

## Enhancing Students' Speaking Skill through Students' Facilitator and Explaining Method

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### Abstract

This study aimed to determine whether the Students' Facilitator and Explaining method can enhance students' speaking skills at the second-grade students of SMK Negeri 2 Kota Sorong. The research used a quantitative method with a pre-experimental design by applying one group pretest-posttest design. The data were obtained through pretest and posttest. Based on the analysis, the mean score of pretests was 2.75 and posttest was 3.29. The t-test value was 2.94, which was higher than the t-table value 1.771 at a significant level of 0.05. It means that the alternative hypothesis was accepted, and the null hypothesis was rejected. Thus, it can be concluded that the Students' Facilitator and Explaining method can enhance students' speaking skills at the second grade of SMK Negeri 2 Kota Sorong. The findings of this research indicate that when students are actively involved in explaining and facilitating learning activities, their confidence, fluency, and vocabulary use improve significantly. This method encourages peer interaction and collaborative learning, allowing students to express their ideas more effectively and build better communication habits. Furthermore, the implementation of this strategy creates a more student-centered classroom atmosphere, where learners are motivated to participate and take responsibility for their own progress. Therefore, it is suggested that teachers apply the Students' Facilitator and Explaining method as an alternative and effective technique to develop students' speaking competence and engagement in English language learning.

*Keywords: speaking skill; students' facilitator; explaining method.*

### INTRODUCTION

English becomes the most essential language in the world. Many people use it as a medium of communication and it is easier for people who come from different countries to make interactions and communication with other using English. Moreover, in the era of globalization, English plays a key role in many areas including economics, politics, culture, communication and education. In response to this, therefore, in Indonesia, English is very important to be mastered. Wulandari (2014: 1).

The ability to speak a second or a foreign language well is a very complex task if we try to understand the nature of what appears to be involved. To begin with, speaking is used for many different purposes, and each purpose involves different skill. Speaking

is a direct interaction. When speaking, the speaker tries to deliver information to be understood by the listener, and directly the listener gives a feed back to what speaker is saying in one time. Consequently, the speaker needs to be able to anticipate, and then produce a correct response when in a speaking exchange. In addition, the speaker has to possess knowledge to formulate rules and context to each purpose of speaking because each purpose has its rules and context. Rochmini (2015: 2). Students must be encouraged to manage and determine their own learning approaches as strategies to achieve their learning objectives (Wael et al., 2023).

Indonesian students in a school have to learn English as one of the target languages. They need to learn both language skills and also language components. Language skills as stated by Brown (2001:232) are listening, reading, speaking, and writing. Language components contain vocabulary, grammar, and pronunciation. Furthermore, students are expected to be able to apply those skills and components in their daily activities, Permanasari (2014:1). Language learners have their own way to learn a language (Wael et al. 2023)

Speaking is one of the skills that have to be mastered by students in learning English. Speaking is an essential tool for communicating. In the classroom, improving the student abilities of student has always been a concern. In the fast developing 21st century various innovative technologies are being introduced to teach speaking skill in the classroom. Technology is the vehicle to get access with modernized world. More than the process of communication, trade and transaction, today technology is widely used in educational sectors. Technological tools have been regarded as ways of helping students improve language skills such as speaking skill. Internet, podcasts, video conferencing, videos, and speech recognition software are considered the best tools for teaching speaking skill. (Bahadorfar & Omidvar, 2014: 9)

Juhanna (2012: 63) points that learning speaking is not easy to do. It is not impossible to master. There are many obstacles in learning speaking. Such as lack of vocabulary, lack of understanding of grammatical pattern, and incorrect pronunciation. By seeing these obstacles in learning speaking, it needs to look for the solution to solve the problem. Things that have to do is by using precise method with students' condition, so that the students can think criticism, logic and can solve the problem with open attitude, creative and innovative. The students in learning English have known many learning models, one of them is cooperative learning, which incorporate elements of direct students' involvement.

In the English teaching learning process, media and activities are factors needed to support learning process. The teacher of SMK 2 Kota Sorong only used few books lent by the school and worksheet. Thus, the students were bored because the students' worksheet contained monotonous tasks and the teaching method used by the teacher is teacher center. The teacher was more active than the students. She mostly used individual practices, so that the interaction between the students was limited. Moreover, the teacher seldom used interesting media, such as pictures, cards, games or other media that can be used as additional teaching resources in the class. The use of media in the English teaching learning process is so helpful to make the process can run effectively and efficiently. However, there are many teachers who do not use them. Some schools are still

facing difficulties to provide facilities that can support the English teaching learning process.

