Integrative Teaching Techniques and Improvement of German Speaking Learning Skills

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Abstract

This research ist a Quasi-Experimental research which only applied to one group without comparison group. It aims to prove whether the implementation of integrative teaching technique has influenced the speaking skill of the students in German Education Study Program of FKIP, Pattimura University. The research was held in the German Education Study Program of FKIP, Pattimura University in the second semester of 2014/2015 academic year. In this research, the dependence variable is *the learning result of speaking skill* and the independence variable is *the integrative teaching technique*. The population of this research was all the students in the German Education Study Program. Meanwhile the sample is the students of second semester in 2014/2015 academic year who attended the *Sprechfertigkeit 2* with total subject is 20 students. This research used one single group design with pre-test and post-test. The data analysis of this research used t-test. The result of the data analysis shows that the learning result $t_{count} = 8.23$ with the t_{table} in significance of α value is 0.05 and dk = 18 got $t_{table} = 1.73$. Those results shows that $t_{count} > t_{table}$ ($t_{count} = 8.23 > t_{table} = 1.73$). Compare to the learning result of the speaking skill of the students in German Education Study Program who have been taught by integrative teaching technique with the learning result of the speaking skill of German students who have been taught without using Integrative Teaching Technique; the result shows that the learning result of the students' speaking skill who been taught using Integrative Teaching Technique was higher than the result of the students' speaking skill who been taught without using Integrative Teaching Technique.

Keywords: integrative teaching techniques, speaking skills, German

1. Introduction

In the curricula and Culture of the Republic of Indonesia, there are several foreign languages which is a compulsory subject in schools, for example, English is taught in elementary school to college, whereas German and foreign language others are taught in high school and college (and even then only in the majors or special courses that teach you). For the deepening mastery of the German language, in several public and private universities opened special courses in German, where one goal is to form a skilled student speak German well. This demand relates to the existence of the students as candidates for intellectual skilled in speaking, should be able to express knowledge and knowledge orally, skilled in digging and gets her information through seminars and workshops, in addition to skilled in doing argumentation as well as clarifying the matter and how to overcome.

Until now it has produced many scholars German language education by the Education Program German, but it must be admitted that the language skills, especially German speaking skills of students is still low. This was evident during the discussion, the students have not dared to argue in German. Many things affect, either due to his mastery of language skills are still lacking and for fear of making mistakes or embarrassment when done wrong. They also found it difficult to speak when dealing with the Germans. In this case, they do not realize that an opportunity like this that should be put to good use to train and develop speaking skills he has.

Speaking skills is one component of language in addition to listening skills, reading, and writing. Fourth These language skills are closely intertwined and mutually supportive of each other, for example, listening skills can support speaking skills, reading and writing, and vice versa, speaking skills can support listening skills, reading and writing.

In the teaching of speaking skills, students are encouraged to be able to communicate verbally with fellow students. To be understood by chat partner, the first speaker should understand the meaning of the subject matter to be discussed, in addition to be able to evaluate the effect or consequence that will result through talks to his interlocutor, as well as the need to know the principles that underlie all situations talks good in general or individual, so that the subject is presented can be understood and well received by the partner of speech.

The linkage between the elements contained in this linguistic process required a language teaching techniques that can assess these four language skills in an integrated manner. One technique used language teaching is an integrative language teaching techniques. In this teaching technique, the material under study are interrelated with each other. In which the elements of language contained in the review process interrelated. For example in the learning process is explained about talking, but the assessment can not be separated from other skills, namely, listening, reading and writing. Where implementation may be are carried out, such as: Lecturers provide the questions that had to do with the title or theme of the material to be discussed. This is done as an

introduction as well as to recall the concepts that have been mastered through teaching listening, speaking, reading and writing. Then the students were asked to create hypotheses and determine the title of the theme in question and also determine the key words. After the discussions held between lecturers and students as well as to increase the transfer of cognitive structure respectively. With the understanding that integrative teaching techniques can cause interactions or interrelationships between the four language skills, namely listening, reading, speaking and writing keep awake.

The nature of Speaking Skills

According Mulgrave cited by Tarigan (1990a: 4) "talk is one of the tools to communicate ideas that are prepared and developed according to the needs, the needs of the listener and the speaker is an instrument that directly leads to acceptance".

Nurgiantoro (1988: 252) argues that talking is done by human activity. To be able to speak properly, the speaker should master the pronunciation, structure and vocabulary. Besides, it also required the mastery of issues and ideas presented as well as the ability to understand the language of the speaker. As stated by Maider and Mukti (1993: 17) that talking is the ability to saind that sounds articulation or pronunciation of words to describe, convey thoughts, ideas and feelings.

