

IMPLEMENTATION MODEL OF INTEGRATING LEARNING STRATEGY TRAINING IN TEACHING SPEAKING TO ELEMENTARY STUDENTS

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Abstract: The purpose of this research was to examine the implementation of training model in integrating learning strategy in teaching speaking in elementary school. To reach this purpose, the the researcher examined the planning, the implementation, and the assessment of implementation model in integrating learning strategy training in teaching speaking to third grade students of Ardimulyo State Elementary School of Singosari Malang. This research used qualitative approach with classroom action research design. The subject of the research was the teacher and the third grade students of Ardimulyo State Elementary School. The results of the study showed that integration model of learning strategy training, especially affective aspect can be well implemented in teaching speaking to the third grade of Ardimulyo State Elementary School. It this proved by the optimal results of teaching and learning process assessment and the learning assessment that 70% of the students reached the determined learning mastery standard.

Key words: model, training, learning strategy, affective strategy, teaching speaking

INTRODUCTION

The success of learning language is determined by some factors, either situational factors or individual factors. According to Thomson and Rubin (1982) *“You, the language learners, are the most important factor in language learning process. Many learners tend to blame teachers, circumstances, and teaching materials for their lack of success, when the most important reasons for their success or failure can ultimately be found in themselves”*. This statement showed that learners factor play important role in determining their learning success.

One of important aspects from learners is learning strategy that implemented. Sadtono (1995) mentioned that students of Indonesian language who fail in learning English because they do not implement effective learning strategy. He stated that *“do not realize that learning a foreign language requires perseverance, discipline, knowledge of techniques of assimilating new habits, self-evaluation, a great deal of practice and that the whole business takes a long time”*.

The followings are some previous studies that conducted by the the researcher concerning in language leaning strategy. First, it examined learning strategy that focus on learning strategy of Indonesian language Pragmatic Competence mastery of 2nd, 3rd, 4th, and 5th years old learners. This research conducted in the background of nature use of language and the context of bilingual

learners. The results of this study were the gaining of description and explanation about characteristics of any type, factor, cause, and function of the use of learning strategy by learners. In this research also found that there was development of learning strategy used by learners from 2nd, 3rd, 4th, to 5th years old (Werdiningsih, 2007).

Second, a study examined the creative construct of language learner in mastering pragmatic competence. This research found the model/theory of creative construct of pragmatic competence achievement that can be seen in the use of learning strategy by language learner (Werdiningsih, 2007a)

Third, another study examined the acculturation process in achieving pragmatic competence of learners. This study was based on the result of research (Werdiningsih, 2007a) that the use of learning strategy in the process of achieving pragmatic competence mostly affected by socio-cultural factors. The finding of this study was a capture of the use of children's utterance that represents their pragmatic competence that obtained from self acculturation process on culture and target language (Werdiningsih, 2008).

Fourth, a study examined the profile of the use of Indonesian language language learning strategy of Elementary Students. This study started with the examination on Indonesian language language learning strategy by elementary students. The result of this study was expected to capture about the characteristics of Indonesian language language learning strategy that used by the students from grade one to six. Moreover, the effect of the level of education on the use of Indonesian language language learning strategy will be examined. This discussion is aimed to know how far the level of education affected the selection of learning strategy used in Indonesian language language learning of elementary students. That discussion will be followed up by examining the different profile the use of learning strategy between Indonesian language language learner grade 1 to 6 (Werdiningsih, 2010).

The sixth, a research on the developmental model of Indonesian language language learning strategy to elementary students. This research was conducted based on the findings of first year research that was an overall picture of the profile of Indonesian language language learning strategy of elementary students. Based on the communication competence targeted in curriculum 2006 for Indonesian language language in elementary school, the specification product targeted in this research was (1) developmental model of Indonesian language language learning strategy is formulated that consist of listening skill, speaking skill, reading skill, and writing skill. And (2) a guide, that applicable for teacher to develop learning strategy model, that integrated in syllabus and lesson plan, is formulated.

Any findings and developmental model that resulted from that research was followed up by this new research which examined the implementation of integrating learning strategy training model in teaching Indonesian language language to elementary students.

