
THE METHOD OF PARSES USING SIMPLE ICT TO IMPROVE MOTIVATION, ACTIVATION AND SPEAKING SKILL FOR STUDENTS OF MTSN MAGUWOHARJO ACADEMIC YEAR 2014/2015

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Abstract

This paper is a best practice concerning the implementation of PARSES Method using simple ICT to increase motivation, activation and speaking skill for students of MTsN Maguwoharjo Academic Year 2014/2015. The emphasis of the method is *Preparing, Acting, Recording, Showing, Evaluating and Summarizing* in learning activity using simple ICT. Those activities encourage students to be active to take a speaking activity as much as possible. Students have the responsibility to perform their best, and when it is shown in class, they feel proud of their performance. Moreover, when the record of their performances is uploaded on *Youtube* and is watched by his friends from other schools, they feel very excited. Those steps (Preparing, Acting, Recording, Showing, Evaluating and Summarizing) using ICT become an important part that makes this method to be perfect. Students are encouraged to use ICT media from *Preparing to Summarizing*. To prepare his appearance, they search examples of text from the internet. While *acting* their performance is recorded and then it will be shown in *Showing* activity to other friends in front of the class. All those activities use ICT. And *Evaluating and Summarizing* is a reflection of their performances for improvement. From looking at the video, the activity to evaluate students' performance can be more effective and optimum, because it can be repeated several times. This is very valuable to improve their speaking skill in the next performance.

Keywords: The Method of PARSES, speaking skill, MTsN Maguwoharjo

A. INTRODUCTION

The demand of a globalized world that is constantly changing and growing rapidly with a high development of information technology is one of encouragement for someone to develop a mastery of foreign languages as a tool to communicate. As an International language that is widely used in the fields of science, technology, arts, social, cultural, economic, and political, English can be a tool to achieve progress in all areas globally. So that English should be the language that must be mastered by anyone who wants to participate and get involved in the international development arena.

The fact, not all children like English lesson. Indeed, teaching and learning English is sometimes enjoying, but sometimes boring. It is fun when learning takes to be active, interactive and dynamic. But very annoying when learning becomes passive and monotonous, making it difficult to achieve learning objectives. This is the challenge the teachers have to find a solution.

One way to achieve the goal of learning objectives is to use instructional media and teaching methods that make the teaching learning English interesting and fun. Nowadays a lot of information and communication technologies can be used to design learning activities. Even simple technology can be used to design learning activity to be not only fun but also effective.

Media information and communication technology in learning function as a tool that could be a mediator or an introductory knowledge from the teacher to the learner, as well as media interaction among learners, teachers and learners in order to realize the achievement of learning goals. Likewise, interesting learning method that is accordance to the students' conditions can support the achievement of learning outcomes.

One of the methods that writer creates is named PARSES Method (Preparing, Acting, Recording, Showing, Evaluating and Summarizing" which is designed using the simple media of information and technology. This method is expected to attract students' motivation and activation in learning English, especially in terms of improving speaking skills. In reality, most

students have less interested in speaking skills, because practically, speaking is not tested in the national examination. But on the other hand, if they want be able to communicate in English, students must be able to master the skill of speaking.

B. PROBLEMS FACED IN FIELD

Based on the results of initial observations for students of MTsN Maguwoharjo Academic Year 2014/2015 obtained the findings of the problem as follows.

1. Student Activities

- a. Students are less interested in learning speaking, because practically speaking skill is not tested in the national examination. In fact, basically, learning a language is learning to communicate with the users of these languages and is closely related to the mastery of speaking skills.
- b. Students are less active and motivated in learning activities
- c. Students are lack of concentration to learning materials delivered.
- d. Students are getting less attractive stimulus to arouse learning motivation.
- e. Students did not master the use of ICT in learning activities.
- f. Students are lack of the courage to perform in front of his friends.

