THE EFFECTIVENESS OF THE ARKA METHOD IN IMPROVING SPEAKING ABILITY

PENGARUH METODE ARKA DALAM MENINGKATKAN KEMAMPUAN BERBICARA

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Abstract

The purpose of this study is to ascertain how well SMP Kota Cirebon's speaking abilities may be enhanced by the ARKA approach. Quantitative research using a survey design is the methodology employed. Surveys and closed tests measuring the six aspects of speaking ability—pronunciation, grammar, vocabulary, fluency, understanding, and tasks—were used to gather data. SPSS version 25 was used for data analysis. The findings show that SMP Kota Cirebon's speaking ability had been significantly affected by the ARKA approach. This is demonstrated by the coefficient of determination (R Square) value of 0.636, which indicates that the ARKA approach accounts for 63.6% of the diversity in students' speaking ability. In addition, the multiple linear regression model is statistically significant (Sig. = 0.000 < 0.05), according to the ANOVA test findings. According to the study's findings, junior high school students' speaking abilities can be enhanced by the ARKA technique, which is also a creative and relaxing alternative teaching strategy.

Keywords : ARKA Method, Speaking Ability, Students

Abstrak

Tujuan dari penelitian ini adalah untuk memastikan seberapa baik kemampuan berbicara SMP Kota Cirebon dapat ditingkatkan dengan pendekatan ARKA. Penelitian kuantitatif menggunakan desain survei adalah metodologi yang digunakan. Survei dan tes tertutup yang mengukur enam aspek kemampuan berbicara—pengucapan, tata bahasa, kosakata, kelancaran,

pemahaman, dan tugas—digunakan untuk mengumpulkan data. SPSS versi 25 digunakan untuk analisis data. Temuan menunjukkan bahwa kemampuan berbicara SMP Kota Cirebon telah dipengaruhi secara signifikan oleh pendekatan ARKA. Hal ini ditunjukkan oleh nilai koefisien determinasi (R Square) sebesar 0,636, yang menunjukkan bahwa pendekatan ARKA mencakup 63,6% dari keragaman kemampuan berbicara siswa. Selain itu, model regresi linier berganda signifikan secara statistik (Sig. = 0,000 < 0,05), menurut temuan uji ANOVA. Menurut temuan penelitian, kemampuan berbicara siswa SMP dapat ditingkatkan dengan teknik ARKA, yang juga merupakan strategi pengajaran alternatif yang kreatif dan menyenangkan

Kata Kunci : Metode ARKA, Kemampuan Bicara, Siswa

1. INTRODUCTION

Technically competent individuals find that their own Principles, or level of incompetence, are due to a failure to engage and inspire others. No matter how educated or creative a student is, they must be able to communicate ideas independently and effectively in order to be implemented. In addition, the ability to speak effectively with real people in the same room is more important than ever. Yet, despite the abundance of advice on public speaking skills, most presentations at all levels are boring and ineffective. It is essential that students improve their public speaking skills. Speaking very boldly is an important part of success for students in overcoming false fears. Speaking in public is a component of communication science, according to science. This is so because the purpose of communication is to establish a connection between two people. Speaking in front of an audience is currently one of the most important abilities in the global age.(Hyde Education, 2016). Speaking is the ability to pronounce sounds and articulations or words that make individuals capable of communicating effectively. However, many students face challenges in developing these skills, which can impact their self-confidence and self-worth. In reality, not everyone is able to speak. Speaking is more difficult than writing and reading. Speaking skills are productive skills in oral form. Like other skills, speaking is more complex than it initially appears and involves more than just saying words. Understanding related to this, there are 5 components of speaking skills which can be defined as follows: pronunciation, grammar, vocabulary, fluency, and comprehension.(Andriani Putri et al., 2020).

This research involved Cirebon City Middle School students providing views and experiences that students must be able to speak. This research is about students' experiences where speaking lessons are frequent carried out in class such as conversations, storytelling and inter-questions teachers and students. This time, the research said that speaking was fun and there was reciprocity so that courage emerged by
itself. Therefore, this research will provide benefits for the development of the school, especially in learning to speak in each subject in the future. Times are developing rapidly. The era of technology is also fast, but fun learning does not have to be replaced by technology. The learning model certainly remains fun and increases students' abilities in many ways. One of them is having the courage to give ideas or opinions on a case or learning material in class.

