cycle to cycle was significant. It can be concluded that there was a significant improvement of students' speaking skill. The complete data of the last cycle can be seen on the table below.

Table 1: Post-test average score of cycle II from the first corrector

No	Explanations	Scores
1.	The highest score	87
2	The lowest score	71
3	The average score	79

Table 2: Post-test average scores of speaking elements of Cycle II first corrector

No	Speaking element	Average score
1	Pronunciation	73,00
2	Grammar	77,00
3	Vocabulary	78,00
4	Fluency	83,00
5	Comprehension	79,00
	Average score	78,00

Table 3: Post-test average score of cycle II from the second corrector

No	Explanations	Scores
1.	The highest score	88
2	The lowest score	72

3	The average score	79
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Table 4: Post-test average scores of speaking elements of Cycle II second corrector

No	Speaking element	Average score
1	Pronunciation	79,00
2	Grammar	78,00
3	Vocabulary	82,00
4	Fluency	78,00
5	Comprehension	79,00
	Average score	79,20

Table 5: Post-test average score of Cycle II from the two correctors

No	Explanation	Scores
1	The highest score	87
2	The lowest score	71
3	Average score	79,00

### Improving in students' speaking skill

From the result of pre-test, the researcher found that the result of students' speaking skill was under average and still far from what was expected. The finding was supported by the result of students' speaking scores. The average score was 52.38. From 40 students speaking, there were only 21% students who got the score above 60, while 47% students got score average, and 31% students got score under 60. The score of the students indicated that the students faced many problems in speaking. They have many problems in making a piece of English speaking, because their speaking skill was low.

After the implementation of Analytic Teams Technique in every cycle, the students' speaking score were getting better. It can be seen from the result of students' average score Cycle 1 was 64.28 and Cycle 2 was 78.05. It also influenced the students' interest during the lesson, the reducing of the rule of their mother tongue in their speaking. The level of students' speaking also increased into 55% students got above average, 35% got average, and 10% got under average.

### Improvement in Classroom situation

Before conducting the research, the teaching-learning process was not alive as the lecturer used to apply the conventional technique. The students show low participation on speaking class as they were seldom taught to make a better speaking by using various technique because the lecturer monotonous in teaching speaking. The condition after the implementation of the research was showing improvement. The atmosphere of the class more was more live as there are many interesting activities. The student gave attention to the lessons they were very active to conduct the activities and dominated the activities. No more lecturer's domination.

### CONCLUSION

Having conducted the research in using Analytic Teams Technique to improve students' speaking skill it can be drawn some conclusions as follows:

1. Analytic Teams Technique can improve students' speaking skill. The improvement of students' speaking skill can be identified from the improvement of speaking achievement. It shows that there is a comparison between the students' speaking performance during the intervention and the performance criteria of success.
2. The improvement was also observed from several aspects of the composition they produced. Analytic Teams Technique can improve speaking classroom into a better situation. They were motivated in joining speaking class. This could be seen from several aspects, two of which are worth mentioning. First, their motivation is reflected

in their efforts in providing sources – the information materials – to support their speaking.

3. The students' positive motivation is also reflected from their willingness in doing the individual conference with the lecturer outside the class. Students felt that they need more time other than that provided in the class session to have discussion on their speaking with the lecturer. They wanted to make sure that their speaking was correct. Finally, the students' evidence of improved motivation is seen from their enthusiasm in joining the class discussion.

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