Improving Students' Speaking Competence through 3L and 3S Method in Using Foreign Languages

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Abstract—Language skills include listening, speaking, reading and writing. One of language skills that is considered important in communication is speaking. However, many students have difficulty in speaking using the foreign languages they have been learning although teachers have applied various methods. Therefore, it becomes teachers' duty to find an appropriate teaching and learning method to help the students succeed. This paper aims to introduce '3L (Triple L) and 3S (Triple S) Method' which integrate and exploit listening and speaking activities as a way to improve students' speaking competence in using foreign languages. The listening materials are taken from YouTube which are selected based on national curriculum for students to watch and listen as many times as possible. In the classroom, students must tell the teacher what they have listened and learned from the materials. This method has been applied by the writers and are considered effective. Because the researcher used classroom action research. The data is analyzed by using percentage.

Keywords—*3L and 3S Method; listening and speaking activities; speaking competence.*

I. INTRODUCTION

In the era of globalization as now communication is an important thing in human life. Communication that is speaking itself is a human way to express intentions and goals. It is undeniable that every human being will never be separated from communication. The ability to speak can certainly be improved in certain ways, as prospective teachers need to know how to improve speaking skills in the teaching and learning process itself to support the teaching and learning process at school later.

Speaking is one way to communicate ideas and thoughts orally. To enable students to communicate, we need to apply the language in a real communication. According to Rickheit and Strohner [1], speaking is speech or utterance with the purpose of having intention to be recognized by the interlocutor. Brown, et al. [2] states that speaking is depending on the complexity of the information to be communicated; however, the speaker, sometimes, finds it difficult to clarify what they want to say. Hughes [3] states that speaking is the first mode in which children acquire language. It is a part of the daily involvements of most people with language activities, and it is the prime motor of language change. It also

provides our main data for understanding bilingualism and language contact.

One aspect of language that must be mastered by students is speaking. It is because speaking competence supports other skills [4]. This competence is not a type of skill that can be passed down from generation to generation even though basically every human being can speak naturally. However, mastering speaking competence requires intensive practice and direction.

Basically, learning difficulties comes from two factors based on Westwood [5]. First is internal factor which comprises of affective factors as motivation, self-confidence, self-esteem, and attitude. Second is the external factors which come from sociocultural elements like teacher, teaching learning aids, and culture in the classroom. Brown [6] argues that there are also some variables influencing the student's abilities in learning second language. He defines it into two facets of affective domain of second language acquisition. The first of these is the intrinsic side. This is the internal factor that comes within a person in learning a language. Furthermore, the second facet is the extrinsic factors. This is the factors which arrive from sociocultural variable around the learners. It socially requires learners in the same way of learning second language along with culture.

TABLE I. THE DISTRIBUTION OF FACTORS CAUSING SPEAKING COMPETENCE LEARNING DIFFICULTIES

Internal Factors	External factors
Motivation	School Teacher
Self Confidence	Teaching Aids
Self Esteem	Classroom Culture
Attitude	

Foreign language is spread and used by almost a quarter of the world's population and continues to grow to one and a half trillion in the early 2000s. Foreign language is a language learned in an environment where it is not the main language used to interact in everyday life and there are various limitations in learning it.

After knowing the reasons why foreign language learners have difficulty in speaking, learners and teachers should find the right method to gain success. With this paper, the writers

want to introduce 3L and 3S Method to increase students' speaking competence in using foreign languages. The following discussion will explain why this method is believed effective and how to apply it.

II. LITERATURE REVIEW

A. *The Role Of Listening For Speaking Competence*

According to Oxford Dictionary, listening is to pay attention to a sound, while speaking is to send information or feelings through the sound. How can someone speak a particular language while we know that babies are born in a state of speechlessness and do not understand the language. Linguistic experts have revealed that babies learn to speak from hearing and then imitating. A baby is able to speak in a mother tongue because she/he has previously heard much from the parents and the surrounding environment. When a baby or child listens to the language used around him, he will record the language in his brain. The baby has a silent period (silent period), the time when he only hears and hears, listen and listen. When a baby or child understands the language heard, along with the development of the brain and age, he will try to imitate and use it to communicate. Children are not born with a particular language. Thus, it is important to expose them with languages to learn. It is, then, important to expose the utterance by relating it to objects, events, and situations in the environment in order for the child to discover the meaning of the word or speech. It is necessarily the case that speech understanding precedes speech production. It can be concluded that understanding in listening is a very important activity for children to be able to speak.

