

THE IMPLEMENTATION OF CYCLE STAND TO INCREASE STUDENTS' MOTIVATION AND ABILITY TO SPEAK ENGLISH

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Abstract

The title of this Classroom Action Research is The Implementation of Cycle Stand to Increase Students' Motivation and Ability to Speak English. This research is done at class XI IS 1 SMA N 2 Kota Solok. The subject of this research is all students of class XI IS 1 which consists of 33 students. The research was conducted in two cycles and four steps namely plan, action, observation and reflection. The data of this research are collected from students score on their speaking performance, field notes and observation form filled by collaborator teacher and questioner on motivation which is filled by students at the end of every cycle. The results of this research show that by implementing Cycle Stand in teaching speaking, the students' speaking motivation and ability is increased significantly. It can be seen from the rate of the students' speaking score before the research done is only 59, at the end of Cycle 1 is 72 and at the end of Cycle 2 is 80. The research results obtained from the questioner on motivation which is filled by students at the end of every cycle, show that 92% of students are motivated well to practice speaking English in cycle 1, and 97% of students are motivated well to practice speaking English in cycle 2. After implementing this strategy, the researcher found that cycle stand is an effective strategy to be implemented at senior high school level. There are some powerful points in this strategy. Firstly; the students are given model by the teacher before practice. Secondly; they practice speaking in groups, then; all groups practice speaking at the same time so they can release from anxiety of making mistakes and being mocked by their friends. Lastly; the class becomes enjoyable as they do not have to sit all the time in the classroom.

Key words: cycle stand, motivation, ability

A. INTRODUCTION

Most students at class XI IS 1 of SMA 2 Solok can't speak English well. It can be seen during the teaching and learning process of English in the classroom. The students tend to use their mother tongue or Indonesian language when having communication with their friends or English teacher although their English teacher has motivated them to use their English.

Speaking is a very important language skill to be mastered by students because it can build their self confidence and motivate them to master other skills such as reading and writing. In order to master this skill, they should practice speaking English continuously.

However, the students at class XI IS 1 at SMA 2 Solok do not want to practice speaking. It is caused by some reasons such as feeling ashamed, afraid of making mistakes and being mocked by their friends, lack of vocabulary, bad pronunciation, no friends to practice with and others. Consequently, the students' speaking ability is low. It can be seen from the score of the students' speaking performance. Only 5 from 33 students can get the score above minimum achievement criteria (KKM) namely 70 and the other 28 students get the speaking score below KKM. If it is happened continuously the students will be passive, bored and even lost their motivation to study English.

To solve the problems above, the researcher conducted a classroom action research in order to increase the students' motivation and ability to speak English. In this research, the researcher implemented a teaching and learning strategy called cycle stand. This strategy is

chosen because cycle stand is proved as an effective strategy to be implemented at senior high school level. In this strategy, the students are given model by the teacher before practice. Then, they practice speaking in groups, and all groups practice speaking at the same time so they can release from anxiety of making mistakes and being mocked by their friends. The class becomes enjoyable as they do not have to sit all the time in the classroom.

Cycle Stand

Cycle stand is teaching and learning strategy which has original name cycle step; Chamot (1999). This strategy is very effective to encourage the students to practice speaking English, because in this strategy, the students are given opportunity to practice speaking with their friends that focuses on the material that they have studied. The practice can be done again and again until they can use certain expressions or sentences fluently. As stated by Steinberg et.al (2001).

The ideal number of students in cycle stand is 10-15 students. After giving the material about certain expressions or grammar, the students are requested to stand in a cycle. Then the teacher points a student and asks a question to him/her, the student takes one step forward and answers the teachers' question and asks similar question to the student standing beside him/her. For example; "I (am) feel happy, how do you feel? The student asked by their friend should also step forward, answers the question and asks another similar question to the friend standing beside him/her. So, a student should speak one statement and one question in his/her turn. This activity can be done again and again until all students can say certain expression fluently. This activity can be done to practice some other expressions or grammar.