The findings of the previous study which is the base of this research was found by Werdiningsih (2010) about the profile of the use Indonesian language language learning strategy of elementary students are as the following. Firstly, there are four categories of learning strategies of elementary students with high intensity used, they are 3.69 %. The more intensive one is social

strategy 3.69 and the lowest intensity is compensation strategy 3.43. These showed that Indonesian language language learner in elementary school lack of noticing any attempts to get other learners involved in achieving their language proficiency. Therefore elementary students tend to use social strategy. This strategy consists of three types they are (a) questioning that consist questions to verify and questions to correct; (b) collaborating, that consists of peer collaboration and expert collaboration; and (c) sympathy to others that consists of understanding to culture and understanding to others feeling.

Secondly, the analysis result of intercorrelation of those sixth variables that used by elementary students showed that the use of those sixth variables are significantly correlated. It showed the increasing intensity of the use of learning strategy tend to be followed by the increasing of the use of other strategies.

Thirdly, the use of this strategy significantly had effect on the achievement of language proficiency which measured by middle test of even semester 2009/2010. Analysis regression result showed that the combination of the sixth learning strategies is significant predictor on learning achievement with F calculated value about 4.552 ($p < .000$).

From the explanation above, it can be concluded that knowledge about the profile of the use learning strategy by learners from any level of education is still needed to identify what learning strategy that seen to be effective and mostly used by learners. Therefore, developmental model of learning strategies can be developed to gain learners to master target language effectively. The advance of developmental model of learning strategies is in line with Nunan (1995) and Oxford (1990) who stated that language learners are not only be given the material to learn but also need to know the strategy on how to master the language. In order to know the effectiveness of developmental model of learning strategies that have been developed, it is needed to do further research in term of classroom action research or experimental research.

From this study, it is expected to obtain the findings about the characteristic of any learning strategy types used by students. The development of learning strategy used by students in which can be used to develop substantial learning strategies to improve language learning quality in all level of education.

The analysis result of the profile of learning strategies of the students play important role in developing models of integrating learning strategy training, in order to support the effectiveness of achieving students' Indonesian language language communication competence. From this developing model, it is expected to publish supporting books of Indonesian language language learning that characterized in using students learning strategies in all level of education based on students' emotional, cognitive, and social development.

Developing model in integrating learning strategies training in teaching Indonesian language language to elementary students had been done by Werdiningsih (2011). This model was developed based on the identification of any types of learning strategies that used by elementary students and characteristic of competence that targeted in teaching Indonesian language language to elementary students.

Based on the result of the study, and then this research is conducted. The purpose of this research was examining the implementation of integrating learning strategies training model in teaching Indonesian language language to improve elementary students' Indonesian language communication competence. Considering that the problem of the research is broad enough, the discussion of this study only focused on the integration model of affective strategy in teaching speaking of the third grade elementary students. The discussion related to planning, implementation, and assessment.

This research is an educational innovation model in elementary school. The result of this study is expected to give applicative model for teachers that can improve teaching and learning quality in each class. Even it can inspire and motivate teachers to examine learning strategy and develop models of language learning strategies to support the achievement of communication competence targeted in curriculum.

METHOD

This part presents research design, the researcher's attendance, research setting, sources of data, data collection technique, and data analysis.

Based on the purpose of the research, data characteristic, and data analysis, this study used qualitative approach. The use of this approach was based on considerations that (1) this research was conducted in nature background, (2) this research subjected to human; in this case the researcher was the main instrument, (3) data collection was utterances and acts, and (5) data analysis was inductive. The base of those consideration was in line with the characteristics of qualitative research that proposed by Bodgan and Biklen (1982:27-38).

Based on three kinds of qualitative research proposed by Biklen (1982), they are (1) evaluation, (2) pedagogy, and (3) action. This research is categorized as pedagogy or action research. The type of this research is to describe and assess a certain changing program with improving purpose and or ignore that program. Pedagogy research type is to make teacher be more effective in teaching a lesson or in his clinical duty to get description on how effective the job that he carries out, and how to be better.

The the researcher's attendance is very important in the learning process in the class. The planning that had been arranged was implemented by the teacher start from learning process to evaluation. The the researcher observed the learning process that became the criteria to data analysis, therefore the the researcher did this stage validly and reliably.

