Speaking Performance in Vocational Students in Rural Area by Using Power Teaching

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Abstract

Speaking is one of the crucial skills which has to be learned by non-native students to support their capability in learning a foreign language. Increasing the students' speaking performance within a middle school is considered crucial as well as in vocational school which requires the students to have specific skills after they graduate. The aim of this study is to identify the influence on the students' speaking performance by using Power Teaching (PT) Technique. The method of this research applied pre-experimental by involving 36 students from vocational high schools in remote areas. The finding of this research showed that one element of the speaking performance, namely pronunciation, has the highest mean compared to the other element; otherwise, the result of grammar has the lowest mean. However, overall elements have increased compared to the first test it was proved that there was a significant difference in this research. It means that there was an increasing speaking performance among the students who have been given treatments by using Power Teaching (PT).

Keywords: speaking; vocational students; power teaching

1. INTRODUCTION

Speaking from time to time has an essential part in delivering messages which are different from the written language. The difference between written and spoken language is in the way of delivering. In spoken language, the expression of delivering messages has its own characteristics such as intonation, facial language, pitch, sign, articulation, rhythm, etc., (Wahyuningsih & Afandi, 2020). Whereby those elements don't exist in written language. Speaking as a respective skill helps people to express their opinions, goals as well as ideas (Rao, 2019).

The ability to speak foreign languages, especially English in the digital era is definitely essential for the millennial generation. Moreover, speaking skill in English is one of the skills that must be mastered as well as other skills such as listening, reading, and writing. Learning about English as a foreign language is very crucial, especially for people who are not native speakers as English speaking is mostly used for global communication tools in both native and non-native speaking countries. It occurred due to the rapid increase of information and communication across areas both nationally and internationally which push the speaker to apply and understand common languages such as English. Of course, this must be addressed properly for social development, communication, and other sectors.

As it is viewed from the communication tools elements, currently various communication service provider applications are not limited to just sending messages otherwise nowadays, they are far more developed and varied. People can immediately find friends in cyberspace, not only relying on sending instant messages through chat box but also being able to use audio-visual platforms such as Skype, Ometv, 'Holla, Chatous, Yalla, etc therefore, they can directly converse with each other which do not need in person.

Improving speaking skills through digital platforms usage becomes an essential factor and it is very useful to help the user particularly the millennial generation in developing their competencies essentially in delivering content across the world. In other words, having the ability in the IT field must be completed by the ability to speak in a foreign language is necessary for digital media. In learning in the field of education, speaking becomes a very crucial thing because with speaking skills it is expected that students can improve their communication skills, culture, and social attitudes (Mohammad Zyoud, 2016).

A study by Alfaki & Alharthy (2014) stated that English speaking can be improved by using social media networking. Khanh (2021) revealed that ICT is highly recommended and can improve students' speaking skills. Indeed, Service providers which require Speaking

skills are smartphones which can become a medium for many applications. This tool is very important at least as one of the flexible and affordable media for communication besides the availability of the internet connection. Moreover, becoming a content creator nowadays can be done by everybody, it doesn't give any exceptions as long as the creator has their own support tools

There are still many students in Indonesia who are learning English but they still don't have the capability to practice it although some of them started to learn from elementary to senior high school. They tend to be more passive therefore they don't have any potential to speak spontaneously (Purwadi, 2022). Further, this situation is influenced by the students' anxiety. Anxiety is actually less than 50% affecting the ability to speak English (Plantika & Adnan, 2021). Moreover, students in vocational high school should have the capability to be ready for work when they graduate from school rather than students from regular high school. Therefore, they need to upgrade their active skills such as their communication, especially in using English speaking (Suratmi, 2022).

One of the learning methods that has developed in several countries including Indonesia is Power Teaching. Power teaching, also known as whole brain teaching (WBT), is a method in the learning process for children introduced by Chriss Biffle from Crafton Hills College in California (Biffle, 2008). Power teaching as the name implies literally means the power of learning, this method is another form of the lecture method that has been perfected (Nursulistiyo, 2014).

