
IMPROVING SPEAKING SKILLS THROUGH BARA LEARNING APPROACH IN EFL CLASSROOM

By

Ida Ayu Made Sri Widiastuti¹, Ida Bagus Nyoman Mantra²

^{1,2}Universitas Mahasaraswati Denpasar

Jalan Kamboja 11A, Denpasar, Bali, Indonesia

Email: ¹idaayuwidia@unmas.ac.id, ²bagusmantra@unmas.ac.id

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Abstract: *Speaking abilities are crucial language skills that must be consistently and thoroughly developed to increase a student's language proficiency. This study used a classroom action research design involving two cycles of learning activities; the BARA learning approach was carried out to improve students' speaking abilities. The four learning phases of the BARA approach, consisting of brainstorming, activating, reinforcing, and applying, were developed by Indonesian educators. The final BARA learning method design was created through this BARA approach trial in an EFL classroom. Data was gathered using a questionnaire, pretests, and posttests. The student's speaking skills significantly improved in the first and second learning cycles compared to the pretest result. Consequently, the BARA approach successfully improves students' English speaking skills*

INTRODUCTION

Communication is the interaction that connects every person on the planet. Language proficiency is a necessary skill for effective communication. Language is one of the abilities that every person possesses without being aware of it. Every person on the planet has varying levels of linguistic proficiency. Receptive and productive language abilities are the two categories into which language skills are separated. "productive" means to produce or get, whereas "receptive" means to receive. This claim suggests that, in contrast to producing language skills, receptive language skills are the most fundamental (Wang, 2024).

Speaking is the art of using spoken language to communicate thoughts prepared and developed by the listener's demands (Rahman et al., 2024). This knowledge clarifies that speaking is more than just uttering words; it also involves expressing concepts planned and developed by the requirements of the information or idea recipient (Putri et al., 2024). Every human being cannot speak. Speaking is articulating sounds or words to state, express, and communicate feelings, ideas, and thoughts. This knowledge makes it abundantly evident that speaking involves pronouncing words correctly to communicate thoughts, feelings, or other concepts (Fathi et al., 2024).

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Speaking is the capacity to pronounce words. All normal persons can possess peak. Nevertheless, not every human being can talk. This does not imply that everyone cannot talk (Meinawati, 2024). Speaking may be mastered by anyone prepared to put in the necessary practice. For this reason, speech instruction is needed in schools. It is hoped that our pupils will be proficient speakers. Speaking instruction is crucial and shouldn't be disregarded (Saputri, 2024) because students are expected to effectively express and communicate their thoughts, views, ideas, and feelings through this learning process. This aligns with teaching speaking in the classroom, which is to enable students to communicate in a variety of contexts.

Speaking is a crucial skill to teach and shouldn't be overlooked because it is expected that they will be able to effectively communicate their views, opinions, emotions, or feelings through this learning process (Suparsa & Mantra, 2024). This aligns with teaching speaking in the classroom, which enables students to engage in social interactions and establish communication while expressing their thoughts, opinions, feelings, and experiences in spoken Indonesian in various contexts (Widiastuti, 2024).

Since acquiring communication, especially oral communication, is at the heart of language acquisition, speaking abilities are thought to play a key role in language learning objectives (Widiastuti, 2023). Speaking abilities can support other language skills. Speaking abilities are frequently regarded as the primary criterion for language acquisition achievement. Speaking abilities are crucial to producing critical, creative, clever, and cultured future generations. Students who are proficient in speaking can articulate their ideas and emotions in a way that is appropriate for the context and subject matter (Mantra et al., 2023)

Speaking skills can also help mold the next generation of creative thinkers by allowing them to communicate coherently, in an understandable, and straightforward manner (Maba, 2023). Training students to be proficient speakers is the goal of speaking skills instruction in elementary school. Giving children the chance to voice their thoughts orally can help them develop their speaking abilities. Speaking fluency, speaking consistency, and speaking dexterity are some factors that must be considered to accomplish speaking goals (Maba, 2023) effectively. Effective communication requires the speaker to comprehend the subject matter being discussed and assess how the communication affects the listener.