This study was conducted in Ardimulyo state elementary school of Singosari Malang academic year 2011/2012. School based curriculum 2006, while subject of the research was the third grade students.

The data of the research was the documentation of planning, implementation, and assessment in classroom teaching of Indonesian language language speaking. To support the compliment of the data collected, the the researcher also collect any information, comment, and teacher and student's response related to the implementation of integrating learning strategies

training in teaching Indonesian language language to elementary students. Therefore, the data was verbal data and student and teacher's attitude in the class.

The sources of the data were the documentation of teacher's teaching preparation, interview, and the process of teaching in the class. Teacher as the subject of the research was been explored (1) planning, (2) implementation, (3) teaching speaking assessment with the implementation of integrating affective learning strategies. The data above were obtained from observation, documentation, interview, and field note about teaching speaking with the integration of affective learning strategies training.

Data analysis was done by following cycle's model by Miles and Huberman (1984) who stated that qualitative data analysis consists of three cycles which happen simultaneously, they are data reduction, presenting data, verification and drawing conclusion. The steps of data analysis according to Rofi'uddin (1998:36) consist of (1) study the collected data, (2) reducing data that involved categorizing and clarifying data, (3) concluding verified data. Studying the data start from transcribing observation result then analyzing, synthesis, give meaning, explaining, and concluding. This study is done overall from the beginning of data collection until all the data are collected.

THE RESULT OF THE RESEARCH

Based on the purpose of the research, this part presents the implementation of integration model of affective strategy in teaching speaking to elementary students and the effect of the use affective strategy on the implementation of integration model of affective strategy in teaching speaking to elementary students. It is discussed in detail as the following. (1) planning, (2) implementation, (3) assessment of implementation model affective strategy in supporting effectiveness of Indonesian language language speaking skill of the third grade students of Ardimulyo state elementary school of Singosari Malang.

4.1 Planning

Before doing the research about the model of affective strategy application in supporting effectiveness of Indonesian language language speaking skill, the the researcher did pre-observation. This pre-observation was done by observing Indonesian language language learning activity in class, review of syllabus and lesson plan that used by the teacher, and an interview with Indonesian language language teacher of Elementary School that became source of data, it was Ardimulyo state elementary school of Singosari, Malang.

In the preliminary survey, the researcher did an interview. The result of the data from interview of Indonesian language teacher of the third grade of Ardimulyo state elementary school of Singosari that consisted of 35 students was Sulistyowati, S.Pd.

There were some questions and answers of the interview's result with the teacher could be described below.

A= How is the teaching preparation of Indonesian language language that you made for third grade?

B= teaching preparation in the form of syllabus is made thematically, because I am a teacher class and not a lesson teacher.

A= In Indonesian language language learning consisted of some language skills, one of them is speaking. How do teaching speaking model that you gave to the students so far?

B= for teaching speaking, because it is dominant to practice speaking so I order students to practice, such as, reading, telling story and answering question orally.

A= How do students respond to your learning model in class?

B= So far, most of third grade students are shy to speak in front of their classmates. They are afraid of making mistakes and laugh by their friends. Even some students do not want to perform and preferred decreasing score than spoke in front of their classmates.

A= How do you solve that problem? What action do you take?

B= I keep working to know how is the way in making students success in each subject. But that's the fact.

A= about learning mastery standard to practice Indonesian language language lesson, how is the minimum mastery standard?

B= minimum mastery standard in using language theoretically is 75, whereas in this language practice was 65, so the minimum mastery standard is 70. It is counted based on the consideration of students' skills and condition.

According to observation on teaching speaking in the third grade of Ardimulyo Elementary School of Singosari Malang was known that the students used to be passive in speaking subject because most of them were no braveness to speak in front of the class, due to shy, influent and didn't know anything about what they talked about. In speaking subject, teacher directly asked student to perform in front of the class to telling something by pointing student, so that only four students who could perform in front of the class and not all could express something clearly and in a sequent to their friends.

The students' unbraveness is negative feeling that could stop the students' learning development (Oxford, 1990:8). Students who were passive and less braveness are categorized as students who have negative feeling so that it influenced their learning development. Hopefully by

training affective strategy integration in learning could enhance students' skills and motivation in their speaking skill.

