



## Speaking Analysis of Students as Prospective Teachers after Learning English through *MERDEKA* Teaching Technique

Ernati<sup>1</sup>, Khairul<sup>2</sup>, Lely Refnita<sup>3</sup>

<sup>1,2,3</sup> Lecturer, Bung Hatta University, Padang, Indonesia  
Corresponding Author: Ernati

Date of Submission: 03-12-2024

Date of Acceptance: 13-12-2024

**ABSTRACT:** The goal of this study is to analyze the students' speaking skill after learning English through *MERDEKA* teaching technique. This technique is Indonesian abbreviation and it is as the implantation of *merdeka* curriculum. The population of this study is the students of Teacher Profession Education Study Program, with specific field of study on Elementary School Teacher Education, Faculty of Teacher Training and Education, Bung Hatta University. The number of population members is 192 students who learn English subject and they are distributed into 5 classes. The number of sample is 33 students selected by using cluster random sampling technique. Among the four language skills covered in English subject (listening, speaking, reading and writing), this study is focused on analysing speaking skill. Descriptive quantitative research design was used in this analysis. The result showed that the students' speaking skill was very good after learning English through *MERDEKA* teaching technique. It was indicated by the data that 15 (45.5%) students had very good skill in speaking about myself and my family, 16 (48.4 %) students had very good speaking skill about hobbies and profession, 14 (42.4 %) students had very good speaking skill about environment, 17 (51.5 %) students had very good speaking skill about school, and 13 (39.4 %) students had very good speaking skill about using classroom language (teacher talk). Therefore, it is suggested to English lecturers to consider using *MERDEKA* technique in teaching English.

**KEYWORDS:** *Speaking Skill, Prospective Teacher, MERDEKA, Teaching Technique*

### I. INTRODUCTION

English is very essential language in all aspects of life such as education, business, law, exact and social science and others, for it is international tool of communication used in global development. Because of that fact, English is learnt by non-native citizen around the world. Based on the Indonesian government policy, English is taught from Junior High school until university. In teaching

English as a foreign language, teacher should be able to guide and facilitate the students in learning linguistic rules because Indonesian linguistic rules are different from English linguistic ones. Without having known the English linguistics rules, the English learners will not be able to communicate meaningfully in English both in spoken and written form. It is supported by Hamid (2022: 13) who says that students need to know the rules of linguistic usage in order to be able to use the language in communication. Therefore, teaching a foreign language should be able to help the students to use the target language to communicate in social context in order that the main purpose of learning English is reached. The purpose of learning English for students of teacher profession education is that they can communicate in English wether with foreign people or with native one like their friends and teachers. So, they should learn and master the four language skills; listening, speaking, reading and writing skill.

Teaching and learning speaking skill needs interesting methods, strategies and techniques in order that the students are able to speak. There are various teaching techniques that can be used in teaching speaking. It is supported by Akbar (2006) who says that teaching methods or techniques have been introduced variously in language teaching for a long time. The new method which has been developed based on theories of the language teaching and learning to communicate in a foreign language is the result of a very complex process of language acquisition. When young learners are starting to learn a foreign language, the process of learning resembles the process of learning one's mother tongue. After a period of listening to a foreign language in the classroom (exposure), children try to repeat some of the utterances they hear. Nunan (2003) states that although repetition of set phrases does not mean that children are acquiring language, it is still very important. They argue that repetition prepares children for meaningful communication in several ways: by



helping them to get used to communicate in English, by allowing them to practice the intonation pattern, and by enabling them to gain confidence, especially if the teachers are able to create exciting learning atmosphere.

