The Effect of Applying Actional Functional Model (AFM) on the Student's Achievement in Speaking

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Abstract

This study was aimed at describing The Effect of Applying Action Functional Model (AFM) on the Students' Achievement in Speaking at the tenth grade of SMAS Nurul Islam Indonesia Medan in academic year 2013-2014. . The population was 40 students and the sample of this research were 40 students too. This research was conducted by the experimental research. The technique of analyzing data of this study was applied by using quantitative data. The quantitative data were taken from the writing test. Most of the students achieved a good score at the test. The passing grade of English lesson was 70.It shows that the students at the second class of SMA Nurul Islam Indonesia Medan who were taught by using AFM could learning speaking effectively, than those were taught by using conventional. The student who were taught learning speaking by using AFM got 93% higher scores than those who taught without AFM. The null conventional method was rejected and alternative hypothesis was accepted. It means that there was significant effect of using AFM. The result of the data analysis that the mean of the experimental was 93%.

Keyword: The Students' Achievement, Speaking, Action Functional Model (AFM)

Introduction

Actional Functional Model (AFM) was developed by Zainil (2010) in West Sumatera. AFM is a teaching method focused on actions and functions, modeled by the teacher implemented to the pupils of elementary school in Solok country and town and other places in West Sumatera (Zainil, Actional Functional Model (AFM) improves students' fluency at the English club on SMPN 3 Sawahlunto/ Sijunjung).

SMA Nurul Islam Indonesia Medan has been running an English teaching program for last many years. Based on the researcher's observation and experiences as an English teacher there, it was found that the students' fluency in spoken English was poor. The purpose of this research is explain how well AFM effects the students' achievement in spoken English. The usefulness of Actional Functional Model is: students will be able to speak English fluently; students are able to master many vocabularies, developing the learner's communicative competence in order to develop his/her verbal and non-verbal performance naturally as well as increase her/his motivation in the teaching-learning process for developing his/her creativity.

Based on the explanation above, the researcher tries to research a methods on teaching English especially by using actional functional model. Hopefully, by using this model to the students of SMA Nurul Islam Indonesia, their ability in spoken English will increase. Actional Functional Model focuses on meaning by the use of action and functions to develop learners' communicative competence for their acquisition of fluency in the four skills (listening, speaking, reading, and writing.

Finally, based on the explanation above, the writer sees that there are many problems. Therefore, the writer supposes that it is very interesting to do research about "The Effect of Applying Actional Functional Model (AFM) on the Students' Achievement in Speaking".

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The theory of AFM had been developed by Zainil writing the papers presented in the local, national, and international seminars since 1987, for fifteen years. AFM focuses on an ACTIONAL FUNCTION modeled by the teacher and done by the learners. Action is an activity in doing a verb or a verb phrase, such as standing of the verb, stand, drinking milk of the verb phrase, drink milk, being happy of the verb phrase, be happy, or being a good student of the verb phrase, be a good student. The action is the learner's responses to the teacher's actional model which is taught right from the beginning. Function is a simple communication using natural expressions, such as; John says;' Good morning' and Merry replace, 'morning'; Ali ask:"where do you live?'' and Ani answer'' In London'' Ali asks:"What is your name?" and John answer:"John". The function is the learner's responses to the teacher's functional model which is taught gradually in the process of teaching. The actional and the functional models should be the learner's comprehensible input. The input develops her/his 'action' and 'function'. The action and the function develop her/his language 'use'. The 'use' develops her/his 'communicative competence'. The communicative competence develops her/his language 'acquisition'. The 'acquisition' produces her/his language 'fluency for verbal (spoken and written) performance and non-verbal performance as the learner's comprehensible output.

| Learner's comprehensible input | Listening reading/ looking | → | Actional function | → | use | → | Communicative Competence | → |

