

The Effect of Partner Share Strategy to Students' Speaking Ability at Senior High School 2 Koto Baru Solok

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Abstract : Partner share strategy is one of the cooperative learning strategies which develop both students' social and higher level of cognitive skills. The strengths of this technique were used to solve student's learning problem in EFL learning to speak at class X of Islamic Senior High School 2 Koto Baru Solok. The result of the experiment showed that means score of experimental class in post-test was 73.60 higher than the control class (66.97). It indicates that teaching speaking skill through Partner Share Strategy was successfully upgrade students social and cognitive competence in spoken English. Therefore, it is recommended that the English teacher should determine the use of partner share strategy in teaching speaking. Other researchers were also suggested to carry out further studies to deal with the issues particularly in the level of Senior High School.

Keywords: *speaking ability, partner share, strategy*

How to Cite:

INTRODUCTION

Speaking is defined as a social and situation interaction based activity Luoma (2004: p 9). These perspectives see speaking as an integral part of people's daily lives. Together, they help assessment developers form a clear understanding to the design of tasks and rating criteria. These concert features of test are geared towards the special features of speaking. The more certain it is that the results will indicate what they purport to indicate, namely the ability to speak a language.

According to Widdowson (1984: 54), speaking is active and productive skill. It means that speaking is a skill, and every skill needs a practice. Without practicing the skill will become weak. Consequently the students will not be able to master the

skill. In addition, Brown (2004: 140) says that speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test.

Finochiaro and Bonomo (1973: 109), explain that speaking ability is collaboration of several abilities such as the decision to what to say, choosing the pattern to talk, choosing the words that fit into pattern and conveys their meaning, correct arrangement of sounds, voice, pitch and forms, and place tongue and lips in certain position to produce that sounds.

Based on the nature of speaking as mentioned above, it can be concluded that speaking is productive skill that is used to

express message verbally between members of community. It is sure that speaking ability is very important if the learners want to communicate with other in English as well, because it is the extent to which the learner or speaker achieve instructional speaking objective or a set intended speaking outcome. In this case, if learners speak, they have to be able to express their thought for as the popular form of expression.

Speaking requires learners know how to produce specific point of language component. According Hughes (1941: 111-112) there are five component of speaking namely grammar, vocabulary, pronunciation, fluency and comprehension.

a. Grammar

The grammar of a language is the description of the ways in which words can change their form and can be combined into sentences in that language (Harmer, 2001: 12). Grammar in English plays a very important part in speaking beside that, it is needed for student to arrange correct sentences in a conversation.

b. Vocabulary

According to Haris (1974: 96) vocabulary is the lexical items needed to functional effectively in each of the skill. So, vocabulary means the appropriate diction which is used in communication. One cannot communicate effectively or express their idea both spoken and written if they do not have sufficient vocabularies. It indicate that the number of vocabularies extremely affect the ability to speak a language.

c. Pronunciation

Pronunciation is a neglected skill in many classrooms, despite the obvious importance attached to it by learners. Pronunciation work can be integrated in communicative language work and that while it requires repetitive language work. (Nunan, 2000: 115). Pronunciation is the way to produce word. It deals with the phonological process that refers to the component of grammar made up the

elements and principles that determines how sounds vary and pattern in language.

d. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “umms” or “errs”. These sign indicate that the speaker does not have spent a lot of time searching for the language items needed to express the message. (Brown, 1994: 4)

e. Comprehension

According to Harris (1974: 81) comprehension is also one of the components what involve in speaking skill when one to interlocutor she sould pay attention to it. Because if the interlocutor does not comprehend what the speaker said there will understand between them and communication cannot run well.

In speaking the speaker should master several important elements such as pronunciation, grammar, vocabulary, fluency, and comprehension. In this case, teachers are supposed to be creative in developing their teaching learning process to create good atmosphere, improve the student’s speaking skill, give attention to the element of speaking and make the English lesson more exciting.

Students speaking skill is determined by teacher’s teaching strategy. Since the teaching and learning process are not compatible, the main problem of the research was how to improve student’s speaking abilities through partner share strategy.

Partner share strategy is one of strategies in cooperative learning. There are so many strategies, among cooperative learning are partner share strategy, partner chat, and pair share. So, partner strategy is a part of cooperative learning. Partner share strategy is a teaching and learning technique which provides students with opportunity to cooperate with other. This technique can be used by teacher on all

material and students level. (Lie: 2010.p.56).

