


THE USE OF MONOLOGUE PERFORMANCE OF SOUTH SULAWESI FOLKLORE TO IMPROVE STUDENTS' SPEAKING ABILITY AT THE ELEVENTH GRADE STUDENTS OF MA ASSALAM TIMBUSENG

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: January 31, 2021 Revised: February 6, 2021 Accepted: February 9, 2021 Published: December 25, 2021</p> <p>Keywords: Speaking Monologue Performance South Sulawesi Folklore</p>	<p>This research aimed to improve students' speaking ability at the Eleventh Grade of MA Assalam Timbuseng using Monologue Performance of South Sulawesi Folklore. The researcher used Classroom Action Research where the data gained from the speaking test. The subjects of the research were 27 students of the Eleventh Grade of MA Assalam Timbuseng in the Academic Year 2020/2021. The research findings showed that the students' speaking ability before and after using monologue performance was significantly different. The students' D-test mean score in terms of fluency was 66.63 while in final test cycle 1 was 71.78 improvement, however it still did not get the standardization score of English subjects (75). Then, the mean score in terms of fluency in final test cycle 1 was 79.89 which mean there was 11.29% improvement from cycle 1 through cycle 2. Furthermore, students' score frequency in terms of fluency in cycle 1, it can be seen that there are 7 (26%) students got good, 19 (70%) students got fair and 1 (4%) student got poor. Then, the students showed the improvement in cycle 2 which is 9 (33%) students got very good, 17 (63%) students got good and 1 (4%) student got fair. It means that there was a significant improvement of students' speaking ability after using monologue performance of south Sulawesi folklore. Based on the findings, it can be concluded that digital storytelling was effective to improve students' speaking ability at the Eleventh Grade of MA Assalam Timbuseng in the Academic Year 2020/2021.</p> <p style="text-align: right;"><i>This is an open access article under the CC BY-SA license.</i></p> <div style="text-align: right;">  </div>
<p>Malida Ibrahim, Ratna Dewi & Friman. (2021). The Use of Monologue Performance of South Sulawesi Folklore to Improve Students' Speaking Ability at the Eleventh Grade Students of MA Assalam Timbuseng Journal of Language Testing and Assessment, Vol 1 (2), December 2021. doi: https://doi.org/10.22219/jpbi.vxiy.xxyy</p>	
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INTRODUCTION

Speaking is the significant role in mastering English. Speaking is the most used skill rather than the three other skills; writing, reading and listening. Speaking is not only about how the students use a word but it is about how the students tell the meaning of the word to the audience in orally by their own idea or their own word. The way the student speaks with

fluency, accuracy, and confidently might be help the students to send the message or the information of the content. In speaking also, the speaker needs to understand the meaning of the text and understand incoming messages, so that they can speak well and produce outgoing message.

As Palmer (2011) states “speaking well enables us to feel more confident and become more respectable”. However, nowadays the students’ speaking ability is still low and it becomes an obligation for the teacher to know the cause of that problem and to solve it. Based on the preliminary observation that the researcher did in eleventh grade students of MA Assalam Timbuseng, the students are lacks of vocabulary and poor pronunciation, poor structural utterance and when they are speaking, it is not smooth as well. Those factors make the students speaking fluency and accuracy is low. Those problems are proved by the researcher when the researcher asked them to make a simple sentence and when they speak in front of the class. The result showed that the students are not able to make a simple sentence in correctly and when they speak, the pronunciation is not correct well include the smoothness of the speaking.

Regarding from the problems above, the teacher should create appropriate and interesting strategy to make the students enjoy and find a way that make the students do not rely on their friends and able to show their idea during learning process. The teacher also should find a strategy that makes the students speaking fluency and accuracy is improved. In order to solve those problems above, the researcher chooses one of the learning strategies that expected to make the students active and interactive in English verbally or orally by using monologue performance of South Sulawesi Folklore. Monologue Performance is verbal language performance involves only one people who speaks. In order to make the monologue successful, the speaker should be act with a great expression, support with body gestures, and the important is speak in confidently and fluently. The way the speaker speaks is determine the message achieve by the audience in enjoyable situation. Therefore, with monologue performance the students will be able to train their speaking ability.

