

THE USE OF THE BERLITZ METHOD TO IMPROVE SPEAKING SKILL
(Study on the subject of English for Class VII Student at SMPN 13 Bengkulu Municipality
in academic year 2022/2023)

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ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan penerapan metode Berlitz dalam memperbaiki kemampuan berbicara Bahasa Inggris pada pembelajaran Bahasa Inggris pada kelas VII di SMPN 13 Kota Bengkulu. Metode penelitian yang digunakan adalah penelitian tindakan kelas. Subyek penelitian pada penelitian tindakan kelas adalah siswa-siswi kelas VII tahun pelajaran 2022/2023 di SMPN 13 Kota Bengkulu. Jumlah siswa dan siswi pada kelas PTK berjumlah 25 orang. Metode pengumpulan data menggunakan observasi dan tes. Analisis data menggunakan skor rata-rata. Dari hasil penelitian ini ditemukan adanya peningkatan ketrampilan berbicara yang signifikan dari siklus pertama sampai siklus ketiga.

Kata Kunci: Pembelajaran Bahasa Inggris, Metode Berlitz, Keterampilan Berbicara.

ABSTRACT

This research was to describe the application of Berlitz method in improving student speaking skill in English subject in class VII at SMPN 13 Bengkulu Municipality. The method of research was a classroom action research. The subjects of class action research (CAR) were students of class VII A semester even in 2022/2023 at SMPN 13 of Bengkulu Municipality. The number of students in the CAR class was 25 students. The data collected by using observation and tests, data were analyzed by using the average score. The results of this study found a significant improvement speaking skill from the first cycle to the third cycle.

Keywords: Learning English, Berlitz Method, Speaking Skill.

INTRODUCTION

In a learning process, a teacher plays an important role in learning. Teachers play an important role in determining the success of students, therefore a professional teacher is needed in teaching. Professional teachers should be able to design learning process activities with various learning methods, so that,

students are more active. According to Dahar (2019:72) teachers not only master knowledge about the field of study being taught, but also various approaches and learning methods as well as various learning theories to guide teachers in applying the chosen approach and method. Despite the fact that there are

still many teachers who use rigid and inappropriate learning methods.

Teachers also carry out a tedious learning process that makes it difficult for students to receive learning materials. This also happens in learning English. English is one of the language of instruction used in communication between countries so students are required to learn it.

According to Tarigan (2022 : 87) English is a very complex subject, because it consists of various applied sciences that include four skills, namely listening skills, speaking skills, reading skills and writing skills, so it requires qualified educators in the mastery of materials and classroom management, especially in terms of choosing learning methods or creating a comfortable classroom atmosphere to attract students' interest. Because of being so far English is still not in demand by lower grade students. Students tend to have difficulty understanding and mastering skills in English, especially in speaking skills. Students find it difficult to apply English learning because English is a foreign language whose pronunciation and writing are different from Indonesian. In fact, speaking skills are absolute requirements for master-ing English.

Therefore, English lesson must be learned from an early age.

According to Yanti (2021:1), Learning speaking as English subject plays an important role in supporting the intellectual, emotional, and social development of students. This is the factor of supporting the success of the students in studying all subjects. The speaking skill underlines the students to be active in following the process of teaching and learning in a class. Most of teacher thinks that when the she or he uses English in the class, she or he will make the students be able to speak in English, too. In fact, without we are knowing that when the teacher teaches English in the class teacher uses their time to explain grammar and to get the students memorize a list of vocabulary. But, we all know that speaking is not easy to understand when we know speaking as well we automatically know the other language skills.

In the 2021/2022 academic year, learning English has not shown a significant increase. This is indicated by the number of students who are still being in below the standard score or *kriteria ketuntasan minimal (KKM)* with an average learning completeness score is only 50

from the KKM of 65. This is due to the teaching process of educators using inappropriate learning methods so that students still have difficulty in understanding English learning.