A child can master a variety of languages by creating an environment where many children hear the language. Exposing children with different languages in their daily activities will enable the child to master those languages. A Russian linguist, named Yulia Devyatkina, invited her daughter, Bella Devyatkina, speaks Russian and English alternately every day. At the age of ten months she added French. At the age of two, Bella's parents added Chinese. At the age of three Bella was interested in Spanish, German and Arabic. All the lessons were games. Her parents also did darma tours with native speakers for Bella (Svetlana Arkhangeskaya, Oct 28, 2016). With the created environment, Bella was able to master seven languages at the age of four.

Bella is an example of a child who is able to master a foreign language with a created environment. However, in this Internet era, many children are able to master foreign languages. The Internet offers many foreign-language channels that are accessible easily. One of them is Brian Imanuel, known as Rich Chigga. He is a famous rapper in foreign countries from Indonesia. Brian speaks English from watching many of You Tube videos and listening to songs from English-speaking musicians (CNN, May 16, 2017). So is the son of one of the authors of this paper, Brilliant Haidar Alfaridzi, able to speak English fluently. Although her mother is an English teacher, he rarely learns the language with her mother. His passion for playing computer games and listening

to game tutorials on YouTube, enabled him to speak English fluently at the age of 11.

Bella, Brian, and Brilliant are children who master a self-taught foreign language who was born with a normal brain. While Fajar Abdurrokhim Wahyudiono is a child born with a condition of brain deformity. Nevertheless, he was able to memorize the Qur'an at the age of 4.5 years. His parents are diligent in reading the Qur'an in the morning and evening. For 24 hours they played the Quran reading for their son to hear. At the age of three, Fajar was able to speak but that came out of his lips was often a piece of Qur'anic verse (Republika.co.id, Tuesday, October 6, 2005). Fajar memorized Al Qur'an automatically because he heard a lot of the Qur'an reading.

From the above exposure, it can be concluded that a person can master a particular language with a lot of hearing the language. By hearing, he will try to understand what the hearing means. By understanding, they will mimic a word or phrase that has been heard repeatedly and finally able to use it in communicating. The ability to speak will be formed by listening.

B. *Listening And Speaking Activities in Learning Language Foreign Language*

Listening and speaking are very important communication components. Students will be able to communicate if they understand what is being heard and able to express their thoughts and feelings. Listening activities will provide language input in the students' brains. Rost [7] states, "Listening is very important in language classes because it provides input for learners. Without understanding the input at the correct level, learning cannot begin. For that listening is very important for language learners to be able to speak ". While speaking activities will train students to be able to use the language they mastered and able to communicate with various purposes. Students need a lot of speaking practice to become effective speakers.

Students speak for many reasons to be sociable, because they want something else, to express their feelings or opinions about something, to exchange information, to refer to an action or event in the past, present, or future, the possibility of something happening and so on [8].

Learning to speak needs a lot of practice; besides, learners should use short dialogue, and questions and answers[9]. Stuart [10] proposes that learners should plan and adjust their talk; an effective speakers should be proficient by practicing.

Since listening and speaking are important, teachers need to focus students' activities on both components of communication. There are so many methods that can be used in language classes to get students to listen and speak. However, it has been known that the methods have been so far less-effective in making children able to communicate in the target language. In his book, 'Effortless English: Learn to Speak English like a Native, Hoge [11] says that from Grammar Translation Method to Communicative activities, it does not succeed in making students competence in communicating with English.

Recently, because students find grammar translation method so boring, some school have added "communication activities" to their curriculum. Occasionally, the teacher puts the students into pairs or groups. The students then read or repeat dialogues from a textbook. Sometimes they might answer a few questions from a worksheet. Of course the activities are unnatural, nothing like real English conversation. Consequently, the failure rate of "communication activities" is just as bad as grammar translation.