Faculty of Teacher Training and Education of Bung Hatta University located in West Sumatera province of Indonesian country has many study programs and one of them is Teacher Profession Education with five departments, and one of them is Elementary School Teacher Education. The students learn English based on *MERDEKA* curriculum that covers several subjects and one of them is English subject. The main purpose of learning English for the students of prospective teacher is that the students can use English as a means of communication in written form and spoken form. This research focuses on analysis of students' ability in spoken form (speaking skills). There are 6 themes covered in the teaching learning process. They are myself and family, hobbies and profession, school, our environment, classroom language and learning activities. The teaching and learning process is carried out through *MERDEKA* technique. It is established by ministry of education and culture of Indonesia. The purpose of learning English is that the students as the prospective teachers of elementary school are able to use English in teaching learning process. Teaching learning process was done through Learning Management system (LMS) following "*MERDEKA*" steps. This technique is established by Nurllaewati, et al (2024) as the team work at ministry of education, research and technology of Indonesia. "*MERDEKA*" stands for (in Indonesian Language) *Mulai dari diri sendiri* (starting from yourself), *Eksplorasi konsep* (exploration of concept), *Ruang kolaborasi* (Collaboration room), *Demonstrasi kontekstual* (contextual Demonstration), *Elaborasi konsep* (Elaboration of concept), *Koneksi antar Materi* ( Connection among the learning materials , *dan Aksi nyata* ( Real action). This technique has been implemented in teaching learning process of English at odd semester 2024.. The learning materials cover the four English skills composed by themes (topics), and each theme (topic) is learnt through *MERDEKA* steps. So, the researcher would like to describe the student's speaking skill after learning process through *MERDEKA* technique..

Speaking is one of the most important skills of communication (Derakhshan et al., 2016). Speaking conveys ideas, opinions, viewpoints, feeling, and thoughts in order to communicate with others. Speaking is expressing thought, ideas, and feelings which use the ability to pronounce the words, to organize the words into phrases or sentences, to choose the words related to the topic

(Suminih, 2017). Speaking has so many effects in many circumstances; for example, social, politic, business and education. Speaking is the way for students to give their opinions and thoughts about topic being thought by teacher, and it has so many influences not only in education but also in many other aspects such as social, politic, business and education. There are some various speaking materials. In this study the students' speaking materials are teacher's talk in classroom. Speaking ability is indicated by comprehension (content) or ideas to express in speaking, using vocabularies, grammar, pronunciation and fluency.

Most of English learners have problems and difficulties in speaking in case of getting meaning or expressing ideas, vocabularies, grammar, pronunciation, and fluency (Tasmia, 2019). Content has an important role in speaking. According to Heaton (2014), content is one of the components involved in speaking skill. Content is a structured idea in expression through several different expressions. Heaton (2014) also adds that comprehension of content is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like. In other word, students should understand what they said.

Pronunciation is very important in speaking skill (Ramasari 2017) This is caused by the reason that the incorrect use of pronunciation leads to the message being misunderstood by the recipient. English pronunciation is different from Indonesian pronunciation, and most of Indonesian learners pronounce the English words like they pronounce in their native language. So, that makes Indonesian students find some difficulties in pronouncing the English words.

Grammar or linguistics rules among languages in the word are different. Each of them has its own characteristics. According to Kusumawardani and Mardiyani (2018), grammar is a science of rules that governs the order of sentences, phrases, and words to show some meaning. By having known grammar in speaking, the interlocutors can understand easily what the speakers say and vice versa.

Vocabulary is the basis of communication, because nothing can be produced aurally without vocabularies. Alqahtani (2015) states that, in oral production (speaking), expressing ideas need to have enough storage of words. In other words, words are very important to deliver our thought. According to Nurgiyantoro (2001), vocabulary mastery is divided into two categories, namely expressive and receptive vocabulary mastery. Expressive



vocabulary mastery is used for speaking and writing purposes, while receptive vocabulary mastery is used for reading and listening purposes. The storage of words in that sentence refers to vocabulary.

Fluency in speaking English indicates speaker sounds like a native, for it makes speaking more effective communication due to the absence of speaking disturbances. It is supported by Mairi (2016) who states that good speaking fluency impresses speaker's English proficiency a lot better and sounds slicker, more natural, and more impressive for the interlocutors, and it will make easier for the opponent of speaking understand the words produced.