Study of documentation was done to investigate the teaching preparation which was done by the teacher. In this case, the researcher investigated teaching instruments, such syllabus and lesson plan. Based on the result review to teaching instrument that arranged by the teacher, syllabus and lesson plan in Indonesian language language learning weren't arranged yet by integrating learning strategy training. Teacher focused on teaching language skill in order that students achieved the basic competence targeted in curriculum, and didn't teach yet how is learning strategy and other ways that could be done by students so that communication competence could be achieved effectively.

Based on this finding, the researcher collaborated with the teacher to arrange the model of syllabus and lesson plan that integrated affective strategy in speaking subject. The result of syllabus arrangement was described below.

SYLLABUS

Name of school : SDN Ardimulyo 03 Singosari
 Field of study : Indonesian language
 Class/ Semester : III / First semester
 Time : 4 x 35 minutes
 Theme : Mind character
 Basic competence : Speaking

2. To express idea, experience and direction by telling story and giving response or suggestion.

Basic competence	Main material	Learning activities	Indicator	Assessment	Time	Tool/source	Character value
To give response and simple suggestion to a problem by using sequence sentences and the right words.	Story and picture	To respond story and picture	To tell picture To write story about picture To give respond	Write Product	4x35	Supporting experience book	Brave Cooperation

Syllabus is a further description of standard of competence and basic competence that will be achieved. Syllabus consisted of main points and material description that students need to study for achieving standard of competence and basic competence (Wahyuni, 2010:49). According to syllabus, standard of competence that must be achieved was expressing idea, experience and direction by telling story and giving response or suggestion. By teaching speaking, students hopefully could achieve standard of competence that have decided. Basic competence that wanted

	<ul style="list-style-type: none"> ➤ To give question and ask them to think about story, "Have you ever try to tell the story in front of the class?" ➤ To inform teacher's learning goal. 	
2.	<p>The main activity</p> <p>1) Exploration</p> <ul style="list-style-type: none"> ➤ Teacher explained the concept of the story in front of audience. ➤ Teacher divided students into heterogenic groups, each group consisted of five students, and provided series picture to each of them. ➤ Teacher ordered students to discuss about the picture, and each of them arranged the story inside the picture. <p>2) Elaboration</p> <ul style="list-style-type: none"> ➤ Each group told the picture orally in front of the class, before that the researcher explained the steps to use effective strategy: <ul style="list-style-type: none"> • Breathe deeply before telling story to reduce stress. • To give encourage/spirit for themselves, such "I can do it!" • Students could manage their concentration if problem disturbed them. ➤ Students told based on the series picture that given. <p>3) Confirmation</p> <ul style="list-style-type: none"> ➤ When a group performed, other groups assessed the performance based on the assessment paper. 	<ul style="list-style-type: none"> ➤ To use progressive relaxation, breathe deeply or meditation. ➤ To make positive question ➤ To analyze your body movement
3.	<p>The post activity</p> <ul style="list-style-type: none"> • Students did reflection by spreading story about what they felt. • Teacher concluded and evaluated the lesson with the students. • Teacher made discontinue explanation so that the effective strategy could be practiced in the next teaching speaking. • Praying to close the lesson 	

D. Source and learning media

- 1) Set of Indonesian language books for Elementary school class III
- 2) The series pictures.

E. Assessment

Indicator achievement	Assessment technique	Instruments form	Instruments
1) To observe and record the characteristic of the picture	1) Skill	Written test	1) Record the content of the picture that given.
2) To tell the content of the picture by their own.	2) Skill	Written test	2) Retell with your own about the picture that you looked.
3) To give respond and advice related with the content of picture orally	3) Performance	practice	

This speaking teaching preparation was arranged and prepared in 3 x 35 minutes (1 meeting), and divided into three activities, they were the pre, main and post activity. Standard of

competence that was taken was expressing idea, feeling, experience and direction by telling story and giving response/suggestion. Basic competence that achieved was students could give response and simple suggestion to a problem by using sequence sentences and the right words. The selection of standard of competence, according to the researcher was significant enough to the material chosen it was pictures based story. The use of integrating model of affective learning strategy in teaching Indonesian language is expected to achieve basic competence.