According to Sukmawan and Setyowati (2107:298), the use of folklore in foreign language classes can help the teacher to train the students’ language and communication skills in reading, speaking and writing. At the same times it is help them to build awareness of the students to enrich the cultural literacy, cultivate respectful behavior, and train their critical thinking and everlasting the local wisdom of South Sulawesi itself. Regarding to this topic that use south Sulawesi folklore, it also supporting Indonesia curriculum that clearly mentions the education system should provide local wisdom to maintenance our culture as well.

Based on the explanation above the researcher overcome the problems at the eleventh-grade students of MA Assalam Timbuseng by Using Monologue Performance of South Sulawesi Folklore to Improve Students Speaking Ability and expected to give the students more about moral value in narrative text through our local folklore and also to remain them about our local wisdom besides our modern styles.

RESEARCH METHOD

Design of this research was classroom action research (CAR) where the data described objectively and based on three following procedures, they are:

1. Diagnostic Test

In this research, the researcher did a diagnostic test to see the student prior ability in speaking before did the action. The Diagnostic test took in the first meeting.

2. Cycle 1

a. Plan

The researcher prepared and planed all sessions in each cycle. The classroom action research was planned by following instructional mean activities, as follows:

1. The researcher determined the speaking problems that were faced by the students of eleventh grade of MA Assalam Timbuseng and their speaking problem that was they could not speak fluently yet, in which they were not able to speak smoothly.
2. The researcher gave information to the students that they would use Monologue Performance of South Sulawesi Folklore when learning speaking.
3. The researcher prepared and arranged lesson plan for the classroom activity, and made research instruments which involved of speaking test. The researcher also had prepared three stories about south Sulawesi folklore to be chosen by the students.

b. Action

In line with the objectives of the study, action or classroom activities referred to what the researcher did in the classroom setting during the processes of learning and teaching. Action step is important to make sure that the data was collected in the appropriate procedure.

- The following are the Main-Activities in Cycle 1
 1. Showing the South Sulawesi Folklore to the students. The researcher gave them three stories of south Sulawesi folklore. There were about “Princes Tandampalik, Nenek Pakande, Ladana Dan Kerbaunya”. Then the researcher asked the student to choose one of the stories to be performed. It held in the second meeting of the implementation.
 2. Reading the story first for the students. The researcher read the story that had been chosen by the students. It was “Princes Tandam palik”.
 3. Giving the students chance to read the folklore and understand the story
 4. Asking the students what they got after reading.
 5. Giving students chance to asking questions about the Folklore of South Sulawesi that they did not understand yet.
 6. Answering the ambiguities terms that understood yet by the students.
 7. Asking the students to make a script based on the story. This part was held in the third meeting. In the process of making a script, the students had helped by

the researcher. So, the story that had been read and understood next was made a script according to the plot of story.

8. Giving the students' time to prepare what should be prepared to perform in front of the class. It was held in the fourth meeting. The process was about the students try to comprehend each character in the story and trained with the body gesture while they performed. During this meeting, the students had been trained in deep to stabilize their performance.
9. Performing the students Monologue Performance of South Sulawesi Folklore. It was running in the fifth and sixth meeting.
10. Paying attention to the students' fluency while they did the performance. In this part, the researcher concerned to the student's fluency which were about their speaking smoothness, pay attention if there was any hesitation or not, and their voice volume while performed.
11. Giving comment to students about their performance
12. Giving reward to the students who had the best performance
13. Giving motivation and advice to students who had low ability in speaking

c. Observation

This step had been done while the researcher implemented the actions. The researcher takes notes in the backside of the class to observe the students' reactions and behaviors during the activities. In this section the researcher concerned to the student's fluency which were about their speaking smoothness, pay attention if there was any hesitation or not, and their voice volume while performed.

d. Reflection

The researcher discussed what had been done in the implementation in order to evaluate the process and the result of the action. Then, the researcher analyzed students' weaknesses or the students' who did not speak smooth, and many of hesitation activities in performing the story such as their sound while speaking was inaudible. Furthermore, the solution continued to the next cycle.

