



## The Effectiveness of Fluency Bridge Technique at Constructing the Speaking Skills of the Tenth Grade Students at MAN Temanggung

Siti Zulfah, S.Pd.,<sup>1</sup>

<sup>1</sup>Universitas Islam Negeri Salatiga

[sitizulfah2407@gmail.com](mailto:sitizulfah2407@gmail.com)

### ABSTRACT:

Since English was only used as a Foreign Language in Indonesia, Indonesian people had relatively low average level of fluency in English, particularly in speaking. Therefore, in an attempt to enhance the speaking skills of the Indonesian people, the researcher conducted this research by implementing Fluency Bridge Technique. In this case, this research followed two primary objectives namely; investigating the effectiveness of Fluency Bridge Technique in the English teaching and learning activities and constructing the speaking skills of the 10<sup>th</sup> grade students at MAN Temanggung, Central Java. Using Classroom Action Research as the design of the research, the researcher obtained and gathered the data by comparing the speaking performance of the 69 participants from the 10<sup>th</sup> grade science 5 which applied Fluency Bridge Technique and the 10<sup>th</sup> grade science 6 in which Fluency Bridge Technique was not applied, through pre-test, observation, post-test, questionnaire as well as standardized interview as techniques of data collection. The result revealed that the 10<sup>th</sup> grade science 5 achieved better speaking performance and showed significant improvement in their speaking skills with the class average score of 71.88. On the other hand, the 10<sup>th</sup> grade science 6 showed little improvement and even deterioration on their speaking performance with the class average score of 65.93. In accordance with these research data, Fluency Bridge Technique was proven to be an effective teaching technique that enhanced the level of students' speaking skills measured from their pronunciation, grammatical accuracy, vocabulary, fluency, and comprehension.

**Key words:** *Effectiveness, Constructing, Speaking Skills, Fluency Bridge Technique*

## 1. Introduction

### 1.1 Situation Analysis

The paramount and widespread use in the global sphere, showed the identity of English as a popular universal language. As a global language or lingua franca, English had been playing a major role as a communication media between nations from all over the world which basically did not share the same first language. As a global language, English played significant roles in education, business, commerce, science, medicine, politics, engineering, industry, aviation, finance, tourism and many other important areas. That was why learning this language was highly important in today's life. The widespread popularity and importance of English made this language to be a high necessity for

everyone in every country to master, including Indonesians. However, unlike other countries where English was used as their first or second language, English in Indonesia was not extensively and officially spoken. English was introduced and taught in schools yet it did not have any crucial roles in social, economy and politics. This condition promoted the low English language proficiency level of Indonesian people, particularly in speaking. This phenomenon happened at State Madrasah Aliyah or MAN Temanggung in Central Java where the majority of students confronted many difficulties to communicate in English fluently. Apart from English that was only taught as a foreign language, the application of inappropriate teaching techniques was also the underlying reasons of the low level of speaking skills of students.

However, considering that English was highly important for students to interact well with others on an international scale, students' speaking skills had to be improved. Therefore, as an attempt to help students forming and enhancing their speaking skills, the researcher conducted this research. By implementing Fluency Bridge Technique, the research was aimed at constructing and improving the speaking skills of the tenth-grade students at MAN Temanggung. As an original teaching technique invented by the researcher, Fluency Bridge Technique was aimed at facilitating English teachers in teaching English to students by using interactive and communicative activities to encourage and enhance the English proficiency level of students. As its name suggested, this technique was also used to bridge students reaching their objected goals in learning English. Thus, through Fluency Bridge Technique, the researcher focused on the improvement of students' pronunciation, grammatical accuracy, vocabulary, fluency and comprehension in speaking in English. During the research, students were guided on how to pronounce English words correctly, how to speak with accurate grammar and appropriate vocabulary, how to minimize disfluency in speaking and how to carry out a comprehensible oral communication with other speakers.

## **1.2 Literature Review**

“English as a Foreign Language a.k.a. EFL stands for learning English in non-Anglophonic countries. EFL stands for people whose English is not their native language or the official language of the countries. For instance, in China, Japan or South Korea, English is not required for daily life communication” (Si 2019, 33-34). In a brief conclusion, EFL was spoken after the first or second language by people from non-Anglophonic countries where English did not play much of important role in daily life communication. Although English was only used as a foreign language in Indonesia and

did not play any important roles in social and political lives, English played significant roles in education and country's global affairs. These were supported by the following statements. "The Indonesian government has included or adopted English as the first foreign language spoken in Indonesia. This language has been added to the national curriculum and is a compulsory subject in elementary, middle and high school" (Rifai 2018, 7). Furthermore, "at the 1975 National Language Political Seminar, it was said that English is one of Indonesia's foreign languages and plays a role not only in acquiring knowledge and skills but also as a means of communication between nations" (Rifai 2018, 9). Thus, mastering English had always been a big priority to achieve.