2. Teacher's Performance

- a. Teachers are more predominantly use the conventional method in teaching.
- b. Teachers give less motivation to the students in learning
- c. Teachers are less active to design attractive method in teaching
- d. The use of instructional media is still less than optimal.
- e. Efforts to raise students' confidence are still low.

C. STRATEGIES TROUBLESHOOTING

Referring to the problems that arise in the teaching speaking skill in class IX of MTsN Maguwoharjo Academic Year 2014/2015, the author chose an alternative solution that is effective to overcome the problem by applying the PARSES Method that uses simple ICT.

D. OBJECTIVES AND BENEFITS

There are many reasons why the authors designed the study of PARSES Method by implementing information and communication technology in learning English in class. One of them is to bring pleasure in learning, thus improving students' motivation. For English teachers, the purpose of giving English lessons for students is that they are able to use the language. Students are going to use the language when learning is fun and interesting. By using PARSES Method, the students will be happy and at the same time providing the knowledge using simple information and communication technology can also be utilized to support learning.

Generally the purposes of PARSES Method by implementing simple ICT in learning English language are:

- a. Providing students' knowledge about the use of ICT in learning.
- b. Focusing on the students' learning topics
- c. Being amplifier, reviewers, and embellishment of this lesson.
- d. Ensuring the participation of students in learning English as a maximum.
- e. Can be used in all the language skills, especially in speaking.
- f. Contributing to an atmosphere of fair competition among students.
- g. Giving ways to use English with an active and creative situation that does not suppress.
- h. Involving equal participation between fast and slow learners.
- i. Can be tailored to the age and level of English language students.
- j. Can be used either individually or in groups.

While the specific purposes of PARSES in teaching and learning speaking:

- a. Providing innovations that make learning speaking interesting and fun
- b. Producing vocabularies as much as possible
- c. Improving children's courage and ability in speaking English

The benefits of the implementation of PARSES in learning are:

- a. For Students
 - 1) Increasing students' motivation in learning English
 - 2) Providing knowledge on students to perform active learning by conducting speaking
 - 3) Cultivating students' creativity in ideas
 - 4) Optimizing the active participation of students
 - 5) Increasing the success of speaking in learning English language.
- b. For Teachers
 - 1) Improving the teaching skills, especially teaching speaking.
 - 2) Fostering creativity and learning innovations.
 - 3) Adding insight about some learning methods.
 - 4) Increasing the motivation of teachers in teaching.
 - 5) Delivering teachers to the professionalism and achievement
 - 6) Providing satisfaction for teachers who will be successful in teaching.
- c. For Schools
 - 1) Improving the human resources at the school.
 - 2) Improving techniques/methods that should be done by the teachers.
 - 3) Developing the curriculum at the school level.
- d. For Development Studies
 - 1) Donating an innovation and creativity in learning English.
 - 2) Developing theories that exist in the application of learning.
- e. For the Public
 - 1) Providing an overview of the new innovations in teaching.

E. SUPPORTING THEORIES

1. Theories of Speaking

Speaking is a skill must be mastered by students. English Curriculum is formulated as communicative competence. Celce-Murcia, Dornyei and Thurrell (1995) suggested that language is a communication. The implication is that the model of language learning is to participate in the community of language users. It means students are required to be able to speak English with the users of those languages. Therefore, learning is directed to the achievement of competencies seen in the expertise of the students perform in communication. For example, speaking skills geared to perform and realize the speech act, often called "Speech act, Speech function or language function". It is intended to focus on learning to speak not only directed to the theme, but students should be able to develop conversational skills in speech acts, such as opening a conversation, closing the conversation, asking for help, saying sorry, and the students are able to describe the object/person, describe an experience of the past, "Telling Story" or "English Speech" and so on. In short, the approach usually means "Let's talk something" into a "Let's do something with language".

In accordance to this approach, the author tries to carry out the study with not only a theory of language, but the implementing of speaking skills that are supported by PARSES Method by using simple ICT.