3. Cycle 2

a. Planning

In cycle 2, the researcher did not explain about what was monologue, but rather to inform the weakness when the students performed in the first cycle. The cycle 2 was planned by following instructional activities, as follows:

1. The researcher explained the students' mistake or weakness in the first cycle.
2. After discussing with the teacher (observer), the researcher decided to take the same story with the first cycle that was "princess tandam palik". Furthermore, this choice was taken to make the students easy and more fluent to tell the story.
3. The researcher prepared and arranged lesson plan again for the classroom activity, and made research instruments, which involved of speaking test.

b. Action

Action step was important to make sure the data was collected in the appropriate procedure.

1. Showing the same story of South Sulawesi Folklore to the students. The researcher sited the students in some group to discuss the weakness in cycle 1.
2. Reading the story first for the students. The researcher did repetition of some idea that difficult to expressed, and trained the students in repeating the sentence that was not smooth well.
3. Giving the students chance to read again the folklore and understand deep the story
4. Giving students chance to asking questions about the Folklore of South Sulawesi that they did not understand yet.
5. Answering the ambiguities terms that understood yet by the students.
6. Giving the students' time to prepare what should be prepared to perform in front of the class.
7. Performing the students Monologue Performance of South Sulawesi Folklore. It was running in the eleventh and twelve meeting. In cycle 2 the students more practiced to make their performance better than cycle 1.
8. Paying attention to the students' fluency while they did the performance.
9. Giving comment to students about their performance
10. Giving reward to the students who have the best performance.

c. Observation

In this section, the researcher concerned to the students' fluency related to their speaking smoothness, focus, confidence, and their voice volume in performing monologue. The result showed that their performance was good and the students spoke smoothly, confident, and their voice volume was excellent than in cycle 1.

d. Reflection

The researcher analyzed that after performing, all the students" had achieved the standard score of English subjects and it proved when they did the performance, they spoke smoothly and no hesitation in performing the story. Furthermore, regarding to the improvement of the student in cycle 2, the researcher decided that there was no the next cycle again.

The subjects of the research were taken from eleventh grade students in MA Assalam Timbuseng. According to the writer preliminary observation, the subjects were taken purposively under the teacher suggestions. The researcher chose the class XI A because the students of this class had speaking problem which was needed to be solved.

The instrument of this research was speaking test by asking the students to tell a story that given. The teacher gave a story and the students performed it in front of the class without a text. The speaking test was done in D-test, final test of cycle 1 and final test of cycle 2.

To analyze the data and measure how far the students' improvement in speaking ability especially speaking fluency, the researcher uses quantitative analysis and following formulas:

Table 1. Scoring Rubric of Students Fluency

Scoring Rubric	Fluency
90-100	Smooth and fluid speech, few to no hesitations, no attempts to search for word, and volume is excellent.
80-89	Smooth and fluid speech, few to no hesitations, a slight search for words, inaudible.
70-79	Speech is relatively smooth, some hesitation and unevenness caused by rephrasing and searching for word, volume wavers.
60-69	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.
0-59	Speech is slow, hesitant and staired expect for short memorized phrases, difficult to perceive continuity in speech, inaudible

After collecting the data, next will be analyze the result of research formula as follows:

1. Table 2. Score Level of students' Fluency in speaking test

Score	Category
(90-100)	Excellent
(80-89)	Very Good
(70-79)	Good
(60-69)	Fair
(0-59)	Poor

2. Frequency and rate percentage of the students' scores:

$$P = \frac{F}{N} \times 100\%$$

Where: P : Percentage

F : Frequency

N : The total number of students

(Gay, 2006)

3. Mean score of the students

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

Where: \bar{X} : Mean score.