In this research, teaching preparation was done to achieve some learning goals, such as, (1) students can observe the pictures and record them, (2) students can tell the content of the picture by their own language, (3) students can give response and suggestion related to the pictures orally.

Learning material that planned was telling the series picture. In this matter, students told the content of the picture in front of the class and applied the effective strategy in learning.

The early teaching preparation that was done by the teacher described: firstly, to prepare students physically and mental by showing funny video of body movement and imitated it. This strategy activity was use music and laugh. Secondly, to check their present and asked their condition. Thirdly, to give the students question and ask them to think “Have you ever try to tell the story in front of the class?” and informed the learning goal.

The activity that was done by the students was to prepare them join learning activities and imitated their teacher body movement, tried to think about story and answered the teacher question., listened to teacher explanation about the learning goal.

The teaching preparation in the main activity was done by the teacher was to explain the concept story in front of listener or classmates, divided them into heterogenic groups, and each group consisted into five students. They were asked to discuss about the picture, each of them arranged the story inside the picture, and explained the steps based on the application of affective strategy, asked the students to stand up and breathe deeply from their stomach, instructed them in order to encourage themselves by shouting “I can do it!”, and informed students for having confident feeling and controlled themselves.

In this main activity, students activities were listen to teacher explanation about the story concept, gather with their each group and start discussing about the content of the picture that prepared, imitated the teacher instruction with some affective strategies, each group told the content of the picture and perform it, and other groups assessed their friend who performed based on assessment paper.

In the post activity, teacher guided them to reflect their practice and expressed their feeling after performing, concluded, evaluated and closed the lesson.

4.2 Implementation

In teaching implementation, the researcher pointed to teaching preparation by integrating affective strategy that have arranged and implemented by Indonesian language teacher in class. And the result data in learning implementation was in sphere; in this matter was teaching speaking implementation, using affective strategy in teaching speaking, and organizing teacher in class.

Table 1: Observation of Teaching Speaking Implementation

Name of school : SDN Ardimulyo 03 Singosari
 Field of study : Indonesian Language
 Class/Semester : III/ Second semester
 Day/date : Friday/ May 20, 2011
 Basic competence : to give the response and the simple suggestion to a problem by using sequence sentence and the right words.

No	Learning Activities	affective strategies are implemented	Yes	No
1.	Pre Activity: ➤ Prepared students physically and psychologically in order to be able to follow the lesson by playing gymnastics body video by funny movement and mimicked that movement ➤ Checked students' attendance and asked how they are ➤ Provided an introduction question by asking students to think for a moment about the story, then asked "Have you ever tried to tell the class?" ➤ Teacher informed the learning objectives	➤ Used music and laughter	√ √ √ √	
2.	Main Activities: 4) Exploration ➤ Teacher explained the telling concept in front of audiences. ➤ Teacher divided students into heterogeneous groups; each of group consisted of 5 students, and then presented picture series in each group. ➤ Teacher asked students to discuss those presented pictures, each student in the group arranged a story contained in the pictures 5) Elaboration ➤ Every group performed telling the picture orally, but before telling the story, researchers explained the steps of telling story using some components of affective strategies as follows: <ul style="list-style-type: none"> • Took a deep breath before starting to tell the story to reduce tension • Gave a boost/spirit to him, such as saying to him, "I must be able!" 	➤ Used progressive relaxation, deep breathing, or meditation ➤ Made positive statements ➤ Used your body	√ √ √ √ √ √	

	<ul style="list-style-type: none"> • If there was a mistake that disturbed students' concentration, as much as possible students should have been able to condition themselves ➤ Students told the story based on the picture series given 		√	
	<p>6) Confirmation</p> <ul style="list-style-type: none"> ➤ When a group told the story, other students in groups assess the group that performed based on teacher assessment sheet given 	➤ Used check list	√	
3.	<p>Post Activity</p> <ul style="list-style-type: none"> ➤ Students did reflection by sharing their feeling when they performed with their friends. ➤ Both teacher and students concluded the lesson and made an evaluation ➤ Teacher made no further plans, then prayed to end the lesson 	➤ Discussed your feelings	√ √ √	

In the implementation of learning, the activities done by teachers and students have been in accordance with lesson plans that have been prepared. These are the observations format about the ongoing implementation process of learning.

