Increasing the Students' Speaking Ability in Giving Suggestions and Advice by the Using of "Whip Around" Strategy

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Abstract

Speaking is the ability to convey information or expressing to convey everything in their mind orally. Therefore, it is important for students to master speaking in their daily life because through speaking students can express their ideas, feelings, opinions, and knowledge. There were some problems faced by the students in speaking in Second grade of SMP ADHYAKSA namely: the students lacked vocabularies, and the students are not able to deliver their suggestion and advice. Therefore, to overcome the problems, the researcher conducted this research by using "Whip Around" Strategy in second grade of SMP ADHYAKSA. The purpose of the research is to increase the students' ability in speaking by using whip around Strategy at the second grade of SMP adhyaksa. To achieve the purpose, the researcher conducted CAR Method. The result of the data in Cycle I showed the average of students' value was 60, the maximum score was 78 and the minimum score was 41. While in Cycle II 20 students (100%), the student got the maximum score was 83 and the minimum score was 75. From the result o the research, it can be concluded that "Whip Around" Strategy increases the students' speaking ability in second grade of SMP adhyaksa. Finally, the researcher suggested all English teacher to use this strategy in teaching speaking skill because "Whip Around" Strategy is effective to increase the students' ability in speaking. "Whip Around" Strategy encourages the students' to express their suggestion and advice orally and engaged the student high motivation during the teaching and learning process.

Keywords: *speaking ability; suggestion; advice; whip around strategy*

Introduction

Speaking is a critical skill that ought to be mastered through the students considering that, through speaking abilities, the students ought to deliver the whole thing of their mind orally, and with talking the scholar are expected to talk, and explicit thoughts, knowledge, opinion, and feeling to the others. According to Aguilera (2012:16), speaking is an effective ability. It includes speech to express other meanings to different humans. Interaction is -the way communication related to language and body language to hold our listeners involved in what we're saying and to test that they recognize what that means.

English is an international language and is well known around the world, especially in schooling, many students want to learn a 2nd language to grasp English. In getting to know English there are four basics that you ought to recognize to speak English fluently, there are listening, speaking, studying, and writing. Almost absolutely everyone can research English by using speaking first due to the fact every person speaks very easily and may be practiced immediately via partners, friends, family, and teachers. Because of the students have to have the ability to speak English so that they can get information from other human beings, and then students should be able to speak or specify what they need to reveal to others.

Furthermore, Brown (2001:257) stated speaking is literally described as pronouncing something, expressing it out loud, and using sounds. This means that students are free to express their ideas or critique other people. Similarly, Nunan (2003:48) stated that "speaking is an effective oral ability. It consists in generating systematic verbal utterances to carry that means." students are free to deliver or express their ideas and emotions to listeners. The capability to talk may be very critical for everyone speaking. Many junior high school students have troubles and problems when speaking, one of all being the worry of creating mistakes or loss of confidence. For this reason, the teacher needs to make or use unique techniques so students can speak well.

Giving suggestions and advice is an expression to be able to be used in improving speaking abilities in English. In speaking through suggestions and advice, each student can practice speaking, both are used with expressions of asking, giving advice, and suggestions. Speaking is a way of student communication that can convey feelings, opinions, guidance, and messages, through speaking. Many students nowadays are embarrassed to talk or dare now not communicate in front of the elegance even as the instructor is training, taken into consideration certainly one of them is a junior immoderate faculty student who is placed to have a problem speaking or is shy, frightened of being wrong, not assured or afraid if the answer is wrong. Properly, here the trainer wishes to apply an excellent strategy that could enhance college students' speaking skills. Properly, here the teacher needs to use a good strategy that can improve students' speaking abilities.

Based on the observations that the researcher conducted at ADHYAKSA Junior High School from May to June 2022, the students who did not reach the Minimum Competency Criteria (KKM) that had been set at the school, what were expected in the curriculum could not be achieved. In different phrases, college students are not capable of   specific   giving   suggestions   verbally   and

fluently. That is because of numerous factors, namely, students did not recognize what is supposed through the expression of inquiring for recommendations and advice grammatically, and students are not able to bring suggestions and advice. The identification problems in this study are the pupil did now not apprehend what's the expression of giving suggestions and advice grammatically, the student lacked vocabulary, and the researcher opportunities to exercise English use communicatively in giving suggestions and advice which researcher have.