Power Teaching is a technique that produces fun activities in the classroom. The students must follow the instructions of the teacher. students should practice and review concepts until the teacher is satisfied with their level of understanding. When students need more review, it is given immediately without consequence or punishment therefore they enjoy the class. Power Teaching can stimulate and encourage students to be active in the classroom. In addition, it also provides activities that attract students' attention and demand high student motivation (Biffle, 2008). On the other hand, Angela and Brian as quoted in Biffle (2008) explain that Power Teaching is a set of strategies that combine the best attributes of Direct Instruction and Cooperative Learning to create an interesting and fun classroom environment for students and a working day for teachers.

Direct instruction (DI) here means that each concept is taught individually. In micro-lectures, the teacher explains the objectives and provides academic feedback to the students immediately. Later, if students do not get points, the teacher will provide more reviews.

In several previous studies, power teaching or WBT has been developed and used to overcome the problem of the low motivation of students in learning regardless of the level of education. Wolken (2017) argued that WBT is a combination of cooperative learning and direct instruction. This method is used to attract the attention of students in learning so that they are more focused when receiving material (Aulina, 2018). This method uses an instructional approach derived from a neurolinguistic picture based on left and right brain functions (Biffle, 2008). In fact, Sontillano (2018) stated that WBT is a method that involves the brain actively receiving instructions. The following is a tablet of the overall involvement of the brain in various learnings described by (Inocian, 2015)

Table 1 Learning System Division

A. External learning	Logical Analytical Fact-based Quantitative	Holistic Intuitive Integrating Synthesizing	D. Interactive learning
B. Procedural learning	Organized Sequential Planned Detailed	Interpersonal Feeling-based Kinesthetic Emotional	C. Internal learning

Neurolinguistics itself is the study of how the brain can process listening, speaking, writing, and reading activities where all these activities generate new information. Within the scope of the lowest educational unit, namely at the kindergarten level, it is hoped that teachers will have a level of understanding of neurolinguistics. Because with this knowledge, it is hoped that teachers can use words and actions more positively in early childhood. With positive communication, it is hoped that children can also imitate to do positive things.

Based on the definition of Power Teaching above, it can be concluded that Power Teaching is one method that can build cohesiveness in the classroom, both between teachers and students, as well as between students and students. On the other hand, Power Teaching can help make it easier for students to understand the material given by the teacher at school. The table below shows the steps of doing Power Teaching

Table 2 Steps in Power Teaching

No.	Steps	Function
1.	Class "Yes"	pay attention
2.	Classroom rules	Organize the class
3.	teach "Okey"	Activate the brain
4.	The scoreboard	Motivator
5.	Hands and eyes	Focus on the attention
6.	Switch	Develop the activity (speaking and listening)

According to the table 2, the first step in the Power teaching-learning method is to focus students' attention. The teacher instructs the students by saying "class" therefore the students should answer "yes" but if the teacher speak up by saying "class-class" the students should answer the same repetition "yes-yes". So, it depends how many repetitions that the teacher speaks up, the students will follow it. The clue is from the teacher first followed by the students. The strength and the tone from the teacher's voice are also decide how to charm the students' attention and concern. In another word, if the teacher says it in a high voice, the students should do the same thing. They have to use high voice too. Otherwise, if the teacher speaks in a low voice, then the students should do the same thing.

The first step of the Power Teaching technique actually indicates how much the students can focus and pay attention to the teacher as well as be ready to do the next instruction. This technique is very effective to be used in attracting the students' concentration. By doing the first step, the students at least will be more focused on the learning process by using Power Teaching (PT) technique. When the students start to focus on the teacher, this will become the right moment to deliver the concept of the material and its technique. This process can be carried out through the learning process therefore the students can pay attention to the teacher. Normally, those students who give their response by saying "yes' indicates that they are ready to do learning process which is delivered by the teacher.

Second step is about five rules in the class namely class organizers. The class will be more organized with the rules that apply in the class. The five rules that must be gained in the class in PT technique. Its should be informed to the students before the material process began so that the students understand the instruction. the rules are:

Rule no. 1: follow the direction rapidly from the teacher. The teacher gives instructions and the students should do the instruction given quickly. The given instruction can be various such as opening a book, moving hands, reading aloud, clapping, asking the students to be focused on the board or looking at the book or anything, asking the students to do repetition what the teacher speak up, asking the students to guide their classmate, etc. For applying PT in learning process, at the beginning the teacher gives one index finger up or raise the hand, moves the hand forward, shows the student and says "rule1: follow the instruction quickly". After that, the students imitate the teacher's hand movement. The next is Rule 2: "raise hand to ask permission to speak something". In this step, the students raise their hands if they need to express, ask or say something related to their opinion about the material. Actually, the method is applied for introduction session at the first rule. Something which is difference is in the finger whereby the students should raise the finger. The sentence "raise your hand if you want to leave the seat is become the next part. In this moment, the students are also raising their hands if they wanted to leave. This part is similar to the previous rule (rule 1) the different things is in the raising the finger. Rule no. 4 is creating a smart choice. In this part, the process is about delivering the question by the teacher.