While the world and technology are constantly progressing, learning that is enjoyable should not be lost to technological advancements. Effective learning approaches still actively

engage students and contribute to their development in numerous ways, including empowering them to confidently share their thoughts and perspectives on cases or learning content in the classroom. (Ilyasa et al., 2024)

The most important thing is that developments have entered the 21st century, conventional learning models are no longer appropriate and can be adapted to the skills needed in the 21st century, namely communication skills, collaboration, multiliteracy and other 21st century skills.(Ilyasa et al., 2024)

In this information era, the ability to acquire, critically evaluate, and use knowledge is more important than ever. In an age where information can quickly become obsolete, the emphasis has shifted from 'what' we know to 'what' we can do with that information/knowledge. Learners are no longer passive consumers of knowledge, but active participants in developing their own understanding. This paradigm shift requires a pedagogical approach that enables students to think critically, solve complex problems, collaborate effectively, and to change enviroments.

Understanding the complex and ever-changing requirements of the 21st century, the ARKA learning model presents itself as a complete way of teaching and learning. It involves students actively participating, thinking critically about their learning, gaining a strong grasp of concepts, and using their knowledge in practical situations, leading to a meaningful and applicable education for today's learners.(Ilyasa et al., 2024)

ARKA Methode The most widely recognized part of the experiential learning model is David A. Kolb's Experiential Learning Cycle, which identifies four key stages in the learning process (in Cliffs, 2006) as follows.

Active learning methods have various variations. One of them is the ARKA method. The ARKA method is very interesting because researchers have previously received training regarding this matter.

The use of the ARKA learning model is considered capable of responding to the challenges and needs of improving the skills of junior high school students. This is because the ARKA learning model uses the concept of a blended learning approach which, based on survey results in the learning field, is considered very interesting and interactive. Therefore, as a learning model innovation that is still very minimal in previous research, researchers are interested in conducting research that analyzes the implementation of the ARKA (Activity, Reflection, Conceptualization, Application) learning model in learning to talk related to self-value and peace.

The use of ARKA learning is very enthusiastic for junior high school students. Learning that keeps them from getting bored and all students actively answer and is full of stages that can make students analyze and be able to provide responses to each material. And also interspersed with games related to each material presented.

The ARKA method has many advantages, including:
- Emphasizing active involvement, encouraging students to apply knowledge in real-world contexts, and prioritizing the development of problem-solving skills.
- Encouraging deeper understanding and long-term retention of knowledge and skills
- Emphasizing the active role of students in building knowledge through personal experience.
- providing various benefits for students and educators.

The ARKA method carries the principle of a learning cycle that places students' active experiences as the foundation. The learning process is continued with systematic reflection on the experience, which becomes the basis for the formation of conceptualization or abstract understanding. The final stage of this cycle is the application of knowledge that has been constructed into different contexts, thus strengthening understanding and demonstrating the practical relevance of learning. These four phases (Activity, Reflection, Conceptualization, Application)

This ARKA method is very helpful for students who are afraid to speak. This method is made to provide gradually in the learning process, especially speaking skills. So as a teacher, it makes it easier for all students to be active in every discussion.

An important aim of research using the ARKA method is to build skills and analytical power and increase competence in students.

2. RESEARCH METHOD

This study was designed using a quantitative approach, which allows numerical data analysis to test the hypothesis. The main focus of this investigation is to determine the extent to which the ARKA method is effective in improving the speaking ability of junior high school students in the Cirebon City area. The importance of speaking skills in the context of learning cannot be ignored, because it is an important foundation in interaction and understanding of the material. To collect the necessary information, the researcher chose the survey method. As a data collection tool, a questionnaire containing 20 questions was used which was designed to obtain responses from students regarding their experiences and perceptions of the applied learning method. The data obtained through this questionnaire will be analyzed statistically to evaluate the effectiveness of the ARKA method. As well as a closed assessment of 4 things related six components of speaking to be scored; pronunciation, grammar, vocabulary, fluency, comprehension and task as Brown (2004) has stated.