There are some experts who give the definition of partner share strategy. According to Gregory and Carolyn (2000: 86) in Weny Yuliani (2012: 11), partner share strategy is an effective strategy as part of cooperative learning whereas students learn social skills as well as cognitive skills and most often use higher levels of thinking as they discuss and clarify information. It means that, in partner share strategy the students not only develop the cognitive skill which is related to the material, but also develop their skill in social communication with the other individuals around them. Because of that, the students not only create their intelligence quotient, but also from their social quotient.

Based on the definition above, the writer conclude that partner share strategy makes student not only to have cognitive skill but also social skill. it can improve not only learning achievement but also develop their oral communication with their environment. Procedures of partner share strategy is started from managing the students. This includes giving the explanation about the students task which they will do in following this strategy. Then, the teacher helps the students to sit in pair and ask them for sharing each other. The next step is asking students to change their partner and also sharing again. After that, students will be back to their first partner to tell the information which they have gotten from sharing. In final step, each partner mention their idea.

The idea above is also supported by Lie (2010: 56) who suggests the following steps: (a) Divide students into pairs, they may choose their own partner or teacher can choose the pairs; (b) Then teacher asks them to do the task with their own partner; © After that, each partners change the member with the other partner. This new partners share each other. (d) Finally, after sharing each other they are asked to be

back to their first partner and share their idea to the class.

METHOD

The design of this research was an experimental research. The type of design was was true experimental research. Gay (1987: 260) state experiment method is the only method of research that can truly test hypotheses concerning cause and effect relationship especially in State Islamic Senior High School 2 Koto Baru Solok. There were two classes that had been involved in this research. The experimental class and control class. Both classes got the same topic, and the same length of time. The two classes were treated in six meetings and that would be sufficient in looking for differences that occurred afterward. There was a post-test administered after the treatment of the strategy for the control class.

The number of students who were involved in the in the post-test was 65 students. Those students were divided in two classes, 30 students for experimental group and 35 students for control group. The data of this research were students score in post-test. In this researcher gave treatment by implementing partner share strategy, while in control class just by applying conventional technique. After doing treatment, the research gave post-test to both of classes that had been being chosen as research example of this research.

After determining the experiment class and control class, the writer continued with the treatment process for experiment class and no treatment process for the control class. At the end of the research, the writer gave post test to see the effects of this strategy to student's speaking ability. In this case score of experimental class and control class were compared to see the difference. The design of this research is in line with Sugiyono (2008: 76). The data were analyzed to find out the maximum and minimum scores,

mean score (X) and standard deviation (SD) of post test of experimental class.

RESULTS

The analysis of the data was carried out to answer the research problem or to investigate the effects of partner share strategy to students' speaking ability of Islamic Senior High School 2 Koto Baru Solok.

Table 1. The Total Score of Post-Test of Experimental Group and Control Group

Class	N	The highest score	The lowest score	Mean (X)	Total score	Standard deviation (SD)
Experimental	30	88	56	73.60	2208	10.431
Control	35	84	48	66.97	2344	11.203

The data above showed that the total score of post-test of both groups were significantly different. The total score of experimental class was 2208, the highest score was 88 and the lowest was 56 where mean was 73.60 and standard deviation were 10.441. On the contrary, total score of control group was 2344, the highest was 84 and the lowest was 48 where mean was 67.01 and standard deviation was 11.203.

In order to know the effect of partner share strategy to students speaking ability, it was shown by the data observe. The data observed of this research were analyzed by using t-test. The formula which was formulated. From the result of analyzing data, with the level confidence $\alpha = 0,05$

and $t_{table} = 1,671$ and, if $t_{calculate} > t_{table}$ this research was accepted. From this research it was found that t calculated = 2.53. It means that there was significant different between both of class (experiment and control class). In addition, partner strategy had effect to improve students speaking ability.

Furthermore, based on the data of research of component of speaking consist of pronunciation, grammar, vocabulary, fluency and comprehension, it showed that all of components of speaking that was improved by using partner strategy. It can be shown on the table below.

