Improving Speaking Skill Using Word Wall Media for Weda Regional State Prosecution Staff Year 2016

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Abstract: This study was aimed to improve the speaking skill of Weda Regional State Prosecution staff using Word Wall Media in 2016. This study was categorized as action research. The data were collected in two forms, qualitative and quantitative data. The subjects were Weda Regional State Prosecution staff. The qualitative data were collected by observing the teaching and learning process and interviewing the learners and the head of Weda Regional State Prosecution. The quantitative data were gained by conducting pretest, mid test and posttest for the learners. The data from the observation and interview were analyzed by making qualitative descriptions while the data from the tests were analyzed by comparing the mean of the learners' speaking scores. The five validities used were democratic, outcome, process, catalytic and dialogic validities. The study results show that the learners' speaking skills improved by using Word Wall Media. There were five aspects of speaking skill assessed, namely pronunciation and intonation, fluency, grammar, vocabulary and interaction. From those five aspects, the most significant improvement was in vocabulary (37.5%) and interaction (37.5%) aspects while the lowest improvement was in the fluency aspect (22.5%).

Keywords: *English, legal, speaking skill, Word Wall Media*

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Introduction

English has become the global language for communication in all fields such as politics, finance, education, entertainment, culture and international relations in almost every country in the world. Effective communication in English is one of the most sought after skills in staff in all work places, including legal staff. The legal staff need to use legal English in their work, for example as lawyer or litigators, paralegals or legal studies, legal secretaries or trainee lawyers. Legal professions who work as administrators may need to use legal English to work with foreign colleagues or clients; to describe or explain aspects of their own legal system; and to find out about other systems.

Speaking English using particular terms such as law is a difficult thing for legal profession. Most of them have a doubt when they want to say something. According to Valdman (1966:194), speaking is, "the ability to speak a foreign language is without doubt the most highly prized language skills, and rightly." Meanwhile, according to Johnson and Morrow (1981:70), speaking which is popular with the term "oral communication", is an activity involving two or more people in which hearers and speakers have to react to what they hear and make their contributions at a speed of high level.

Based on the observation conducted in Weda State Prosecution in January-March 2016, it can be concluded that the staff were actually competent in English for speaking or understanding in a daily life context. From the interview in the field observation, it could be concluded that they had sufficient English language skills to communicate basic information, such as name and address, but had insufficient skills to communicate detailed information in legal cases such as eyewitness interviews, crime cases, etc.

From the situation analysis, the lacks of speaking ability of the staff were from some aspects. They were (1) learning resources, (2) facilities and (3) the staff themselves (in this case as the learners). In order to increase the vocabularies related to the special subject, the learners needed to have sufficient learning resources. The learning resources usually were in the forms of print and non-print materials. Unfortunately, printed Legal English books were rarely found in the market. The Attorney of the Republic of Indonesia has applied an English training program in order to increase the English speaking skill of the staff. Yet, not all the prosecution in Indonesia got the training included Weda State Prosecution. The limited facility in Weda State Prosecution was the next obstacle in increasing the speaking ability of the learners. The limited internet access and electricity made it difficult for the learners to find some authentic texts or information related to the Legal issues. Some learning facilities supporting the teaching and learning process were also limited. There was no LCD and white board in the meeting room. There were only some chairs and one table. The last problem was the learners themselves. All of them were over 30 years old. The motivation to learn new things such as Legal English was different from learners under 30. Making them memorize many new vocabularies and creating a good strategy in teaching would be a challenge for the teacher.

Based on the problems above, the research focus was the problem of learning resources, in this case, the researcher decided to use Word Wall Media.

Research Method

This research is categorized as action research which is collaborative in nature. It was conducted collaboratively among the researcher, the head of Weda Regional State Prosecution and the staff (in this case as the learners). It focused on improving the learners' speaking ability. This research was conducted in Weda Regional State Prosecution on 7th -30th October 2016. The subjects were 10 Weda Regional State Prosecution staff with the age below 40s. They were chosen based on the consideration of the learning productivity. The types of data were both qualitative and quantitative. The qualitative data were presented in the form of description and the qualitative data were presented in the numeric form.

Findings and Discussion

For collecting the need analysis data, some observations concerning the English learning process of Weda State Prosecution were done and interviews with the learners and Head of Weda State Prosecution to get some input about the weaknesses and suggestions related to the English learning process. Then, a pretest was also done in order to find out the learners' speaking skill. . The researcher did some observations on Januari-March 2016. The pretest was done in order to

measure the learner's speaking skills. Some discussions were also done with the Head of Weda State Prosecution and the lecturer of English study program concerning the learning process. Based on those data, there were several problems found. However, based on the urgency level and feasibility to solve, the research only focused on improving the learners' speaking skills by using Word Wall Media. The next step was the discussion to make some action plans. This step was necessary to find the solution or other alternatives. The planning is presented in the following table.

