THE EFFECT OF ACTIONAL FUNCTIONAL MODEL (AFM) TO THE STUDENTS SPEAKING ABILITY AT VII GRADE STUDENTS OF SMP SWASTA BAHALBATU IN ACADEMIC YEAR 2018/2019

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Abstract – The Effect of Actional Functional Model (AFM) To the Students Speaking Ability At VII Grade Students Of Bahalbatu I Private School In Academic Year 2018/2019. This study investigated the speaking ability of the VII Grade students of the Bahalbatu I Private Middle Scholl. The sample of this study was the whole students of VII Grade, and there were 74 of them. They were chose as the sample with the assumption if the populations of the research are less than 100, it is better to include all of them as the sample. In this study, the researcher applied experimental research. The instrument to get the data was by giving test. The test referring to speaking ability, in which there three indicators of it, understanding pronunciation and fluency, are mastering vocabulary, mastering grammar. Based on the data derived and its result, scores of students’ speaking ability before and after using actional functional model and to the VII grade students of Bahalbatu I Private Middle School in Academic year 2018/2019 are as follows: 1) The students’ speaking ability before using actional functional model is on the average 70.63. It can be categorized “Good”. 2) The speaking ability after using actional functional model is on the average 80.18. It can be categorized “Very Good”. 3) The calculation of t-test formula is higher than score of “t” table. From the calculation above, it is found that t-test is greater than t-table (9.636 > 1.937). It means that there is a significant effect of using actional functional model to the students’ speaking ability.

Keywords - Effect, Actional Functional Model (AFM), Speaking ability.
I. INTRODUCTION
To get good communication special or certain skills are needed, one of them is speaking skills. Speaking is a productive skill that is needed during communication. The ability to speak refers to the ability of a person to express ideas, even if they are feeling or verbally through sound. With speaking skills, everyone can communicate well with others. Especially when teaching in the classroom, teachers with good speaking skills can help students to develop their speaking abilities.

The purpose of teaching speaking skills is communicative efficiency. Students must be able to make themselves understood by their interlocutors, using the skills they have. They must try to avoid confusion in the delivery of messages because of errors in pronunciation, grammar, or vocabulary, and misunderstanding of the social and cultural rules that apply in every communication situation can hinder communication.

In short, speaking is one simple activity. Everyone can speak anywhere, anytime according to the situation that suits them. There is no need for tools to carry out this activity, but speaking must have clear and directed meaning so that everyone who hears can understand and understand.

For this reason, according to the results of observations at the Bahalbatu I Private Middle School, most students find it difficult to understand English, including speaking ability. Especially students of VII Grade Bahalbatu I Private Middle School in Academic Year 2018/2019 have a value of 60 in English subjects (Formative Test Values). The minimum target of teaching English in the school is 75. By paying attention to these facts, the researchers saw the achievement of English subjects far from expectations. There are many factors that influence this problem, namely: teaching methods, school facilities, motivation, intelligence, etc.

Researchers want to try to implement a good teaching method for students, to solve their problems and get good results in learning speaking skills.

Based on the explanation above, the researcher tried to apply another method in teaching English using the functional action model (AFM). Hopefully by using this method, the Bahalbatu I Private Middle School students will experience an increase in their abilities in English. Like: students will be able to speak English fluently; students can master many vocabulary, etc. Finally, based on the explanation above, and some of the problems that exist in the school, Researchers are interested in conducting research on "Effect of Actional Functional Model(AFM) on Student Speech Ability inVIII Grade Bahalbatu I Private Middle School."

II. THE RESEARCH PROBLEM
In relation to the background of the study, the problem of this research is formulated as follows; “Is there any significant effect of applying Actional Functional Model(AFM) on the students' achievement in Speaking?”

III. THE OBJECTIVE OF THE STUDY
Referring to the research problem, the objective of this study is; to investigate the VII Grade student’s ability in speaking English.

IV. THE SCOPE OF THE STUDY
This study was conducted on the VII Grade students of Bahalbatu I Private Middle School in Academic year 2018/2019. And it focuses on students' speaking ability effectively by using Actional Functional Model(AFM).

V. THE SIGNIFICANCE OF THE STUDY
Completing this study, the writer expects that the results of the study are useful for: 1. English teacher, as information which can enlarge their knowledge in speaking. 2. Students, as information which can enlarge their knowledge in speaking. 3. Readers, who are interested in dealing with speaking, as information which can enlarge their knowledge about speaking.

VI. REVIEW OF RELATED LITERATURE
Speaking Ability
Speaking is the sign system that is audible and visible by using some of human organs for the combination of opinions or ideas. Brown (2004: 140) defines speaking as a productive skill that can be directly and empirically observed; those observations are invariably colored by the accuracy and effectiveness of a test-taker’s listening skill, which necessarily compromises the reliability and validity of an oral production test.

