

IMPROVING STUDENTS' SPEAKING SKILLS THROUGH MENTORING

Muh Hisbullah^a

^aUNW Mataram, hisarrinjani88@gmail.com

Irfan Jauhari^b

^bUNW Mataram, irfanjauhari168@gmail.com

Abstract

This study is generally attempted to find the effectiveness of mentoring method on students' speaking skills at the eleventh grade of MA Rahmatul Ummah NW Sukaraja academic year 2018/2019. Speaking skill is one of the four basic skills in learning foreign language besides listening, reading, and writing. It is not easy for the students to communicate in English. Mentoring Method is one of techniques can be used to improve speaking students because in this technique students will discuss with the In this research, the writer used pre-experiment method by using one group pre-test and post-test design. Where the writer did an experiment in a single group only, the sample of this research was 24 and used one group. The technique of collecting data was done by administered pre-test and post-test to determine the mean score, and paired sample t-test was used to analysis whether the alternative hypothesis was accepted or not. The result of this research pre-test was 45.2500 whereas the post-test 57.0833. In testing hypothesis the present research found that the significance value of the result of mentoring method was lower than 0.05, so that null hypothesis was rejected and the alternative hypothesis was accepted. It implies that mentoring method was significantly effective in teaching speaking skills.

Keywords : *Speaking Skills and Mentoring.*

INTRODUCTION

Language can not be separate from human being as social creature. The relationship of one and another are commonly stated as interaction. In the interaction, language plays an important role as a tool of communication. By using language someone could make statements, convey fact, knowledge, explain or report something, and keep social relations among the language users. Furthermore the communication not only used orally but it is also sometimes takes place effectively in written form. Through the language, they will be able to speak on the telephone, write letter, listen to the radio, and also read a book.

To master the language one aspect should be mastered speaking.

Speaking is the most demanding skills in the daily life. Every person needs to communicate with others through speaking. For most people mastering speaking skills is the single most important aspect of learning a foreign language, and success is measured in terms of the ability to carry on a conversation in that language Nunan (2003:39).

Speaking skill is one of the four basic skills in learning foreign language besides listening, reading, and writing. It has been taught since the students entered a Junior High School however it is not easy for the students to

communicate in English. They have to think more often when speaking English. Of course, students need interaction with others (teacher, friends) to communicate. Speaking plays an important role in making a social interaction with another people in order to gain information. Thus, it is necessary for every people to have a good speaking skill.

Speaking is fundamentally an instrumental action. It is an important aspect of language teaching and learning. Through speaking, people can convey information, ideas, and maintain social relationship by communication with others. Thus because of importance of English, it is very reasonable why English as a foreign language is taught as a compulsory subject from the elementary level to the university level. But, in the fact many students have problem to catch material from mentor or teacher. Therefore, there are two to make successful learning are teaching strategy and learning strategy.

To improve the ability speaking students, students at the point to practice and exercise their skills, therefore, method and strategy used by the student will determine succes or not the student to achieve the learning ideal specially to increase their speaking skill, planned and in accordance with the expected.

Associated with the method used before, the first method the student using is the method of lectures in which student only as receiver information, passive, more noted, and memorize. The second method is traditional method that learning occurs only in the class not pay attention the student experiences, students learned individually, and learning abstractly and theoretically. Associated with the method used so that students be able to increase their speaking skill, so

Mentoring Method is one of the easy method and be able to increase student speaking skill effectively.

According to Ellis (2014) Mentoring strategies, what works is the one-to-one relationship between the student and mentor. With only one person to focus on, mentors can try a variety of teaching techniques in order to work out the most effective way of helping the student understand a topic. He explains twelve mentoring strategies such as: keeping it real, fostering independence, assessment through games, utilization of the pause procedure, utilization of the think-pair-share technique, use of fast-paced drills, use of multimedia tools, introducing humor into the mentoring session, analysis sources of information, encouraging students to create, changing class setting, and request feedback.

Mentoring derived from the word mythology Greek word mentor means role as adviser, role model, consellor tutor or teacher. Mentoring is the learning process, where the mentor able to make the participants mentoring was dependent become self confident. Mentoring method is a relationship between two people that provides an opportunity for discussion that results in reflection, carrying out activities or tasks and learning for both of them based on suport, criticism, building, openness, trust, appreciation, and the desire to learn and share (Ali & Panther, 2008 Anderson, 2011).