In addition, the writer had done pre research with the second-grade students of SMK Negeri 2 Kota Sorong about speaking in English subject. The students said that they did not enough understand in speaking because the teacher used conventional method in teaching speaking, that why the students felt that English is very difficult and hard to understand even to speak up. The students did not understand about grammar, arranging the sentences, structure and pronunciation, most of that reason made the students cannot speak. Relating to the problems explained above, it can be seen that there are many problems occur in the teaching and learning processes. Considering those factors, the researcher assumes that there are no varied activities and this only makes them bored. Moreover, this condition just makes them unable to learn the language well.

There are some ways to reach the better academic achievement of the students, especially speaking skill. It is greatly influenced by the method used by the teacher. In this study, the writer used another method that can enhance the students' speaking skill. One of the ways that can cover the problem and to make the students more active is by using one of learning method that is student facilitator and explaining. This method will put the learners as center. It means the students have a high opportunity to practice their speaking skill, enhancing the frequency of practicing speaking skill when they are explaining through their speaking. This method is expected to be able in increasing quality of the learners' output commanding the English language skills. Based on the reason above, the writer decides that it is necessary to apply in grade XI at SMK Negeri 2 Kota Sorong to make the students enhance their speaking' skill through students' facilitator and explaining method. The writer hopes that this method is able to enhance students' speaking skill.

## **METHOD**

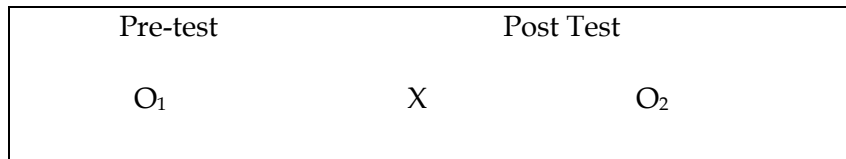
The research method describes the design of activities, scope or objects, materials and main tools, places, data collection techniques, operational definitions of research variables, and analysis techniques. This research will be held under quantitative method. Quantitative method is a kind of research method, in which can be classified concrete, and analyzed (Sugiono, 2009: 7). In this method, the research data can be in the form of number and transcription. The information in this method dealing with numbers those were measurable. Using quantitative research, it is possible give precise and testable result. here is one problem which analyzed by using statistical analysis, can students' facilitator and explaining method enhance students' speaking skill at the second grade of SMK Negeri 2 Kota Sorong. The result of data analysis becomes the answers of this problem. Design of the research is very important. In this research the writer will use pre-experimental design. Pre-experimental is the simplest of research design in pre-experimental either a single group. In pre-experimental research there are three designs, those are one-shot case study design, one-group pretest-posttest design and static group comparison. (Arikunto, 2007: 206). In this research, the writer used one-group pretest-posttest design. One group pretest-posttest is observed at two time points, one before the treatment and one after the treatment. Changes in the outcome of interest are presumed

to be the result of the intervention or treatment. No control or comparison group is employed.

The writer used one group pretest-posttest as the sample which consists of 14 students. In getting the data, the research held into some stages:

- 1) The first step, the writer gave the pretest
- 2) The second step, the writer gave the treatment (Students' facilitator and explaining method)
- 3) The last steps, the writer gave the posttest

The design can be described as follows:



**Tabel 1.** Assessment Criteria of Speaking

No	Aspects	Score	
1	Grammar	Does not make noticeable errors of grammar and word order	5
		Occasionally makes grammatical and/or word order errors which do not, however, obscure meaning	4
		Makes frequent errors of grammar and word order which occasionally obscure meaning	3
		Grammar and word-order errors make comprehension difficult	2
		Errors in grammar and word-order so severe as to make speech virtually unintelligible	1
2	Vocabulary	Use appropriate vocabulary in speech	5
		Sometimes uses inappropriate terms or must rephrase ideas because of lexical inadequacies	4
		Frequently uses the wrong words because of limited vocabulary	3
		Misuse of words and very limited vocabulary make comprehension quite difficult	2
		Vocabulary limitations so extreme as to make speech virtually impossible	1
3	Fluency	Speech is fluent and effortless	5
		Speed of speech seems to be slightly affected by language problem	4
		Speed and fluency are rather strongly affected by language problem	3
		Usually hesitant; often forced into silence by language limitations	2

Speech is halting and fragmentary as to make the  
speech virtually impossible 1

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Here the score of classification in speaking base on British Council, IELTS Assessment Criteria

**Tabel 2.** Score of Classification in Speaking

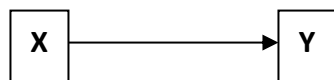
Band	Classification
9	Expert User
8	Very good User
7	Good User
6	Authorized Line
5	Simple User
4	Limited User
3	Very limited User
2	Intermittent User
1	Non-User

(Source: British Council, IELTS Assessment Criteria)

In this research there are two variables, those are: independent variable (X) and dependent variable (Y). Independent variable is a variable that is presumed to influence another variable. Dependent variable is a category that is influenced by another category or that is the consequent.