Table 2. The Comparison of Mean Scores Between Experimental Class and Control Class

No	Aspects/component	Control class $\frac{\sum nx_i}{N}$	Experiment class $\frac{\sum nx_i}{N}$	Difference
1	Pronunciation	516/35= 14.74	476/30= 15.86	1.12
2	Grammar	412/35= 11.77	416/30= 13.87	2.10
3	Vocabulary	428/35= 12.22	392/30= 13.06	0.84
4	Fluency	580/35= 13.71	476/30= 15.86	2.15

5	Comprehension	500/35= 14.28	448/30= 14.93	0.65
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From the table above it can be explained that (1) In control class, the mean score of the students pronunciation was 14.74 (74%), while in experiment class the mean score of the students was 15.86 (79%). From the data above it was found that experiment class had increased in pronunciation than control class with difference 1.12. (2) In control class, the mean score of the students grammar was 11.77 (74%), while in experiment class the mean score of students was 13.87% (87%). From the data above it was found that experiment class had increased in pronunciation than control class with difference 2.10. (3) In control class, the mean score of the students vocabulary was got 12.22 (76%), while experiment class the mean score of students was 13.06 (82%). From the data above it was found that experiment class had increased in pronunciation than control class with difference 0.84. (4) In control class, the mean score of the students fluency was 14.28 (69%), while experiment class the mean score of students was 15.86 (79%). From the data above it was found that experiment class had increased in pronunciation than control class with difference 2.15. (5) In control class, the mean score of the students comprehension was 14.28 (71%), while in experiment class the mean score of students was got 14.93 (75%). From the data above it was found that experiment class had increased in pronunciation than control class with difference 0.65.

DISCUSSION

Based on the hypothesis testing, it was proven that the use of partner share strategy in teaching speaking process at class Xa of Islamic Senior High School 2 Koto Baru Solok has effect to improve students speaking ability. The application of this strategy in teaching speaking could

help students in expressing ideas and information. Partner share strategy was one of strategies that used in teaching speaking in cooperative learning. According to Anita Lie that "partner strategy is a strategy in which students remind themselves and their friends, what they already know about a topic prior to instruction". It means that the students add that in pair, student share information related to the topic.

In this strategy the students learn in pair with their partner, in other word is working cooperatively. In a pair, the students discuss a dialogue about expression. After that one of person in pair changes with other partner to share their idea. Then, they back to their previous partner to share it with their partner. This strategy was effective for them, because students work with their partner and share information with other partner to achieve a material. It includes the comprehension and ability to the material and shares each other. Then, they share their ideas which they have got from pair from for enriching their knowledge each other.

In this research. The writer gave treatment on experiment class by using partner share strategy in six meetings. After applying treatment in six meetings, the students got significance improvement in speaking ability. It was shown by increasing of students speaking ability achievement. The difference of the mean of both test's was caused by the treatment given and this difference was significant statistically. After giving treatment, the writer gave post test for both of sample class (experimental and control class), it was used to see the effect of partner share strategy improve students speaking ability. In post test, the researcher gave oral test. the test was in dialogue form. The topic of the dialogue was expression congratulation, compliment and gratitude.

Moreover, from the data analysis, it was clear that teaching speaking through partner share strategy toward to students speaking ability mean at class Xa of Islamic Senior High School 2 Koto Baru Solok. It was indicated from mean score of post-test of experimental group (73.60) was higher than the control group (69.97). The result of the value of $t_{\text{calculated}}$ (2.53) while t_{table} (1.671) at the level confidence (0.05) and the degree of freedom (63). If $t_{\text{calculated}}$ was bigger than t_{table} hypothesis is accepted. It means that partner share strategy have effected students speaking ability. Meanwhile, the all of components of speaking were improved by partner share strategy related to pronunciation, grammar, vocabulary, fluency and comprehension.

So, the partner share strategy had a greater effect and more contribution, it improved students speaking ability that referred to pronunciation, grammar, vocabulary, fluency, and comprehension and it helped the students became more active in teaching speaking activity.

CONCLUSION

Based on the finding of the research derived from the data analysis as reported in the previous chapter that the student speaking ability got better improvement after using partner share strategy than before application this strategy, a

conclusion can be taken that the speaking ability in related pronunciation, grammar, vocabulary, fluency, and comprehension had improved. Moreover, from the finding of this research, it was concluded that teaching speaking by using partner share strategy had effect to improve student's ability. In fac, the analyzing of data showed that the student's score in speaking was increased.

Then, the mean score of control group was 69.97, while the mean score of experiment group was 73.60. it showed that experiment group score had increased. It means that the application of partner share strategy had effect to improve student's ability. In addition, the student's activity was enjoyable on the use of partner share strategy than conventional technique. This strategy made student's more active in teaching speaking ability, since this strategy suggests working cooperatively with in pair. Then, student's work in pair to share their idea with her partners about the material, or make the dialogue with her partner. After that, a person of partner change with other partner to share their idea, and finally back with their partner before sharing other partner's idea. Briefly, the use of partner share strategy in teaching speaking could improve the student's speaking ability at class Xa of Islamic Senior High School 2 Koto Baru Solok.

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