| Acquisition | → | fluency | → | Verbal (spoken/written) performance, Non-verbal performance | Learner's comprehensible output |
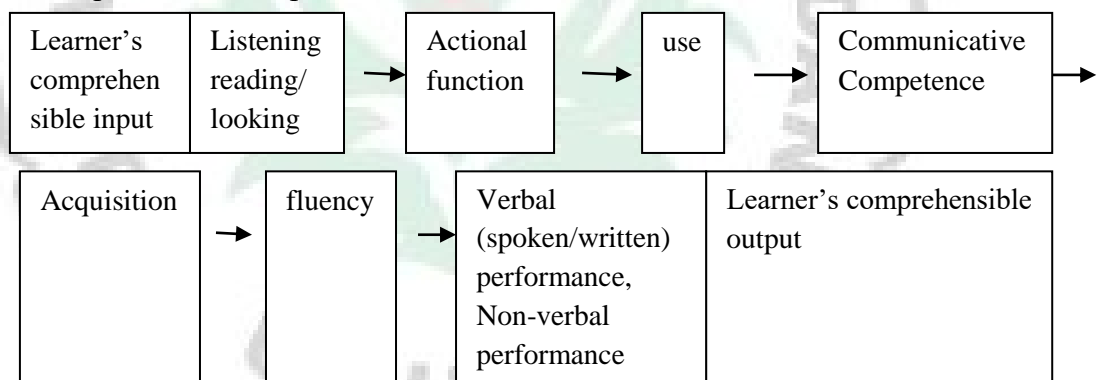
The learner's comprehensible input is the message listened, read, or looked at which is understood by the learner. The actional and fuction are the learner's physical responses to the teacher's actional model as well as his/her meaningful expressions as the response to the teacher's functional model. The 'use' is that the natural verbal (spoken and written), or natural non-verbal performance that develops her/his communicative competence. The communicative competence' is the learner's ability to communicate effectively in a culture significant setting (Hymnes, 1972; Wlkins, 1976; Widdowson, 1978; Savignon, 1983; Wenden & Rubin, 1987; Wenden, 1991: in Zainil, (2010) develops the learner's mastery of the language. It produces the learner's fluency' is learner's natural use of the language without thinking of its structure and without translating the language into her/his native language. Finally, reading is taught later at the intermediate and advanced levels as the basis for developing the four language skills. The sender's and receiver's understandings increase their motivation.

2.1 *Actional functional model technique in the classroom*

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Technique of the teacher in giving the lesson will determine the students result and achieving the goals of instructions. Zainil (2010) describes the technique of AFM in the classroom. The stages are as follows: a) Doing the Actional Model, b) Doing the Functional Model, and c) Doing the Actional Functional Model

a. Doing the Actional Model

In this stage, the teacher gives the model of an action to the pupils. Then they do the same action based on what the teacher's modeling them. This stage is aimed to make the pupils understand the teacher's instruction or command. It is like how a child learns the First language from his/her parents. The child only listens and understands the parents command.

And the teacher should be aware that the activities in doing the Action must be suitable to the nature of the children who love playing and fun. From this idea, we know that teacher have to create joyful activities, which make the students feel fun in learning. Actually they are learning but they feel that they are playing and giving fun.

In the process of teaching and learning, if the teacher finds the learners get confused or doubt for the new command or action modeled, the teacher is supposed to modeling it again until they understand the meaning and do the instruction or command from the teacher.

The procedures of doing the actional model in the classroom (Zainil 2010: 4) are as follows : The teacher begins with the actional model: i) The teacher gives a model of an action three times; ii) The teacher has the pupils to model the action three times; iii) If the pupils confuse the teacher models it again; iv) The teacher asks a group or individual to do the action modeled; v) When the pupils have understood the model given, then the teacher can continue to other actions based on previous steps.

b. Doing the Functional Model

This stage will show the pupils about the language function. First, the teacher gives a model of a language function, this stage will show the students about the language function which must be accompanied by the action that the pupils master in the previous lesson. Furthermore it emphasizes and practices the new expression in the next lesson.

Then, after giving the model the teacher asks the pupils to act the same language function as the teacher modeling them. The purpose of this stage is to give input of language use to the pupils.

In the process of teaching, teacher also models the new function again as she does in the action stage if the pupils do not master it yet. Besides that, teacher must change the order of commands in order to increase the pupils' interest during the learning process. Teacher needs to evaluate his/her performance during the process of teaching, and the lesson will be continued or reviewed on the basis of the process evaluation results.

The procedures of doing the functional model in the classroom (Zainil, 2010: 6) are as follows: i) The teacher begins with the language function in front of the class three times; ii) The teacher asks two pupils to model the same function; iii) If the pupils confuse the teacher models it again; iv) The teacher asks a group or individual to do the same function; v) The teacher will use the previous steps to introduce others language functions.

c. Doing the Actional Functional Model

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In this stage the teacher will combine the actional and factional in presenting the language use. The teacher will begin with the action mastered by the pupils, and then she combines it with the new function.

The purpose of this stage is to help the pupils to acquire the more complicated of the language aspects like understanding pronoun, form of the sentences on how to ask or command, etc. During the process of teaching teacher is supposed to repeat the model if the pupils get difficulty in understanding the new language function required.

The procedures of doing the actional functional model in the classroom (Zainil, 2010: 8) are as follows: a) The teacher starts by doing the action which has been mastered in previous lesson; b) The teacher asks a pupil to do the action; c) The teacher asks a question of the function of the action; d) If the pupil confuses, the teacher helps him or her; e) Do this action for three times; f) When it has been understood, the teacher can ask other pupils to do the actional functional model; g) The teacher can vary the action to have more understanding about the actional functional required.

Methods

This research was conducted in the eleventh grade (XI) students of SMA Nurul Islam Indonesia Medan. It locates in Jalan Megawati 20 B Halat Ujung Medan. The researcher takes the location because the researcher found the problem of this research in the location and the same researcher had never been conducted before.