As a means of contribution to the betterment of students' English skills in Indonesia. This research was conducted. Here, the term "effectiveness" and "construct" were underlined with the following definitions. The word 'effectiveness' was a noun of the word 'effective' which was interpreted as, "generating such vivid, definite as well as expected results" by Merriam-Webster online dictionary. A supportively similar statement also mentioned by Fraser that, "effectiveness deals with the systematic standard used to evaluate the accomplishments of certain extent fit the expected targets" (Frazer 1994, 104). In a brief conclusion, effectiveness was understood as the extent to which the outcome of an operation or activity successfully fulfilled the targeted objective. Next, according to Merriam-Webster online dictionary, 'Construct' was defined as, "make or form something by combining or arranging parts or elements." Similarly, Collins dictionary also defined construct as, "to create an idea, a piece of writing or system by putting different parts together." In accordance with these definitions, construct or constructing is an action of making, producing, creating, inventing, or developing something (physical or ideological thing) by compiling a number of various elements.

Since speaking was the skills being studied in the research, it was highly vital to understand the theoretical aspects of it. "Defined as a voluminous auditory skill that generates organized oral remarks by the speaker with the aim of having the listener process the intent of the speaker's utterances" (Kusumawardani and Mardiyani 2018, 725). Since speaking was identified as a skill used to interact with other people, speaking was perceived as one of the forms of human interaction. In this case, Brown and Yule had long discovered the functions of speaking in human social interaction as followed, "in human interaction, the functions of speaking were grouped into three classifications such as speaking used for interaction, transaction, as well as performance" (Richards and Renanda 2007). Apart from the speaking functions conveyed above, speaking was also

divided into five aspects being studied in the research. The first aspect was pronunciation that was defined as “the ways of how a language is spoken including the way speaker pronounces a language” (Hornby 1995). The second aspect was grammatical accuracy which was identified as “a set of rules that control the order of sentences, phrases, and words to express meaning” (Kusumawardani and Mardiyani 2018, 725). As the third aspect, vocabulary was “a linguistic element consisting of the entire collection of words that form a certain language” (Asyiah 2017, 294). While fluency as the fourth aspect, was understood as, “the ability to speak for long periods of time with a few pauses, allowing the speaker to express his or her thoughts in a coherent way and quickly process lexical and syntactic elements” (Yang 2014, 58). Lastly, “comprehension means understanding nearly each message being introduced with little range of repetition” (Hanik 2013).

### **1.3 The Purpose of the Research**

In accordance with the underlying issues of this research mentioned previously, this research was objected to construct as well as improve students’ speaking skills at MAN Temanggung and to investigate how effective Fluency Bridge Technique at constructing and improving students’ speaking skills. In accordance with the purposes of the research, the researcher listed the research questions as followed:

1. How were the concept and implementation of Fluency Bridge Technique in classroom?
2. How was the improvement of students’ speaking skills throughout the Fluency Bridge Technique implementation at MAN Temanggung?

### **1.4 The Benefits and Rational of the Research**

Theoretically, enriching the educational scientific treasurers by introducing Fluency Bridge Technique as the latest innovatively interactive teaching technique used to facilitate teachers in improving students’ English skills was the main purpose of the research. While practically, this research was done to help students at overcoming their difficulties to speak in English fluently by providing a number of engaging learning activities that were designed to construct and enhance their speaking skills. In addition, this research was aimed to be an appropriate teaching technique for teachers to help them improve their teaching quality. Subsequently, the research was also directed to be used as a suitable reference material by other researchers who worked in the same field of study. Furthermore, this research was done as a form of contribution to add the scientific

treasures of educational values to the university that provided solutions to the teaching and learning problems that lecturers and students faced. In addition, this research was aimed to increase the government's awareness and attention to the phenomenon of the current English language teaching. Thus, the government could make newly-updated regulations and policies which could help improving the quality of the English language teaching in Indonesia.

## **2. Research Methodology**

### **2.1 Research Design**

As already mentioned in the abstract, Classroom Action Research (CAR) was applied to design the research. By applying CAR, the research could be carried out systematically and efficiently where the researcher could perform well in class, gather expected research data, achieve the targeted learning outcomes, and evaluate the whole research outputs with ease and facility. Through Classroom Action Research, plan-action-observe-reflect, was employed as the research learning phase which was done in three cycles.

### **2.2 Research Setting**

In accordance with the research setting, the research was undertaken at MAN Temanggung, an Islamic State High School that was specifically located in Jenderal Sudirman Street, No. 184, Cublikan, Kowangan, Temanggung Regency, Central Java, Indonesia. Thus, regarding the research timeline, the research took six weeks to finish which started from April 11<sup>th</sup> until May 21<sup>th</sup> 2022. The first week of the research was set to prepare the organization of the research. The second week was used to hold pre-tests. The third until the fifth week was used to apply FBT. And the last week of the research, the researcher conducted the questionnaire and interview session.

### **2.3 Population and Sample**

The selected research population was the 10<sup>th</sup> graders (2022-2023) of MAN Temanggung, which consisted of 11 classes with 6 science classes, 4 social classes and 1 language class, with 432 students in total, 182 male and 250 female students. "As a set of units chosen to represent a population of a research" **Invalid source specified.**, the tenth grade science 5 (36 students) and the tenth grade science 6 (33 students) of MAN Temanggung were chosen as the samples of the research. While in selecting the samples of the research, probability sampling method was applied with cluster sampling as the technique used to select the sample.