- Fluency
- Pronounciation
- Accuracy
- Vocabulary.(Andriani Putri et al., 2020)

Quantitative research is research which collects data in the form of numbers. Quantitative research refers to research that examines the relationship between variables in order to test a theory. Measurement of the relationship between variables is done using research tools, namely collecting numerical data to be analyzed using statistical methods. In addition, quantitative research defines as a research approach that emphasizes data collection, data analysis, and data interpretation in numerical form. This research uses SPSS Version 25. This study focused on 8th grade students enrolled in junior high schools in Cirebon City, specifically selecting participants from three junior high schools in the city that were considered to have the same academic level; the decision was made because there was diversity in the 3 selected schools. From these three schools, a sample of 30 students was selected. The subjects of this study were 8th grade students of junior high schools in Cirebon City. This study involved 3 junior high schools. The researcher took 30 students. The selection in junior high schools because at this level of course as the beginning of understanding a foreign language it is easier to explain and also increase thinking power so that they dare to express their opinions by speaking boldly.

The calculation to get 30 students is:

State Junior High School A: n_A = (200 / 450) * 30 = 13.33 ≈ 13 students

State Junior High School B: n_B = (150 / 450) * 30 = 10 students

State School C: n_C = (100 / 450) * 30 = 6.67 ≈ 7 students. So that the total number of students obtained is 30 people.

This study was conducted to ascertain the effectiveness of the ARKA method in enhancing the speaking abilities of junior high school students in Cirebon City. To obtain a sample that accurately reflected the student population, a stratified random sampling technique with proportional allocation was implemented across three state junior high schools (A, B, and C). Through this method, the 30 participating students were selected proportionally to each school's enrollment, resulting in approximately 13 students from School A, 10 students from School B, and 7 students from School C. This meticulously constructed sample provides a robust basis for evaluating the impact of the ARKA method on the oral communication skills of junior high school students within the specific educational landscape of Cirebon City. Consequently, the analysis of data collected from this sample will directly address the research question regarding the efficacy of the ARKA method as a pedagogical strategy for improving speaking proficiency in this context.

3. RESULTS AND DISCUSSION

In this chapter, the researcher presents the data from the research conducted. Hypothesis testing with SPSS 25 for windows :

Table 1. Test the multiple linear regression hypothesis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.798[a]	.636	.623	3.447

a. Predictors: (Constant), ARKA Method

R (correlation coefficient): 0.798. This shows that there is a strong relationship between the ARKA method and speaking ability. R Square (coefficient of determination): 0.636. This means that 63.6% of the variation in speaking ability can be explained by the ARKA method. The remainder (36.4%) is explained by other factors not included in the model.

Table 2. Anova

ANOVAᵃ

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	582.046	1	582.046	48.977	.000ᵇ
	Residual	332.754	28	11.884		
	Total	914.800	29			

a. Dependent Variable: Speaking
b.　Predictors: (Constant), ARKA Method

Sig.: 0.000. This value is smaller than 0.05, which means that the multiple linear regression model is statistically significant. In other words, the ARKA method has a significant influence on speaking ability.

Table 3. Coefficientsᵃ

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	11.426	10.132		1.128	.269
	ARKA Method	.865	.124	.798	6.998	.000

a. Dependent Variable: Speaking

The ARKA Method: 0.865. This value shows that for every one unit increase in the ARKA method, speaking ability increases by 0.865 units.

Table 4. One-Sample Kolmogorov-Smirnov Test

		ARKA Method	Speaking
N		30	30
Normal Parametersᵃ,ᵇ	Mean	81.83	82.20
	Std. Deviation	5.180	5.616
Most Extreme Differences	Absolute	.130	.117
	Positive	.108	.081

Negative	**-.130**	**-.117**
Test Statistic	**.130**	**.117**
Asymp. Sig. (2-tailed)	**.200**c,d	**.200**c,d

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

The results of the one-sample Kolmogorov-Smirnov test indicate whether the distribution of the sample data is significantly different from the assumed normal distribution. In this case, we have two variables tested for normality: "ARKA Method" and "Speaking". Asymp. Sig. (2-tailed): 0.200. This value is greater than 0.05, which means that the data for these two variables is normally distributed.

