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BUILDING UP STUDENTS' SPEAKING SKILLS THROUGH BRAINSTORMING, EXPLORING, SHARING, TRANSFERRING KNOWLEDGE (BEST) STRATEGY

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ABSTRACT

Speaking skills as a medium to develop and broaden horizons. Speaking skills, which are classified as productive language skills, are not only a medium for conveying various kinds of information and for expressing themselves. Speaking skills also apply media to broaden students' knowledge and insight into various fields of life. This study made use of a classroom action research design with two cycles of learning activities to improve students' speaking skills through BEST strategy. Data were collected through pre-test, post-test, and questionnaire. The results showed that the speaking skills of the students improved significantly from the first and second cycles when compared to the results of the pre-test. Therefore, the BEST strategy is considered effective for teaching speaking skills. This study implies that teachers should consider using BEST strategy in their classroom to build up students' speaking skills.

Keywords: Speaking, skills, BEST, Strategy

INTRODUCTION

Skills are the ability of students to carry out various activities in an effort to complete their tasks. These skills need to be trained in students from an early age so that in the future students will grow into a generation that is skilled and agile in carrying out all activities, and able to face problems in their lives. Language skills are one of the skills possessed by every individual without being aware of it. Every individual who is born on earth has a different level of language skills. Language skills are divided into two parts, namely receptive language skills and productive language skills. It can be said that receptive language skills are the most basic language skills, compared to productive language skills.

Language skills consist of four aspects, namely listening or speaking listening, speaking, reading, and writing. Students must master these four aspects in order to be skilled in the language (Widiastuti, 2019). Therefore, learning

language skills in schools not only emphasizes theory but students are required to be able to use language as its function, namely as a tool to communicate. Speaking is one of the most complex language skills, therefore language skills need to be trained continuously in order to have good skills. Speaking is a form of verbal communication carried out by humans in the context of expressing ideas and ideas that have been compiled in the mind (Mantra et al., 2018). Speaking activities are always followed by listening activities, speaking skills support speaking skills and speaking activities are also closely related to reading activities. Someone who has good listening skills will usually be a good speaker as well.

Speaking is more than just the pronunciation of sounds or words. Speaking is a means to communicate ideas that are arranged and developed according to the needs of the listener or listener (Astawa et al., 2017). Speaking is an instrument (tool) that reveals to the

listener. Speaking skills are also able to form creative future generations so that they are able to speak communicatively, clearly, coherently, and easily understood (Vidiastuti et al., 2021). In addition, speaking skills are also able to give birth to future generations who are critical because they have the ability to express ideas, thoughts, or feelings to others in a coherent and systematic manner. With other parties according to the material and situation of speech at the time of speaking. The ability to speak can indeed be owned by all normal humans. Anyone who is willing to practice earnestly can speak skillfully. For this reason, learning to speak is needed in schools to develop students' speaking skills (Mantra et al., 2018).

Learning to speak is an important thing to teach and should not be ignored. Because, through this learning, students are expected to be able to express/convey thoughts, opinions, ideas, or feelings well (Widiastuti et al., 2020). This is in accordance with the purpose of learning to speak at school, namely so that students can communicate in various situations appropriately and correctly by using spoken Indonesian to express thoughts, opinions, feelings, and experiences, as well as establish communication, conduct social interactions with community members who other (Mantra et al., 2019). Learning to speak is an important thing to teach and should not be ignored. Because, through this learning, students are expected to be able to express their thoughts, opinions, ideas, or feelings well.

Speaking skills are one aspect that must be developed in elementary school education, students are trained to be able to use and express their thoughts by using the right words and sentences (Handayani et al., 2021). The development of speaking skills for elementary school students emphasizes word choice, word order, and intonation (5) reading sentences and expressions. Speaking skills have an

important role in efforts to give birth to future generations who are intelligent, creative, critical, and cultured. By mastering speaking skills, students are able to express their thoughts and feelings intelligently according to the material and situation when they are speaking (Mantra & Maba, 7) 18).

Speaking skills are seen as having a central role in language learning objectives because the essence of language learning is learning communication, especially oral communication. Speaking skills can support other language skills (Sripradith, 2019). Speaking skills are also often seen as the main benchmark for (5) assessing success in language learning. Speaking skills have an important role in efforts to give birth to future generations who are intelligent, creative, critical, and cultured (Arriyani, 2017). By mastering speaking skills, students are able to express their thoughts and feelings intelligently according to the material and situation when they are speaking. Speaking skills are also able to form creative future generations so that they are able to speak communicatively, clearly, coherently, and easily understood and culturally accepted (Ahmad, 2015). (6)

In addition, speaking skills are also able to give birth to future generations who are critical because they have the ability to express ideas, thoughts, or feelings to others in a coherent and systematic manner. Talking activities in everyday life are a human need as social beings because every human being of course always communicates with other people (Hasanah & Malik, 2020). Talking is an activity that cannot be separated from normal human life from ancient times to the present day. Because speaking is one of the natural aspects of human language skills. Unlike the case with other language skills, such as reading and speaking, not all normal humans are able to do reading and speaking activities. The ability to read and write requires more specialized training to

be able to have it. In teaching appropriate learning method is essential to be implemented (Mantra et al., 2022). One of the teaching strategies that can be used to improve students speaking skills is BEST strategy (Mantra et al., 2022).