The students who can answer the test/assignment/quiz should raise their hands. Rule no. 5 is how to make the teacher happy. In this part the students should know how to make their teacher happy that is by focusing the learning process. In another word, the students are asked to obey, to be more focus, and follow the instruction of the teacher in the class. This is related to the 4st steps but when the students raise their hands, they have to keep their smile.

The third step is all parts of the brain are functioning or it can be said as Whole Brain Teaching (WBT). In this stage, overall part of the brain is functioned. This stage has three parts, the first part namely focusing. To identify the concentration of the students, they should say yes to indicate that they give their attention. The second part is instruction, in this part the students should obey what the teacher instruct. The example of the instruction is by asking the student to open the book, read the book, and pay attention to the teacher. However, the instruction that is given to the students can't be much in order to avoid the confusing and misunderstanding. That is why in giving the instruction it should be clear and easy to be understood. The last part of this step is giving twice clapping and say "teach" and following by the student saying "okay". Again, this technique should be informed at the previous time and make sure that the students got the group within 3 or 2 students in each group.

The fourth step is scoring, it has two parts: the sad part the and happy part. It is very useful for the student instead of avoiding getting bored it can build the students' concentration and attention. The teacher should use the board to give the point to the students and add a picture of either smile or a sad expression. On the other hand, the students can say "oh no" to show their sadness and "yeah" to express their joy and happiness when they see the score. In this situation, the students are hoped to be more motivated in the learning process.

The fifth step is carried out this part is created in order to avoid the students getting bored if they only say "yes" all the time. The teacher can modify to say "hands and eyes" or can be replaced by using other words as long as the students understand. When the teacher says it, the students should look forward and raise their hands up. This is also useful to build the students' focus. This part can be applied to explain the material or draw conclusions. This part also can be added "mirror" so the students can imitate the teacher's hand movements. This part is useful to improve the students' memory as they have to remember the movement

All of these steps are expected to increase the efficiency of learning in the classroom. Students become the main focus of the teacher with Class 'Yes' as the term. Class society is governed by applied rules. After students comprehend what the teacher teaches, the concepts they master are strengthened by teaching them to their peers (teach "okay"). The scoreboard motivates students to always get an award from the teacher in the form of points on the blackboard. Hands and eyes have an emphasis on an important concept. Switch trains speaking and listening skills. The power teaching learning steps can be varied according to the needs of the classroom

As mentioned earlier, there are many methods, strategies, techniques, and so on to upgrade speaking skills essential for students. Technology and social networks are good medium to enlighten the process of learning and practicing speaking. However, in some situations, technology cannot fully support the learning due to the limitedness of the facilities. Therefore, a proper method is needed to encounter various situations.

By the explanation above, some remote areas in Indonesia don't support internet connection fully, such as in some parts of the city in East Kalimantan. Social media outside academics learning by functioning the smartphone as a tool to support their speaking skill is decided as not a dominant alternative strategy to develop their skills. Therefore, to strengthen their skills, they still needed academic learning to support their capability.

Teaching methods are used as alternative strategies to meet their needs. Therefore, in this study, the researcher was willing to identify the influence of applying a Power Teaching (PT) method to upgrade the students' speaking skill in a vocational high school which was located in a remote area part of Samarinda city.