Based on the previous explanation, the researcher tries to solve the problems by using the Whip Around strategy in teaching speaking, especially by giving suggestions and advice. The Whip round method is a strategy utilized by an instructor to inspire students to participate and be more energetic in speaking well. Beltran et al (2013:128) stated Whip around is a method that lets in each pupil to quickly proportion his or her thinking". It may be concluded that the whip-round method is to have interaction with college students in short and important thinking.

The researcher provides advice or teaching strategies to English teachers, contributes to improving students' speaking skills, and provides ways that can be used as strategies in the teaching and learning process. Students Speaking Ability Using "Whip Around", this strategy is used as a research medium so that it is relevant to the research topic. Students as researchers use this strategy to improve their ability to learn English correctly by "Whip Around" Strategies, with this strategy the researchers use it as a reference for comparison of studies that are relevant to the research topic.

Table 1.1 Speaking's Score of Students in SMP ADHYAKSA

Academic Year	The Scores Average	Standard Score
2020/2021	64	70
2021/2022	60	

Based on the table, above the results of student achievement in writing English are not good or have not reached the passing grade, with a classical average score of 6, 2. The results of these values indicate that there are learning strategies that require special handling which will be carried out by carrying out classroom action research activities. Based on the Syllabus in the second grade of SMP ADHYAKSA, the core competence is Comparing social function, text structure, and linguistics elements of formal and informal transactional or interpersonal conversation accurately, fluently, and acceptably by using various oral languages that involve utterance: asking and giving information related to suggestion and advice. The MCC which is in the school is 70. Based on the rationale above, the researcher attempts to formulate research entitled "Increasing the students' speaking ability in giving suggestions and advice by the use of "whip around" strategy in the second grade of SMP ADHYAKSA.

Method

In conducting the research, the researcher will apply Classroom Action Research (CAR) the specific educational Problem that appears in students' speaking ability. The researcher uses the "Whip Around" Strategy to take the opportunity to increase students' speaking skills. The meeting of CAR is conducted in one cycle to determine the student's progress. When the student's achievement does not the MCC, the researcher will continue the meeting in the 2nd cycle. The researcher will make the target for the meeting in cycle 2, the research will stop when students get a higher score than the MCC. The research aims to increase the students' speaking ability by using the "Whip Around" strategy, the researcher reflected on the teaching result and collected and analyzed the data based on the research findings due to knowing the student's progress and whether their problems in speaking have been solved enough or not. The researcher seeks to empower, transform, and emancipate the students from situations that constrain their self-development and self-determination. The population of this research is the second grade of SMP ADHYAKSA MEDAN JL H.M. Said No.23 Medan. Which has one class with a total of 31 students. The sample taken from the population needs to be a consultant. The number of the sample in this research is consists of 20 students T.A 2021/2022. The procedures of action implementation will do in one or more cycles. Each cycle will consist of two meetings, which are four stages namely planning, action, observation, and reflection. There are four stages in each cycle 1: planning, action, observation, and reflection. In collecting the data, the researcher has used some instruments, that the researcher written assessment as an assessment technique oral as an assessment technique in improving speaking skills. Meanwhile, to obtain data regarding the use of whip around strategy in learning English speaking skills, the researcher used the observation sheet as a research tool. The instrument that will be used in this research is a sheet of observations, and documentation. This study applied quantitative data. (Riduwan, 1997: 123). The researcher uses a quantitative data analysis technique. The researcher analyzes the data by evaluating the information that is gotten from the action of the implementation in each cycle. The researcher reflected on it at the end of each meeting and each cycle. After the data are collected by the researcher, the researcher analyzed the data by evaluated each information that is gotten from the action of the implementation in each cycle. The researcher reflected it at the end of each meeting and each cycle.

Results

After the teacher looked for the students' score and value, the teacher looked for the percentage of the students' ability in speaking through "Whip Around" Strategy. The result of their test is explained in the table below:

Table 4.3 The Student' Speaking Ability With "Whip Around" Strategy at The Second Grade of SMP Adhyaksa

No	Score	Level	Frequency	Percentage
1	85 – 100	Level 5	-	-
2	75 - 84	Level 4	20 students	100%

3	60 - 74	Level 3	-	-
4	40 - 59	Level 2	-	-
5	0 - 39	Level 1	-	-
Total			**20 students**	**100%**

The data from the table explained that the students' ability in speaking after Applying "Whip Around" Strategy was good and increase the students' speaking ability in speaking. There were 20 students who got "Good" level (100%), but there is none students who get "Excellent" level (0%).