Vocabulary
Vocabulary is core component of language proficiency and provides much of the basis for how learners, speak, listen, and write. Vocabulary is the whole words in a language, the total of words used by, understood by or at the command of particular person or group, a list of words and often phrases, usually arranged alphabetically and defined or translated; a lexicon or glossary and in other word vocabulary is supply of expressive meaning; a repertoire of communication; a vocabulary movement.

According to Elfrieda (2005: 3), “Vocabulary is not a developmental skill or one that can ever be seen as fully mastered.” It means that vocabulary must be remembered and uttered well. It is not only learned but also mastered.

Pronunciation
According to Oxford dictionary, pronunciation is the act of uttering with articulation; the act of giving the proper sound and accent. Therefore to have a good pronunciation, understanding phonology and phonetics is first; otherwise the communication happened will be bothered.

Grammar
Grammar is the rules in a language for changing the form of words and joining them into sentences. Nelson (2002: 1) says, “Grammar is the central component of language.” It mediates between the system of sounds or of written symbols, on the one hand, and the system of meaning, on the other. According Arthur in Juli (2012: 167) he says that grammar is the limitation series tidy things which students can learn, apply in exercise and tick of one by one.

Fluency
Fluency is indicates speed in speaking, slow, in complete sentences, smooth, or speak like native speakers. According Martin in Juli (2012: 167), hesays that fluency is the extent to which speakers use the language quickly
and confidently with few stations of unnatural pauses, false starts, words, searches, etc.

Teaching Methods
Teaching is defined the way taught is used by the teacher or instructor in doping his/her functions as a tool for learning achievement. Teaching method contains certain steps that are arranged procedurally.

Teaching method is an organization and application of teaching technique, teaching materials, teaching aids and suplementer materials by the teacher, with the aim of achieving the teaching and learning objectives. Institution of higher learning across the notions are responding to political, economic, sosial and technological preserves to be more responsive to the students needs and more concern about how well students are prepared to the future sosial rules, especially by using the best teaching method.

Actional Functional Model
Principle of Actional Functional Model
Actional functional model is a teaching method, which develops learners’ communicative competence. This competence is getting from the students comprehension on the language input given by the teacher in form of model.

The comprehensible input means the learners’ understanding about the message listened, read or looked. And they will develop the learners’ action and function, Zainil (2010: 61) states, “Actional functional model focus on Action and function done by the learners.”Action means the learners’ response to the teacher’s command, which is taught from the beginning. And the function is the learner’s response to the teacher functional model, which is taught gradually in the process of teaching. Then, hopefully they will be able to use the language in form of verbal and non-verbal performance. When they know how to use the the language. It means they have ability to communicate effectively in culturally significant setting.

Actional Functional Model Technique in the Classroom
Technique of the teacher in giving the lesson will determine the students result in achieving the goals of instructions. Zainil (2010: 4) describes the technique of AFM in the classroom. The stages are as follows:
1. Doing the Actional Model
2. Doing the Functional Model
3. Doing the Actional Functional Model

Conceptual Framework
In this research, the researcher chooses games that give more chances toward speaking ability. Game is the activity that do based on rules. Based on the explanation above, the researcher assumes that there is significant effect of using Actional Functional Model (AFM) to the students’ speaking ability at VII grade of Bahalbatu I Private Middle School.

Hypothesis
Based on theoretical and conceptual framework above, the hypothesis is formulated as follows:
H0: There is no significance effect of Actional Functional Model (AFM) on the students’ ability in speaking.
Ha: There is a significance effect of Actional Functional Model (AFM) on the students’ ability in speaking.

VII. RESEARCH METHOD
This research is experimental research. It aims to find the effect of independent variables (Actional Functional Model (AFM)) on the dependent variable (student ability in speaking). The author will do with two random groups, namely the experimental group and the control group. The research design will be applied to compare data obtained from both groups. According to Ary (1979: 128), research design is presented in table 3.1

Table 1 Randomized Groups (Pre-test and Post-test)
<table>
<thead>
<tr>
<th>Group</th>
<th>Pre-test</th>
<th>Independent Variable</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>Y1</td>
<td>X</td>
<td>Y2</td>
</tr>
<tr>
<td>Control</td>
<td>Y1</td>
<td></td>
<td>Y2</td>
</tr>
</tbody>
</table>

Population and Sample
The specification of the population is needed to make a research valid. Best and Khan (2006:13) stated that population is any group of individuals that has one or more characteristic in common and that are interest to the researcher.

The Population of the study will be the VII grade students at Bahalbatu I Private Middle School where total number of population are 74 students that consist of 2 classes.

Sample is the small group that is observed as the representation of population. It has been considered representative enough and relevant to what Arikunto (2010:134) stated, “sampel adalah sebagian atau wakil populasi yang diteliti. Apabila populasi penelitian berjumlah kurang dari 100 maka sampel yang diambil semuanya”. “Sample is partially or representative of the population studied. If the populations of the research are less than 100, it is better to include all of them as the sample”. One class consists of 37 students as the experimental group and the other class as the control group consists of 37 students.