2. METHODOLOGY

A quantitative approach was applied in this research in order to identify the effect of the upgrading of speaking practice in vocational students in rural areas by using Power Teaching. The population was the students in the vocational school that was in SMKN 15 Samarinda which was located in a rural area of the city. The design of the research was pre-experimental by using random sampling. The total sampling was 36 students who voluntarily participated and were treated in 5 meetings. The treatment used Power Teaching for around 60 minutes per meeting. The instrument of the research was a speaking rubric performance adopted from (Alfehaid, 2018) and the questions adopted (Terzaghi (2014). The topic for each meeting varied. However, the main topic according to the syllabus in grade X was related to descriptive text. The table below is speaking rubric performances items:

Table 3 Speaking Performance Rubric

Content: Descriptive Text			
Vocabulary	**Grammar**	**Pronunciation**	**Fluency**
Range of vocabulary Use of vocabulary appropriate Use of collocation	Choice of grammatical structure Grammatical accuracy Self-correction strategies	Phonetic accuracy Comprehensible pronunciation Word stress appropriate intonation	Rate of speech Communication strategies Utterance length

The pretest was given in order to gain the basic competencies in speaking among the students. Its speaking test included greeting, the students' identity which consisted of full name, age, address, phone number, siblings, parents, pets, hobbies, and some general information such as the date, the weather, outfit, favorite vegetables, fruits, beverages, and habits. The post-test was given after the treatment with the same questions.

The score was divided into three levels namely low, medium, and high. The students who can answer more than 75% of questions orally are classified as a high level meanwhile the students who can answer around 50-74% questions given can be classified as medium

level, and the students who can't answer the questions below 50% questions included as low level. Moreover, their treatment is depicted as follows:

Table 4 Classified Score

Pretest	Treatment	Posttest
X1	V	X2

3. FINDINGS

The result of this study was divided into two parts namely descriptive and inferential statistics. The descriptive test was taken from their biographic data and the inferential statistics was taken from the t-test result. The data was from the test which was divided into speaking tests. Meanwhile, the treatment was followed by 22 male and 14 female students. There were around 17 students who were 16 years old and the rest were 17 years old. Their intensity to catch up with their social media for less than 1 hour was about 28%, 2-4 hours per day was 48%, meanwhile 24% of students accessed their social media more than 4 hours per day. Otherwise, only a few students (46%) use social media for learning, especially to learn speaking by contacting native speakers directly. Otherwise, the students access their social media only to entertain them. Around 13% of students didn't have a smartphone at all and they shared the smartphone with their parents and siblings. The rest of the students said that they don't have any good internet connection in their house. This situation is normal in rural areas where the internet connection is really bad and even some of the areas do not have it. This result was similar with the previous study from Indrawati et al., (2020) supported by Ruiz-Martínez & Esparcia (2020). On the other situation they don't have enough money to buy an internet package therefore, they couldn't

Inferential statistics was conducted to identify if there is any effect from PT towards their speaking skills. According to the data collection, there were some indicators to measure the speaking skill. namely accuracy, fluency, grammar, and pronunciation. The graphic belows shows the comparison between the pre-test given and the post-test given in term of speaking test
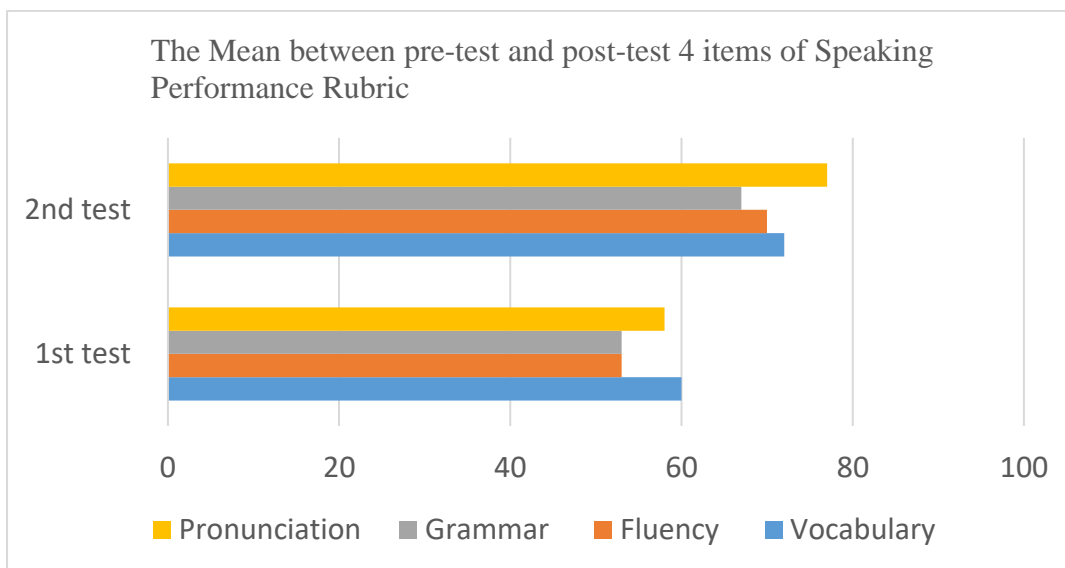
The Mean between pre-test and post-test 4 items of Speaking Performance Rubric