In this research, the variables are:

- a. The independent variable: it is the major variable which is hoped to investigate, it was the variable which is selected, manipulated and measured by the research. It will affect the other variable. Independent variable of this research is students' facilitator and explaining method.
- b. The dependent variable: It is the variable which is observed and measure to determine the effect of the independent variable, Students' speaking skill (Y) was the dependent variable in this research.



## RESULT AND DISCUSSION

To enhance students' speaking skill through students' facilitator and explaining, the researcher gave pre-test, treatment and post-test. The researcher had taken the second-grade students of SMK Negeri 2 Kota Sorong. In presenting the data, the writer wanted to know how the result of pretest score

data, posttest score data and gain score data. In this research, the measurement of pretest and posttest from each student pre-experimental describes and here the writer inputted the result of data including the pretest and posttest into the table as follow:

**Table 3.** Statistic Score of Pre test

<b>Statistic</b>	<b>Score Statistic</b>
Subject	14
Ideal Score	10
High Score	4
Low Score	2
<b>Mean Score</b>	<b>2,75</b>

The data above shows about the students' value before the students are given treatment (students' facilitator and explain method). From these values the writer knew about students' speaking skill and from the table above it can be concluded that students' speaking skill value is still low. After the writer gave pretest, then the writer gave posttest. Below the table of posttest score:

**Table 4.** Statistic Score of Post test

<b>Statistic</b>	<b>Score Statistic</b>
Subject	14
Ideal Score	10
High Score	4
Low Score	2,3
<b>Mean Score</b>	<b>3,29</b>

The data above shows that students score on pretest after giving treatment (students' facilitator and explaining method) increased, it can be seen on the mean score of pretests was 2,75 and mean score of posttests was 3,29. It can be concluded that by giving students' facilitator and explaining method, students' speaking skill became increased.

To find gain score on T-test, the writer used the way that the value of posttest minus the value of pretest. Below the table of gain score:

**Table 5.** The Students Speaking Score of the Pretest, Posttest and Gain

<b>Pretest</b>	<b>Posttest</b>	<b>Gain score</b>
2,75	3,29	7,5

After the writer found gain score, the score of gain score divides with total students to find Mean deviation. After the writer found Mean deviation, the writer found  $\sum X_d$  where it Score

found from score gain score - the score of Md. After found  $\sum X_d$  the writer found  $\sum X^2d$  included to formulation. Below the explanation of score Mean deviation,  $\sum X_d$  and  $\sum X^2d$ :

**Table 6.** Gain Score of Pre-test and Post test

Gain (d). (Posttest - Pretest)	$X_d$ (d-Md)	$X^2d$
Md = 0,53	$\sum X_d = 0.08$	$\sum X^2d = 6.1526$

The data above shows that score of mean deviation was 0,53,  $\sum X_d$  was 0.08 and  $\sum X^2d$  was 6.1526. Then the writer made the frequency and the percentage of the result of pre-test and post-test, it can be seen in the table below:

**Table 7.** The Frequency and Percentage Result of Pre-test and Post-test

Latter Value	Classification	Students (N)	Pre-test Percentage	Students (N)	Post-test Percentage
9	Expert User	0	0	0	0
8	Very good User	0	0	0	0
7	Good User	0	0	0	0
6	Authorized Line	0	0	0	0
5	Simple User	0	0	0	0
4	Limited User	4	28,57	4	28,57
3	Very limited User	0	0	6	42,86
2	Intermitted User	10	71,43	4	28,57
1	Non User	0	0	0	0
<b>Total</b>		<b>14</b>	<b>100</b>	<b>14</b>	<b>100</b>

To analyze the significance of the test, as follow

**Table 8.** Paired Samples Statistics

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	X	2.757	14	.8465	.2262
	Y	3.293	14	.7248	.1937

**Table 9.** Paired Samples Test

**Paired Samples Test**

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	X - Y	-.5357	.6879	.1839	-.9329	-.1385	-2.914	13	.012

**Table 10.** Uji Normalitas

One-Sample Kolmogorov-Smirnov Test		
N		Unstandardized Residual
		14
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	1.65803245
Most Extreme Differences	Absolute	.151
	Positive	.125
	Negative	-.151
Test Statistic		.151
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

**Table 11.** Paired Sample T test

		Paired Samples Test					t	df	Sig. (2-tailed)
		Paired Differences			95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
air 1	PR EATEST - POSTTEST	-1.571	2.027	.542	-2.742	-.401	-2.900	3	.012

**Interpretation**

Testing prerequisite analysis need to be done before the data is analyzed further. Testing prerequisite need to be done were normality testing, homogeneity testing and hypothesis testing.