The result of the students' speaking ability in Cycle II is seen in the graphic on the next page:

Graphic 1: The Students' Ability in Speaking through "Whip Around" Strategy in Cycle II
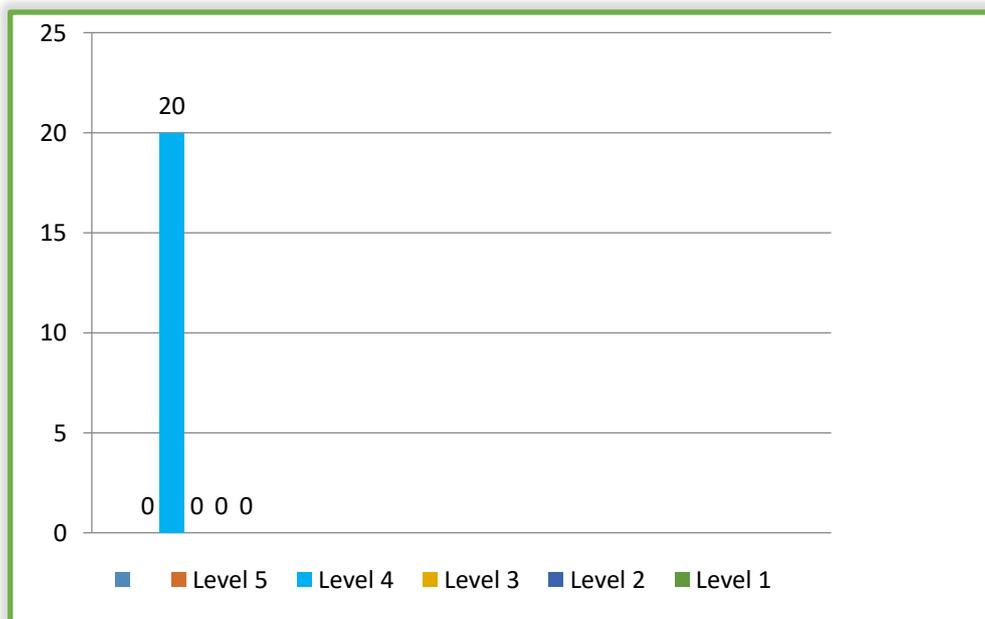
The graphic showed that 20 students were in level four. Level four means that they were categorized as "Good", and showed that the students' ability taught by using "Whip Around" strategy were increase. This is caused of all activities and procedures of "Whip Around" Strategy in Cycle II already done by the students and teacher. All students were categorized in "Good level". Therefore, the teacher concluded that "Whip Around" Strategy affects the students' ability in speaking. It could be seen on the average of the students' value that could be achieved based on the Minimum Competence Criterion (MCC) that has been specified and the researcher would not carry on the research in the next cycle.

The progress of the researcher's and students' activities Cycle II is available in the graphic on the next page:

Graphic 2: The Progress of Teacher and Students' Activities in Cycle II
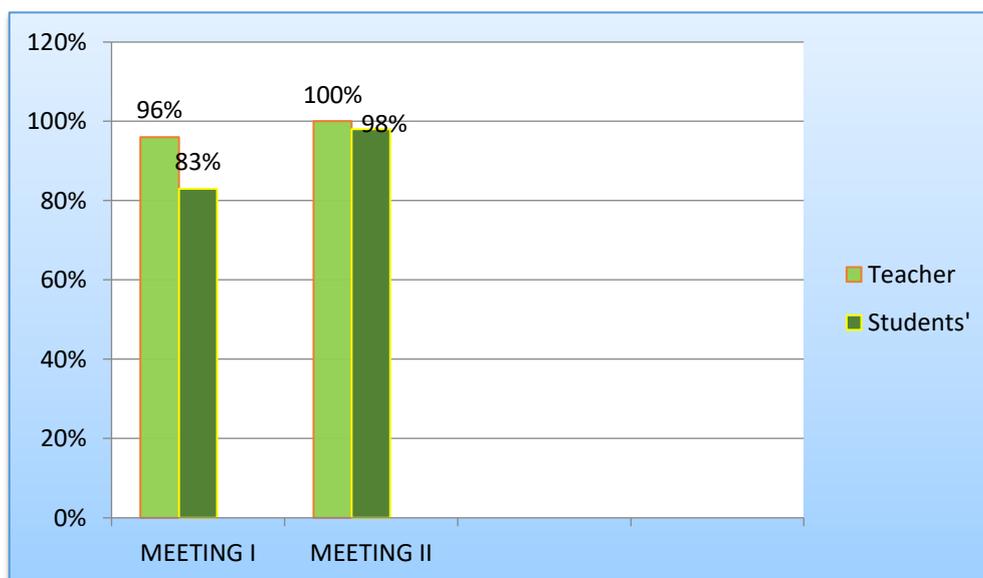
Graphic 2 showed that the activity of teacher and students at the first and second meeting in Cycle II increased. The activity of teacher at second meeting Cycle II was 100% increased by 4% from the first meeting and could be categorized at "Very Good level" while the activity of students at second meeting Cycle II was 98% increased by 15% from the first meeting and could be categorized at "Very Good Level".