2. Method and ICT as Education and Learning Media

Abdul Karim H in his book "Media Education" (2007) wrote the definition put from Sadiman Arief S., (1984): "The media is derived from the Latin is the plural of "Medium" which literally means "Intermediary" or "Introduction" is an intermediary or an introduction to the message source with the message recipient". Abdul Karim H also wrote down the definition of media education proposed by Oemar Hamalik (1980): "The media of educations are the tools, methods, and techniques used in order to further streamline the communication and interaction between teachers and students in the process of education and learning in school."

While H Rayandra Asyhar, M.Si in his book "Developing Creative Media Education" (2011) wrote an instructional media definition proposed by Schramm (1977) "Media is the

instructional messenger technology that can be used for learning purposes". In the process of teaching and learning in the classroom, the media means tools that channel the knowledge from the teachers to the learners. The smoothness of application model of learning is really determined by the media used.

H Rayandra Asyhar, M.Si (2011) also revealed that the instructional media used in learning activities can affect the effectiveness of learning. At first, the tools used to teach teachers are visual aids. Around the middle of the 20th century utilization equipped with audio visual equipment, so it was born the audio-visual aids. In line with the development of science and technology (Science and Technology), particularly in the field of education, the current use of tools or media become increasingly widespread such as computer and internet. This strongly supports the success of the learning process in schools, especially for teachers who are creative and innovative.

Learning media has several functions:

1. Learning media can overcome the limitations of experience possessed by learners. Each learner experiences vary, depending on factors that determine the wide of their experience, such as the availability of books, the opportunity to travel, and so on. Learning media can overcome these differences. If learners are not possible to a direct object being studied, then media has become an object which can be observed by the learners. The object can be in the form of a real, miniature, model, and the form of images that can be presented in audio visual and audio.
2. Learning media can transcend the limits of the classroom. Many things may not be experienced directly in the classroom by the students of an object, because: (a) the object is too big; (B) the object is too small; (C) the subject is moving too slowly; (D) the subject is moving too fast; (E) objects are too complex; (F) objects sounds too smooth; (F) objects are containing hazardous and high risk. Through the use of appropriate media, then all the objects can be presented to students.
3. Learning media allows direct interaction between the learners and their environment. Here are some benefits of media:
 - a. Media produces uniformity observations
 - b. Media can instill basic concepts correctly, concretely, realistically.
 - c. Media arouses desire and new interests.
 - d. Media generates motivation and stimulates children to learn.
 - e. Media provides an integral experience/overall view from abstract to concrete or from concrete to abstract.

There are various types of media to learn, according to website on <http://seputarpendidikan003.blogspot.com/2013/06/pengertian-mediapembelajaran.html> includes:

- a. Visual Media: graphics, charts, posters, cartoons, comics.
- b. Media audio: radio, tape recorders, language laboratories.
- c. Projected still media: slide, over head projector (OHP), LCD.
- d. Projected motion media: movies, television, video (VCD, DVD, VTR), computers.
- e. Study Tour Media: Learning directly to an object or a place of study such as museums, temples, and so on.
- f. Media Games: A variety of games or designed to facilitate learning.

In line with the development of science and technology, the media of visual, audio, projected media (still and motion) could be projected simultaneously and synchronously via one tool called Multi Media. Example: Nowadays computer usage is projected not only motion media, but can concoct all kinds of interactive media.

In this study the author applies a simple ICT media that supports the learning through PARSES Method to improve speaking skills. As described above that the method is a medium of education as well as information and communication technology which facilitates learning, the author believes that the implementation of PARSES by using simple ICT will improve the ability of students speaking.

3. Theories of Active Learning

Credo and Confucius said: *What I hear I forget. What I see I remember. What I do I understand.* Another theory that was developed by Mel Silberman in his book "Active Learning":

What I hear, I forget. What I hear and see, I remember a little. What I hear, see, and discuss, I understand. What I hear, see, discuss, and do, I acquire knowledge and skill. What I teach to another, I master.