Some countries still have problems in teaching and learning to help students mastering foreign languages effectively. Zyoud [12] says that in Palestine students are required to read English at the primary, secondary, and higher secondary levels for about twelve years, but their level of proficiency is below the mark. Most of graduate and post graduate students are also not able to speak English well. He believes that there is something wrong with the teaching and learning. What happens in Palestine also happens in Indonesia and other countries which taught some foreign languages.

Given the importance of listening and reading activities in learning a foreign language and the facts of failure of the methods used so far, it is necessary to innovate new methods in learning. Now, information technology is growing very rapidly, teachers have no difficulty in finding sources or teaching materials for listening. YouTube is the right source. YouTube provides a variety of videos from different countries with its various languages. Teachers can choose the right videos, according to the curriculum for learning. Teachers should also be able to motivate students to use YouTube for self-study. Students in nowadays and era should be able to improve the ability of foreign language that is being learned from the media. For speaking activities, teachers can facilitate children to use language classes as a place to practice foreign languages. Students are given the opportunity to speak and communicate in the language they are learning with their teachers and friends. If not all students use language classes to communicate, at least there are teachers who provide opportunities to communicate. In this case, the authors introduce a method called 'Method 3L and 3S'.

III. METHOD

In this action research, the writers use qualitative research as the form of research. Qualitative research focuses on phenomenon or event as natural. Qualitative cannot be applied in laboratory or any other quantitative do as usual, but it must be applied at the field. Therefore, it is very common to call it as naturalistic inquiry, or field study. As the writer describes on the background, problem of learning difficulties are complex matters and affected by some factors. The researchers used classroom action research. The data is analyzed by using percentage. The procedure of this research were cycle I, cycle II, cycle III and cycle IV. Each cycle of planning, acting, observing, and reflecting and evaluating. First, researcher collected individual score at the end of cycles by giving speaking test each of topic to the students. Then, researcher

counted the students' score into percentages by following students' score interval.

This research took the population on the second grade students of SMA Negeri 1 Kutorejo. Particularly, they were taken from next second grade of academic year 2017/2018. Those students were considered as the population because they will have studied for two years. So, the writer assumes that they have a lot of experiences in learning foreign language and facing foreign language as difficult as well.

In this study, data collection conducted by researchers using data collection in the form of: (1) Interview guidelines used to find out the constraints faced by students and teachers in the implementation of learning. (2) Observation sheet are used to measure student and teacher activity (3) Assessment sheet are used to measure speaking ability, and (4) Documentation Technique. This Study, researchers used data analysis techniques in qualitative and quantitative descriptive.

IV. RESULT AND DISCUSSION

A. 3L and 3S Method

This method was created at the end of the even semester of the 2017-2018 school year. The lack of speaking ability of students in foreign language classes and the fact that some children are able to master foreign languages with ease only from listening a lot, then 3L and 3S method were born for foreign language teaching and learning.

3L stands for Listening, Listening, and Listening and 3S stands for Speaking, Speaking, and Speaking. That is, learning for one semester is only filled with listening and speaking. All listening materials are given at the beginning of the semester so that students are ready from the beginning. The listening materials are taken from YouTube (so students can access it on their own besides they have from the teacher) and adapted to National Curriculum. The listening activities are conducted in schools with study groups as well as at home individually. Students are expected to listen to the material repeatedly until they understand the utterance used, get the corresponding vocabulary, and be able to simulate the correct pronunciation and be able to retell what is heard in words or sentences. While the speaking activities conducted in schools. Students who have been given the task of listening certain material before, in the next meeting assigned to retell what he understood from the listening material to the teacher. At that time, teachers and students can ask questions or communicate. So most of the activities at school are speaking.

What about the other language aspects, namely reading and writing? Because students are not babies, they must learn with awareness. In understanding what is heard and viewed from the video, they will need to take notes or read any text that may be exist in the video. Students usually also need to conceptualize what they want to convey to the teacher in the classroom. So in the activity of listening and speaking, reading and writing activities will automatically participate.