Greene and Petty adapted Tarigan (1990a: 20) revealed that "speaking a language skill. To be able to speak fluently in the language being studied, the student can actualize a wide range of vocabulary and language structure, resulting in communication with fellow students and learners with teachers ". According Berelson and Steiner, adapted Aubrey (1986: 10) is the efforts of someone speaking in conveying information, new ideas and using symbols, words and images, and so forth.

There are two (2) factors that must be considered by the learner in learning speaking skills in order to be a good speaker, namely: linguistic and non-linguistic factors. Things that are included in the language factor, are: (1) The accuracy of speech. A learner speech must accustom ourselves to utter language sounds appropriately. Pronunciation of the sounds of language is less precise, can distract the listeners and also interfere with communication. Of course, speech patterns and articulation of each person is not the same, depending on the style of language, which is used in accordance with the speaker and of course the subject, feeling and right on target. Pronunciation language sounds improper, will lead to a situation that is less pleasant and less attractive, so impressed the conversation boring and certainly interfere with communication. (2) Placement of pressure, tone, and duration of the corresponding joints. The accuracy of the pressure, the tone, the joints and the duration will be the main attraction in speaking, even a decisive factor despite the topic less attractive. With appropriate intonation, will lead to more interesting topics of conversation. Conversely if what is delivered flat, then it will certainly lead to boredom and of course the conversation is not effective. (3) choice of words (diction). The word chosen to be precise, clear and varied. What is expressed easily understood by the listener. The other person will be affected, if the words spoken are words I've ever heard or used, such as the words that have been popular in the community will be effective when compared to words that are rarely or never heard. The words that are unfamiliar to the listener, certainly intriguing, but certainly would impede the course of communication. Listeners will be pleased to hear that the conversation clearly in language competence. (4) The target precision talks. Target accuracy talks relates to the use sentences that are easy to understand your opponent / partner speak. Talks with the use of an effective sentence will facilitate listeners catch. In this case the speaker should be able to construct a sentence that is good and true, right on target in order to create an understanding and impress the audience.

Non-linguistic factors include: (1) a reasonable attitude, quiet and not rigid. Speakers who are not quiet stiff, it will give a bad impression to the partner. Reasonable attitude shown by the speaker describes the authority and integrity of himself. But keep in mind that this behavior is largely determined by the situation, the place and of course mastery of the subject, because mastery of the subject will give you the confidence of the speaker and of course will eliminate the jitters. (2) The view of the speaker must be drawn to the chat partner. In order for the speaker and his partner really involved in the discussions, the views of the speaker should be paid to the partner (view speaker in only one direction). In this case, the other person will feel cared for. (3) The willingness to accept the opinions of others. In delivering the subject, the speaker should have an open attitude, which can accept the opinions of others, willing to criticism, willing to change his opinion if that opinion is wrong. (4) The expression on the right. Gestures and expressions that can either support the smooth and effective speaking. However, to avoid excessive movements or making it up would be inefficient and impressed not only interfere with the smooth talk. (5) The clarity and loudness. Clarity and loudness of the speaker's voice must be adapted to the situation, the place, the number of listeners and acoustic. (6) The smoothness. Discussion of a smooth talker but too fast, it will also make it difficult for smooth communication. (7) Relevance / reasoning. The thought process to reach a conclusion to be completely logical. This means that the relationship of the parts in the sentence should be logical and certainly according to the subject. (8) The control topics. Especially for formal talks requires preparation, which aims among others to the selected topic completely overpowered.

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Mastery of the subject is the determining factor in speech. Besides the motivation of someone inside spoke very big influence on a person's skills in speaking. Therefore, people who really want to be appreciated not going to talk casually or carelessly, because rarely encountered people deliberately do something each others.

Speaking skills will Appear, when the speaker to master the norms governing speak in a language community. Norms there could be universal, but it is not uncommon norms that are specific to a particular language community. These norms regulate human behavior in order to obey the rules that apply in the community languages.

One of the rules in speaking is the number of talks that produced a speaker, for example, there were people who wanted the language the people speak, otherwise there are those who want to keep people from talking too much. Other rules in the talk was about how many people are talking at a certain time.

Tarigan (1997: 41) says, speaking is the process of communicating individually, where talking is used as a tool to communicate with the environment. This means that the talk is used as a means of acquiring knowledge, adapt, learn about the environment and control his environment. Further said that, speaking is a skill to convey messages through oral language to others. Speaking synonymous with the use of verbal language. The use of verbal language can be affected by various factors, among others, to the pronunciation, intonation, word choice, sentence structure and the words, a systematic method of conversation, conversation test, how to start and end the conversation as well as appearance.