As the researchers' class is big which consists of 33 students, the cycle stand can not be implemented as it should be. The researcher modified the strategy by grouping the students into 5-6 groups altogether. Each group consists of 6-7 students. Every group has a leader who will manage the activity. The leader should have high capability than their friends. Considering classroom management, it is impossible to ask all groups to stand up during practice. So, the researcher asks the students to sit in their groups and stands up during their turn to speak. Thus, the strategy is called cycle stand.

The followings are the ways of conducting cycle stand

1. The teacher gives certain material to be practiced
2. Devide the students into 5 to 6 groups which consist of 6-7 students in one group.
3. Choose a leader in each group (the leader should have higher capability than their friends)
4. Invite the leaders from each group to come to the front.
5. The English teacher and the the leaders of each group model the expression to be practiced
6. Ask the the leaders to sit in their groups again
7. Make sure all groups understand the expression and the way to practice
8. Ask every group to practice the expression or sentence.
9. Give the model of other expression
- 10.Repeat step 4 - 8 again

Notes: Monitoring by the teacher is very important because there could be some students who:

- do other activities / do not focus on speaking activity
- mock their friends when speaking
- need the teacher's guidance and correction

Speaking Skill

Speaking is a language skill that should be mastered by every body. This skill needs the mastery of some aspects in language such as vocabulary, grammar, pronunciation, diction, intonation and others. Speaking skill also needs high motivation and self confidence. Students should forget about any mistakes when speaking and they should also realize that practice makes them perfect.

A child can speak well after listening and imitating what she/he has heard from his/her environment. These activities should be repeated again and again until they speak complete sentences well; as stated by Steinberg et.al (2001).

Poster dan Hemacki (2002:97) also said that skill needs to be practiced repeatedly. Practice and repetition can not be done twice or three times then stops, but should be repeated continuously until expected skill is achieved in order to be implemented in daily life. Briefly, speaking is a skill. To be able to speak, one should practice it continuously.

Learning Motivation

Motivation is very important to learn something; lack of learning motivation will certainly influence the learning achievement. Many people believe that the higher the person's motivation, the better the result is. Alliot in Raffini (1996) stated that there are two kinds of motivation; intrinsic and extrinsic motivation. Intrinsic motivation is coming from the students' willing to achieve something, while extrinsic motivation is from students' environment such as teachers, parents, friends and others; as stated by Gardner (2001). Raffini adds that to prevent the students' motivation, the teacher should avoid kinds of punishment because every student has his/her own learning otonomy.

The teacher plays an important role to motivate the students to study because they do not always have instrinsic motivation. Besides, as a teacher he/she also needs to avoid something that can decrease the students' motivation to study, such as giving punishment to their mistakes while learning, giving direct corrections that can make them ashamed and etc.

B. DISCUSSION

The students' speaking ability and motivation are analyzed through four instruments:

1. Score of students' speaking performance
2. Field notes
3. Observation sheet
4. Questioner

The Result of Students' Speaking Performance

Before implementing cycle stand in the speaking activities, the score of students' speaking performance was not good. Most of the students could not achieve KKM (the score was below 70). There were even some students who admitted that they could not speak English at all. They said that they did not know what to say. When the researcher asked them to speak they just smiled and kept silent and said "I can't". They responded the researcher's instruction in their mother tongue or Indonesian language.

However, after implementing cycle stand at the first cycle, the changes happened drastically. Almost all the students tried to practice English although they should ask they friends what and how to say; what the question and the answer and how to pronounce them. At the second cycle of the research, there is much progress in the students' capability. All students participated in their group actively. They did not have significant problem anymore

to ask and answer the question from their friend. Based on the researcher's and collaborator's observation, no students in every group kept silent. They practiced speaking enthusiastically. Their active participation influenced their score in speaking performance much.

After implementing cycle stand in the speaking activity in class XI IS 1 SMA 2 Solok, the students' score on their speaking performance is increased significantly. Before implementing cycle stand, the score of students' speaking performance was very low. Only 7 from 33 students (21%) whose score above 70 and 26 students (79%) got the score below 70. After implementing cycle stand at first cycle, the students' learning achievement is increased; there are 18 students (55%) whose score above 70 and 15 students (45%) got the score below 70. At the end of the second cycle the students' learning achievement is also increased significantly; there are 30 students (91%) whose score above 70 and 3 students (9%) got the score below 70, but the scores for the three students are not too bad. They are 66-68.