BEST Learning Model (Brainstorming, Exploring, Sharing, Transferring Knowledge) consists of sequential steps which can be elaborated as the following. The brainstorming stage comprises (1) asking the students/students what they already know about the topic being studied, (2) providing opportunities for all students/students to express what they already understand about the topic being studied, (3) providing opportunities for students/students to ask questions about the topic being studied, (4) giving to other students/students to answer their friend's questions, (5) emphasizing and adds to the answers of the students/students.

The exploring stage consists of (1) explaining the subject matter in more detail, (2) giving students the opportunity to ask questions about the material being explained, (3) giving students/other students the to answer their friend's questions, (4) the teacher/lecturer provides additional explanations for the answers of the students/students, (5) providing exercises to develop student/student understanding.

Sharing stage includes (1) providing opportunities for students to discuss in small groups, (2) providing opportunities for students to present the results of their discussions in front of the class, (3) providing an opportunity to ask questions about student presentations, (4) providing opportunities for other students to provide additional explanations, (5) giving additional emphasis and explanations to complete student explanations.

Transferring Knowledge stage consists of (1) providing exercises for students to apply what has been

understood in the form of products/works (monologue/dialogue, products for example speeches, conversations, conferences, paragraphs, text, pictures, objects, etc.), 2) providing opportunities for students to present their work, and (3) whole class discussion and teachers' corrective feedback provision.

RESEARCH METHOD

Any scientific investigation requires an appropriate research method to collect the required data to answer the research problems. This study made use of Classroom Action Research (CAR). Classroom Action Research is research conducted by the teachers in their classrooms or places where they teach that focuses on improving learning processes and praxis. Classroom Action Research serves as a device for solving problems that arise in the classroom, where teachers use new skills and methods and refine their analytical skills. Furthermore, as a tool to create innovative learning, as a tool to improve communication between teachers and scientific researchers, as well as a tool that provide an alternative to problems that occur in the classroom. CAR is carried out through a cycle consisting of four stages, starting with action planning, followed by learning actions and observation activities, and ending with reflection to analyze the data obtained through action. This research design consists of two cycles in which in every cycle there are four interconnected activities as follows: planning, action, observation, and reflection.

This study was conducted in the fourth semester of university students during their face-to-face learning process studying English speaking skills. There were two types of research instruments that were used in this classroom action research, they were a set of tests (pre-test and post-tests), and a questionnaire administered to the teachers. The pre-test

and post-test were used to collect the data that dealt with students' speaking skills after BEST strategy was implemented in the classroom. Besides, the questionnaire was administered to figure out the students' responses toward the implementation of the BEST teaching strategy.

A pre-test was used to know the pre-existing speaking skills of the students, and post-tests were used to know the speaking skill improvement achievement of the students after being taught by BEST strategy. The data were analyzed using the mean score formula to figure out students' increasing ability in speaking skills and the questionnaire results were analyzed using a rating scale to figure out students' changing behaviour during the learning process using BEST strategy. All the analyzed data were presented descriptively to provide a clear horizon for the readers.

FINDINGS AND DISCUSSION

Speaking is the ability to pronounce language sounds to express or convey thoughts, ideas, or feelings orally. Learning speaking skills is an effort to teach students. Implicitly in this sense, there are activities to choose, determine, and develop to achieve the desired learning outcomes based on existing conditions. Therefore, in this study BEST strategy was employed to improve students' speaking skills. To gain the pre-existing ability of the subjects in speaking skills, the preliminary study was conducted by conducting interviews with the teachers currently teaching in the class chosen as the subjects of the study. Thus, before the teaching and learning process, the researchers administered a pre-test in the pre-cycle phase. The pre-test was administered to know the subjects' pre-existing speaking skills before the implementation of the BEST strategy.

The mean score of the pre-test was 40.50, followed by 30 students. Moreover, among 30 subjects who fulfilled the pre-

test, there were only 8 subjects who could pass the minimum passing grade that had been determined previously before this study was conducted. In fact, the pre-test result showed that most of the subjects could not speak fluently and correctly based on the criteria being formulated prior to the conduction of this study. In cycle I, after implementing the BEST strategy, the subjects showed improvement in speaking skills. The mean score of post-test one that was followed by 30 subjects was 60.50 and there were 25 subjects who could pass the minimum passing grade that had been determined. Moreover, it showed significant improvement in the subjects' speaking skills after implementing the BEST strategy. In this learning cycle, many students still had low motivation and confidence in speaking.