Table1: The Actions to Overcome the Selected Problems

No	Field Problems	Solution
1.	Special book related to Legal English was limited	Teaching materials were provided by the researcher.
2.	Law dictionary was not available.	Law Dictionary was provided.
3.	Unsupported learning facilities: white board and LCD were unavailable.	Word Wall media was used as the alternative. The teacher provided 2 temporary white boards.
4.	Most of the learners lacked law English vocabularies.	The Word Wall media through Task-Based Learning was applied.
5.	*Bahasa Indonesia* was the dominant language in daily activities.	English was dominantly used in the class during teaching-learning process.

There were also some activities conducting in order to support the main method used namely using the classroom English during the teaching and learning process, using Word Wall media, applying task based learning method, giving the learners a chance to correct their performance and others', giving feedback on the learners' pronunciation, giving handout of today's materials as a brief guideline, using the learners e-dictionary and dictionary of law (e-dictionary), brushing up the previous materials at the first and the end of the class, giving materials related to the legal profession, instructing the learners to install e-dictionary and dictionary of Law (e-dictionary) in their gadgets, using authentic video and giving rewards to the best performance.

As had been stated before, the implementation of Word Wall media and its supplementary actions were successful in improving the learners' speaking skills during two cycles. That finding could be inferred from the observations of the teaching learning process, the interview with the learners and the collaborators, and the questionnaires given at the end of Cycle II. Since the action research did not merely depend on the process, the collaborator and the teacher assessed the learners' speaking skill as the product of the teaching and learning process.

We provided the results of the learners' speaking performance before and during actions to support the findings. Before the actions, we assessed the learners' speaking performance. The pretest was conducted on October 7th, 2016. In the pretest, the learners created a dialog about investigation. The pre-test result indicated that the learners lacked law vocabularies, so the researcher assessed the vocabulary mastery of the learners. Meanwhile the actions were begun on October 8th, 2016. They learnt how to speak English related to the legal issues. At the end of the chapter, the learners created a dialogue under the Investigation topic. The comparison between two performances supported the findings of the research. We used the same speaking rubric to

assess the learners' speaking performance. The following figure shows the mean of the learners' scores. The scores obtained were from the accumulation of the total score from the teacher.
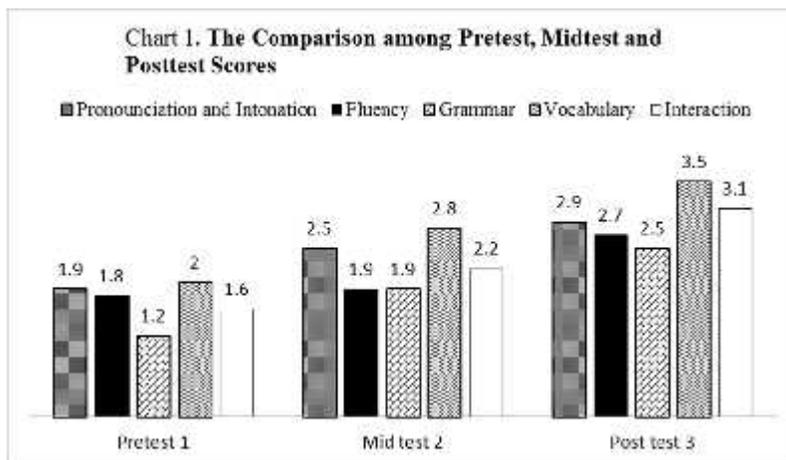

Figure 1. Comparison among pretest, midtest, and posttest scores

According to the figure above, there was an improvement on the learners' speaking skills. Many of the learners got higher scores in the second performance. In addition the comparison among each aspect of the speaking skills in both performances reveals a positive change though some aspects needed to be improved. Generally, the learners made a good improvement in pronunciation, fluency, and interactive communication.

Conclusions

The findings and the discussion show that the speaking skills of Weda Regional State Prosecution staff improved through the use of Word Wall media combined with the task based learning. There were also some activities supporting the improvement of the speaking skill, namely using the classroom English during the teaching and learning process, using Word Wall media, applying the task-based learning method, giving learners a chance to correct their performance and others', giving feedback on the learners' pronunciation, giving handout of today's materials as a brief guideline, using the learners e-dictionary and dictionary of law (e-dictionary), brushing up the previous materials at the beginning and the end of the class, giving materials related to the legal profession, instructing the learners to install e-dictionary and dictionary of Law (e-dictionary) in their gadgets, using authentic video and giving rewards to the best performance.

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