The BARA approach was implemented intensively to develop students' speaking skills. Four learning phases comprise the BARA approach in this study: brainstorming, activating, reinforcing, and applying. In brainstorming, the activities may include (1) asking students what they know about the issue, (2) offering opportunities for all students to communicate what they have understood about the topic, and (3) providing opportunities for students to ask questions about the topic. At the same time, the activating stages may involve (1) investigating the topic, (2) asking students questions regarding the information being presented, and (3) offering assignments to enhance their comprehension. (Mantra et al., 2022)

Additionally, during the reinforcing stage, learning activities could involve: (1) giving students exercises to help them understand concepts more deeply (tasks, projects, and problem-solving); (2) giving them a chance to talk in small groups; (3) giving them a chance to present their findings from the discussion in front of the class; and (4) giving them a chance to ask questions regarding other students' presentations. Additionally, the learning activities in the applying stage consist of (1) assigning students exercises to apply what they have learned in the form of products or works (monologue/dialogue, products, for example, sentences, paragraphs, speeches, conversations, conferences, paragraphs, text, pictures, designs, concepts, objects, etc.); (2) asking students to present or demonstrate their work; (3) providing opportunities for students to ask questions regarding the presentation; (4) providing extra emphasis and more detail explanations (Mantra et al., 2022).

According to the success indicator, the current study's use of the BARA learning technique to enhance students' speaking abilities was successful. The pretest, posttest one, and posttest two results show a significant increase following instruction using the BARA learning technique. Additionally, the questionnaire results demonstrated that the students favored using the BARA learning technique to enhance their speaking abilities. To put it another way, the students firmly believed that the BARA learning approach might help them become more proficient speakers. Students can maximize their ability to understand spoken discourses by using this method. As a result, students can improve their skills by learning a lot from different speaking resources.

RESEARCH METHOD

Classroom action research, or CAR for short, was used in this study. Research carried out by teachers in the classroom or at the teaching location to enhance the learning process is known as classroom action research. In addition to helping teachers solve difficulties in the school, classroom action research helps them develop their analytical abilities and implement new techniques. Last name. Furthermore, CAR can be used to develop creative teaching strategies, enhance teacher-scientist communication, and offer different approaches to issues that come up in the classroom.

EFL students presently engaged in an initial teacher education program participated in this study, which was carried out as part of an English language teaching program. This classroom action study employed two different kinds of research tools: a questionnaire and two different kinds of tests (pre- and posttests). Data on students' speaking abilities was gathered through pre- and posttests following implementation of the BARA learning approach in the classroom. Additionally, a survey was used to gauge how the students received the BARA learning approach. The student's pre-existing speaking abilities were assessed using the pretest, and their progress in speaking abilities following the usage of the BARA learning approach was evaluated using the posttest. The average formula was used to analyze the data and determine how much the pupils' speaking abilities had improved. A rating scale was used to evaluate the questionnaire data and identify any behavioral changes in students following adopting the BARA learning approach.

FINDINGS AND DISCUSSION

Speaking abilities are incredibly complicated as they call for both linguistic and non-linguistic tools and knowledge of the issue to be educated. As a result, numerous elements or

components need to be considered when training speaking abilities. Nevertheless, despite the many difficulties, efforts to conduct speaking instruction exercises must be supported and carried out.

Twenty-five pupils took the pretest, with an average score of fifty dollars. According to the pretest's criteria, most students could only accurately respond to a subset of the questions, according to the results. After using the BARA learning approach, students in the first cycle improved their speaking abilities. On the first post-term exam, which 25 students took, the average score was 65. It was declared by the teachers that after using the BARA learning approach, students' speaking abilities had much improved. Most students can respond accurately according to the scoring section's necessary criteria. It was discovered that students could appropriately respond to the dialogue's inquiries. Following the second test in the second cycle, students' average score was 84.

