

THE EFFECT OF USING REFLECTIVE TEACHING TOWARDS STUDENTS' SPEAKING ABILITY AT ELEVENTH-GRADE STUDENTS OF SMK GEMA NUSANTARA BUKITTINGGI

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Abstrak: Penelitian ini dilakukan untuk mengatasi beberapa masalah yang ada dalam kemampuan berbicara siswa di SMK Gema Nusantara Bukittinggi. Masalah tersebut adalah ketakutan siswa akan dihakimi dengan buruk ketika berbicara bahasa Inggris, kesulitan dalam pengucapan, dan kosakata yang terbatas. Untuk mengatasi masalah tersebut, pengajaran reflektif digunakan untuk menentukan apakah ada pengaruh yang signifikan dari pendekatan ini terhadap kemampuan berbicara siswa. Penelitian ini dilakukan dengan menggunakan metode kuantitatif dan desain kuasi-eksperimental. Populasi terdiri dari siswa kelas sebelas SMK Gema Nusantara Bukittinggi dan memilih XI Farmasi 3 sebagai kelas eksperimen (diberi perlakuan) dan XI Farmasi 1 sebagai kelas kontrol (tanpa perlakuan). Data diperoleh dari tes awal dan tes akhir yang diberikan kepada kedua kelas. Temuan tersebut memperoleh tiga hasil utama: pertama, ada pengaruh yang signifikan dari pengajaran reflektif terhadap kemampuan berbicara siswa, hal ini ditunjukkan oleh nilai t-hitung untuk kelas eksperimen, tes awal dan tes akhir lebih besar dari nilai t-tabel ($-14.267 < -2.064$); Kedua, terdapat perbedaan kemampuan berbicara yang signifikan antara siswa yang diajar dengan pembelajaran reflektif dan tanpa pembelajaran reflektif, hal ini ditunjukkan dengan nilai t hitung untuk post-test kelas eksperimen dan kontrol lebih besar dari nilai t tabel ($2,394 > 2,008$); dan ketiga, rata-rata peningkatan skor post-test kelas eksperimen lebih besar dari kelas kontrol ($11,28 > 4,59$). Hal ini membuktikan bahwa pembelajaran reflektif efektif dalam meningkatkan kemampuan berbicara siswa.

Kata Kunci: Efek, Pengajaran Reflektif, Kemampuan Berbicara.

Abstract: This research was conducted for address a few of issues existing in students' speaking ability at SMK Gema Nusantara Bukittinggi. The problems were the students' fear of being judged badly when speaking English, difficulties in pronunciation, and limited vocabulary. To overcome the issues, reflective teaching was used to determine whether there was significant affects of this approach to students' speaking ability. The research was convened using quantitative method and a quasi-experimental design. The population consisted of eleventh-grade students of SMK Gema Nusantara Bukittinggi and select XI Farmasi 3 as an experimental class (given treatment) and XI Farmasi 1 as the control class (no treatment). Data were obtained from pre-tests and post-tests administered to both classes. The findings get three key outcomes: first, there is a significant effect of reflective teaching towards students' speaking ability, it shows by the t-calculated value for the class experiment, the pre-test post-test are greater than the t-table value ($-14.267 < -2.064$) ; second, there is a

significant difference of speaking ability between students who instructed with reflective teaching and without reflective teaching, it indicates by the t-calculated value for the post-test of experimental and control classes are greater than the t-table value ($2.394 > 2.008$) ; and third, the average of post-test score improvement in class experiment is greater than the control class ($11.28 > 4.59$). It proves that reflective teaching is effective in improving students' speaking ability.

Keywords: *Effect, Reflective Teaching, Speaking Ability.*

INTRODUCTION

One of the language skills that have to be excelled by the learners is speaking. It helps them communicate with people from different backgrounds. Engaging in speaking activities is essential as it allows individuals to extend their thoughts, ideas, and emotions. It is also effective in conveying messages verbally from one person to another (Reflinda, Dewi, & Hanifa, 2018). The speaking practice's goals are to have a spoken conversation, keep the flow developing, and finish the assigned learning objectives about the task (Ericsson & Johansson, 2023). It becomes a very important skill that students have to learn because speaking occurs in real-time and speaking does not allow the speakers to edit and change what they want to say (Nunan, Terrell, & Brown, 2003). Teaching speaking is closely connected to transactional conversations, interpersonal dialogues, and short functional texts. It is important to ensure that students do not face unnecessary difficulties during their speaking class (Febrisa, Sakti G, Syafitri W, & Safitri L, 2022). To fulfill the high processing requirements of spontaneous conversation, speakers need to master the language from its linguistic features as well as the merging of correctness, fluidity, and complexity (Burns & Siegel, 2018).