## II. RESEARCH METHOD

The design of this research is descriptive quantitative research. The focus is to analyse the students' speaking skills after studying through MERDEKA technique. This technique is implemented through Learning Management System (LMS). The abbreviation word "MERDEKA" stands for (in Indonesian language) (*Mulaidari dirisendiri* (Starting from yourself) *Eksplorasi konsep* (exploration of concept), *Ruangkolaborasi* (Collaboration room), *Demonstrasikontekstual* (contextual Demonstration), *Elaborasikonsep* (Elaboration of concept), *KoneksiantarMateri* (Connection among the learning materials), *dan Aksinyata* (Real action)). Those became the teaching steps in teaching learning process for each topic of English subject. This teaching technique was established by Nurlaelawati, et.al. (2024). The population of this study is the students of prospective teacher who take teacher professional program at FKIP Universitas Bung Hatta. The number of population members is 197 students, and they are distributed into 5 classes (class 1,2,3,4 and 5). The sample was taken using cluster random sampling because all students in each class were homogenous. There was one class as the sample (class 2) that was chosen randomly. Class 2 consists of 33 students.

Since the purpose of this research is to analyse the students' speaking skill after learning through MERDEKA teaching technique, the research instrument used to collect the data was speaking performance test. The students were asked to speak about five themes that have been learnt. They are about myself and family, hobbies and profession, school, environment and classroom language. The score of students' speaking is based on Brown and Abeywickrama (2010) ideas, consisting of five indicators: content, which consisted of topic and detail, pronunciation, grammar, which uses appropriate linguistic rules, vocabulary, and fluency. Furthermore, the

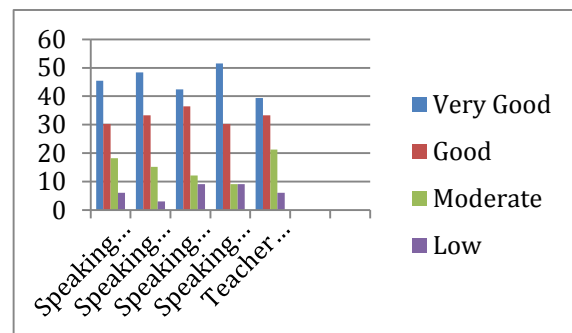
students' speaking score was based on Universitas Bung Hatta scoring criteria and classifications; score 80 – 100 (Very good speaking skill), 65 – 79.9 (Good speaking skill), 55 – 59.9 (Moderate speaking skill), and < 55 (bad speaking skill). The students' speaking skill was categorized based on five themes (myself and family, hobbies and profession, school, environment and classroom language).

## III. FINDINGS AND DISCUSSIONS

### Findings

The finding gained of this study was the speaking skill of students as prospective teacher at the Faculty of Teachers Training and Education, Bung Hatta University is very good. It is supported by the result that 15 students (45.5%) students had very good skill in speaking about my self and my family, 16 students (48.4 %) had very good speaking skill about hobbies and profession, 14 students (42.4 %) had very good speaking skill about environment, 17 students (51.5 %) had very good speaking skill about school, and 13 students (39.4 %) had very good speaking skill (teacher talk) in the classroom. It can be seen in Chart 1 below.

Chart 1  
Students' Speaking Skill



### Discussions

As already discussed, the finding of this study revealed that the students' speaking skill in speaking about five main topics learnt (myself and family, hobbies and profession, school, environment and classroom language) is very good. It is discussed in this part.

Students' speaking skill was analyzed based on five topics learnt. They are my self and family, hobbies and profession, school, our environment and classroom language. There are five indicators considered in deciding students' speaking skill, namely; content/comprehension, vocabulary, grammar, pronunciation and fluency.

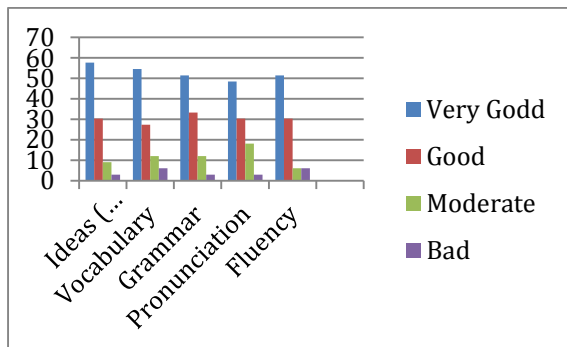


### Speaking skills of students about Myself and Family

In analyzing the students' speaking skill about 'myself and my family', there were four indicators considered; that is content (comprehension), vocabulary, grammar, pronunciation, and fluency (Heaton, 2014). The result showed that most of students had very good skill (57.6%) in speaking about themselves and their family. This result was based on the four main indicators. First, the students had very good ideas (content) to speak. They can describe themselves and their family in detail. Second, the students can use various vocabularies in describing themselves and family. They did not only use vocabulary provided in the module but they can also add their own words. Third, their grammar mastery is also very good. Even though there were a few of them used native linguistic rule in speaking but most of them can use English linguistic rules in speaking. Fourth, the students had very good pronunciation. They made a few mistakes in pronouncing the words. The last one is fluency. They had very good fluency in speaking about themselves and their family. Not many students had hesitation in speaking about themselves and their family. It can be seen in Chart 2.