Observations made in the learning process found that there were students who had difficulty in pronouncing words and sentences in English because English is a foreign language for them. Then it was also found that there were students who have difficulty in writing words and sentences in English because of differences in pronunciation and writing in learning English. This condition is caused by several things, such as: 1) English is a foreign language for students, and 2) There is a difference between pronunciation and writing of words or phrases.

In connection with the lack of speaking skills of students in learning English, appropriate learning methods are needed in teaching English, one of alternative method is Berlitz English learning method.

According to Sani (2019 : 310) the Berlitz method is a method gives attention to person by using direct learning. Using the Berlitz learning method, the teacher invites students to be directly involved in

learning by using physical activity. The Berlitz method is the most suitable method for teaching language to students who are new to languages such as English because the Berlitz method gives attention to students by direct learning so as to create a relaxed learning atmosphere so that students find it easier absorb learning. In addition, the Berlitz method has learning steps including imitating the vocabulary spoken by the teacher and writing down the words spoken by the teacher in a notebook. This causes the Berlitz method to be effective in improving students' speaking skills in learning English.

Based on the problems above, the selection of the right learning method will affect a learning process. The suitable learning method will make the learning process successful and the ability of students to learn English, especially speaking skills to increase.

RESEARCH METHOD

The research method used is a classroom action research (CAR). Classroom action research is a research method in which a group of people who are also researchers organize a condition.

They can intensively study experiences and make their experiences accessible to others. (Sudjana, 2019:115) Classroom action research is carried out in cycles, namely cycle I, cycle II and cycle III which are carried out in different classes. The implementation of the cycle is carried out with the preparation stage, namely, planning, action, observation, and reflection, the implementation of learning is carried out by teachers collaboratively with researchers.

The research method uses CAR. Basically, in CAR, there are four important stages, namely: a) planning, b) implementation, c) observation, and d) reflection. The subjects in this study were conducted using a purposive sampling technique where the technique of taking this subject was based on the existence of special characteristics determined by the researcher to be the subject of the study.

The research subjects for the CAR class in this study were 25 students of class VII A SMPN 13 Bengkulu City. In this study, the observation method was used for teacher activities in applying the Berlitz method, and students' speaking skills.

Data analysis of observation results implementation of the application of the

Berlitz method use a very lack of scale, less, sufficient, good and very good. The data obtained from the observation sheet are processed descriptively. This observation sheet is used as a guide to find out deficiencies. In addition, it can be presented as a reference to improve guidance activities in the next cycle.

Test data were analyzed by using the average value equation, and t-test. Students classical learning completeness was achieved if 80% of students gained a score of ≥ 65 , the ability of speaking skills of students in the good category and there are significant differences in English learning using the application of the Berlitz method. When compared to learning conventional models.

FINDINGS AND DISCUSSION

First Cycle

Observation of the process of implementing the Berlitz method

Based on the results of observations of the implementation of actions in the first cycle during the Berlitz method of implementing the Berlitz method, the researcher and the observer observed the course of the activity to see whether the actions were as planned. As for the obser-

vations of the application of the first cycle of Berlitz method can be seen in table 1.

Based on Table 1 it can be seen that the average value of the implementation of the Berlitz method in the first cycle process is 3.20 and this is still included in the "moderate" category this shows that the Berlitz method activities by the researcher and the enthusiasm of students in following the implementation of the Berlitz method is moderate.

Table 1. Recapitulation of Observation Results Learning Process Berlitz Method in Teacher Activities Cycle 1

No	Observer	Average Score
1	Observer 1	3,2
2	Observer 2	3,3
The total average score		6,5
Average		3,20
criteria		moderate

(Source: Data Processed)

Observation of speaking skills

During the process of implementing the implementation of the Berlitz method in class VII students of SMPN 13 Bengkulu Municipality, an observation of student speaking skill was held in order to find out the level of student speaking skills in the process of applying the Berlitz method that has been carried out.