The Result of the Students' Ability in All Cycles

The result of the students' ability in speaking with "Whip Around" Strategy in Cycle I and Cycle II is seen in the table on next page:

Table 4.4 The Students' Improvement From Cycle I To Cycle II

No.	Cycle	Score Level	Fluence Level	Frequency	Percentage	Categories	MCC
1.	I	33-42	1+	1 Student	5%	Level 2	70
		43-52	2	2 Students	10%	Level 2	
		53-62	2+	8 Students	40%	Level 2	
		63-72	3	6 Students	30%	Level 3	
		73-82	3+	3 Students	15%	Level 4	
2.	II	73-82	3+	16 Students	80%	Level 4	

Based on the table, it showed that the students' ability were increased in cycle II. All students were got "Good" level in speaking. All the students' problems have been overcome in Cycle II. It could be solved because of modifying the procedures of "Whip Around" Strategy followed by implementing the strategy in the classroom.

Therefore, the students are able to speak as expected in the syllabus and lesson plan especially in giving suggestion and advice.

Discussion
The Common Response of the Problem
       The main problem of the research is "How does "Whip Around" Strategy increase the students' ability in speaking at the second grade SMP Adhyaksa Medan?" The common response is "Whip Around" Strategy increased the students' ability in speaking by implementing the procedures of "Whip Around" Strategy during teaching-learning process, and give the students a material about Giving Suggestion and advice. Moreover, in applying the procedure of "Whip Around" Strategy, the researcher had conducted it into two cycles. To increasing the students' ability in speaking during two cycles, the researcher always improved all the weaknesses after conducting the research each meeting.
       In Cycle I, the average of the students mark in speaking was 60 and in the Cycle II the average of the students mark in speaking was 77, 7. Based on the average of the students' ability in each cycle, the researcher found that the students' ability in speaking through "Whip Around" Strategy was increased. Therefore, the researcher concludes that Whip Around Strategy increases the students' ability in speaking.

The Analysis and Interpretation of the Research Finding
       After conducting the research in two cycles, the researcher analyzed the result of the students' speaking ability and the observation sheet either for the researcher's and students' activities. The researcher did the research in two cycles. In Cycle I especially in the second meeting, the researcher gave test to the students was extend to know the students' ability in speaking, and the students' result showed that most of the students did not pass Minimum Competence Criterion (MCC). There were 3 students (15%) who got mark classified in "Good" level. There were 7 students (35%) who got mark classified in "Adequate" level. And there were 10 students (50%) who got mark classified in "Less" level. The higher value that the students got was 78 and the lowest value was 41 while the average of the students' value 60. Based on the student value in cycle I, it can be concluded that the students' speaking ability in Cycle I still less, the students were not able to speak fluently.
       The failure of the students in Cycle I was caused of the some students were not active in doing teaching learning process, the students' percentage activities in the first meeting of Cycle I only 73% and in second meeting was 78%. There were some activities and procedures of "Whip Around" Strategy undone by the students such as: the students did not practice how to pronounce expressions Giving suggestion and advice, the students did not listen the topic taught by the researcher, the students did not consider their opinion about a statement seriously, and the students did not state their agreement and disagreement seriously.
       In cycle II, the teacher taught the students about the improvements that had been designed in the previous meeting. The improvement had been brought a big influence of the students' achievements in Cycle II. It showed from the result of observation sheet, most of the students had done all the activities or procedures of "Whip Around" Strategy. The students' percentage activities in the first meeting

Cycle II was 83%, and in second meeting was 98%. Moreover, the students' mark was upgrading, all of them passed of Minimum Competence Criterion (MCC) 70 score. All of students were got mark that classified in "Good level". The higher value that the students got was 83 and the lowest value was 70 while the average of the students' value was 77, 7.