In cycle II, the post-test 2 results showed that the mean score of the subjects was 80.00. The results of post-test 2 showed a significant improvement in the subjects' speaking skills. It was much better than pre-test and post-test 1. The result of cycle II also showed that subjects' speaking skills could be improved through the implementation of the BEST strategy. It was found that after the implementation of BEST strategy, students continually develop their speaking skills and they could reach higher scores in post-test 2. Moreover, they gained confidence in speaking.

In addition, in the second cycle, the students were more active, and enthusiastic and enjoyed the teaching-learning process. The observation also showed that the subjects looked more active and serious during the teaching and learning process. Besides, the result showed that all students achieved the minimum passing grade. Since the present study had already reached the success indicator that all students passed the minimum passing grade, the present study could be ended.

As the supporting data, the researcher administered the questionnaire

to know the subjects' responses toward the implementation of the BEST to improve their speaking skill. The questionnaire percentage showed that the total of the respondents who responded strongly agree, agree, undecided, disagree, and strongly disagree were respectively 80%, 15%, 5%, 0%, and 0%. These figures established that the subjects gave positive responses to the implementation of the BEST strategy in improving speaking skills. In other words, most of the students agreed that the implementation of the BEST could improve their speaking skills. The students' responses proved that the BEST strategy could help them develop their speaking skills.

BEST Learning Model (Brainstorming, Exploring, Sharing, Transferring Knowledge) consists of four sequential steps which can be elaborated as the following. The brainstorming stage comprises (1) asking the students/students what they already know about the topic being studied, (2) providing opportunities for all students/students to express what they already understand about the topic being studied, (3) providing opportunities for students/students to ask questions about the topic being studied, (4) giving to other students/students to answer their friend's questions, (5) emphasizing and adds to the answers of the students/students.

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The present study utilizing BEST strategy to improve students speaking skills was regarded as successful in reaching the success indicator. This can be seen from the pre-test result, post-test one, and post-test two, which increased significantly after being taught by the BEST strategy. The data were also highly supported by the results of the questionnaire which showed the positive responses of the subjects toward the implementation of the BEST strategy as an effort to improve students' speaking skills. In other words, the subjects agreed that the BEST strategy could help them advance their speaking skill.

Several factors that must be considered by the speaker for the effectiveness of speaking are linguistic and non-linguistic factors. The linguistic factors that support the effectiveness of speaking include; accuracy of speech, placement of stress, tone of code, appropriate duration, choice of words, and accuracy of language targets. Non-linguistic factors include; a reasonable attitude, calm and not rigid, eyes must be directed at the other person, willingness to respect the opinions of others, appropriate gestures and expressions, the loudness of voice,

fluency, relevance or reasoning, and mastery of the topic.

The factors that support the effectiveness of speaking above, both linguistic and non-linguistic, both should not be ignored if someone wants to become a skilled speaker. In achieving this desire, the practice process must be carried out continuously and systematically. However, it is important to note down that students in the educational process are required to be skilled in speaking. They must be able to express the knowledge they have orally in the teaching and learning process. The level of speaking ability of these students varies from the level of good or fluent, moderate, stuttering, or less. Some students have not been able to express themselves efficiently. Several other students were still hesitant to stand in front of their classmates.

Speaking skill is necessary mastered by students in the teaching and learning process at school. Learning Speaking skills are important to be mastered by students in order to be able to develop thinking, reading, writing, and listening skills. Students' thinking ability will be developed when they organize, conceptualize, clarify, and simplify thoughts, feelings, and ideas to others orally.

CONCLUSION

Speaking skill is a language ability in pronouncing articulation sounds or saying words to express, state, and convey ideas, thoughts, opinions, ideas, and feelings to others as speaker partners based on self-confidence, honesty, truth, and responsibility. answer to eliminating psychological problems. The ability to speak in public is needed by students to improve their quality. The ability to speak in public will make it easier for students to convey their ideas and ideas to the public. This classroom action study was

conducted in two cycles by utilizing BEST strategy to improve students speaking skills. Firstly, the researcher conducted an initial reflection by giving the subjects a pre-test. The mean score of the students showed that students' speaking skills improved significantly after the implementation of the BEST strategy. Moreover, the questionnaire results also showed students' learning motivation in learning speaking skills after the implementation of the BEST.

BEST strategy is consisting of four stages of learning that is Brainstorming, Exploring, Sharing, and transferring knowledge all stages are really effective to develop students' active participation in improving their speaking skills. This study suggests that teachers should consider using the BEST strategy more intensively in their teaching processes. In addition, the students' speaking skills should continually be trained in order to develop more optimally, one of which is through educational institutions in schools.

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