Table 2. Observation Results Speaking skills of the first cycle

No	Observer	Average Score
1	Observer 1	2,24
2	Observer 2	2,27
The total average score		4,52
Average		2,26
criteria		Less

(Source: Data Processed)

Based on observations in the learning implementation process, it can be seen in the table 2. It appears that the average student speaking skills value in the process of applying the Berlitz method in the first cycle is 2.26 and is categorized as "less". This can be seen from the still large aspects that have not been fulfilled properly, namely: 1. Students can not recite the word well 2. There is still an error in the pronunciation of English words or sentences that are not in accordance with the correct sentence structure, 3. Still a mistake In providing intonation to an English word/sentence from the data shows that the indicator of student speaking skills needs to be a maximum effort to be able to improve students' speaking skills. So that, learning can be carried out effectively, that it will get more meaningful learning.

Second Cycle

Observation of the process of implementing the Berlitz method.

Based on the results of observations of the implementation of actions in the first cycle during the Berlitz method of implementing the Berlitz method, the researcher and the observer observed the course of the activity to see whether the actions were as planned. The results of observations of the application of the second cycle of Berlitz method can be seen in Table 3.

Table 3. Recapitulation of Observation Results Learning Process Berlitz Method in Teacher Activities Cycle 2

No	Observer	Average Score
1	Observer 1	4,4
2	Observer 2	4,3
The total average score		8,7
Average		4,3
Criteria		Very Good

(Source: Data Processed)

Based on Table 3. it can be seen that the average value of the implementation of the Berlitz method in the first cycle process is 4.30 and this is still included in the "very good" category this shows that the Berlitz method activities by the researcher and the enthusiasm of students in following the implementation of the Berlitz method is very good.

Observation of Speaking Skills

During the process of implementation of the Berlitz method in class VII students of SMPN 13 Bengkulu Municipality an observation of student speaking skills was held in order to find out the level of student speaking skills in the process of applying the Berlitz method that had been carried out. Based on observations in the learning implementation process, it can be seen in the table 4 below.

Table 4. Observation Results Speaking skills of the Second cycle

No	Observer	Average Score
1	Observer 1	3,41
2	Observer 2	3,48
The total average score		6,89
Average		3,44
Criteria		Good

(Source: Data Processed)

Based on Table 4 above, it appears that the average student speaking skills value in the process of applying the Berlitz method in the second cycle is 3.44 and is categorized as "good". This can be seen from several aspects that have been fulfilled properly, namely: 1. Students can recite the word well, 2. A little error occurs in the pronunciation of English words or sentences that are not in accordance with the correct sentence structure, 3. Students

are correctly giving intonation In an English word/sentence from the data shows that the indicator of student speaking skills is good and carried out effectively, so that it will get more meaningful learning.

Third Cycle

Observation of the process of implementing the Berlitz method.

Based on the results of observations of the implementation of actions in the first cycle during the Berlitz method of implementing the Berlitz method, the researcher and the observer observed the course of the activity to see whether the actions were as planned. The results of observations of the application of the third cycle of Berlitz method can be seen in Table 5.

Table 5. Recapitulation of Observation Results Learning Process Berlitz Method in Teacher Activities Cycle 3

No	Observer	Average Score
1	Observer 1	4,73
2	Observer 2	4,72
The total average score		9,45
Average		4,72
Criteria		Sangat Baik

(source:Data Processed)

Based on Table 5 it can be seen that the average value of the implementation of the Berlitz method in the third cycle

process is 4.72 and this is still included in the "very good" category this shows that the Berlitz method activities by the researcher and the enthusiasm of students in following the implementation of the Berlitz method is very good.

Observation of Speaking Skills

According to Harningsih (2021:2) The Berlitz Method can improve students speaking skills in learning English. The Berlitz Method is a method that makes it easier for students to add Indonesian vocabulary so that their speaking skills increase because they have a lot of vocabulary.

The results of the speaking ability research show that there is conformity with Harningsih's theory where there is an increase in English speaking ability since the teacher explains the Berlitz method in the learning process.

During the process of implemen-ting the implementation of the Berlitz method in class VII students of SMPN 13 Bengkulu City an observation of student speaking skills was held in order to find out the level of student speaking skills in the process of applying the Berlitz method that had been carried out. Based on observations in the

learning implementation process, it can be seen in the table 6 below.

