
IMPROVING STUDENTS' SPEAKING ABILITY THROUGH PRAISE QUESTION POLISH (PQP) METHOD AT THE X AK 1 SMK NEGERI 1 ANGKOLA TIMUR

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Abstrak

The objective of this research was to describe about how to improve students' speaking ability through Praise Question Polish (PQP) method at the X AK 1 students of SMK Negeri 1 Angkola Timur. Action research method was the research method that used by the writer to conduct this research. Subject of this research was the X AK 1 students of SMK Negeri 1 Angkola Timur, namely 34 students. Next, the writer limits this method in two cycles. Therefore, this research runs in cycle 1 and cycle 2. Next, the writer took many kinds of techniques for collecting data, namely observation, field note, test, and documentation. Therefore, the writer used observation check list, sheet of field note, sheet of test, and photos' document. To analysis data, the writer used qualitative analysis based on the Hubermen's model. For this case, the writer should make reeducation, description, and take conclusion of the data. The result of this research showed that the students got improvement. In other words, there was improvement of students' speaking ability through Praise Question Polish (PQP) method. Whereby, the improvement could be seen from students' result on test, exactly the improvement move from cycle 1 to cycle 2. In cycle 1 students got 71.17 and students got 76.32 in cycle 2.

Kata Kunci: Speaking Ability, Praise Question Polish (PQP) Method

INTRODUCTION

English is an international language which used to communicate in many countries. There are many people in this world learn it, included in Indonesia. It can be seen from development of English from time to time. Through this language, Indonesians are able to get more information to be learnt from English printed materials. Many English texts book have been finished, and a lot of materials have been studied, it is properly the student can master English well.

In mastering English there are four skills and some of English components that must be known and learned by students. These skills are listening, speaking, reading and writing. While these components namely; grammar/structure, vocabulary, pronunciation and so forth. Nowadays, English is one of the important subjects in school, from Elementary School, Junior High School, as well as university. For this reason in recent educational curriculum,

English has been made as one of important subject to be mastered in each level school.

Speaking is an important language skill both academic purpose and daily life demand. Every country in all over the world makes English as fundamental subject in their curriculum. Therefore it is made as second language and foreign language. The significances of speaking will be present on the following illustration.

First, people can interact with another through speaking. People in every country have their own language through the ability in speaking English they can communicate one another. English is used as medium or tool of communication among different language in the world. English is the first language in many aspects in life, such as in everyday life, business, information technology, education especially senior high school and university education, and many other aspects.

Second, speaking skill is important to be learned and mastered, because it is the basic skill to develop conventional skill in English. Speaking ability is very fundamental for students to express their thoughts or ideas in words using their voice to build a conversation with another person. Therefore, practicing English as often as possible is very necessary to improve speaking capability.

Finally, since it is realized by the government as important skill to be mastered, the government and some enterprise had tried to make it as one of the standard in giving job vacancy for the workers or staffs. They make a policy to their staffs or worker that speaking in English is a must. Moreover in some Indonesian school (International school standard) all subjects will be taught by using English. It indicates that all of the students should be able in speaking English.

Based on the illustration previously, speaking is the most important skills in English

there are many problems commonly faces in teaching speaking English. It also faced in SMP Negeri 2 is closely in all aspect which influence speaking ability, namely; achievement, self confidence, teaching method, and so forth.

Students speaking achievement is low. Majority (> 70%) of grade X students of SMP Negeri 2 Marancar in 2014/2015 academic year had mark 60 in English subject, while their minimal target was 70 (DKN SMP Negeri 2 Marancar, 2014). By paying attention to the quotation the writer sees that their subject achievement as well as English achievements is far from the expectation.

The lack of students' self confidence also makes their speaking ability low. Self confidence is core in making speaking or conversation, without self confidence someone cannot do anything. Therefore, someone has large number of vocabulary, fluent pronunciation, great motivation but if he/she does not own self confidence, he/she cannot speak well. Practice makes perfect but without self confidence practicing is nothing.

In addition, teaching method also affects the students speaking ability. Teacher usually uses a method which forces on students dependent to the teacher. Teaching speaking needs a method which forces students to study independently. In other words, in teaching speaking students need to be free in expressing their feeling, thought and opinion without any intervention from the teacher. It means that the teaching method which reflects students centered is very appropriate in this condition.