Mentoring is a mutually beneficial relationship from someone who have more experience with less experienced individual also identify and achieve common goals. Mentoring is a process of continuous feedback and dynamic between two individuals to build relationships between individuals who have knowledge, skills,

information and focus on professional and personal development.

Mentoring Method is one of techniques can be used to improve speaking students because in this technique students will discuss with the group, each group consisting of 5 member depending many students, so each student shall communicate idea or opinion of a friend group in accordance theme is given by using the english, therefore experts english assume mentoring method very effective when applied to improve speaking.

Some reason why Mentoring Method is useful to improve speaking skill students because Mentoring method be able to encourage students to improve their initiative and participation, Students do not dominate the conversation or be quiet at all, Students become active in learning activities, Improve students' ability to communicate specially in speaking skill.

Based on the problems in the field relating to the ability of students to speak especially speaking skills, the authors raised the method of mentoring learning as a method to improve students' speaking skill then the author raised the mentoring method as a method to improve students' speaking abilities. The author raises the mentoring method as a method to improve students' speaking because in speaking learning using the mentoring method is the right method to improve speaking skills for students in MA Rahmatul Ummah NW Sukaraja academic year 2018/2019.

LITERATURE REVIEW

Characteristics of Success in Speaking.

According to Ur (1991:120), speaking for learner or students is not easy; at least four criteria's should be covered by the learner or student in speaking activity, as follow as:

1) Learners or student talks a lot

As much as possible the period of time allotted to the activity is in fact occupied by learner talk. This way seems obvious but often must time is taken up by teachers talk.

2) Participants is even

Classroom discussion is not dominated by monitory of talkative participants, they get a chance to speak, and contribution is fairly and evenly distributed.

3) Motivation is high

Learners are able to speak because they are interested in the topic and have something new to say about it, or because they want contribution to achieve task objective.

4) Language is an acceptable level

Learner expresses themselves in utterance that is relevance easily comprehensible to each other, and acceptable.

Type of Speaking Activities

According to Kayi (2006), there are some activities to promote speaking those are:

1) Discussions

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. In class or group discussions, whatever the aim is, the students should always be encouraged to ask questions,

paraphrase ideas, express support, check for clarification, and so on.

2) Role Play

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the students that "You are David, you go to the doctor and tell him what happened last night, and..." (Harmer, 1984).

3) Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages.

4) Information Gap

In this activity, students are supposed to be working in pairs. One of students will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

5) Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

6) Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

7) Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

8) Story Completion

This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

9) Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

10) Playing Cards

In this game, students should form groups. Each card that is used in this game will represent a topic. Each student will write 4-5 questions about that topic to ask the other people in the group. However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

Strategies for Developing Speaking Skills

According to National Capital Language Resource Center (2004), strategies for developing speaking skill, the students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective

instructors teach students speaking strategies -- using minimal responses, recognizing scripts, and using language to talk about language -- which they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors" help students learn to speak so that the students can use speaking to learn.

1) Using minimal responses

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners. Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

2) Recognizing scripts

Some communication situations are associated with a predictable set of spoken exchanges -- a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated. Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need

to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

3) Using language to talk about language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check. By encouraging students to use clarification phrases in class when misunderstanding occurs, and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

According to Ellis (2014) Mentoring strategies, what works is the one-to-one relationship between the student and mentor. With only one person to focus on, mentors can try a variety of teaching techniques in order to work out the most effective way of helping the student understand a topic.

Grimen and Molander in Allen et al (2008:270) Mentoring is to be regarded as a profession. A profession is traditionally understood as an occupation built on scientific knowledge. The knowledge is available to professionals when taking autonomous decisions. Professions are also characterized by uncertainty. Without

uncertainty, it is not necessary to judge or consider different possibilities, but only to act mechanically. Professional practices discretion and reasons, without knowing exactly the outcome of decisions made and actions taken. Thus professional practices is heavily dependent on professional actions are not about following recipes, but to address concrete and unique challenges. Moreover, discretion is practiced within professional and ethical codes of conduct. A professional needs to give reasons for actions which can be in contradiction to what is needed when practicing common sense.