(1) Listening Materials

The materials are in the form of videos taken from YouTube where students can listen to the language used

and can understand the meaning of the content they are viewing. Students can interpret the meaning of a word or phrase from the image they see. Video is a context that helps students quickly understand what is being listened. The selected materials should be adjusted to the student's level of ability.

Listening materials can be in the form of:
a. Videos about introduction
b. Videos about vocabulary/hobbies/likes
c. Videos about a narrative/family story
d. Videos about actual News/school
e. Grammar learning videos
f. Video cooking/making something (Procedure)
g. Video about the use of particular phrases
h. Transactional & Interpersonal dialogue videos
i. Vlogs about a description of a place, thing, person or animal
j. Videos about someone's experience
k. Videos about a history/biography
l. Videos about a song and its lyric
m. Videos about science (for example: the process of rainfall)
n. And so on.

(2) Techniques

The followings are the techniques of 3L and 3S Method:
a. The teacher makes lesson plans in one semester contain of certain materials and times. The materials are in accordance with curriculum 13. All materials are in the form of videos which are taken from YouTube.
b. The teacher gives all the listening material (videos) to the students at the beginning of the meeting along with the list of tasks to be completed within one semester. The list is checked for students who have completed each task.
c. Students are assigned to listen to such materials at home and at school or wherever they wish. Then assign them to tell what has been heard individually to the teacher in a certain time as planned before.
d. The teacher forms students' learning groups that are changed every time the lesson are about to begin new basic competence (KD). Students are expected to help each other in understanding the listening materials (videos) together.
e. Each group determines the sequence to tell the results of listening to the teacher.
f. The teacher will call the students who have the first order in each group, then proceed to call the next sequence of each group.
g. The student who has advanced, returns to his group and he acts as a listener for his friends who practice storytelling and help their friend if they have difficulty.
h. To monitor the progress of student's learning and to assess it, the teacher makes assessment rubric of speaking which contains the following aspects:

fluency, comprehension, vocabulary, pronunciation, and grammar. While, their competence are indicated by predicate 'need improvement, satisfactory, good and excellent'

B. *Findings*

(1) Cycle I

TABLE II THE DISTRIBUTION OF STUDENTS IN CYCLE I

Number of Students	Score	Qualification
-	85-100	excellent
3	71-84	Good
12	60-70	Satisfactory
17	< 59	Need improvement

As it was seen in the table above the students' score is into percentages. The percentages can be seen from the following table:

TABLE III THE DISTRIBUTION OF STUDENTS IN CYCLE I

Number of Students	Score	Qualification	Percentage
-	85-100	excellent	0%
3	71-84	good	9.375%
12	60-70	satisfactory	37.5%
17	< 59	Need improvement	53%

Based upon table above, it can be seen that there is improvement in students' speaking than in pre-assessment. The data shows that 0% of students are excellent categories, 9.3% are good, 37.5% are satisfactory categories, 53% are Need improvement categories.

Based on the evaluation and reflection, researcher and collaborator conclude that there is improvement in students' speaking. However, researcher feels that it is important to increase students' speaking because indicator of success has not been reached yet by some of the students. It is because of the problems such as their low motivation to speak, don't have enough vocabularies to express their ideas, feel shy when they speak in front of their friends, still rigid to express their ideas through oral communication, unfamiliar with good techniques to speak easily, unable to speak well that caused of difficulties in expressing their ideas. Be sides, the teaching method applied before was not interest. Therefore, researcher and collaborator need to do action again.

(2) Cycle II

TABLE IV. THE DISTRIBUTION OF STUDENTS' SPEAKING IN CYCLE II

Number of Students	Score	Qualification
1	85-100	excellent
2	71-84	good
16	60-70	satisfactory
13	< 59	Need improvement

As it was seen in the table above the students' score is into percentages. The percentages can be seen from the following table:

TABLE V. THE DISTRIBUTION OF STUDENTS' SPEAKING IN CYCLE II

Number of Students	Score	Qualification	Percentage
1	85-100	excellent	3.1%
2	71-84	good	6.25%
16	60-70	satisfactory	50%
13	< 59	Need improvement	40.6%

Based upon table above, it can be seen that there is improvement in students' speaking than in pre-assessment. The data shows that 3.1% of students are excellent categories, 6.25% are good, 50% are satisfactory categories, 40.6% are Need improvement categories.