All of the above statements show what and how the active learning is. Students should be the subject of learning, not just objects. Student activity is required in learning activities. Concentration of the learning process on students is not something new to discuss, because since 1891 G Stranley Hall has announced that students would be major subject in education. John Dewey also noted the importance of active learning principles with the motto known as "learning by doing" (learn while doing something).

Students learn best by doing something. Students have to be active since the beginning of learning by given a pleasant task, from the easiest level to the more difficult.

Learning also needs the involvement of mental and actions of the learners themselves. The learning activity should be designed to make students happy, to support the process, and to foster students' interest to get involved in the learning. Through active learning, learners will be able to solve the problems they face and can perform their duties based on the knowledge they have.

In relation to the term of PARSES Method supported by simple ICT in speaking skills begins from *Preparing* to *Summarizing*. The students are required to be active in learning. In preparing the material, acting, while recording, making presentations, evaluating, summarizing, the students always do an active learning. Especially when students present speaking in front of the class (describing something, sharing the experience of the past, or doing a "Story Telling" or "English Speech") the students actually do an active learning. And the activities are very effective to help mastery of language, because basically the teaching and learning language goal is to do the language not just to know it. Through PARSES Method students' motivation improves significantly, they do preparations well to be able to perform as good as possible, because it will be recorded and displayed in front of the class.

F. EXECUTION OF TEACHING LEARNING PROCESS

1. Implementation of PARSES Method through Simple ICT

a. The Use of ICT Tools

To design PARSES Method, we use a simple ICT they are: Internet, Laptop, Computers, Printer, LCD, Mobile equipped with a camera feature.

b. Application of the Devices

1). Internet

This tool is used by the students and teachers to gain additional knowledge about the material that will be presented. There are many examples of descriptive text, recount, narrative, drama or dialogue that can be found on the internet. Teachers and students work together to find examples of those text by searching the internet in the classroom, using teacher's laptop and showed it via the LCD and then discussed together. Students can choose one text from the internet for later it is presented individually or in groups according to the design of learning planned by the teacher.

Internet is also used to upload the record of students' performance on Youtube, in which all students from different classes can view the records, and then they make an evaluation of the performance. Even, the record can be viewed by students and teachers throughout Indonesia, or they are from other countries to be used as a learning resource. Internet can also be used to discuss the lessons from home through *whats up*, *facebook*, and other social media.

2). Laptop/Computer

Laptop/computer is used as a tool to seek information through the internet. In this case, students can use the computer in language laboratory at school. They can do it every time maybe after school. They can search the material that will be presented, or they can do the homework there.

3). Computer and Printer

Computer and printer are used to make the medium used in their speaking appearances. For example, students describe a cat then students can search photographs/pictures of kittens on the internet and print out the images using the printer. In this case the students can use the computer and printer at schools.

4.) LCD

LCD is used to display the material (descriptive, recount, narrative) obtained from browsing the internet. Students alternately try to make browsing and display what they got via the LCD in the classroom. Students are hoped to be able to browse the internet to find appropriate materials.

LCD is also used to broadcast video of their appearance which will be evaluated then concluded together to make a summary. The end result is a written report on the evaluation and self-reflection report either individually or in groups

5). Camera or Mobile Phone Equipped With Camera Feature

The author uses mobile equipped with camera to record the activities of students in the presentation. These records will be shown to the class to be evaluated together then made conclusions for improvement.

These recordings are also uploaded in Youtube as a source of students learning in all over the world.

c. Learning Process of PARSES Method

PARSES method consists of preparing (preparation), acting (make a presentation), recording (recording the activity of presentation), showing (broadcast recordings), evaluating (evaluates the performances), summarizing (concludes the appearance of a friend/another group, also self reflection/groups to be written as a report). For more details the writer explains it below:

1). Preparing (Getting Started)

Teachers guide students to prepare the material that will be presented. Students can search the text such as descriptive text, recount text, narrative text on the internet or in some books. This activity actually supports the success of students in the National Examination, besides it improves speaking skills that are very important to communicate.