Chart 1 The Mean of Both Test

Based on the chart 1, it was shown that the percentages from pre-test and post-test had a large range after the treatment given. In the pronunciation part, the students have a big impact on the treatment. It can be seen from the mean of the pretest were 58 which is indicated as a low meanwhile in their post-test increasingly reached the highest mean=77. The significance difference of those tests may be caused by the existence of technology.

From the SPSS counting, it was gained that the mean of pretest was 56.63 while the mean of posttest increased, it was 71.91. By this result it can be explained that there was a significantly increasing score for the posttest compared to the pretest. The Significant value of the test was 0.05< .00 (r:.827) whereas this result reflected that there was any relationship between pre -test and posttest. Meanwhile, the sign 2 tailed showed .000 < .05 this revealed that there was a difference of the pretest and posttest mean. The difference between the pretest and posttest was -19.11.

4. DISCUSSION

As it is known that the emergency of technology and its integration into the education field shows many benefits for educator practitioners as it enables them to improve the teaching learning process as well as to achieve academic goals. In this case pronunciation percentages were increased because some of the students were helped to pronounce well through the treatment given and assisted by their smartphone to learn how to pronounce well. This result was supported by the previous study in the same case that pronunciation encourages the students to speak better as they apply it to study such as in a joox app

(Rahmania & Mandasari, 2021). Moreover, the more students feel free to speak up about something it directly develops their confidence and indirectly minimizes the teacher's time to talk as the students were given a big portion rather than the teacher to explore their speaking and this was straight in line with Wirani et al., (2014). In the other words, the existence of technology, especially smartphones, helps a lot of students to improve their pronunciation although this strategy didn't dominantly cover as the condition of the students wasn't permitted at all the time.

Therefore, in implementing the strategy of teaching and learning, one must be paid attention to the classroom condition and management in order to create activities more effective. In this part, the teacher's role is very crucial to back up and handle the teaching and learning situation. The usage of Power Teaching (PT) had a lot of functions when the students didn't have a smartphone to learn how to pronounce well. Precisely, the PT majority covered this situation. When the students were grouped randomly with low and high scores integrated, then they could contribute to each other.

However, in grammar, the mean of the students had around 58 improvements although when it was compared to the other parts, the grammar part had the lowest improvement. This happened as the students didn't directly focus on grammar learning. Moreover, according to the 2013 Indonesian National Curriculum, there is no instruction in the teaching and learning process to be focused only on grammar. According to Hasyim et al (2019) grammar has been a hard and complex element in studying English. According to the previous study, grammar anxiety can hold back and become a barrier to the student's confidence and capability to speak in English freely (Fitriani & Apriliaswati, 2015). Therefore, in the other words, teachers should focus on general skills to be given to the students such as 4 skills namely reading, listening, speaking, and writing.

The oral test can be depicted by using the overall mean of the item of speaking (vocabulary, grammar, fluency, and pronunciation) and standard deviation of pre-test and posttest as well as the result of comparing between pretest and posttest.

5. CONCLUSION

Speaking performance of the students in SMKN 15 Samarinda actually can be increased by teaching a learning process especially by using a Power Teaching (PT) technique. Power Teaching is one of the techniques which require the students to be more active as they have to give their responses to the teacher's instruction. The quick responses which are needed require them to speak up more often rather than usual. This technique directly increased the students' pronunciation following their fluency and their vocabulary. In terms of another speaking aspect, the grammar part didn't increase sharply but it was better than their pre-test result. It can be proved by the score which was significantly different before and after the treatment. According to the result, it can be suggested for the next researcher conduct the research by using the same technique but it is tried in different skills such as listening, reading, and writing. It is very important to identify whether the technique can be run well or not.

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