**a. Normality Testing**

Normality testing of this data to be done to know whether the sample researched are normally distributed or not. Normality testing used in this research was Liliefors’s testing, based on normality testing calculation of data manually, if found T count to pre-experiment class was 2,94 and T table for n=15 on significant level  $\alpha= 0.05$



was 1.771. If  $T_{\text{count}} > T_{\text{table}}$  so pre-experiment class normally distributed, that value can be shown on the table below:

**Table 12.** The Result of Normality Testing on Pre Experimental Class

Variable	Total Sample	Significant Level	$T_{\text{count}}$	$T_{\text{table}}$	Conclusion
Pre Experimental Class	15	0.05	2,94	1.771	Normal

**b. Homogeneity Testing**

Homogeneity Testing used in this research was Fisher’s testing, from the result data counting of total deviation score, it found total deviation score pre-experimental class was 2,94 by significant level 0.05 = 1.771. If total deviation score  $> T_{\text{table}}$  so pre-experiment class homogeny, the result of counting homogeneity testing can be shown on the table below:

**Table 13.** The Result of Homogeneity Testing

Variable	Total Sample	Significant Level	Total Deviation Score	$T_{\text{table}}$	Conclusion
Pre Exp Class	15	0.05	6,1526	1.771	Homogeny

**c. Hypothesis Testing**

After the writer got the value of t-test, then the writer proved the hypothesis, In testing the hypothesis, the writer had to use degree of freedom (*df*). *df* was definite by formula (N-1), where (Nis total sample of pre-experiment class). So, in formula it can said that  $df = (15-1) = 14$

Because the research used one tail hypothesis so the writer had to used 5% in reading the t-table. After the writer found the *df* and probability 5% or 0.05, so next step was read the t-table.

$t_{0,95} / t^s = 0.05 = 1.771$  is significant

From the result above, the writer concluded:

$H_0: X_1 < X_2$  (Null hypothesis)

$H_1: X_1 > X_2$  (Alternative hypothesis)

Where:

$X_1 = t$  test value

$X_2 = t$  table value

In testing the hypothesis, the writer had to used degree of freedom (*df*). *df* was definite by formula (N-1), where (N was total sample of pre-experiment group) So in formula it can be said that  $df = (15-1) = 14$ , in this research, the research used one tail hypothesis so the writer had to used 5% in the t-table. After the writer found the *df* and probability 5% or 0.05, so next step was read the t-table.

From the result above, the writer concluded:

$H_0: 2,94 < 1.771$  (Null hypothesis)

$H_1: 2,94 > 1.771$  (Alternative hypothesis)

The result t-test value was lower than the result of t-table value. It meant that alternative hypothesis was accepted and null hypothesis was rejected, so it means that Students' facilitator and explaining can enhance student' Speaking skill at the ssecond-grade students of SMK Negeri 2 Kota Sorong. In this case, the researcher explained about the data analysis that had taken in finding of the data analysis and also the final result from data analysis.

Moreover, the data showed that the mean score of pre-tests were 2,75 were achieved by 9 students' classification of percentage result. The percentage result of pretest, the highest data score was (4) achieved by 4 student or (28,57%), there was no students who got score (3), the students got score (2) achieved by 10 students or (71,43%), and there were no students got score (1). The pretest result it could be seen that students' speaking skill was very low.

Based on the data showed that there were got increasing score, it could be seen in the means score of posttests 3,29 were achieved by 9 students' classification of percentage. The percentage result of posttest, the highest data score was (4) achieved by 4 students or (28,57%). (3) achieved by 7 students or (50%), the students got score (1) achieved by 3 students or (21,43%). It showed that the result of post-test was better than pretest.

## CONCLUSION

Based on the description of this research, the researcher came up with the conclusion that students' facilitator and explaining method can enhance students' speaking skill. It showed that there was significant progress to the students. The result of the study showed that mean score pretest was 2,75 and mean score posttest was 3,29 It means that the result of the mean score posttest was higher than mean score of pretests. By using the degree of significance 5% or 0.05 in the t-table it was gotten 1.771. It means that t-test value was more than of t-table value ( $H_0: 2.94 < 1.771$ ). So that Alternative hypothesis was accepted, while Null hypothesis was rejected ( $H_1: 2,94 > 1.761$ ), it can be proved that student's facilitator and explaining method can enhance students' speaking skill at the second-grade students of SMK Negeri 2 Kota Sorong.

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