Mentoring is most commonly defined as a one-to-one relationship between an older person (Mentor) and a younger one (Student or mentee). The purpose of mentoring is to improve student or mentee for improving his or her goals by linking them to resources and support not otherwise available. The role of Mentor is to pass on knowledge, experience and judgment, and to provide guidance and support Lund (1992) in Powell (197: 39).

Mentoring has become fashionable in recent decades. This has created a tendency to call a wide range of programs "mentoring". Like grandmothers sharing child care with teenage mothers, community women hanging out with pregnant teenagers, college students discussing college prospect with high school students, and senior student expanding their concern for students are among the many interactions called mentoring. While all these represent a form of guidance by an older individual, relationship generally lacks sufficient intensity for attachment and identification to occur Flaxman in Powell.

Based on explanation above, the researcher argues that mentoring is activity from shared experience and knowledge from someone have experienced to

someone which want study, know, improve or master in the specific field.

According to David in Gulo (2002: 2) strategy is a plan, method, or series of activities designed to achieves a particular educational goal. Based on the explanation, the term of strategy also can be called as method. Because both of these terms can be used as interchangeable to make the planning process of mentoring become easier.

Furthermore, based on these explanation mentoring and strategy above, it can be conclude mentoring strategy is the planning, actions, allocations process activity from sharing experience and knowledge from someone have experienced to someone which want study in order can improve or master in the specific field.

Characteristics of the Success in Mentoring Strategy

According to Powel (1997: 46), mentoring should be part of an overall intervention that offers multiple opportunities. Effective mentoring efforts are built around and coordinated with other program components; successful outcomes are dependent on all components. The most effective mentoring programs have specific goals, criteria for participation and established methods for mentor students or student or mentee interaction, including frequency and duration. Monitoring and evaluation are essential to assess the degree to which programs succeed.

There are factors contributing to success:

1) Students or mentee

The participation should be voluntary. Recruiters should inform the student of what mentors do, and of other services that might also be useful to them.

2) Mentors

Recruitment processes and Organizational homes can be either formal or informal. One approach is to partner with an agency or Organization that has a pool from which to draw mentors. Offering incentives, such as college course credit and stipends merits careful consideration. However, there is some evidence incentives may reinforce a mentor's patience during difficult periods in the relationship. There do not appear to be any studies examining a mentee feeling about mentoring incentives.

3) Mentor and Mentee Matching

In a successful relationship, the mentor and mentee learn to form an identity. The mentee sees the mentor as a role model, wanting to become like the mentor. The mentor sees his or her past struggles in the mentee. Ambitious mentee understands that they are to respect, be grateful to, and emulate the mentor. Mentor learns they should feel proud and protective of their mentee.

4) Pre-service and In-Service mentoring

All the programs for disadvantaged mentee reviewed in the Flaxman et al. meta-analysis had pre-service and in-Service mentoring components. Pre-service mentoring ranged from short workshops or get together to more comprehensive curriculum. In service activities varied widely. There did not appear to be much analytical basis or uniformity to the design of mentoring activities. Further, mentoring for the instrumental and psychological aspects of mentoring was usually mixed and often unrelated to program goals.

Classification of Mentoring Strategy

According to Ellis (2014) in mentoring, what works is the one to one relationship between the student and mentor. With only one person to focus on, mentors can try a variety of teaching techniques in order to work out the most effective way of helping

the student understand a topic. Follows are twelve mentoring strategies which feel could work well for mentors:

1) Keeping it real.

For many students, set subjects such as calculus, physics or even literature have little connection to their lives. Yet the same subjects they find so boring are a source of great passion for many thinkers the world over. One of the most valuable lessons mentors can share with their students is a passion for learning. Perform a chemistry experiment that will make learning about molecular structure a source of fascination, share your passion for an interesting historical figure like Caligula or Augustus, read them a poem by Whitman or Blake – the kind of poems that speak straight to the heart yet use a language we all understand.

2) Fostering independence.

