

THE USE OF IMATATION TECHNIQUE TO IMPROVE THE STUDENTS` SPEAKING ABILITY AT THE SECOND GRADE STUDENTS OF TSANAWIYAH NURUL YAQIEN SAYANG-SAYANG

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| ABSTRACTS | ARTICLE INFO |
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| <p>This study aimed to describe that the use of the Imitation Technique to improve the students` speaking ability. This study was classroom action research (CAR) or mix-method to design in order to answer statement of the problem. There was only one research question in this study. How does the use of the Imitation Technique to improve student` speaking ability at the second-grade student of Tsanawiyah in academic year 2025/2026? The subject of the study were 26 students. The technique of collecting data were pre-test and post-test, which was in the form of describing tourism object at the pre-test and post-test was describing popular artist to obtain the data. The pre-test score was This was conducted one cycle because the cycle could be achieved the criterion of success or KKM in that school was 75, and the pre-test was scored 1823: 26= 70,2, and the post-test was scored 2212,2: 26= 8,1. It could be conclude based on the result of post-test in the first cycle after treating by using The Imitation Technique to the student at Tsaniwiyah there were increased the number of score from 70,2 up to 80,1, therefore the imitation technique was used in teaching speaking was significance could be seen from the post-test result bigger than the result of pre-test in this study. It meant that the success of the imitation technique in improving the student` speaking ability.</p> | <p>Article History: <i>Received: 11st December 2025</i> <i>Revised: 23rd December 2025</i> <i>Published: December 2025</i></p> <p>Keywords: <i>The Imitation Technique, Teaching, Student Speaking Ability</i></p> |

INTRODUCTION

The availability of many theories in teaching learning particularly in teaching speaking be able to help the teachers in delivering the material properly According to Rebecca (2006: 144), “speaking is the first mode in which children acquire language, it is part of the daily involvement of most people in language activities, and it is the prime motor of language change”. It provides our main data for understanding bilingualism and language contact. Moreover, “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 (Brown and Yule, 1994: 14)”. And also, Harmer (2007: 284) states speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language on the spot while quaintly (1990:7) defines speaking as the process of transmitting ideas and information orally in variety of situations. So speaking is a very important basic ability that must be taught to every food stall in the

tourist spots, because without the ability to speaking, trade stalls will find difficulties in learning English language.

Speaking ability may help the learners to become more comfortable, self-confidence in following the formal activity or informal activity conducted by some intuitions or private group discussion, because some of ideas are created, the question, and the statements are created covering by five indicators of speaking, so the learner or audience easier to catch every idea, question, and statements apply in activity or discussion cases.

As the international language in over the world most of people keep in touch by using English language as the second language for Indonesia country, therefore, speaking ability particularly English language is very important to improve so that the communication or interaction feel very confident, if we cannot speak English properly something that we want to improve particularly English department we will find some difficulties in determining or deciding anything we need, of course there are some problems that caused people cannot speaking English. The problems that people usually experience among others, they were lazy to start learning to speak English, and then the people did not know when to start learning to speak English, lack of vocabulary. Hornby, Cowie, & Lewis, (2000) state that defines vocabulary as all the words that a person knows or uses; all the words in a particular language; the words that people use when they are talking about particular subject; and a list of words with their meaning, especially in a book for learning foreign language. And also, some experts proposed some other definitions. According to Richards & Renandya (2002), vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. In addition, Richards & Schmidt (2013) said that vocabulary is a set of lexemes, including single words, compound words, and idioms.

Based on the background the study above the writer formulated a research question “How does the use of The Imitation Technique to improve the second grade for students of Tsanawiyah Sayang-Sayang in academic 2025/2026. Based on the statement of the problem above. The purpose of the study to describe how can the use of The Imitation Technique for students

RESEARCH METHODS

This study used quantitative and qualitative approaches. Quantitative approach deals with the comparison of the result from the test conducted before and after treating. The qualitative approach deals with how the students understand the material given (Kemmis, S., McTaggart, R. 1998) in his book described are: 1). Planning: Planning is the first step of the study procedure. This activity covered the lesson plan of conducting the classroom action study. 2). Action: Action is the way the writer be conducted after recognizing the difficulties faced by students. 3). Observation, the activity of the writer to collect the data to supervise to what extent the result “acting” achieves the objective. 4). Reflecting: the way of the writer activities the evaluating critically about the progress of the students. The writer calculates the result based on the theory and make conclusion deal with finding. The writer used some instruments have the data by applying, observation sheet and questioner related to the qualitative data. On the other hand, the writer used pre-test and post-test to obtain the quantitative data. The test is in the form of describing object. Cover with indicator of

speaking they are: Pronunciation, Grammar, Vocabulary, Fluency and Comprehension. According to Holland's theory to understand and improve student success. The following indicator made to measure students' score rubric with qualification bellow: (Brown, 2023: 172-173).