Due to the problems above, the teacher as who took the responsibility of successfulness of teaching and learning process should solve the problem in order to minimize the students who can not speak English well. There were many method that can apply in this situation such as; Praise

Question Polish (PQP) which students were served the material and teacher tried to explain the material through Praise Question Polish (PQP), simulation which students were asked to join in understanding and comprehending the material, they can express their ideas and thought freely, and role playing which students are asked to role and express the ideas in material through taking the role. These methods can be applied in teaching speaking because they focus on the students.

Praise-Question-Polish (PQP) strategy is a good way for peers to edit each other works. Its mean that Praise-Question Polish (PQP) strategy is a strategy that leads the students to be a good writer as well as a good editor. In this case, the students will work in pairs or in a group to edit their friends writing. This process will be acted by all students. It meant all students will fell the role as a editor. It made the students able to clarify what is the important part that should be stated in writing and what cannot be.

This Praise-Question-Polish (PQP) strategy came from peer response group. Before, peer response group is used as a strategy to give responses to a peer's draft. But many teachers feel difficult getting students to respond to one another's speaking because the students just give a vague comment. They do not notice about the specific comments which can be used by peers to respond. So that the students complain about the speaking responses because their peers give a vague comment which cannot help them to get effective revision. Finally, they revise their own draft with suggestion in their mind.

Based on the previous explanation, the writer sees that there many effects if the problem is not searched. Therefore, the writer thinks that it is very important to do a research about, "Improving Students' Speaking Ability through Praise Question

Polish (PQP) Method at the Grade X AK 1 of SMK Negeri 1 Angkola Timur".

1. Speaking Ability

Speaking is an integrated personality that bases the background of the speaker. Another aspect like the way of dressing is an external factor influences the speakers. Byrne (2000:8) said, "Speaking is an activity involving two or more participants as hearers and speakers." The quotation pointed out that in speaking process there must be two or more participants as hearers and speakers. Similarly, Barley and Nunan (2001:2) proposed that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It means that speaking is an interactive process in which the process involves producing, receiving and processing information.

According to Lado (2002:242), "Speaking ability is described as the ability to express one self in the life situation, or the ability to report acts or situation in precise words, or the ability to converse, or to express a sequence of ideas fleetly." To support that, Harris (1989:9) stated, "Speaking is the encoding processes whereby we communicate our ideas, thoughts, or feelings through one or the other form of language." The quotation indicates that speaking ability is the ability to use any form of language to express a sequence of ideas, thoughts, or feelings, fluently by reporting acts or situation in precise words or by doing conversation. In here, we can find speaking bring us into an easy way of communicating since it is a language skill that serves us the there basic functions of language; they are informative, expensive, and directive function.

Informative speaks the language for the great of giving information or presenting arguments. Expression function speaks language for the goal of communicating feelings or emotions. And the last one, directive function speaks the language for the goal of coursing or preventing overt action. Hence, speaking ability is the most primary and fundamental language skill.

Brown (2001:270) described the several aspects are clustering; redundancy; reduced form; performance variables; colloquial language; rate of delivery; stress, rhythm, and intonation; and interaction. First is clustering. It refers to fluent speech. Clustering is used to arrange the output of learners. It can be done cognitively and physically. Second is redundancy. The speaker has an opportunity to make meaning clear through the redundancy of language. Third is reduced form. Brown explains that in the spoken language, there has many reduced form, such as construction and elisions. These cases become a problem, especially speaking ability.

Based on the theories described above, students' speaking ability is the ability that the students can achieve in giving and responding opinions, ideas, feelings, and emotion in English.

2. Praise Question Polish (PQP) Method

PQP stood for Praise, Question and Polish. It was revision strategy that helped students to revise and response by getting peer's responses including of positive reinforcement and constructive criticism. As Neubert and McNelis (2006: 58) state that this PQP strategy feeds the cooperative learning atmosphere of the speaking Response Group, combining positive reinforcement and constructive criticism.

Furthermore, according to Pastorek (2008: 51), Praise, Question, Polish (PQP) is a revision strategy which teaches young writers to: 1) write a praise statement that compliment one another's writing drafts, 2) ask questions about parts of a draft where revision may be needed, and 3) write polishing statements to help the author improve the expression and quality of the text of a draft.