As suggested by Ellis on classification of mentoring strategy, the purpose of that fostering independence is useful for mentors' and your mentees, mentors' ultimate aim should be to teach them to become independent learners. The buzzword in both high schools, universities these days is critical thinking: encouraging students to analyze subjects in a deeper, more analytical manner. You may do this by asking questions that don't just have a „yes or no“ answer or by applying the Socratic methods to point out illogical conclusions made by your student.

Before making the questions, set them assignments that go beyond testing their knowledge/comprehension of a matter; encourage them to voice their opinions on the intelligence of historical figures or on the talent of a famed writer. Critical thinking does more than give rise to more responsible, creative and profound thinkers; it also raises students' self-confidence since, perhaps for the first time in their lives, they

can feel like their opinions are meritorious of consideration by their mentor and indeed, by other thinkers on a gave subject. This leads to a unique relationship between mentors and students in that it fosters a mentoring approach that makes students feel supported and cared for.

3) Assessment through games.

After teaching a particular topic, test your student's comprehension through additional problems and games. Luckily, there is a wealth of online games for everything from children's mathematics to science for adults.

4) Utilization of the Pause Procedure.

Good mentors are characterized by allowing their student's voice to be heard more than their own. To ensure your students do not tune out and lose interest in what you are teaching, use frequent pauses to ensure the student has understood what you have just been explaining. For instance, ask them to summarize the idea you have just espoused and if you are teaching a group mentor, ask students to summarize what they have just learned to each other. Alternatively, during pauses, ask students to answer a short test or complete a problem using the skills you have just explained.

5) Utilization of the Think-Pair-Share Technique.

If you are mentoring a small group, this technique can work very well. It begins by providing information to your students by asking them to read a short text, listen to a short lecture or video. The mentor should then ask one question, instruct students to reflect on it, write an answer down and share their response with another student. Finally, mentors should ask each pair to provide a single answer they have come to after discussion/debate.

6) Use of Fast-Paced Drills.

If you are mentoring your student in a subject that involves a significant degree of memory work (such as Biology), drill your students frequently on particular points to ensure they retain important facts and information.

7) Use of Multi-Media Tools.

Fill your class with interesting video presentations, song or works of literature that cover the theme you are teaching. If you are teaching mathematics, show your students interesting videos.

8) Introducing humor into the mentoring session

Students have shown that the use of humor can have the highly positive effect on students, greatly increasing their level of engagement and interest. Encourage the student to bring comics, funny quotes or jokes to class and dedicate a few minutes to having good laugh.

9) Analysis sources of information.

Part of critical is analyzing the sources of information you are consulting in order to come to one conclusion or another. Mentors should be encouraged to conduct research into the background of people who have contributed in a significant way to the subject being studied to increase the student's chances of making an emotional or intellectual connection with these people.

10) Encouraging students to create

One of the easiest ways to engage students in a subject is to encourage them to create website or blog covering the themes covered in mentor sessions. Being responsible for a blog involves constantly updating one's knowledge publishing new findings and even being prepared to receive comments from readers. It is also a great way to connect with other students or intellectuals in one's chosen field.

11) Changing class Setting

A primary consideration for long term mentors is keeping boredom at bay. Once a month, try to hold your mentoring session in a different place: at a museum, a park or a historical site. Simply being in the Great Outdoors can significantly mitigate stress, thereby promoting a relaxed, fruitful learning environment.

12) Request Feedback

The consequences of your chosen mentoring strategies are likely to be far-reaching so make sure that your request feedback from your student regularly. You may have a preferred strategy that does not work particularly well with students because of their preferred learning style or because of an issue of time. The ultimate aim is to make the most resources, so their own views on the structure and content of your class should always be of primary importance.

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Mentoring Method is one of techniques can be used to improve speaking students because in this technique students will discuss with the group, each group consisting of 5 member depending many students, so each student shall communicate idea or opinion of a friend group in accordance theme is given by using the English, therefore experts English assume mentoring method very effective when applied to improve speaking.