Table 1 student's score rubric

| Indicator | Poor | Fairly good | Good | Very good | Excellent |
|---------------|------|-------------|------|-----------|-----------|
| Pronunciation | 1 | 2 | 3 | 4 | 5 |
| Vocabulary | 1 | 2 | 3 | 4 | 5 |
| Grammar | 1 | 2 | 3 | 4 | 5 |
| Comprehension | 1 | 2 | 3 | 4 | 5 |
| Fluency | 1 | 2 | 3 | 4 | 5 |
| Total | 5 | 10 | 15 | 20 | 25 |
| Total x4 | 20 | 40 | 60 | 80 | 100 |

This study was applied the questionnaires was given to the students at the second-grade student of Tsanawiyah Sayang-Sayang, so that they recognized their response about the use of Imitation Technique to improve Speaking Ability. It was consists of five questions and there were five statements that student must fill-in on the questionnaire with five frequencies such as; Very Agree, (5 score), Agree = (4 score), Doesn't Know = (3 score), Disagree = (2 score), and Very Disagree = (1 score) (Sugiyono, 2013: 93). The test used in this study were pre-test and post-test. The pre-test was done before implementing Imitation Technique. It is to measure student's speaking ability at first. The post test was conducted after using Imitation Technique in this study. In calculating of data quantitative, the writer measured the average of student's speaking ability score per action in one cycle.

RESEARCH FINDINGS AND DISCUSSION

In describing about the result of the study the writer briefly presented of the result intends to answer the problems of investigation appear as stated in chapter one that "How can the use of The Imitation Technique to improve the students' ability focused on speaking English language as the international language for all country in the world.

a. The Result of Pre-test and Post-Test

The pre-test was given to the students. The writer carried out the test which is describing the popular artist during 5 (five) minutes. It was aimed to make sure whether they had problems in their speaking ability. The writer was given the test in different time the first day was given to the student for giving the pre-test, and the following day the post-test given to the student. The test given in the form of written test.

Table 2 Mean Score of Students' Pre-test and Post-test

| No | Name | Student's scores | |
|----|------|------------------|-----------|
| | | Pre-test | Post-test |

| | | | |
|--------------|------------|-------------|-------------|
| 1. | ABD | 70 | 78 |
| 2. | TNW | 58 | 60 |
| 3. | RFI | 80 | 82 |
| 4. | AML | 64 | 76 |
| 5. | MM | 54 | 78 |
| 6. | JH | 84 | 88 |
| 7. | LMK | 64 | 75 |
| 8. | BS | 68 | 80 |
| 9. | BR | 53 | 76 |
| 10. | KRM | 52 | 80 |
| 11. | SDK | 64 | 80 |
| 12. | SIM | 78 | 84 |
| 13. | MRD | 94 | 94 |
| 14. | RFH | 78 | 80 |
| 15. | RML | 62 | 76 |
| 16. | SIP | 78 | 80 |
| 17. | TMI | 80 | 80 |
| 18. | JJR | 76 | 76 |
| 19. | WRD | 92 | 92 |
| 20. | RSM | 68 | 68 |
| 21. | ALN | 88 | 90 |
| 22. | RSM | 76 | 82 |
| 23. | RBT | 68 | 78 |
| 24. | YYN | 64 | 80 |
| 25. | JPR | 58 | 54 |
| 26. | GH | 52 | 80 |
| TOTAL | | 1823 | 2122 |

To obtain the students' mean score, the writer applied the formula as: Pre-test $\sum x = 1823 : 26 = 70$. 2. Post-test $M = 2212,2 : 26 = 8,1$. After that, the writer compared the result of pre-test and post-test with the criteria of success that is 75. In the pre-test, the students' means score under criteria of success that is 70. Furthermore, the means score of post-tests was 8,1, it showed that the criteria of success were achieved. After achieving the target study of post-test which showed means score 94 it was higher than the criteria of success that is 75. Therefore, the writer and teacher decided to stop Classroom Action Study because it had already succeeded. Hence, the writer did not need to rearrange the next cycle. It was enough with one cycle only. According to the evaluation between writer and teacher, it

should be concluded that the use of imitation Technique could improve the students' speaking ability.