From the data above researcher feels that the indicator of success has not been reached yet because there are some problems in teaching speaking activity such as mentioned in cycle 1, even some students have been trying to minimize this problems. That is why, researcher and collaborator think that it is important to over comes the problems in order indicator of success can be reached. Therefore, it is needed to do next cycle.

(3) Cycle III

TABLE VI. THE DISTRIBUTION OF STUDENTS' SPEAKING IN CYCLE III

Number of Students	Score	Qualification
2	85-100	excellent
4	71-84	good
19	60-70	satisfactory
7	< 59	Need improvement

As it was seen in the table above the students' score is into percentages. The percentages can be seen from the following table:

TABLE VII. THE DISTRIBUTION OF STUDENTS' SPEAKING IN CYCLE III

Number of Students	Score	Qualification	Percentage
2	85-100	excellent	6.25%
4	71-84	good	12.5%
19	60-70	satisfactory	59.37%
7	< 59	Need improvement	21.8%

From the table above, it can be seen that there is improvement in students' speaking than in pre-assessment. The data shows that 6.25% of students are excellent categories, 12.5% are good, 59.37% are satisfactory categories, 21.8% are Need improvement categories.

From the data above researcher see that most of student could decrease their problem in speaking. But, researcher feels that the indicator of success has not been reached yet because there are some problems in teaching speaking activity such as mentioned in last cycle. That is why, researcher and collaborator think that it is important to over comes the problems in order indicator of success can be reached. Therefore, it is needed to do next cycle.

(4) Cycle IV

TABLE VIII. THE DISTRIBUTION OF STUDENTS' SPEAKING IN CYCLE IV

Number of Students	Score	Qualification
5	85-100	excellent
9	71-84	good
15	60-70	satisfactory
3	< 59	Need improvement

As it was seen in the table above the students' score is into percentages. The percentages can be seen from the following table:

TABLE IX. THE DISTRIBUTION OF STUDENTS' SPEAKING IN CYCLE IV

Number of Students	Score	Qualification	Percentage
5	85-100	excellent	15.62%

9	71-84	good	28.1%
15	60-70	satisfactory	46.87%
3	< 59	Need improvement	9.3%

From the table above, it can be seen that there is improvement in students' speaking than in pre-assessment. The data shows that 15.62% of students are excellent categories, 28.1% are good, 46.87% are satisfactory categories, 9.3% are Need improvement categories. From the result above, the researcher and collaborator conclude that the indicator of teaching in learning has been reached. Therefore, the researcher decided to stop the action.

C. Discussion

Based on the result which found by researcher in each cycle of this research, we could see that most students were interested in learning speaking competence through 3L and 3S Method. They had good selves-confidences to express their ideas in topic speaking competence inside classroom, most of them could minimize they fear and shy to speak, the frequency and percentage of students speaking ability were increase well in each cycles. In addition, 3L and 3S Method could motivate the students to be active and had a great participation in speaking activity during teaching and learning process in classroom.

Another aspect that found by researcher in this study that 3L and 3S method could motivate students and minimize students problems in speaking competence such as less-motivation to speak, limited vocabularies, nervousness, rigidity, unfamiliarity techniques, etc. during teaching and learning process in classroom until all of them are being active to speak.

V. CONCLUSION AND SUGGESTION

Method is one important things that must be applied during teaching and learning process in order the purpose of teaching can be reached. This method has not been studied in depth, but it has been practiced in the last two until five materials in the second semester. From the experiences in applying this method, the writers are able to make a conclusion that 3L and 3S Method is effective to increase students' speaking competence in using foreign languages. Students were active and enthusiastic seeing a YouTube video and listening to the narrative story intently over and over again until they were sure that they mastered the words and sentences with correct pronunciation. Students were finally able to retell the narrative story that he saw and heard. By giving listening materials and assigning students to listen over and over again, it will increase the input of vocabulary and sentences into the student's brain so they know what to say when speaking in the classroom. To prove the effectiveness of this method, teachers can apply at their own schools and researchers can test or conduct research to prove the effectiveness of 3L and 3S method.

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