Mentoring Learning Model

The models of Mentoring learning are as follows:

1. The teacher explains the standard competency.
2. The teacher conditions the class to carry out discussions (cooperative learning) Cooperative learning itself is learning that is in accordance with the nature of humans as social beings who are full of dependence with others, have shared goals and responsibilities, assign assignments, and feel the same fate. By utilizing that fact, cooperative learning is grouped, students are trained and accustomed to sharing knowledge, experiences, assignments, and responsibilities. Group learning activities to cooperate with each other help construct concepts, solve problems or inquiry with group members 3-4 students.
3. Teacher explains the material to students.
4. Teacher asks students to make groups, each group consists of 5 people and in each group there is a leader each acting as a tutor.
5. Teacher gives the time according to what students need, while watching if there are students who ask or do not understand.
6. After discussing the teacher asks each group to present what was discussed previously.
7. Students are encouraged to refute if they do not agree with other friends group statements when percentage.
8. Teacher gives a number of values and time needed.

Strengths and Weaknesses of the Mentoring

The advantages of the Mentoring Method are as follows:

1. Encourage students to improve their initiative and participation.
2. Students do not dominate the conversation or be quiet at all
3. Students become active in learning activities.
4. Improve students' ability to communicate (speaking skill).
5. Train students to express their opinions.
6. Growing habits in students to listen to each other, share, provide input and openness to criticism.
7. Teach students to respect the opinions of others.
8. The teacher can play a role in inviting students to find common Solutions to problems encountered.
9. Does not require a lot of learning media.

The disadvantages of the Mentoring Method are:

1. Can only be used for certain subjects.
2. It cannot be used in classes with large numbers of students.
3. Requires a lot of time for preparation and in the learning process.
4. Students who have many opinions will find it difficult to express their opinions because the time given is limited.

The mentoring method is one of learning strategy that used to improve the students 'speaking skills. There are some similar research studies that had been conducted before the result of the research describe as follow :

This study deals with the improvement student's speaking skill in English lesson with action learning strategy in fifth grade of elementary school No.106162 Medan Estate. This study was conducted by using

classroom action research. The subject of the research was class V elementary school No. 106162 Medan Estate. 054914 that consisted of 35 students. Data collected through the observation perform test on student speaking skill in the form of an oral test. The improvement also can be seen from the percentage of the students speaking achievement. In the initial test only 14,2% (five students) got category skill. In the post test in cycle I and cycle II 45,71% (sixteen students) and 88,57% (thirty one students) got category skill. It means there was an improvement about 74,37. It can be concluded that there was a significant effect of moving toward better by using action learning strategy to improve student speaking skill.

This research had done by Nasidah Lubis that was The effect of Socio Drama Method in teaching Speaking. This research explained about the application of socio drama method in teaching speaking skills a study at the VII grade of SMP 1 Penyambungan Barat. Her population of study is 25 students. The result of hypothesis test shows that $t = 2.10$ and the degree significance $5\% > 2.02$. It means that the alternative hypothesis was accepted and null hypothesis was rejected. There was a significance effect of socio drama method in teaching speaking skills

In this Era of Globalization, English Language is important for our lives. In fact, it is the second most spoken language in the world. Globalization made the use of English language more widen. The ability to speak and to write English property has been on essential benchmark skills in the professional world. Learning English in Senior High Schools are important given other than us preparation of the globalization process but as the provision of Senior High School students to continue higher education level of the established English teaching as a lesson that must be controlled by students. English is a foreign

language in our country, it has become an international language. English has been integrated to secondary school for along time. The English language is exerting even stronger influence in the modern world and has become an international language. There are also advantages of introduction a foreign language for young learners. It is also important for students to get learning English early. One of the ways to communicate with other people is by speaking. As stated in the previous chapter, speaking is important for language learners because speaking is the first form of communication.

RESEARCH METHOD

In this research, the writer used pre-experiment method by using one group pre-test and post-test design. Where the writer did an experiment in a single group only. To know if there is any significance influence of mentoring method on the student speaking skill, the writer used the comparative technique in order to analyze and compare the students' score before and after being taught by using Mentoring Method of the eleventh grade of MA Rahmatul Ummah NW Sukaraja

The research design can be represented as follows:

T1 X T2

Note:

T1 : Pre-test

X : Treatment

T2 : post-test

Population and Sampling

Population is all students who are used as research material (Arikunto, 2010: 173). The population in this study were students in MA Rahmatul Ummah NW Sukaraja academic year 2018/2019.

