

## SPEAKING HABIT AS A STRATEGY TO IMPROVE THE STUDENTS' SPEAKING SKILL

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### Abstract

The purpose of this research is to increase students' speaking ability, considering the speaking ability of students that are low. This is shown by indicators when expressing English orally often stop in the talks, the duration of talking is about 5 minutes, using very limited vocabulary, lacking the courage to start talking in English with the lecturer or the classmate. This research is included in research class action, the subject of this research are the student of the second semester. This research was done with training to students divided into 3 cycles. In the first cycle, the students were given an English article, then they would read and record it. Then in the second cycle, students were given a video in English then they imitated and recorded it. In the last cycle, the student had to play a short drama in English. We scored this research by analyzing the recording, the list of vocabulary and performance in the third cycle. From the formative scoring during the third cycle showed that, the duration of speaking increased about 8 minutes, mastery more vocabulary with the use of true and better diction, and improve the skill in speaking. The method of this research is a descriptive-qualitative method. The result of this research can improve the speaking ability of Student in Semarang State University.

**Keywords:** speaking habit, strategy, speaking skills

### Introduction

Speaking is a way to communicate each other. Speaking is the most important and essential skill in English (Oradee, 2012). The purpose of speaking is to deliver ideas to the people who we speak with about what we want to say. In a conversation, speaking is one of the components of this.

There are at least two persons in a conversation. So, between those two people have to master about the speaking skill. One of the aspects to master speaking skill is about mastering language. Language is a tool for communication through language. We not only can share our ideas to others easily and fluently. But also we can understand what the meaning of other people's speaking.

Learning of speaking can be done in everywhere. One of them is in the university. In this research, the students of Semarang State University was become the object of the research. Their speaking skill still needs many progress to be a good speaker of English. It was indicated in many ways, such as:

1. When they were speaking, most of them often felt confuse during their speaking. So, they stopped their speaking in the middle of their speaking.
2. They only talked in less than 5 minutes. It was still related to the confuse feeling when they want to speak but they still confuse what they want to say.
3. Limited vocabulary. It was the biggest problem of them. Most of them have little vocabularies, so their speaking was automatically would get stuck because they didn't know the words that they wanted to say.
4. Lacking the courage to start talking in English with the lecturer or the classmate. Actually this is the simplest problem, because it was just about the habit. If their habit in speaking was good, so they could speak English fluently.

### Methodology

The method that was used in this research is descriptive qualitative research. The data that was collected was taken from the

implementation this idea, observation, and interview as a primary data. The other data such as from journals, books, and articles was used as a secondary data.

### **Findings and Discussion**

In this method, there are three cycles, such as first cycle, second cycle and third cycle. Each cycle has a role to improve the ability to speak to the students. With the following explanation of each cycle:

#### **1. First cycle**

In this cycle is the first and most basic treatment is done to the students. In this cycle, the students will be given a text or an article in English about 500-800 words. They will read the text and then record it. Because, in order to obtain a good speech should begin by reading.

By reading we will get a new vocabulary, and learn the pronunciation of the word. In this cycle the students can practice pronunciation skills sounds in sentences in the text. After recording their voices, students are given the opportunity to write the words unpronounceable and unknown means.

#### **2. Second cycle**

This cycle is the continuation of the first cycle. In this cycle the student will be given a native speaker video. The duration of the video is about 5-6 minutes. After listening to this video they will record their voice that mimicked what was on the video. Listening and talking is a two-way communication activities -is a direct face to face communication (Brooks, 1964, p. 134).

The linkage between talking and listening is when we listen, we can study the utterances of a word and imitate it, therefore, model or example that listened to and recorded by the students is important in improving speech intelligibility.

Of course, in this cycle challenge is greater than the first cycle that is just reading only. In this cycle, the student should be able to grasp what was being said

by a native speaker in the video and imitate it.

The initial stage of this cycle is watch or listen to what was being said by natively in the video carefully and then make a transcript of the video. After that, they will record their voice based on the transcripts they have made. In this cycle the students also write words that they do not know the meaning, to measure the mastery of their vocabulary.

#### **3. The Third Cycle**

In the last cycle, the students will practice a drama in English. It is because speaking defined as a complex process such as sending and receiving messages through word of mouth.

In this case also involves nonverbal symbols such as gestures and facial expressions. Hedge (2000, p. 261) states that the talk is "a skill by which they (people) are judged while first impressions are being formed."

Thus, a reenactment of the drama is an appropriate means to develop their speaking skills based on the above theory. For that they should be divided into groups according to the number of characters and keeping the play they did.

They will be given time to study the play that there will then be practiced in their groups. They were given leeway to be able to bring notes or points of conversation and they can develop their own choosing conversation with nothing out of the context of the drama.

In this cycle, the students will be assessed directly by their performance. So, in this cycle they do not collect recordings.

### **Conclusion**

This research is aimed to help the students in improving the speaking skills. By using the materials that was given, the students can get the new strategy in learning the speaking skill. Most of them has the improvement from every their activity in the speaking habit activity.

## References

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