The ability of students to speak English can not be separated from the teacher's role. The success of creating speaking class will depend on students' and teacher's cooperation (Kardena, 2017). They should encourage students to speak, provide feedback, and apply the best approach for improving the ability of students to speak. According to Syafitri, in today's educational context, there is a necessity for using integrated and communicative approach to teaching and learning English that ensures students can effectively use the language for communication (Syafitri, 2017). In the teaching-learning phase, there is a kind of approach to improve student's ability to make sense of the experiences about their learning called reflective teaching. Based on Zeraatpishe's theory, reflective teaching is a good approach to improving students' speaking ability. In teaching speaking, reflective teaching means that teachers require

to ask students not just do speaking but they have to teach speaking to their students effectively by reflecting on their students' current speaking needs and actively incorporating creative, engaging, and well organized activities to address these needs. Teachers should be conscious of the various dimensions to analyze the speaking needs of their students and determine which areas require more attention in knowledge or skill gaps (Zeraatpishe, Faravani, Kargozari, & Azarnoosh, 2018).

Reflection is the process of analyzing past experiences to improve learning outcomes for students. Reflection helps students analyze their learning strategies, successes, mistakes, and challenges in class (Rachmawati, 2023). The reflective approach can enhance motivation in ESL/EFL classes by effectively utilizing learning strategies, fostering student participation, and increasing self-awareness of teaching styles (Farrell, 2021).

Based on the preliminary research on eleventh-grade students of SMK Gema Nusantara Bukittinggi, the researcher identified several problems in students' speaking ability. Many students were afraid of being judged badly by others when they spoke English, most of the students had difficulties pronouncing English words, and many students had less vocabulary in their minds while speaking.

To overcome these speaking issues, a good approach that can be applied in speaking lesson based on the theories mentioned above is Reflective teaching. In SMK Gema Nusantara Bukittinggi, the English teachers of eleventh-grade students had not applied this approach yet. Thus, the objective of this study was to give students an intentional and structured approach that helped them get over their speaking obstacles and in the end improving the ability to speak overall. Moreover, this research aimed to examine how reflective teaching affected students' speaking ability

RESEARCH METHODS

This research conducted under the quantitative method. The researcher conducted this study by using a quasi-experimental. In quasi-experimental research, the researcher often use the existing classrooms intact due to the lack of opportunity for randomizing the subject (Gay, Mills, & Airasian, 2012). This study involving of an experimental class and a the control class. Pre-tests were given to both classes, followed by given treatment for the experimental class, and then post-tests for both classes.

The population was all eleventh-grade students at SMK Gema Nusantara Bukittinggi, consisting of 10 classes with 260 students. A population refers to a group of objects or subjects

with specific characteristics that researchers investigate to make conclusions (Sugiyono, 2013). Then, the sample was selected using purposive sampling. The samples are two classes. Those are XI Farmasi 3 (32 students) being the experimental class and XI Farmasi 1 (32 students) being the control class. The population was determined to be homogeneous and normally distributed based on students' daily speaking test scores analyzed with SPSS 23.

The instrument was oral tests to measure students' speaking ability. Before using the instrument for testing students' speaking ability, the researcher tested the validation and reliability. The results were valid and can be relied on.

Finally, for analyzing the data, the researcher used a t-test to compare the average scores of control and experimental classes, also to compare between both pre-test post-test to find out the significant effect of using reflective teaching towards students' speaking ability.

RESULTS AND DISCUSSION

Research Finding

Description of Data

In this study, the data is taken from scores. There are 64 students as sample. However, there are only 52 students who join the pretest and posttest, where experimental class consist of 25 students and control class has 27 students. It is due to several students were not coming on both tests for several factors. Therefore, the data just taken from the attended students. The detail of the data can be seen from the explanation below :

Pre Test in Experimental and Control Classes

In the first meeting of both classes, the researcher gives students the pre-test. In the experimental class, the pre-test was conducted on May, 22nd 2024. While in May, 27th 2024, the pre-test was conducted in control class.

In the experimental class, there are 25 students who join the pre-test. The smallest rate in this class is 40 and the greatest rate is 72. Just six students who gain rates greater than 60 and the other students gain rates under 60. While in control class, there are 27 students. The smallest rate is 40 and the greatest rate is 70. There just five students who gain rates greater than 60 and the other students gain rates less than 60.

After calculating the average score, the experimental class gains 52.96 for its average score and control class gains 52.30. It means, the pretest score of the control class is greater than the experimental class, however the distinction is not very significant.