Samples are part of the population taken through certain ways that also have certain characteristics, clear, and complete which are considered normal to represent the population (Arikunto, 2010: 174).

The sample in this study is a number of individuals who will be studied and are part of a representative population. The class chosen as the sample is 1 (one) class, namely the students in class X1 A at the MA Rahmatul Ummah NW Sukaraja academic year 2018-2019.

The Technique of Data Collecting.

The writer collecting data that can determine the result of the research. Some techniques will be used in collecting data below :

a. Pre-test

The writer gives the pre-test to the students. The pre-test is in oral test form. The test consists of 10 questions and uses interview technique. The writer gives a lot of questions to the number of students individually and the students have to respond to the question.

b. Post-test

The last step, the writer gives the post-test after the treatment had been done by teaching speaking by using Mentoring Method. The realization of the post-test is the same with the pre-test.

The researcher used a quantitative analysis technique using statistical method. This technique is used to know the significant difference on the students' score before and after taught by using Mentoring Method. The researcher used the application IBM

SPSS Statistics v.21 for windows to analyze Paired-Sample T-test.

FINDING AND DISCUSSION

The pre-test was given before being taught by applying mentoring method and post-test was given after being taught by applying mentoring method. The collected data were described in the form of table that includes the pre-test and post-test score in one group. The students' speaking skill was scored by using analysis oral language scoring rubric.

Description of proficiency of students before being taught by Using Mentoring Method in speaking skill.

NO	Name	Pre test score
1	A	42
2	B	44
3	C	40
4	D	50
5	E	48
6	F	44
7	G	48
8	H	42
9	I	40
10	J	40
11	K	50
12	L	44
13	M	48
14	N	46
15	O	44
16	P	48

17	Q	40
18	R	46
19	S	42
20	T	42
21	U	42
22	V	56
23	W	56
24	X	44

Pre-test was administrated on 25 of August 2019. The table shows the students' ability measured by using speaking analytic scoring. From 24 students, there are 20 students who got a score under 50 (passing score) and 20 students did not pass the test.

Description of proficiency of students after being taught by using mentoring method in teaching speaking.

The result of post-test after being taught applying mentoring method in teaching speaking. The description is presented in the following table

NO	Name	Post test score
1	A	54
2	B	54
3	C	62
4	D	60
5	E	60
6	F	56
7	G	64
8	H	60

9	I	56
10	J	48
11	K	72
12	L	50
13	M	62
14	N	46
15	O	58
16	P	62
17	Q	46
18	R	58
19	S	56
20	T	52
21	U	62
22	V	60
23	W	54
24	X	58

Post-test was administrated on 20 of September 2019, based on the table 21 students passed the post-test because their score more than the standard performance, standard performance is 50 if score higher than 50 so students passed the post-test.

Analysis of the Data

a. Test of Homogeneity

In order to check the similarity of the sample, the writer continued to do homogeneity test. The writer used Levene's statistic test to calculate the test of homogeneity with significance level of 0.05. The result of this test is presented below:

Test of Homogeneity of Variances

STUDENT SPEAKING ACHIEVMENT

Levene Statistic	df1	df2	Sig.
1.227	1	46	.274

can be seen from the table above that the significance is more than the significance level 0.05 ($0.274 > 0.05$). This mean that data is significance.

b. Test of Normality

In order to know the data from the one class has been normally distributed, the normality test is needed. The writer uses Kolmogorov-Smirnov and Shapiro-Wilk method in SPSS v.21 in conducting the normality test. Therefore, the writer also used SPSS 21 to analyzed the data. The result of normality test is presented as follows:

1. Table of Test Normality

CLASS	Kolmogorow-Smirnov			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
STUDENT SPEAKING ACHIEVMENT						
PRE TEST	.191	24	.023	.888	24	.012
POST TEST	.125	24	.200	.958	24	.390

From the table above, we got the significance score 0.390 indicates that the data is normal distributed, because the significance score is higher than $\alpha = 0.05$. So, it can be concluded that the data of pre-test is normally distributed because the score is significance 0.05, the result of normality of pre-test.