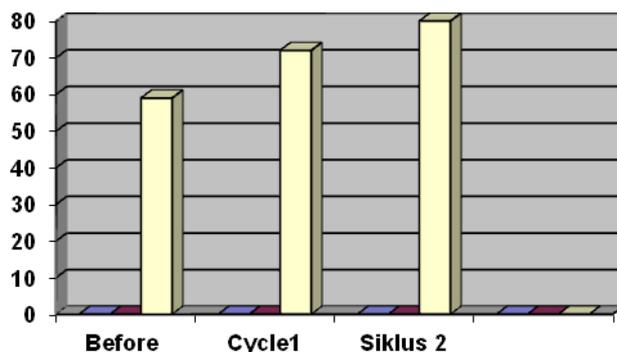
The result of the research showed that cycle stand can increase students' ability to speak English at class XI IS 1 SMA 2 Solok. The criteria of students' achievement in speaking English can be seen in the following table:

The criteria of students' achievement in speaking English

No	Criteria	Before the research		Cycle 1		Cycle 2	
		Number of students	%	Number of students	%	Number of students	%
1	Excellent	0	0	0	0	5	15
2	Very Good	0	0	6	18	13	39
3	Good	12	37	21	64	15	46
4	Fair	11	33	5	5	0	0
5	Poor	10	30	1	3	0	0
Total Number		33	100	33	100	33	100

The table above showed that before implementing cycle stand, none of students ability in speaking at class XI IS 1 SMA 2 Solok is classified as excellent and very good. There are 12 (37%) students are categorized as good ability, and 21 (66%) students are supposed as fair and poor. After implementing cycle stand at the first cycle, there are 6 (18%) students are counted as very good in speaking ability. 21 (64%) students are categorized as good ones in their speaking and 5 (5%) students are fair. Only 2 (3%) students belong to poor student.

At the end of the second cycle of this research, the students' achievement is increased significantly. There are 5 (15%) students belong to excellent ones in their speaking ability, 13 (39%) students are very good ones, 15 (46%) students have good capability in speaking, and none of students in the classroom are classified as fair or poor in their speaking performance. The following graph shows the result of students' average score in their speaking performance.



The graph above shows that before implementing cycle stand at class XI IS 1 SMA N 2 Kota Solok, the average score in their speaking ability is only 59. After implementing the strategy at the 1st cycle, the average score in their speaking ability is increased to 72, and at the end of the 2nd cycle the average score in their speaking ability is 80. The expected result is mainly caused by the chance given to students to practice again and again until they speak the expressions and sentences fluently, as stated by Steinberg et.al (2001).

The Result of Field Notes

When collaborator teacher namely *Sri Puji Astuti* observed the speaking activities in class XI IS 1 SMA 2 Solok, she complimented the students' speaking activity during the learning process. She said that cycle stand was very interesting for students and the strategy really motivated the students to practice speaking English. She also wrote some comments on observation sheet.

The following are comments written by collaborator teacher at the 1st cycle.

- Most students are motivated well to practice speaking English
- The class is noisy with the students' voice
- The students seems happy/fun
- Some groups have problem as one or two of their member are shy and calm

The problem found at point 4 is not too serious because at the 2nd cycle of this research, the researcher anticipated the problem by encouraging the students to speak and told them that practice is very needed to be able to speak English, and reminding them not to be hesitated to speak and not to worry of making mistakes.

At the 2nd cycle the collaborator teacher wrote three comments, they are:

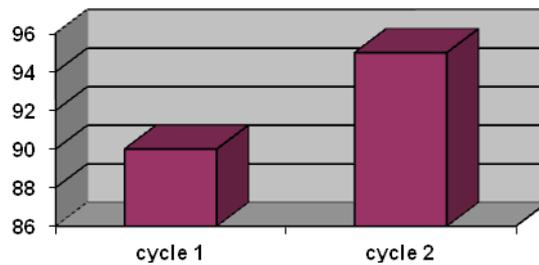
- Shy / calm students are active practice speaking now.
- Most students can practice the expressions of feeling well.
- All students tried to use different expressions in their turn.