Based on the opinions of the above it can be concluded that speaking skills are the ability to select the word and speaking in conveying the mind is considered good in view of the speaker and interlocutor, convey information by using symbols, words, pictures, numbers graphs and so commonly understood by people involved in the talks.

The nature of Integrative Teaching Techniques

Integrative language teaching techniques according Routman (1991: 279) is, as an approach to learning or way of thinking that takes into account the interrelationship between the elements in the process of language including reading, writing, speaking

Meanwhile, according to Byrne in Johnson and Morrow (1981: 108-109), integrative teaching technique is a way of presenting the subject matter to include all four language skills, namely listening, speaking, reading and writing in language teaching. Also explained that, integrative teaching techniques as an introduction in which all four language skills are in engineering practice, the material presented in the skills that one can proceed on other skills.

According Cunningsworth (1989: 126), the techniques of integrative is a technique that associates the four language skills, namely listening, speaking, reading and writing in the language classes as a whole because of the skills that one with skills that others are close relationship and have a reciprocal relationship, such as reading to writing.

Rivers (1988: 14) argues that, integrative techniques in language teaching is a technique that brings together the skills of language. This means that the integrative technique is a technique in which the teaching of the four components support each other, although in teaching the material in question on speaking skills, but these skills cannot be separated from the listening skill.

Gedes in Johnson and Morrow (1981: 109) reinforce the opinion that Byrne, present an integrative teaching techniques of teaching the four language skills and vocabulary and structures in an integrated manner.

Brumfit (1980: 141) argues that, in the presentation of integrative techniques should be taken into account sociolinguistics element as well as the use of a variety of language that is appropriate for the function of language is also determined by social interaction.

Relationship Between Language Teaching Integrative Technique With Speaking Skills.

As has been stated above that the elements contained in aspects of language are intertwined with each other. Fourth aspect used to say four but one. The linkage between all four of these skills can be declared a single chess term that means that there is a close relationship between talking to listening, speaking with writing, and speaking with reading.

Brooks, as quoted Tarigan (1990b: 13) revealed that, speaking and listening is a two-way communication habits that directly or face to face. Basically speaking and listening are two different activities, but the activities inbi interrelated and inseparable. Many studies have shown a close relationship between the development of spoken language skills and reading readiness. One was about the vocabulary in which the specialized vocabulary of the reading material should be taught directly. Had emerging new word in class texts then the teacher should discuss with students so that they understand its meaning before starting to read.

Mccarthy, quoted Tarigan (1990b: 14) revealed that, the activities of listening and speaking are closely related to the written language. Event filtering is the exception covers both activities. Famous linguist Wilhelm Von Humbold pointed out that essentially, written language would not be incarnated and would not exist today without the spoken language.

The theories presented above show that the techniques of integrative may cause interactions or interrelationships between the four language skills, namely, "listening, speaking, reading and writing kept awake because the material presented in the skills that one can proceed in language skills more. Thus also known that integrative techniques can provide a positive influence for the students ability to speak German Language Study Program.

Formulation of the problem

Referring to the background of the problems mentioned earlier, the problem in this research is: "Is there any influence of integrative language teaching techniques to the students' speaking skills German Language Study Program?

2. Research methods

This research is a type of quasi-experimental study in which treatment or just experiment carried out on a group without a comparison group and implemented in order to prove the presence or absence of the effect of applying an integrative teaching techniques to students' speaking skills German Language Study Program FKIP Pattimura University.

Research purposes

The purpose of this study was to determine how much influence the integrative language teaching techniques to the students' speaking skills German Language Study Program.

The place and time of the study

The research was conducted in German Language Study Program FKIP Pattimura University in Ambon and held on even semester academic year 2014/2015.

Research variable

 There are 2 (two) variables, which will be examined in this study, among other things:

a. The dependent variable, namely: Speaking Skills learning outcomes.

b. The independent variables, namely: Integrative Teaching Techniques.

Data collection technique

The data collected in this study was obtained through tests. Forms of this test is an oral test. This study design using a single group with a pre-test, which tests conducted before held treatment with teaching techniques Integrative, and Post-test, conducted after performed treatment with the technique of teaching integrative in its execution carried out as follows: the lecture material is explained to students without using the steps in integrative teaching techniques. After that lecturers give to students whose test results are recorded and given the learning outcomes that correspond to the components learning result. (Pre-test). Furthermore, the subject matter is given to students by using the steps in integrative teaching techniques, and then given a test that also verbally and the results are recorded and given the learning outcomes in accordance with the components of the existing learning (Post-test).