c. Descriptive Statistic

Table of Descriptive Statistic

	N	Range	Minimum	Maximum	Sum	Mean	Std. Dev	Varian	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
PRE TEST	24	16,00	40,00	56,00	1086,00	45,2500	,93105	4,56118	20,804
POST TEST	24	26,00	46,00	72,00	1370,00	57,0833	1,23347	6,04272	36,514
Valid N (listwise)	24								

From the output SPSS table above, we knew total of student (N) 24, from 24 student the value minimum pre-test is 40,00, the value maximum pre-test is 56,00, and the value minimum post-test is 46,00, the value maximum post-test is 72,00, the range is the quarrel of minimum and maximum is 16,00 and 26,00. The sum value is total of 24 pre-test is 1086,00 and post-test is 1370,00, the average value of 24 students pre-test is 45,2500 and post-test 57,0833 with standard deviation pre-test 4,56118 and post-test 6,04272.

d. Test of T-Test

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 PRE TEST EXPERIMENT	45,2500	24	4,56118	,93105
POST TEST EXPERIMENT	57,0833	24	6,04272	1,23347

From table above we knew the average of pre-test (Mean) 45.2500 from 24 students, standard deviation is 4,56118 with standard error 0,93105, the average of posttest 57,0833 from 24 students, standard deviation 6,04272 with standard error 1,23347. These result indicate the post test on data is higher than the pre-test, the range of the-post test data distribution is wider and with a higher standard error.

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 PRE TEST EXPERIMENT & POST TEST EXPERIMENT	24	,365	,079

Paired sample correlations shows the correlation value which shows the relationship between the two variables is paired sample.

2. Paired Sample Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std.Dev	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PRE TEST- POST TEST	-11,83333	6,09823	1,24480	-14,40839	-9,25828	-9,506	23	,000

Paired sample test table is the main table of output that shows the result of the tests carried out. It's can be seen from the significance value (2-tailed) in the table. The significance value (2-tailed) of this case sample was 0,000 ($p < 0,05$). So the results of the pre-test and post-test has significance changes, that's mean based on descriptive statistics pre test and post test prove the post test is higher. It can be concluded that the mentoring method can improve student speaking ability in MA Rahmatul Ummah NW Sukaraja.

This research was focused on treatment of the improving students' speaking skills through mentoring method at the eleventh grade of MA Rahmatul Ummah NW Sukaraja academic year 2018-2019. The implementation of the treatment has positive result. It was proved through activities conducted by the present researcher which could increase student's interest in studying English especially improving students' speaking skills.

The result of students' score was successful in achieving the criterion minimum standard of learning objective in MA Rahmatul Ummah NW Sukaraja. Indeed, the average score after the implementation of mentoring method was higher than before giving treatment. By good lesson plan, the teaching and learning process ran well. Therefore the students' involvement increased when they studied by using mentoring method. It was seen on how

the student enjoyed and active during learning process.

Some advantages appeared when the present researcher applied mentoring method in the classroom including: the student not getting hard in relating the

lesson onto their knowledge about improving speaking skill. The teacher may provide an interesting topic closed to students' realities and based on their knowledge in other that they to be focus.

CONCLUSION AND IMPLICATION

Based on the result of analysis of the research, it shows that the research hypothesis (H_1) is accepted and null hypothesis (H_0) is rejected or it can be said the result has answered the research question that the use of mentoring method to improve students' speaking skills at the eleventh grade of MA Rahmatul Ummah NW Sukaraja academic year 2018-2019. which is proven by the students' mean score increased from 45.2500 in pre-test to 57.0833 in post-test. Furthermore, the students' perception toward the use of mentoring method in improving students' speaking skills at the eleventh grade of MA Rahmatul Ummah NW Sukaraja is good. They give positive perception towards using mentoring method. They say that study using mentoring method can improve their speaking skills and they are enjoying study English specially in speaking skills using mentoring method because in addition to improve their speaking skills.

Referring to the result of the research, the present researcher present some suggestion for teacher and students:

1. For the teacher, using mentoring method is a great way for the students to learn English language specially in speaking skills because it is can improve the students' speaking skills and the teacher can motivate the students in order to make them interested in learning

English language specially in speaking skills.

2. For the students, based on the research finding, by using mentoring method the students able to improve their speaking skills and they will find new method for studying English language specially in speaking skills.

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