Chart 2

Speaking skills of students about Myself and Family



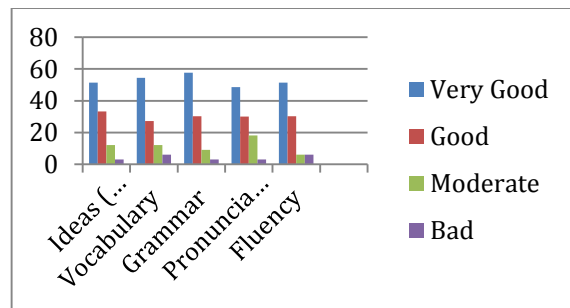
### Speaking skills of students about Hobbies and Profession

The second topic of speaking is hobbies and profession. Most of students had very good skill (54.5%) in speaking about hobbies and profession. It is supported by the four main indicators. First, the students had very good ideas (content) to speak. They can describe their hobbies and profession very well, and they can use various vocabularies in describing their hobbies. They can

use vocabularies that are not listed in the module but also they can use their own various vocabularies especially when they describe about their hobbies. Their grammar is also very good, although there were a few of them used native linguistic rule in speaking but most of them can use English linguistic rules in speaking. The students had very good pronunciation. They also made a few mistakes in pronouncing the words, but most of the words were pronounced correctly. The other one is fluency. They had very good fluency in speaking about their hobbies and profession. Not many students had hesitation in speaking about their hobbies and profession It can be seen in Chart 3.

Chart 3

### Speaking skills of students about Hobbies and Profession



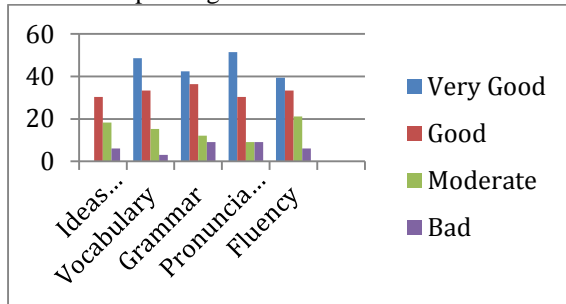
### Speaking skills of Students about School

The third topic of speaking is about School. Most of students had very good skill (51.5%) in speaking about School. It is supported by the four main indicators. The students had very good ideas (content) to speak. They can describe their school very well, and they can use various vocabularies in describing about their school. They can use various vocabularies that are not only listed in the module, but also they can use their own various vocabularies especially when they describe about their school facilities. Their grammar is also very good, even though there were a few of them used native linguistic rule in speaking but most of them can use English linguistic rules in speaking. The students had very good pronunciation. They also made a few mistakes in pronouncing the words, but most of the words were pronounced correctly. The other one is fluency. They had very good fluency in speaking about school. Not many students had hesitation in speaking about their school. It can be seen in Chart 4.





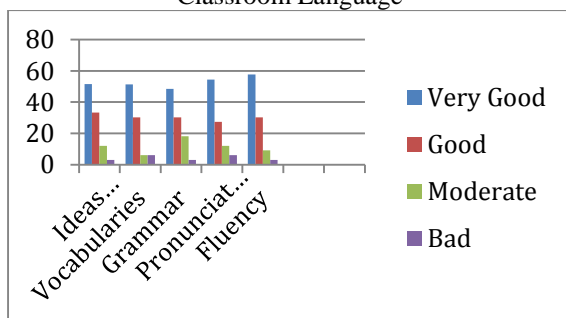
Chart 4: Speaking skills of students about School