Bill Lyons (2011:42) stated that Praise-Question-Polish (PQP) is a good way for peers to edit each other's works. Praise-Question-Polish is a peer response strategy that fosters quality comments and constructive feedback. It meant this strategy is useful and giving opportunity to students to edit each other's work in speaking. In this Case, the students in peer give the critical comments about each other's work in constrictive way. In conclusion, the feedbacks given by the peers are utilized to help students develop the quality of their speaking.

METHODOLOGY

Setting of this research is SMK Negeri 1 Angkola Timur. Basically, there are many reasons why the writer takes this school as setting of the research. First, the writer can find data which related to this research. Second, the problem about improving students' speaking ability through Praise Question Polish (PQP) method has not ever done for a research. Third, the writer teaches in the school, exactly at the tenth grade students of SMK Negeri 1 Angkola Timur. Furthermore, subject of this research is the X AK 1 grade students of SMK Negeri 1 Angkola Timur. The total of the X AK 1 grade students SMK Negeri 1 Angkola Timur is 34 students.

Moreover, the writer used classroom action research method. In other words, the writer used this method

as kind of method that used to improve students' ability in learning. By doing this research, the teacher should attention to the action which should be done by the teacher in the class until the teacher can solve students' problem in learning process. Next, the writer limits this method in two cycles. Therefore, this research runs in cycle 1 and cycle 2. Next, the writer took many kinds of techniques for collecting data, namely observation, field note, test, and documentation. Therefore, the writer used observation check list, sheet of field note, sheet of test, and photos' document.

In doing this research, there were many steps that used in this research. In cycle 1, steps of this research were: identification of the problem, planning, action, observation and reflection. Next, in cycle 2 the writer took planning, action, observation and reflection. Furthermore, this research planned to be continued about three months. In analysis data, the writer focused on reduction, description, and

conclusion of data. Finally, the writer used qualitative analysis to analyze data based on the Huberman's model.

RESULT

Based on analysis data, it could be seen that the X AK 1 students of SMK Negeri 1 Angkola Timur got improvement in this research. In other words, there was improving of students' speaking ability through Praise Question Polish (PQP) method at the X AK 1 of SMK Negeri 1 Angkola Timur. The improvement of this research could be seen from students' observation and test. In observation, the students got improvement from cycle 1 to cycle 2. Whereby, the improvement could be described at the following table.

Table 1
 Improving Students' Observation from Cycle 1 to Cycle 2
 at the X AK 1 Students of SMK Negeri 1 Angkola Timur

No	Cycle	Meeting	Aspect of Observation		
			(1)	(2)	(3)
1	1	First	58.82%	58.23%	55.88%
2		Second	65.88%	60.58%	60.58%
3	2	First	69.41%	67.64%	64.70%
4		Second	75.88%	73.52%	72.35%

Note:

Aspects of Observation

- 1) students' focus on teaching – learning process
- 2) students' focus on tools and materials of Praise Quesyion Polish (PQP)
- 3) students' activation in teaching – learning process of speaking ability

through Praise Question Polish (PQP) method

Moreover, the improvement of students at the X AK 1 students of SMK Negeri 1 Angkola Timur could be seen form students' result of test. The test of this research related with asking oppinion in cycle 1 and expression thank in cycle

2. Next, the improvement of students in these test could be seen in the following table.

Table 2
 Improving Students' Result of Test from Cycle 1 to Cycle 2
 at the X AK 1 Students of SMK Negeri 1 Angkola Timur

No	Category	Test' Result					
		Pre-Cycle	KKM/65	Cycle 1	KKM/65	Cycle 2	KKM/65
1	Average	69.11	T	71.17	T	76,32	T
2	Percent	69.11%	-	71.17%	-	76,32%	-

DISCUSSION

Based on the result of the research above, it could be seen that Praise Question Polish (PQP) method worked to improve students' speaking ability at the X AK 1 students of SMK Negeri 1 Angkola Timur. It meant that improving students' speaking ability through Praise Question Polish (PQP) method at the X AK 1 SMK Negeri 1 Angkola Timur really successful. The improvement of students in this research could be seen from students' attitude or attention in teaching – learning process of speaking ability. Students got improvement from first meeting in the cycle 1 until second meeting in the cycle 2. Moreover, the students' improvement above also continued with improvement of students in test.