The result of observation

Based on the data from observation sheet, almost all students of class XI IS 1 SMA 2 Solok are brave, active, happy, and able to practice speaking English in their group. They also follow their teacher's instruction related to the way how to do the activities. They can also use different expressions in their turn. Besides, they are motivated well to practice speaking in their group. The students do not feel hesitated, shy and afraid of making mistakes and being mocked by their friends. Their braveness, activity, ability and motivation to speak are encouraged by the classroom condition. Many students practice speaking in their groups

at the same time, so this condition makes the other students are motivated to follow the activity.

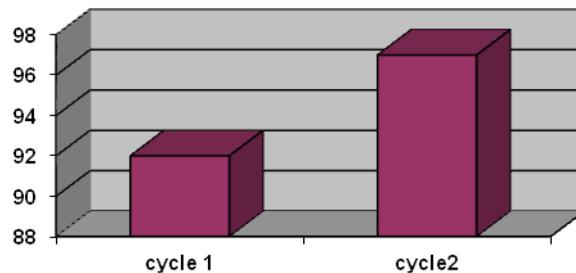
The following graph is the result of observation at the 1st and 2nd cycle



From the graph above, it is concluded that there is increasement on students' motivation at the 1st cycle. There is 90% students are brave, active, happy, not shy and afraid to practice speaking English in their group. They are not either hesitated to express their feeling in English. They are also motivated to follow the activity and teacher's instruction. At the 2nd cycle, 95% student is motivated to practice speaking English in their group. Being released from feeling hesitated, shy and afraid of making mistakes and being mocked by their friends, build students' intrinsic motivation. This motivation encourage the students to practice speaking; Alliot in Raffini (1996).

The result of questioner

Questioner is given and filled by students at the end of each cycle; the questioner contains questions on students' motivation and ability in speaking English. The following is the graph about the result of students' response.



From the graph above we can see that at the 1st cycle, 92% students at class XI IS 1 SMAN 2 Kota Solok answered "yes" in the coulomn of indicator related to their motivation and speaking ability, and the 2nd cycle it is increased to 97% students give positive response to every indicator. Based on the result of students' questioners, it can be concluded that by implementing cycle stand in speaking class, students' motivation and ability to speak English at XI IS 1 SMA N 2 Kota Solok is increased significantly.

C. CONCLUSION

From the result of the research, it is concluded that after implementing cycle stand in the speaking class at class XI IS 1 SMA N 2 Kota Solok

1. The students are motivated to follow speaking activity through cycle stand because they understand sentences or expressions they speak and can ask and answer their friends' questions.
2. It is easier for students to understand expressions / sentences that they have studied in class because they have practiced expressions / sentences directly in the class with their friends.\
3. Expressions and sentences they have practiced in class can be practiced everyday again with their friends outside the class room, because the expressions and sentences are simple and daily conversation.
4. Cycle Stand can increase the students' ability to speak English well.
5. Feeling shy, afraid, hesitated and anxiety from students is decreased because they practice speaking at the same time. The class is noisy with the students' voice to practice.

Based on the conclusion above, the writer would like to give some main points to be considered

1. Cycle stand is an effective strategy to increase the students' motivation and ability to speak English, so it is requested to the other English teachers at SMA level to implement this strategy in his/her speaking class.
2. The English teachers at other level are expected to do the research using cycle stand in order to improve their teaching and learning process and increase the students's speaking skill.
3. In implementing cycle stand, the teacher is requested not to give the new expression to be practiced until all groups or students can say the first expression fluently.
4. Monitoring while the students practice speaking English in their groups is very important because there could be some students who:
 - do other activities / do not focus on speaking activity
 - mock their friends when speaking
 - need the teacher's guidance and correction
5. Give the students enough time to practice. No need to be in a hurry.
6. The English teachers are expected to motivate the students continuously to use English everyday with their friends and teacher

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