In the pre activity, firstly teachers played music of the tape recorder and invited students to do gymnastic movements of the body lightly so that the students feel ready to get the lesson physically and psychologically. Then teachers provided introductory questions about the student's knowledge of the telling story. After that, teacher explained the learning objectives that wanted to be achieved. The learning in this pre activity is focused on preparing students to perform learning and frequently asked questions about material.

In the main activity, the teachers explained telling picture series concepts then divided the students into 9 groups. Each of the groups discussed about the content of those picture series which will be presented. In their discussion, the students observed the provided pictures and wrote down the characteristics of those pictures. The picture series consists of four sequential pictures. After the discussion finished, students in a group performed to tell the picture series that have been discussed in their groups by applying some affective strategy components. Every group consist of four students that each of them told one picture, and it was continued by others sequentially according to the picture.

In the last session of the class, students assess the other groups that had already presented telling the picture series based on the assessment sheet given by the teacher. Then the teacher and the students discussed the lesson that had been done and students' feeling when they performed. After that, the teacher closed the class by telling the message related to the learning.

In doing research, researcher also observed integration affective strategy component in teaching speaking. This table is provided in using affective strategy in the teaching speaking.

Table 2: **The Use of Affective Strategy in the Teaching Speaking**

Affective Strategy Component	Used/ Not used		Explanation (effectiveness)
	Yes	No	
Used music and laughter	√		Class became crowded, but it could reduce tension in learning
Used progressive relaxation, deep breathing, or meditation	√		Students felt relax
Made positive statements	√		Students could motivate themselves
Used your body	√		Students could understand their mistakes and corrected them
Used check list	√		Students could assess the performance of their friends and corrected themselves
Discussed your feelings	√		Students could show their feeling

Based on the observation table about the use of affective strategy, it could be seen at the first affective strategy components-the use of music and laughter-could make the class situation become noisy, but if the students laughed, it could reduce the students' tension in starting class. Progressive relaxation, deep breathing, or meditation components done before speaking practicing could make the students relax and omit the nervousness. Making positive questions could make the students motivate themselves, so they are more confident. In listening your body component, the students could know if they have mistakes in speaking and also correct those mistakes accurately. In check list component that done by other group at group that performed, students could assess themselves and others. Discussed your feelings components could make the students dare to express how their feelings were when and after performing.

Some affective strategy components integrated above showed that affective strategy was effective to increase students speaking. This case was suitable with Oxford statement (1990:9) that explained could apply a great influence through emotional atmosphere in the classroom by 3 different ways: changing the class social structure in order to give more responsibilities to the students, giving more natural communication, and teaching the teachers in order they used affective strategy.

Besides observing the students, the researcher also observed teacher's learning managing in the class. This meant that to know how far the teacher's ability in managing the class. This following table showed the result of the observation about teacher's learning managing in the class.

Table 3: **The Result of The Management of Learning Teacher Observations**

No	Description of teacher activity	degree of success	Explanation
1	The ability to explain the purpose of learning	B	Teachers could explain the purpose of learning
2	The ability to explain the learning materials	B	Teachers could explain by innovative
3	The ability to condition the students	A	Teachers could condition the noisy class perfectly
4	The ability to guide the students	B	Teachers could guide students well when the student did not so understand
5	The ability to pay attention to student activities	A	Teachers could see everything that students did in class
6	The ability to assess students	B	Teachers could assess the students objectively
7	The ability to use affective strategy	B	Teachers could implement the affective learning strategy for the students well

Information: A= very good, B=good, C=enough, D=less.

Based on observations of teachers on the management of teacher learning in the classroom, teachers' ability to explain the purpose of learning was categorized as B, good. The ability to explain the learning materials were categorized B that was the teacher could explain the varied learning materials. In conditioning students, the teacher was categorized A, because at the time of crowded students, teachers was able to make the atmosphere calm and able to create a classroom atmosphere conducive. In guiding the students, teachers can be categorized as B. this could be seen when there were students who did not understand, the teacher could explain to the students until they got the point. In paying attention to the activities of students, a teacher could be categorized as A, because he noticed a student with care and went to every student seat for a closer look at student activity. Teachers assessed students' abilities categorized B. this was evident from the way teachers assessed students objectively according to the ability of students. The ability of teachers to use affective strategies in learning categorized B because teachers have been doing some components affective strategies in learning to speak well that was suitable with learning design and condition of student.