Furthermore, the writer gave clear explanation. In the pre-cycle, there were 20 students that could not get KKM from 34 students. It meant that the X AK 1 students of SMK Negeri 1 Angkola Timur just passed about 14 students in pre-cycle. Next, there were 10 students that could not pass in the cycle 1. Meanwhile, in the cycle 2 there were 4 students that could not get KKM in speaking ability through Praise Question Polish (PQP) method. In other words, it could be said that students passed move

from 14 students, 24 students, and 30 students. Next, the improvement that got by students in this research also supported by other researches or theories.

First, Prawati, et.al. (2013), studied, "Teaching Speaking ability Through Praise Question Polish (PQP) for Conversation Elementry III E-Colink Education Centre Pontianak". This research shows that: (a) teaching procedure text through Praise Question Polish (PQP) to the Conversation Elementary III at E-Colink Education Centre is effective to be applied, (b) using Praise Question Polish (PQP) is an effective way to teach writing of procedure text to the students. The students became encouraged to write, actively involved, paid more attention and interested in teaching and learning process. Second, Aimah (2011), studied, "Praise Question Polish (PQP) as Medium in Teaching Speaking ability An Action Research Conducted at the Seventh Grade of SMP Agus Salim Semarang in the Academic Year of 2008/2009". The result of this research shows Praise Question Polish (PQP) can be applied in the teaching writing of procedure text.

Furthermore, the improvement of students in this research could be look from theory that related to the advantages of Praise Question Polish (PQP) method.

For this case, the writer took Syah (2010: 206-207) opinion that there were advantages of Praise Question Polish (PQP) method, such as: (a) students' attention can be focused, (b) students' learning process can be designed to the learning material, (c) students have more understanding to the experience and the learning product.

Based on the research and theory above, it could be said that Praise Question Polish (PQP) method really worked to improve students ability, even speaking ability ability. This method gave opportunity for students to get experience in speaking ability. Finally, the writer suggested to the other English teacher to use Praise Question Polish (PQP) method in teaching – learning of English, especially in speaking ability. But, the teacher should look the learning material in order the teacher could apply the appropriate steps in using Praise Question Polish (PQP) method until the teacher could get the aims of teaching – learning of English through it.

CONCLUSION AND SUGGESTION

1. Conclusion

Based on the result of the research, it could be seen that there was improvement of students at the X AK 1 SMK Negeri 1 Angkola Timur in speaking ability ability through Praise Question Polish (PQP) method. In other words, Praise Question Polish (PQP) method could improve students' speaking ability. The improvement of students in this research could be seen from result of students' observation. It showed that students got improvement on attention or attitude in teaching – learning process of speaking ability from first meeting of cycle 1 until second meeting in the cycle 2.

Moreover, the improvement of students in this research could be seen from result of test on speaking ability. It could be seen that students got movement from pre-cycle until cycle 2. Whereby, in the pre-cycle there were 14 students passed KKM. Meanwhile, in cycle 1 the X AK 1 SMK Negeri 1 Angkola Timur passed about 24 students. Finally, in the cycle 2 students passed KKM about 30 students. Thus, it could be seen that students got improvement from pre-cycle to cycle 2. In other words, there was improving of students at the X AK 1 SMK Negeri 1 Angkola Timur in speaking ability ability through Praise Question Polish (PQP) method.

2. Suggestions

Based on the conclusion above, the writer took many suggestions. Whereby, the writer focused suggestion about the improvement of students' speaking ability ability through Praise Question Polish (PQP) method at the X AK 1 students of SMK Negeri 1 Angkola Timur. Thus, suggestions of this research could be seen in the following statements.

1. The X AK 1 students of SMK Negeri 1 Angkola Timur should be focused to the Praise Question Polish (PQP) method in order they could improve their ability in speaking ability.
2. The other teacher of English could apply Praise Question Polish (PQP) method in teaching – learning of speaking ability. However, the other teacher of English could try Praise Question Polish (PQP) method in other learning material of English. But, the other teacher of English should look steps of Praise Question Polish (PQP) in order students could get the goals of teaching – learning process in the classroom.

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