At the time the teacher determines the design of activity, whether individually or in groups, as well as the learning model that will be used, for example, Story Telling, Role Play, English Speech or Drama. This can be done two hours of lessons in the first meeting.

In this session, students are browsing the internet to find the text, so that the ability of ICT is trained. Their motivation also increases because they are challenged to do their best.

2). Acting (Implementation Presentation)

After setting-up everything to perform, the students do their acting, individually or in group based on the designed before. Teachers should manage the time for them. Students should prepare their speaking by memorizing the text at home. In fact students will enthusiastically prepare it because they are trying to show his best when his performance will be being recorded.

It encourages students' motivation to learn not only at school but also at home. Their presentation also will be much better because they do not want her appearance looks so bad. And of course this has a positive impact on improving students' speaking mastery.

3). Recording (Recording Student Activity)

In this step, teacher records the student presentation. The author uses just simple mobile phone which features a camera. However, it can still be used though the results are less than best.

4). Showing (Deliver Record of Presentation)

The record of students' presentation was shown to the class by using the LCD. *Showing* activity can be done several times in order to optimize the evaluation group. By repeating the video show, the students will be more careful to observe the appearance of their friends, so that the evaluation of the individual/group will be better. Then the results of the evaluation are summarized by the student/group and concluded to be self reflection for improvement.

The recordings are also uploaded in Youtube so that other classes can view and evaluate it. Even the presentation can be seen by everyone in the world and can be a source of learning.

5). Evaluating (Evaluating Student Presentation Shown from Video)

This activity consists of the evaluation, improvement, sharing experiences or generalization. In this activity, students are given the opportunity to express their opinion of the appearance of his friends and to make correction for example; less loud of the voice, the

sentence is not correct, pronunciation and intonation is not good, less attractive expression and so on.

The evaluation of other friends can be used as an improvement to enhance students' speaking skills.

6). Summarizing (Concluded the Result of Evaluation)

Although each performance has been evaluated, but in this session students summarize the evaluation in written form to make a report. This is useful for other students or group members to improvements in the next appearance. In this activity, the teacher also comments on the presentation displayed by each student/group for evaluation.

d. Assessment of Learning Process

The assessment process of PARSES Method done by the teacher must be valid. The teacher can play the video over and over again to see and assess the ability of the students one by one. Another case if the assessment is undertaken only when the students perform their presentations in class, then the assessment of student's ability becomes blurred and less than optimal.

While assessment of PARSES Method that the writer use is a kind of assessment related to the competency based curriculum which refers to *the assessment based on class* (the assessment of teachers on student learning outcomes based on the level of advancement of learning), so we get the competence profile of students correctly. This assessment is conducted while teaching and learning process run down. And it should be done in a formal or informal atmosphere inside and outside the classroom, integrated in the teaching and learning activities.

Assessment is done in three aspects, cognitive (knowledge), affective (attitude), and psychomotor (skills).

In the cognitive assessment teachers can assess students' level of ability to remember the teacher's explanations, the ability to understand, the ability to apply the information he gets, the ability to analyze the information, the ability to combine information into a particular concept, and the ability to evaluate and how to think critically. So in this assessment, teachers can observe students from the teachers' explanation to the student activity observed in the preparation, implementation, doing evaluation and making inference. From these observations teachers can see which students learn actively and students who still need assistance in doing their job.

In the assessment of affective (attitude) teachers can assess student of his attitude, such as self-confidence, a sense of responsibility, and attitudes towards their learning activities. Students who have less attitudes need special attention in order to adjust to the other students. Required stimuli created by teachers to stimulate the enthusiasm of students to the lesson. Small praise and words of motivation can increase the confidence of children. With good confidence then more positive attitudes will emerge gradually.