4.3 Assessment

In an assessment of the learning needed a variety of criteria or specific parameters so that the results of the results of the research objective. The result of this study was that further information could be used as a basis for follow-up plan. Thus, the main objective assessments of

learning outcomes were the basis for decisions making and the results of evaluation could be accounted for. The assessment of learning outcomes by the integration of affective strategy in learning to speak Indonesian at SDN 03 Singosari Malang used of the assessment process conducted on the students during the learning took place as well as the assessment of student performance resulted speak by integrating affective strategies.

No	Group Name	Seriousness	Initiatives	Cooperation	Activeness
1	Group 1	A	A	B	B
2	Group 2	B	A	B	B
3	Group 3	C	B	B	B
4	Group 4	B	A	B	B
5	Group 5	A	B	B	B
6	Group 6	B	B	B	B
7	Group 7	B	C	B	B
8	Group 8	B	B	B	B
9	Group 9	B	A	B	B

Information: A=Very Good, B=Good, C=Enough, D=Less

Based on the observation of the pictures series practice in a group, the average score of fluency in speaking of 72% students were almost good. The score of stress during the speech in front of the class showed that 74% students were good. The assessment of the grammar aspect during telling the story was good enough because 64% of the students were successful. The assessment of the understanding of the story was good enough because 72% of the students had understood about the contain of the pictures, and they could tell them based on their understanding. As for 70% of students already could tell the story well and met the minimum learning mastery standard to practice speaking Indonesian. This proved that affective strategy integration could help students get the effectiveness in speaking.

The assessment in learning was not only committed against to the teacher and student. In this case, the student also observed others conducted in groups. The results of students' assessment showed that the students could assess the other students. This meant that the students could apply one of affective strategy components.

Regarding the students' response after being applied to affective strategies in teaching speaking, researcher tried to ask to some students. Almost all of students felt to follow that new activity in learning. Students were happy and wanted that affective study strategy integrated in

speaking practice on the other materials. Many students wanted a variety of learning; it aimed to increase motivated in learning, and it reduced boredom and tedium of learners (Mulyasa, 2010).

From the observation, teacher had done all affective strategy components and mastered learning in the class well based on affective strategy components used. This was proven from the observation result showed that affective strategy components which had been applied in accordance with the students' condition, This referred to Oxford study (1990:8) that the affective side of learners may be one of the great influence on the success or failure of language learning A good language learner often was a learner who knew how to control the emotion and attitudes towards learning.

In term of assessment, teacher had been implementing all components of affective strategy when practice of telling. Based on the learning the observation of learning and the assessment that had been done, it could be called that the use of affective strategy could support the effectiveness of the ability to speak Indonesian in all students in the third grade of Ardimulyo state elementary school of Singosari malang.

CLOSING

Based on this research, the implementation of the model integrating affective strategy training in learning to speak Indonesian in students on the third grade of Adimulyo state elementary school of Singosari Malang could be concluded like the following.

Affective strategy had been applied in teaching speaking students on the third grade of Adimulyo state elementary school, and the results showed that (1) planning the learning had been designed in appropriate basic competencies that had been targeted in the curriculum, syllabus, and lesson planning had teaching speaking, which appear in the initial, main, and last learning activity, and it also appropriated with the students' environment condition: (2) the implementation of the learning that was applied by the teacher had been appropriate with the plan prepared, the implementation of teaching speaking by applying affective strategy from the initial, main, and last learning activity: (3) the result of the assessment showed that this strategy affective could support effectiveness of speaking ability of the students on the third grade of Ardimulyo state elementary school of Singosari Malang, that was showed by optimal learning process activities, and the result

of learning assessment showed that 70% of the students had reached the minimum learning mastery standard determined.

From this assessment, the teacher was recommended to be able to develop other models of learning strategies integration in teaching speaking, and as a reference for implementing the integration of affective strategy in the other language skills.

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