The writer chooses the eleventh (XI) students of SMA Nurul Islam Indonesia Medan as the population of this research. They consisted of 2 classes. They are XI IPA are 20 students, XI IPS are 20 students. So, the researcher took total population as sample of this research of the eleventh grade students of SMA Nurul Islam Indonesia academic year 2014/2015.

In this research, the class XI IPA were taught by using Actional Functional Model (AFM), and XI IPS were taught by Conventional learning. In this case, both classes were have the same material which is about asking, giving and denying permission. The method for collecting data in this research is experimental quantitative method. It means that the research want to analyze the effect of Actional Functional Model (AFM) on the students' achievement in speaking.

The study will use experimental method in this research and sample are divided into two group, namely: i) Experimental group is taught by using Actional Functional Model; ii) Control group is taught conventional model.

The data of this research was collected by using oral test about accepting and refusing invitation, asking and refusing service. In collecting the data, pre-test and post-test is conduct in both experimental and control group. The test is consist of 10 . The test sourced from the book Th. M. Sudarwati, Eudia Grace,. Look Ahead An English Course 2. Erlangga.

Results and Discussions

To collect the data of the research, the researcher used some steps:
1. Testing the students in experimental group and control group
2. Scoring the students' answer for correct answer and the wrong answer
3. List their score in two tables, first of the experimental group score and second for control group scores.
4. Measuring the standard deviation of variable X and Y by using the following:

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$$SD_x \, orSD_1 = \sqrt{\frac{\sum X^2}{N_x}} \quad \text{for variable X}$$

$$SD_y \, orSD_2 = \sqrt{\frac{\sum Y}{N_y}} \quad \text{for variable Y}$$

In which

SD_x = Standard Deviation of variable X

SD_y = Standard deviation of variable Y

X = Variable X

Y = Variable Y

N_y = The total number of samples of experimental group

N_y = The total number of samples of control group

5. Measuring the correlation between both variable by using the formula:

$$SEM_x = \frac{SD_x}{\sqrt{N_x - 1}}$$

$$SEM_y = \frac{SD_y}{\sqrt{N_y - 1}}$$

6. Finding out the error standard deviation between M_1 and M_2 by using the following formula:

$$SEM_x - M_y = \sqrt{SE_{Mx}^2 + SE_{Mx}^2}$$

In which:

SE = Standard Error

M_x = The mean of experimental group

M_y = The mean of control group

7. Testing the hypothesis by applying t-test

$$t_0 = \frac{M_x - M_y}{SE_{Mx-My}}$$

In which:

t_0 = t-test (t-observe)

8. Determining the equation of linear regression, by using the formula:

$$Y = a + bX$$

$$a = \frac{(n\sum Y)(\sum X^{2)} - (\sum X)(\sum XY)}{n\sum X^2 - (\sum X)}$$

$$b = \frac{n\sum XY - (\sum X)(\sum XY)}{n(\sum X^2) - (\sum X)^2}$$

In which:

Y=Linear regression

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a=Coefficient a

b=Coefficient b

9.   Determination coefficient r^2 by formulation:

$$r^2 = \frac{b\{n\sum XY - (\sum X)(\sum Y)\}}{n\sum Y^2 - (\sum Y)^2}$$

In which ;

r^2 = the correlation coefficient

10.   Finding out the percentage of effect of "Actional Functional Method" on the students' achievement in speaking by using formula:

$$D = r^2 \times 100\%$$

In which : D=Determination

r^2 = The correlation coefficient

        Based on the research and data analysis, there were some result that can be described as follow:

1. From the research, it was found that the value of $t_{observed}(24,19) > t_{table}(2,024)$. It shows that the students at the second class of SMA Nurul Islam Indonesia Medan who were taught by using AFM could learning speaking effectively, than those were taught by using conventional method.

2. The null conventional method was rejected and alternative hypothesis was accepted. It means that there was significant effect of using AFM.

3. The student who were taught learning speaking by using AFM got 93% higher scores than those who taught without AFM.

Conclusion and Suggestion

a. Conclusion

        Based on the data analysis which shows that $t_{observed}$ is 24,19 and t_{table} is 2,024. t_{table} was found based on the result of degree of freedom (df). The fact shows that $t_{observed}$ is higher than the value of t_{table}. It means that null hypothesis is rejected and alternative hypothesis is accepted.

b. Suggestion

        In this case, the writer would like to give some suggestions to people who get benefits from this research. The writer hopes this research will be useful for anyone in teaching and learning process: i) The English teacher of SMA NII Medan should consider carefully teaching and learning activity to be more effective and efficient so the students will have better ability especially in speaking; ii) The English teacher of SMA NII Medan should be able to choose the suitable method in teaching and learning process; iii) In improving students ability in speaking the writer suggests that the students have to study English anytime and anywhere. They are hoped to be more active in following the teaching and learning process, especially English; iv) In studying the similar topic in the future, the writer suggests other researchers to take other variables that influence speaking.

References

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