Based on the result of the research, it is concluded that "Whip Around" Strategy can increase the student's ability in speaking, so this strategy can used in teaching speaking for the students. By using "Whip Around" Strategy the student problem in speaking was solve. "Whip Around" Strategy increased the students' ability in speaking because in "Whip Around" strategy the students Invited to be more active, responsive and confidence, the students invited to be able to stated their idea about an issue or statement, the students trained to construct arguments and make logical claims, the students are given an opportunity to express their opinions, ideas and feeling orally without the pressure of having to speak so it can develop students' language fluency.

The research Finding Versus the Latest Related Research

The use of "Whip Around" Strategy in speaking skill had ever been investigated by Nezan in 2013. This research had a different location of the research, level of students to be investigated, the year of the research, the Material and the kind of the research. In her research, she used classroom action research which focused on improving speaking achievement especially in expressing the invitation of second grade of SMP Adhyaksa Medan.

In this research, the result of the analyzed data can be concluded that the improvement of students' speaking achievement of second grade at SMP Adhyaksa by using "Whip Around" Strategy increased students' speaking achievement. It was signed that 70% students' participation active. It means that teaching English speaking skill by using "Whip Around" Strategy was successful, it was down by the score average reached 80.5.

While the researcher conducted research about "Increasing the student ability in speaking skill in giving suggestion and advice by using "Whip Around" Strategy at the second grad of SMP Adhyaksa Medan" The researcher used Classroom Action Research (CAR) and conducted the research in two cycle. He conclude that "Whip Around" strategy increased the students' ability in speaking. "Whip Around" strategy invited the students to be more active, responsive, and confidence in teaching-learning process. Based on the result of the researcher the highest of students' mark in Cycle I was 78 and the lowest was 41 while in Cycle II the highest of students' mark was 83 and the lowest was 75. The average of students' mark in Cycle I was 60 and the average of students' mark in Cycle II was 77.8 and classified as "Good" level.

The Research Findings Versus Theory

After getting the result of the research, the researcher compares it with the theory written by the experts. Based on Pilliner's theory (2013:70), he submits that 'Whip Around" Strategy increases students' ability in memorizing all the sentences that they listened from the other students to be suggested and advised to the other students. So, it makes them to speak stumble.

The Research Findings Implication

There are some implications derived from the research findings, as follows: a) The students were motivated to speak by expressing to the other students. b) The students were aware with the importance of communication with the other students. c) The Minimum Competence Criterion had been achieved by the students. d) The students were active in studying speaking.

The Analysis of Research Findings Limitation

During conducting the research, there are some limitations of the research finding should be considered as follows: a) The time of teaching was very rushed. b) The researcher was limited by the weakness of the students' ability in memorizing and listening what their friends said. c) Some of the students disturb their other friends when one group was treated in front of the class. d) Some of the students were still shy to express to their friends. e) The researcher still did some mistakes because it is the first time conduct the research.

Conclusion

After analyzing the data, the researcher takes some conclusions, as follows: In cycle I, the students' ability in speaking especially in stating agreement and disagreement was not satisfying, most of students could not pass the Minimum Competence Criterion. In Cycle I, there were 10 students (50%) who got mark among 40-59 classified as "Less Level", 7 students (35%) got mark among 60-74 classified as "Adequate level", and there were 3 students only who got mark among 75-84 classified as "Good level". In cycle I the highest mark was 78 and the lowest was 41. The average of students' mark in cycle I was 60.

Furthermore, the teacher continued the research to the Cycle II. In Cycle II, the students' ability got improvement in speaking especially in stating agreement and disagreement through "Whip Around" strategy. There was no students categorized into fail and less level, the students got mark higher or same than Minimum Competence Criterion. In cycle II all 20 students (100%) got mark among 75-84 classified as "Good level". In Cycle II the highest mark was 83 and the lowest was 75. The average of students' mark in cycle II was 77,7 classified as "Good level". It implies that the students' ability in speaking is increase in cycle II.

Based on the research findings, the researcher gives some suggestions, as follows: 1)The researcher suggest for the next researchers and teacher to use "Whip Around" Strategy especially in increasing students' speaking because it has a better improve on students' abilities and motivates students to learn in a more fun way, 2) In teaching speaking by using "Whip Around" strategy, the teacher should select appropriate speaking material for the students because not all material are appropriate with this strategy, 3) In implementing "Whip Around" strategy the English teacher should use issue or statement that appropriate with the students level, 4) The English teacher should be able to guide the students in practicing speaking orally by using dialogs, discussions, expressions, and enhancing the students' vocabulary.

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