In the assessment in psychomotor, the teachers observe student when students do a presentation in the class, teachers assess the ability to speak, including pronunciation, intonation, expressions and so on.

In this assessment the author uses a standard scale, for example, to a value above 8 is A, the scale of between 6.5 to 7.9 is B, the scale between 5.5 to 6.4 is C. It is not recommended to give D, because when the students are willing to do the presentation, it means that the students are already doing their best effort.

Assessment made must also be in accordance to the principles of *classroom-based assessment*. Therefore, the assessments have to be valid, educate, competence-oriented contained in the curriculum, fair, open, continuous, comprehensive and meaningful, so this assessment is easily understood, have meaning and can be acted by all parties

G. DISCUSSION

1. Outcomes

The observations made in the implementation of the PARSES Method in MTsN Maguwaharjo class IX Academic Year 2014/2015 seems that there is an increase of the motivation, activation, and speaking skill in teaching and learning English. But, furthermore, the author has not examined the research in detail. The author plans to make a detail research for students class IX Academic Year 2016/2017 to get valid result.

2. Obstacles

In the implementation of this method the author found several obstacles that occur during the learning that has not previously unthinkable, such as:

- a. When learning was taking place, suddenly there was a black out from the PLN and we were forced to halt learning. So it needs an extra time to handle it.
- b. The internet in schools is not maximized, so sometimes it fails to browse and has to repeat several times. It requires a lot of time and makes learning less effective.
- c. Some students do not have a computer or laptop at home, so they do not have more time to train ICT.
- d. The division of time for each student in the presentations is not optimum, some classes exceeded a predetermined time. This is because there are many students who are not ready to come forward to be recorded, so it needs a personal approach to solve it.

3. Supporting Factors

Besides these constraints, there are several contributing factors such as:

- a. Availability of ICT facilities in schools, so this method can be implemented.
- b. Students welcome well to the new teaching methods, and it is very positive and very important to success the implementation of PARSES Method.
- c. A positive attitude of other teachers in school towards the implementation of the method, thus it motivates the author to do the best.

4. Alternative Development

The learning method of PARSES is a new method that can be developed with some innovations. During this time, the recording from students' presentation only becomes a private document because it is still very simple and minimalist. If the recording is done by a professional using a sophisticated camera with editing in some parts and include a narrative as well as a summary of the evaluation, it can be used as video learning resources that can be traded.

H. CONCLUSION AND RECOMMENDATION

1. Conclusion

From the results of the previous observation it could be concluded that the student's motivation to learn English on speaking skills using the conventional method is low, so that the achievement of teaching and learning English is difficult to develop especially in speaking skill.

From this observation, it can be concluded that the implementation of PARSES Method using simple ICT can increase the motivation, activation and ability of speaking skill for students of class IX MTsN Maguwoharjo Academic Year 2014/2015.

Due to the high motivation of students learning English, the success of National Examination will be achieved easily. It is shown that a highest score of National Examination of English subject of students of MTsN Maguwoharjo Academic Year 2014/2015 can achieve 9.60.

The records of the video that is made can be used by other teachers as a learning resource.

2. Recommendations

Observing the fact that students of MTsN Maguwoharjo have varied backgrounds and different characters, it is recommended to all teachers in MTsN Maguwoharjo and also all teachers anywhere to find for teaching methods appropriate to the situation of the children condition by considering their different characters, so it can produce optimal learning results. Especially for teachers of English subjects, they should be able to choose the learning strategies that can attract students' motivation in learning so that students are not bored to learn English. PARSES Method through the simple ICT can be used as an alternative English learning method that is cheap, easy and fun.

For improving learning process using various methods, which would require moral and material support from Madrasah/school, such as facilities for the manufacture of media and learning resources in the form of supporting books, it would require the participation of Madrasah/school in providing supporting infrastructure. Good coordination between the managers and teachers of Madrasah/school is expected that learning with a variety of methods can be implemented smoothly, and finally learning outcomes expected can be achieved.

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