Post Test in Experiment and Control Class

The post-test convene in the last meeting after given treatment to experimental class and no treatment for control class. Both groups have the similiraty of the lesson, duration and tests. In the experimental class, the post-test was convened on June, 13rd 2024, while in control class, the test was convened on June, 11st 2024.

In experimental class, there are 25 students. The smallest rate is 50 and the greatest rate is 90. There are 17 students who gain rates more than 60 and the other students gain under 60. In control class, there are 27 students. It shows the smallest rate is 44 and the greatest rate is 82. There are 9 students who gain rates of more than 60 and the other students gain less than 60.

The average score of experimental class is 64.24 and the average score of control class is 56.89. In hence, the averge score of experimental class is greater than control class.

The Comparison of Pre-test and Post-test from Experimental Class and Control Class

Class	Pre-test	Post-test
Experimental Class	$\bar{x} = 52.96$ $SD = 9.935$ $S^2 = 98.707$	$\bar{x} = 64.24$ $SD = 11.035$ $S^2 = 121.773$
Control Class	$\bar{x} = 52.30$ $SD = 9.343$ $S^2 = 87.293$	$\bar{x} = 56.89$ $SD = 11.085$ $S^2 = 122.872$

From the above table, the result of post-test in experimental class is greater than the pre-test ($64.24 > 52.96$). It can be stated that reflective teaching can improve the ability of students to speak. Then, the result of post-test shows that the experimental class gains a higher average score than control class ($64.24 > 56.89$). It also indicates that 25 students who are instructed speaking using reflective teaching gain greater results than the students who are instructed without reflective teaching.

Discussion

This study convene to discover the effect of using reflective teaching towards students' speaking ability at eleventh grade of SMK Gema Nusantara Bukittinggi. The aim of this study is to discover whether there is a significant effect of using reflective teaching towards students'

speaking ability. According to Nunan, speaking is an oral production skill. It is the process of creating organized utterances to convey meaning. In order to effectively communicate in another language, it is important to ensure each other understanding (Nunan et al., 2003). To discover the speaking ability of students, the researcher apply the standards of Jeremy Harmer. There are several elements that should be noticed and assessed in speaking test. Those are are grammar, pronunciation, vocabulary, coherence, and fluency (Harmer, 2007).

Based on the findings, the data from the experimental class shows differences between the pre-test and post-test results. The average score for the experimental class in the pre-test is 52.96, which increase to 64.24 after the treatment. A t-test conducted using SPSS 23 reveal that the t-obtained value is significantly greater than the t-table value ($-14.267 < -2.064$). This result is consistent with Zeraatpishe's findings, which suggest that during reflective speaking lessons, teachers assist students in developing essential knowledge, skills, and strategies through their learning experiences (Zeraatpishe et al., 2018). This indicates that reflective teaching can enhance students' speaking abilities. Thus, it can be concluded that reflective teaching has a significant effect on improving students' speaking skills in this study.

Additionally, there is a significant difference between the speaking abilities of students taught with reflective teaching and those taught without it. This is evident from the t-test results comparing the post-test scores of the experimental and control classes, where the t-value was greater than the t-table value ($2.394 > 2.008$).

Furthermore, the students who are taught using the reflective teaching performed better than those who are not. This is reflected in the greater average score improvement of the experimental class compared to the control class ($11.28 > 4.59$). Therefore, it can be concluded that the speaking ability of students in the experimental class is better than in the control class.

In summary, reflective teaching is an effective approach for enhancing students' speaking abilities and can be a valuable approach for both teachers and students in the teaching and learning process

CONCLUSION

Based on the findings and discussion of the research on the impact of the reflective teaching on students' speaking abilities, the following conclusions can be drawn:

- 1) The use of reflective teaching has a significant positive effect on the speaking abilities of eleventh-grade students at SMK Gema Nusantara during the 2023/2024 academic year. This is evidenced by the improvement scores in the experimental class after several

sessions of teaching using reflective teaching. Additionally, the t-test results showed that the t-calculated value for the experimental class in the pre-test and post-test is significantly greater than the t-table value ($-14.267 < \text{to } -2.064$).

- 2) There is a significant difference between the students who taught with the reflective teaching and those taught without it. The mean score of the post-test for students in the experimental class is greater (64.24) compared to the control class (56.89). The t-test results further supported it, it shows that the t-calculated value exceeded the t-table value (2.394 compared > 2.008).
- 3) Students taught using the reflective teaching demonstrated better speaking abilities than those who are not. This is reflected the greater improvement in average scores for the experimental class compared to the control class ($11.28 > 4.59$).

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