Table 3 The result of observation sheet toward teacher's activities

| Meeting | Indicator | Scores | Percentages |
|---------|-----------|--------|-------------|
| I | 15 | 30 | 50% |
| II | 15 | 34 | 56% |
| III | 15 | 44 | 73% |
| IV | 15 | 48 | 80% |

According to the data above, the teacher's score activities increased. From fourth meeting the data showed the percentage in the first meeting until fourth meeting. first meeting was 50%, second meeting was 56%, third meeting was 73%, fourth meeting was 80%, In this case, the writer was able to categorize the first meeting was high until the last meeting, it could be categorized as very high. This condition was caused by the teacher's activities during teaching and learning process always followed the steps in the lesson plan. Besides, the teacher did not find difficulty in applied this method. So, the writer concluded that the teacher's activities in this cycle were good. The result of observation sheet toward students' activities

b. The Result of Questionnaire

To know the students' responses toward teaching and learning process, the writer gave questionnaire for all of the students and the questionnaire it was consist of 5 questions and it was given to the students in the cycle. To know the percentages the writer employed the formula:

Table 4 The Result of Questionnaire by using Imitation Technique in Teaching Speaking.

| Statements | Frequency | | | | | Number |
|--------------------|-----------|-----|----|----|-----|--------|
| | SS | S | TT | TS | STS | |
| 1 | 23 | 2 | 1 | 0 | 0 | 26 |
| 2 | 22 | 3 | 1 | 0 | 0 | 26 |
| 3 | 20 | 4 | 2 | 0 | 0 | 26 |
| 4 | 23 | 2 | 1 | 0 | 0 | 26 |
| 5 | 20 | 4 | 2 | 0 | 0 | 26 |
| Number | 108 | 15 | 7 | 0 | 0 | 130 |
| Percentages | 83% | 12% | 5% | 0% | 0% | 100% |

Based on the students' responses on the table of qualitative data above showed that of 26 students of Tsanawiyah Sayang-Sayang , very agree that by using of Imitation Technique in teaching speaking ability is more enjoyable than usual, may help me to find out the idea, easier to comprehend the material properly, feel fun during teaching and learning process,

and it can train my creativity. There were 83% students stated very agree that the use of Imitation Technique in teaching speaking. Then 12% stated agree, 5% stated does not know, and there is no one of the students stated disagrees or very disagrees. Complete explanation as: For questions number 1 and 4, from 26 students there were 23 students answered very agree, the number 1 is about; Learning English using Imitation Technique more enjoyable than usual, and number 4 is about; easier to find out the information. By looking the result of question number 3 above, it was the most of the students easier to comprehend the material because the percentages reach out 77% students very agree. And the number 5 it was the most of the students can exercise creativity because the percentages reach out 81% students very agree.

CONCLUSION

After calculated the data, the result of the cycle showed the average score of pre-tests was 70,1, post-test was 81,2 there were 23 students or 88% of 26 students who obtained scores of students' KKM while the rest 3 students were failed and obtained scores bellow the KKM. Besides, it showed they were less in Speaking ability where the highest score should be 100 (hundred) each indicator. We could see the comparison between before and after taught Imitation Technique. It means that Imitation Technique. Product (Triple P) can develop students' speaking ability at the second-grade students of Tsanawiyah Sayang-Sayang in academic year 20252026. Those data evidenced that there was improvement in this cycle and the students could pass the criteria of success. Besides, the outcome of questionnaire and observation sheet also supported the result of post-test. By the questionnaire and observation sheet the response of the students showed that all students had very good response from questionnaire and observation sheet after taught speaking ability reading using Imitation Technique. It was categorized as very good response. Therefore, there were most of students who had good response by using Imitation Technique in teaching speaking. It was more proved that Imitation Technique could be alternative way in learning speaking to make them find the information and the main idea in the text, and help them to find the new information in improving speaking ability. The atmosphere of the classroom the students learning English using Imitation Technique made the students more enjoyable than usual and help the student's easier to comprehend the material. Learning English using Imitation Technique can exercise creativity, therefore The Imitation Technique was very significance to improve the speaking ability for the student particularly in English subject.

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