Data analysis technique

Data from this study were analyzed using t test, with the following formula:

$$T = \frac{Md}{\sqrt{\sum \frac{X^2 d}{N(N-1)}}}$$

Information:

T   = Learning outcomes T

Md   = Mean differences between pre-test and post-test

Xd   = deviation of each subject (D-Md)

$\sum X^2 d$ = Number squared deviations

N   = Number of respondents

Db   = Degrees of Freedom (determined by N-1)

3.   Results and Data Analysis

3.1. Description Data

It was explained that the purpose of this study was to determine the effect of teaching techniques Integrative against speaking skills student of German Language Education. Thus, the data will be described in this chapter is speaking student learning outcomes data before the application of integrative teaching and after application of integrative teaching techniques for students sample. Furthermore, to prove the hypothesis of the data will be processed using t-test formula. The data obtained can be described as follows:

The results of pre - test

From the results of the Pre-test German speaking skills against 20 respondents before the application of teaching

techniques known integrative learning outcomes achieved by students are:

85 by 1 person
80 by 2 people
75 of 4 people
70 of 4 people
60 of 4 people
50 of 5 people

The above data shows that the highest learning results obtained by the group of students is 85 in 1 votes, while the lowest learning outcomes achieved was 50 by 5 people from learning results, namely a maximum of 100 with $X = 65.75$ and $S = 11.6$. Summary data that are described above can be seen in the following table.

Table 1. Pre-test Result Description

N	20
$\sum X1^2$	89025
X	65.75
$\sum X1$	1315
S	11.6

Post-test results

From the test results of students in German speaking skills against 20 respondents after the treatment using an integrative teaching techniques known to the highest learning outcomes achieved by students are:

90 by 2 people
85 by 2 people
80 as many as 6 people
75 of 4 people
70 of 4 people
60 by 2 people

The above data shows that the highest learning results obtained by the group of students is 90 by 2 respondents, while the lowest learning outcomes achieved by students is 60 by 2 people from learning results the maximum is 100 with $X = 76.5$ and $S = 8.28$. Summary data that are described above can be seen in the following table.

Table 2. Description Post-test results

N	20
X	76.5
$\sum X2$	1530
$\sum X2^2$	118350
S	8.28

From the results of data analyzed, the result of learning t = 8.23 with T_{table} at significant level $\alpha = 0.05$ and df = 18 obtained t table = 1.73. The results showed that $t_{count} > t_{tabel}$ ($t_{count} = 8.23 > t_{tabel} = 1.73$). If we compare the results of learning speaking skills of students German taught by teaching techniques integrative, with the result of learning speaking skills of students German is taught without teaching techniques integrative, it turns out that the results of learning speaking skills of students German taught using teaching techniques Integrative higher rather than the result of learning the German language speaking skills of students who are taught without using teaching techniques Integrative. This result is due to the application of integrative teaching techniques in speaking skills, included three other language skills, so that students more enthusiastic in learning. This is in line with the opinion of Routman (1991: 279), Byrne Johnson and Morrow (1981: 108-109), Cunningsworth (1989: 126), and Rivers (1988: 14) that the application of integrative teaching techniques, are taken into account linkages between components linguistic components that support each other, in order to obtain maximum learning results. With the implementation of integrative teaching techniques in teaching, creating a classroom atmosphere becomes more lively and more interesting so that students are interested and motivated to receive lessons, learn conversational skills proven results with the application of integrative teaching technique is better than learning results obtained

In addition, students are not afraid to express thoughts and feelings, because there is an element of openness, and with an integrative teaching technique has also been an active communication between faculty and students. The use of integrative teaching techniques to help reduce or eliminate the boredom of the students in learning and would contribute positively to the students so as to improve the learning outcomes of their speech. In contrast to the teaching without teaching techniques integrative learning outcomes achieved by students is very low. This is due to the method used by lecturers is less varied or monotonous, resulting in students being bored, are not interested in the given subject and are less motivated to learn.

4. Conclusion

Based on the research described and analyzed using t-test and the results presented above discussion it can be concluded that: There is the effect of using an integrative teaching techniques to the students of the German language speaking skills. This is evidenced by the results of learning conversational skills acquired prior to using integrative teaching techniques differ from the results speak German language students after using the technique on a communicative game-Unpatti FKIP Ambon. It can be seen from the value of t-test) is t = 8.23> t table = 1.73. Thus the results of student learning to speak German after using an integrative teaching technique is better than the results of student learning to speak German before using integrative teaching techniques. This difference indicates that the use of integrative teaching techniques have a significant influence on learning outcomes of students' speaking skills German Study Program. This finding means that the use of teaching techniques integrative learning outcomes of students' speaking skills German language better than without the use of integrative teaching techniques.

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