Table 6. Observation Results Speaking Skills of the third cycle

No	Observer	Average Score
1	Observer 1	4,43
2	Observer 2	4,44
The total average score		8,87
Average		4,43
Criteria		Very Good

(Source : Data Processed)

Based on Table 5 above, it appears that the average student speaking skills value in the process of applying the Berlitz method in the second cycle is 4.43 and categorized as "very Good". This can be seen from several aspects that have been fulfilled properly, namely: 1. Students can recite the word well, 2. A little error occurs in the pronunciation of English words or sentences that are not in accordance with the correct sentence structure, 3. Students are correctly giving intonation In an English word/sentence from the data shows that the indicator of student speaking skills is good and carried out effectively, so that, it will get more meaningful learning.

Discussion

The application of Berlitz can improve students' speaking skills in learning English

Based on the results of the study, students' speaking skills in English subjects in SMPN 13 Bengkulu City have increased. This is in accordance with the opinion of Anita, et al (2019 : 2) General Purpose The Berlitz method is to teach spoken language skills at the beginner level. The Berlitz method has the main principle, namely to transfer and communicate language verbally. This can be drawn a conclusion. that the Berlitz method is a method that teaches language to communicate orally so as to improve children's speaking skills using physical activity. According to Sani (2019: 311) which also states that the main principle of the Berlitz method is to understand the language spoken before developing speaking skills both spoken and written. From the results of classroom action research with the application of the Berlitz method carried out in three cycles, changes happen in the learning process from the cycle one to the third cycle towards a better direction. The ability of students in pronunciation, spelling and communicating in English is seen experiencing good development and continues to increase from the cycle one to the third cycle.

According to Yusrawita (2019: 125) The Berlitz method focuses on vocabulary mastery so that it can improve students' speaking skills. Based on the results of the study, this is in accordance with theory of Yusrawita where there is an improvement in children English speaking skills since the usage of the Berlitz method in learning, this is proved by an improvement from each cycles, first cycle to third cycle.

The application of the effective Berlitz method can improve students' speaking skills in English lessons

Based on the results of the research on the application of Berlitz method seen from increase the result in the each cycle. In improving speaking skills it can be concluded that there is a significant difference between the speaking skills of students who learn by using the Berlitz method with students who uses conventional learning. The finding proves that effectiveness of the Berlitz method, it can improve Speaking skills.

According to Ratminingsih (2022: 311) The main principle of the Berlitz method is to understand the language spoken before developing speaking skills both written and spoken. Learning that uses Berlitz has learning steps, namely

students doing to pronounce the words given by the teacher. Steps Berlitz learning is very effective in improving student speaking skills. Students are involved in the learning process using physical activity that it can digest learning compared to did participants who only sit in the chair. According to Pardoyino (2021: 95), Speaking skills the ability to communicate verbally using vocabulary. This theory strongly supports the use of the Berlitz method because the Berlitz method uses physical touch to increase vocabulary. The improvement that occurs students' speaking skills shows that students have mastered the material delivered by the teacher so that the results of student observations increase in each cycle.

The finding in this research that is relevant to Fauzan (2021) with the title "Application of the Berlitz Method to Improve the English Learning Process of SDN 2 Arjasari Students". From the results of the study showed that there was an increasing ability in the learning process of SDN 2 Arjasari students in active English communication with the application of the Berlitz method.

CONCLUSION AND SUGGESTION

The application of the Berlitz method can improve students' speaking skills in English subjects in SMPN 13 Bengkulu Municipality in Academic Year 2021/2022. Increased speaking skills can be proven by the results of the first, second cycle and third cycle which shows a significant increase in speaking skills. Application of the Berlitz Method is effective for improving student speaking skills in English subjects in SMPN 13 Bengkulu municipality in Academic Year 2021/2022. This can be seen from the analysis of student speaking skills from first, second, and third cycle happens increased.

It was suggested that the using alternative method by using Berlitz to improve students' speaking skill.

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