### Speaking skills of students about Classroom Language

The fifth topic of speaking is about classroom language. In this case the students use English in teaching learning process for each teaching steps (pre-teaching, whilst teaching and post teaching activities) In other words the analysis is about teacher talk. The students chose the teaching materials to be taught and they use English as classroom communication and interaction. Most of students had very good skill (51.5%) in speaking in the classroom. It is supported by the four main indicators. The students could explain the teaching materials. They can talk in the classroom by using various vocabularies classroom communication and interaction. They can use vocabularies that are suitable with the topic of teaching. Their grammar is also very good, even though there were a few of them used native linguistic rule in speaking most of them can use English linguistic rules in classroom communication. The students had very good pronunciation. They also made a few mistakes in pronouncing the words, but most of the words were pronounced correctly. They had very good fluency in each teaching steps. Not many students had hesitation in classroom communication. It can be seen in Chart 5.

Chart 5: Speaking skills of students about Classroom Language



## IV. CONCLUSION AND SUGGESTION

### Conclusion

Referring to the finding and discussion it can be drawn the conclusion that the speaking skills of Elementary School, professional teacher program (PPG) students as prospective teacher was very good after learning English after learning through MERDEKA teaching technique especially in speaking about myself and family, hobbies and profession, environment and classroom language as teacher talk.

### Suggestion

Dealing with the conclusions, Suggestion can addressed to the English lecturer( English teacher) can consider the use of *MERDEKA* teaching technique in teaching English especially teaching speaking skills. Further researcher are suggested to do research related Statistical analysis of the effective of *MERDEKA* teaching techniques in teaching four English skills (listening, speaking, reading and writing skills

## REFERENCES

- [1]. Akbar, Usman 2006. Metodologi Penelitian Sosial. Jakarta: Bumi Aksara
- [2]. Alqahtani, Mofareh. 2015. "The Importance of Vocabulary in Language Learning and How to Be Taught." International Journal of Teaching and Education III(3): 21-34
- [3]. Brown, D., & Abeywickrama, P. (2010). Language assessment principles and classroom practices (2nd ed.). Pearson Education.
- [4]. Brown, H. D. (2001). Strategies for success; A practical guide to learning English. Longman Pearson Education.
- [5]. Brown, H. D. 2004. Language Assessment: Principles and Classroom Practices. London: San Francisco State University.
- [6]. Derakhshan, Ali., et al, 2016. "Developing EFL Learner's Speaking Ability, Accuracy and Fluency." English Language and Literature Studies 6(2): 177.
- [7]. Hamid, R. Abin, Meisi. 2022. "An Analysis Students' Problem in English Speaking." Anglo-Saxon: Jurnal Ilmiah Program Studi Pendidikan Bahasa Inggris 13(1): 1-13
- [8]. Heaton, J. B. (2014). English Language Test. New York: Longman.
- [9]. Kusumawardani., et al, 2018. "The Correlation Between English Grammar Competence and Speaking Fluency."



- PROJECT (Professional Journal of English Education) 1(6): 724.
- [10]. Nunan, David.2003. Practical English Language Teaching. New York: McGraw-Hill
- [11]. Nurgiyantoro, B. (2001). Penilaian dalam pengajaran bahasa dan sastra.BPFE-Yogyakarta.
- [12]. Nurlaelawati,Iyen. et.al. 2024.Buku Ajar Bahasa Inggris untuk Guru SD. Jakarta: Direktorat Pendidikan Profesi Guru. Direktorat Jendral guru dan tenaga Kependidikan. Kementerian Pendidikan, Kebudayaan , Riset dan Teknologi.
- [13]. Mairi, Salam. 2016. “An Analysis of Speaking Fluency Level of the English Department Students of Universitas Negeri Padang.” *Lingua Didaktika* 10(2): 161–71.
- [14]. Ramasari, Maria. 2017. “Students' Pronunciation Error Made.” 1: 37–48.
- [15]. Suminih. (2017). The Effectiveness Of Using Chain Picture In Teaching Speaking (An Experimental Research at the eleventh grade students of SMA Negeri 5 Kota Serang). Uinbanten.Ac.Id.  
<http://repository.uinbanten.ac.id/id/eprint/682>
- [16]. Tasmia.(2019). Students' Problems In Speaking English At Eight Grade Of RiyadhulAmien Islamic Boarding Junior High School Muaro Jambi.Uinjambi.Ac.Id, 75.