$\sum x$: The sum of all the score.

N : Total number of students,

(Gay, 2006)

4. The improvement from cycle I to cycle II

$$P = \frac{C2 - C1}{C1} \times 100$$

Where: P = The improvement

C2 = Cycle 2 mean score

C1 = Cycle 1 mean score

(Gay, 2006)

RESULT AND DISCUSSION

1. The Improvement of the Students' Ability in Terms of Fluency

Table 3. Mean Score of the Students' Speaking Fluency

No	Categories	Score			The Improvement	
		Diagnostic Test	Cycle I	Cycle II		
		Diagnostic test - cycle 1			Cycle 1 - Cycle 2	
	Fluency	1799	1938	2157	7.73 %	11.30 %
	Mean Score	66.63	71.78	79.89		

Table 1 show that the students' mean score in speaking ability in terms of fluency has an improvement from D-test to cycle I and from cycle 1 to cycle II. In D- test students' mean score is 66.63 to be 71.78 in cycle 1 test. The improvement percentage of the students' score in speaking ability especially fluency after giving the treatment is 7.73 %. It can be seen that the students still do not achieve the standard score of English subjects. So, the researcher continues to the cycle 2 and the result shows that the students' speaking fluency is 79.89. The percentage of the students' score in speaking ability especially fluency after giving the treatment in cycle 2 is improved to 11.30 %. It can be categorized as good and achieve the standard of English subject.

Table 4. Frequency of the Students' Speaking Ability Score in Terms of Fluency

No	Category	Score	CYCLE 1		CYCLE 2	
			F	P (%)	F	P (%)
1.	Excellent	100-90	0	0	0	0
2.	Very Good	89-80	0	0	9	33
3.	Good	79-70	7	26	17	63

4.	Fair	69-60	19	70	1	4
5.	Poor	59-0	1	4	0	0
Total			27	100	27	100

Table 4.2 shows the students' frequency score in terms of fluency. In cycle 1, it can be seen that there are 7 (26%) students get good, 19 (70%) students get fair and 1 (4%) student get poor. Then, the students' show the improvement in cycle 2 which is 9 (33%) students got very good, 17 (63%) students get good and 1 (4%) student get fair.

Sub section 1 The Achievement of the Students' Speaking Ability in Terms of Fluency

Koizumi (2005) on his research illustrated that using monologue as one of the speaking test performances could improve students' fluency. The result of the data analysis through the speaking test shows that the students' speaking ability in fluency has increased. It was indicated by the students' diagnostic test, cycle 1 final test and cycle 2 final tests.

The mean score of D-test was 66.63 which means that the students did not achieve yet the standard of English score. The mean score of D-test can be described that the students' fluency totally is not smooth as well. So, the researcher applies monologue performance in cycle 1 and cycle 2.

The mean score of cycle 1 final test was 71.78 which means in fair category and still did not reach the standard score of the English Subject. It described that they can express the idea of the story but the students still speaking with hesitation and make sound "e" in their performance. Thus, the researcher conducted the cycle 2.

Then after giving a treatment, the students' mean score improved. The result showed the students got 79.89 which means that the students had been achieved the standard score of English subject and the students' fluency were smooth as well and they expressed the idea of the story with no hesitation again, no pauses in speak and their voice volume is excellent.

CONCLUSION

Based on the findings and discussion in the previous chapter, the researcher concluded that the use of Monologue Performance of South Sulawesi Folklore has improved students' speaking ability in terms of fluency. It proved by the result from D-test (66.63) to cycle 1 (71.78) that was improvement in cycle 2 (79.89) after giving treatment with 11.30% improvement. It indicated that the students' speaking fluency score between cycle 1 and cycle 2 was significantly different. So, it can be concluded that there was an improvement of using Monologue performance of South Sulawesi Folklore in improving students' speaking ability at the eighth grade of MA Assalam Timbuseng.

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