Analysis for the "ARKA Method" Variable:

- N (Number of Samples): A total of 30 subjects or observations were included in the normality test for the "ARKA Method" variable.
- Normal Parameters:

Mean: The average value for the "ARKA Method" variable is 81.83.

- Std. Deviation: The standard deviation of the "ARKA Method" value is 5.180. This shows the distribution of data around the mean.

Most Extreme Differences: The Kolmogorov-Smirnov test looks at the largest cumulative difference between the empirical distribution of the sample data and the theoretical normal distribution.

- Absolute: The largest absolute difference between the empirical distribution of speaking scores and the normal distribution is 0.117.
- Positive: The largest positive difference is 0.081.
- Test Statistic: The Kolmogorov-Smirnov test statistic value for the variable "Speaking" is 0.117.
- Asymp. Sig. (2-tailed): The asymptotic significance value (p-value) is also 0.200.

Discussion

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Based on the regression analysis that has been done, the regression coefficient for the ARKA method shows a statistically significant value (Sig. = 0.000 <0.05). This finding indicates that the implementation of the ARKA method has a positive and significant influence on improving students' speaking ability individually at the Junior High School (SMP) level in Cirebon City. In other words, every increase in the implementation of the ARKA method is consistently correlated with a measurable increase in students' ability to convey ideas, thoughts, and information orally. The results of this study indicate that the ARKA method, with its unique characteristics of the existence of understood Activities, reflection, Concepts of speaking

materials and Actions makes all students active in learning and providing responses. In addition, the ARKA method is relevant to improving speaking skills, for example: emphasizing active interaction, providing structured feedback, opportunities to practice in diverse contexts, effectively facilitating students in developing various important aspects of speaking skills. These aspects can include improvements in fluency, accuracy in the use of grammar and vocabulary, clearer pronunciation, and the ability to organize thoughts and convey messages coherently.

The statistical significance of this regression coefficient provides strong evidence that the relationship between the use of the ARKA method and improved speaking ability does not occur by chance. The probability of getting results like this randomly is very small (less than 0.05), so we can conclude with a high degree of confidence that the ARKA method does make a real contribution to the development of students' speaking ability.

4. CONCLUSION

In line with the initial research objectives, the rigorous data analysis and compelling results from multiple linear regression hypothesis testing definitively establish that the ARKA method exerts a statistically significant positive influence on the speaking ability of junior high school students within Cirebon City. This robust finding directly and unequivocally answers the central research question, demonstrating a clear and effective correlation between the implementation of the ARKA method and a measurable enhancement in students' oral communication skills. The substantial significance of this observed effect strongly supports the conclusion that the ARKA method can be confidently regarded as a successful and impactful pedagogical intervention for the improvement of students' language proficiency, with a particular and demonstrable impact on their speaking competence.

Furthermore, this outcome suggests that the structured approach of the ARKA method, encompassing activity, reflection, conceptualization, and application, provides a conducive framework for developing practical speaking skills. The active engagement fostered in the 'Activity' phase likely provides opportunities for students to practice oral communication in meaningful contexts. The 'reflection' stage may encourage students to critically evaluate their speaking performance and identify areas for improvement. The 'conceptualization' phase could help solidify their understanding of language concepts relevant to speaking, such as vocabulary, grammar, and pronunciation. Finally, the 'application' phase likely offers further opportunities to use their developing speaking skills in varied and authentic situations, reinforcing their abilities.

The significance of this finding also carries practical implications for educators and curriculum developers. It suggests that incorporating the ARKA method into teaching practices could be a valuable strategy for addressing the need to improve students' speaking abilities. Further research could explore the specific aspects of the ARKA method that contribute most significantly to this improvement, as well as investigate its effectiveness across different proficiency levels, learning styles, and subject areas. This initial evidence from Cirebon City provides a strong foundation for considering and potentially adopting the ARKA method as a promising approach to enhancing oral communication skills in junior high school students."

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