The second posttest demonstrated a considerable improvement in the students' speaking abilities. Compared to the pretest and post-post test, this is far superior. According to the second cycle results, students' speaking abilities can be enhanced by using the BARA learning approach. Every student can correctly and appropriately respond to inquiries about grammar and content. Students are more engaged, animated, and enthusiastic about the teaching and learning process during the second cycle. Additionally, observations indicate pupils are more proactive and resilient in teaching and learning. Additionally, the findings demonstrated that every student met the success criteria established before the study's execution.

To gather supporting data, researchers used surveys to determine how students felt about using BARA to enhance their speaking abilities. The percentages of responders who answered firmly, agree, disagree, disagree, and strongly disagree were 75%, 15%, 5%, 5%, and 0%, respectively. These numbers showed that the students received the BARA learning approach well as they developed their speaking abilities. Stated differently, most students concurred that using the BARA learning approach may help them become better listeners. Additionally, students' answers to the questionnaire suggested that the BARA approach could aid in developing listening skills.

One area of education that must be improved in primary school is speaking abilities; students are taught how to use appropriate words and sentences to convey their ideas. Students focus more on word choice (diction), word sequence, sentence reading tone, and expression when developing their speaking abilities. Speaking abilities are crucial to efforts to produce future generations that are critical, creative, clever, and cultured (Sinambela et al.). Students who are proficient in speaking can articulate their ideas and emotions in a way appropriate for the context and subject matter. Speaking abilities can also help shape a creative generation of the future by enabling them to communicate in a way that is easy to understand, clear, and cohesive.

Linguistic factors that support speaking effectiveness include accuracy of speech, placement of stress, tone of voice and appropriate duration, choice of words, and accuracy of linguistic targets. Non-linguistic factors include a reasonable attitude, calm and not stiff, gaze must be directed at the person you are talking to, willingness to respect other people's opinions, appropriate gestures and expressions, loudness of voice, fluency, relevance or reasoning, and mastery of the topic (Ghafar & Raheem, 2023). The factors that support

speaking effectiveness above, both linguistic and non-linguistic, must not be ignored if someone wants to become a skilled speaker.

Speaking abilities can also produce a key generation in the future since they enable people to communicate ideas, thoughts, or feelings to others methodically and cohesively. Because they are accustomed to and trained to communicate with others based on the context and speech situation at the time of speaking, speaking abilities can also produce a cultured future generation. Speaking clearly and precisely, and solidly understanding the issue being discussed are essential components of a competent speaker (Khasawneh, 2023). For talking to be effective, speakers must focus on linguistic and non-linguistic aspects.

To achieve this goal, a methodical and ongoing practice approach is required. Obstacles in Speaking Exercises Public speaking abilities are not possessed by everyone (Ork, 2024). Nonetheless, anyone may acquire this ability with consistent and methodical effort and understanding. Occasionally, we cannot obtain satisfactory outcomes during teaching and learning. This is brought on by several factors that make speaking activities difficult.

By developing their speaking abilities, students may articulate their ideas and emotions in a way that is appropriate for the context and subject matter, creating a creative future generation of communicative, clear, coherent, and understandable speakers. They can also produce a key generation in the future due to their capacity to communicate concepts, ideas, or emotions to others in a methodical and cohesive way. It also produces future generations that are cultivated because they are accustomed to and trained to speak to other people by their speech and material surroundings.

CONCLUSION

The current study was planned as classroom action research in an EFL classroom. This study investigates if using the BARA learning approach can help students become proficient speakers. Two study cycles with two study sessions were used to carry out this investigation. Planning, activity, observation, and reflection are all interconnected activities that are part of every session. Pretesting the students was the first step in the researchers' initial reflection. According to their average results after using the BARA learning approach, students' speaking abilities greatly improved.

The questionnaire results also demonstrated that using the BARA learning approach raised students' motivation to learn to speak. The four learning phases of the BARA approach consist of brainstorming, activation, reinforcement, and application. All work incredibly well to encourage students to participate actively in their education. According to this study, to improve students' skills, teachers should consider implementing BARA learning strategies in all aspects of teaching and learning.

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