The Instrument of Data Collection
To answer the research problems data is required therefore in this research the instrument used to collect the data was by applying test.

Speaking is one of the English subjects which are taught to the students in the school in order to be able to speak with the indicators: vocabulary, pronunciation, grammar and fluency. So speaking is student skill in expressing their words.

Based on the indicators above, the researcher gives the test to the students and there are 15 items test. To make the indicators of speaking ability clearer, the researcher formulates them in the following table:

Table 2 The Indicators of Speaking Ability
<table>
<thead>
<tr>
<th>No.</th>
<th>Indicators</th>
<th>Items</th>
<th>Number of test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Understanding pronunciation and fluency</td>
<td>5</td>
<td>1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>2.</td>
<td>Mastering vocabulary</td>
<td>5</td>
<td>6, 7, 8, 9, 10</td>
</tr>
<tr>
<td>3.</td>
<td>Mastering grammar</td>
<td>5</td>
<td>11, 12, 13, 14, 15</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

VIII. DATA AND DATA ANALYSIS
Students’ speaking Ability before Using Actional Functional Model

Table 3

<table>
<thead>
<tr>
<th>No</th>
<th>Criteria</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mean</td>
<td>70.63</td>
</tr>
<tr>
<td>2</td>
<td>Median</td>
<td>72.75</td>
</tr>
<tr>
<td>3</td>
<td>Modus</td>
<td>71.23</td>
</tr>
</tbody>
</table>

Table 4

The Frequency Distribution of Students’ Speaking Ability before Using Actional Functional Model

<table>
<thead>
<tr>
<th>No</th>
<th>Interval</th>
<th>Frequency</th>
<th>Cumulative</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>47-53</td>
<td>6</td>
<td>6</td>
<td>8.11</td>
</tr>
<tr>
<td>2</td>
<td>54-60</td>
<td>8</td>
<td>14</td>
<td>13.51</td>
</tr>
<tr>
<td>3</td>
<td>61-67</td>
<td>16</td>
<td>26</td>
<td>21.62</td>
</tr>
<tr>
<td>4</td>
<td>68-74</td>
<td>10</td>
<td>26</td>
<td>27.03</td>
</tr>
<tr>
<td>5</td>
<td>75-81</td>
<td>7</td>
<td>33</td>
<td>18.92</td>
</tr>
<tr>
<td>6</td>
<td>82-88</td>
<td>4</td>
<td>37</td>
<td>10.81</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>37</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

Students’ Speaking Ability After Using Actional Functional Model

Table 5

<table>
<thead>
<tr>
<th>No</th>
<th>Criteria</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mean</td>
<td>80.18</td>
</tr>
<tr>
<td>2</td>
<td>Median</td>
<td>73.89</td>
</tr>
<tr>
<td>3</td>
<td>Modus</td>
<td>84.21</td>
</tr>
</tbody>
</table>

Table 6

The Frequency Distribution of Students’ Speaking Ability after Using Actional Functional Model

<table>
<thead>
<tr>
<th>No</th>
<th>Nila</th>
<th>Frekuensi</th>
<th>Cumulative</th>
<th>Percentase (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>51-59</td>
<td>2</td>
<td>2</td>
<td>5.41</td>
</tr>
<tr>
<td>2</td>
<td>60-66</td>
<td>3</td>
<td>5</td>
<td>8.11</td>
</tr>
<tr>
<td>3</td>
<td>67-73</td>
<td>5</td>
<td>10</td>
<td>13.51</td>
</tr>
<tr>
<td>4</td>
<td>74-80</td>
<td>9</td>
<td>19</td>
<td>24.32</td>
</tr>
<tr>
<td>5</td>
<td>81-87</td>
<td>10</td>
<td>29</td>
<td>27.03</td>
</tr>
<tr>
<td>6</td>
<td>88-94</td>
<td>8</td>
<td>37</td>
<td>21.62</td>
</tr>
<tr>
<td></td>
<td>Jumlah</td>
<td>37</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

IX. CONCLUSION

Based on the data derived and its result, scores of students’ speaking ability before and after using actional functional model and to the VII grade students of Bahalbatu I Private Middle School in Academic year 2018/2019 are as follows:

1. The students’ speaking ability before using actional functional model is on the average 70.63. It can be categorized “Good”.
2. The speaking ability after using actional functional model is on the average 80.18. It can be categorized “Very Good”.
3. The calculation of \( t_{act} \) formula is higher than score of “+” table. From the calculation above, it is found that \( t_{act} \) is greater than \( t_{act}(9.636>1.937) \). It means that there is a significant effect of using actional functional model to the students’ speaking ability.

REFERENCES