## 2.4 Data Collection Method and Procedure

Data collection was defined by Kabir as

“a systematic procedure completed to gather as well as evaluate the research data” (Kabir 2016). In this research, tests including pre- and post-tests, observations, questionnaires as well as standardized interviews were used as a set of data collection method utilized by the researcher. While related to the research procedure, firstly Fluency Bridge Technique was designed based on the research objectives, students’ needs and field conditions. Secondly, the researcher arranged research plan and organization. Third, the researcher conducted pre-tests to assess students’ previous speaking skills. Next, the researcher applied FBT and conducted observations in three cycles. Then, a pre-test, questionnaire and interview were undertaken to investigate students’ final speaking skills. Lastly, all the data gathered were reported and presented in paper.

In processing and analyzing the students’ speaking scores, the researcher used the following assessment formulas and criteria.

Table 2.1 Research Assessment Formulas

<p>Student’s score per test (individual)</p> $X = \sum X \times 4$ <p>Notation:</p> <p><math>X</math> : final score</p> <p><math>\sum X</math> : total score</p>
<p>Students’ mean score per test (class)</p> $\bar{x} = \frac{\sum X}{N}$ <p>Notation:</p> <p><math>\bar{x}</math> : average score</p> <p><math>\sum X</math> : total score</p> <p><math>N</math> : total number of students (Gay 1981, 298)</p>
<p>Student’s speaking improvement</p> $I = \frac{P1 - P0}{P1} \times 100\%$ <p>Notation:</p> <p><math>I</math> : improvement students’ speaking skills</p> <p><math>P I</math> : pre-test score</p>

P II : post-test score (Hudaedah 2014, 34)

After collecting as well as assessing students' scores, the researcher classified those scores in accordance with the criteria below:

Table 2.2 Student Assessment Score and Criteria (Harnita 2015, 46)

No.	Score	Classification	Symbol
1.	90-100	Excellent	E
2.	80-89	Very Good	VG
3.	70-79	Good	G
4.	60-69	Fairly Good	FG
5.	0-59	Fair	F

Regarding the research questionnaire and interview, the researcher arranged the questions in the following forms.

Table 2.3 Questionnaire Form

<b>RESEARCH QUESTIONNAIRE</b> <b>(Tenth Grade Science 5 &amp; 6)</b>		
<b>Let Us Know What You Think and Feel After Participating in the Research</b>		
<b>Start Survey</b>		
No.	Questions	Options
1.	Full name	X
2.	Presence number	X
3.	Do you enjoy the learning activities?	<input type="radio"/> 1. Yes, absolutely! <input type="radio"/> 2. Not really <input type="radio"/> 3. No, I don't
4.	How fun and enjoyable are the learning activities?	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
5.	Are the English materials easy to understand?	<input type="radio"/> 1. Yes, the way the teacher teaches, makes it easier for me to understand the materials.

		<ul style="list-style-type: none"> <li>○ 2. Not really. Some parts are still hard to follow.</li> <li>○ 3. Of course not. The materials are definitely difficult to understand.</li> </ul>
6.	Does the teacher help you in improving your speaking skills?	<ul style="list-style-type: none"> <li>○ 1. Yes, she helps me a lot in fixing my mistakes and improving my speaking skills.</li> <li>○ 2. Partly yes.</li> <li>○ 3. No, she does not help me at all.</li> </ul>
7.	What do you like from the class? (the activities, the teaching technique, the tasks or the atmosphere)	Ex: I like the teaching activities
8.	What do you not like from the class? (the activities, the teaching technique, the tasks or the atmosphere)	Ex: I do not really like the teaching activities
9.	Share your suggestions or recommendations for the betterment of our future teaching and learning program	Description ...
10.	Any other comments to share with us?	Description ...
<b>SUBMIT</b>		

Table 2.4 Interview Form

No.	Questions	Answers
1.	Hello, how are you doing?	Response ...
2.	This is a research interview asking you a number of questions related to the teaching and learning activities we have done earlier. As a good interviewee you are required to answer the questions honestly based on our experience. So are you ready with the interview?	Response ...
3.	What did you know about English language?	Description ...
4.	Did you find it interesting and important to learn this language?	Description ...
5.	Did you find English was easy or hard to master? And	Description ...



	what made it easy or hard to master?	
6.	Regarding our English class, did you find the class enjoyable?	Description ...
7.	Based on your opinion, what did you think of the researcher skills and performance in teaching English?	Description ...
8.	What did you think of the teaching materials, activities and circumstances?	Description ...
9.	Did you think the teaching technique (Fluency Bridge Technique) and activities were effective at constructing your English-speaking skills?	Description ...
10.	Based on your experience, did you feel that your speaking skills in English improved after participating in the course?	Description ...

### 3. Findings and Discussion

#### 3.1 Findings

S1 Figure 3.1 The Illustration of Fluency Bridge Technique

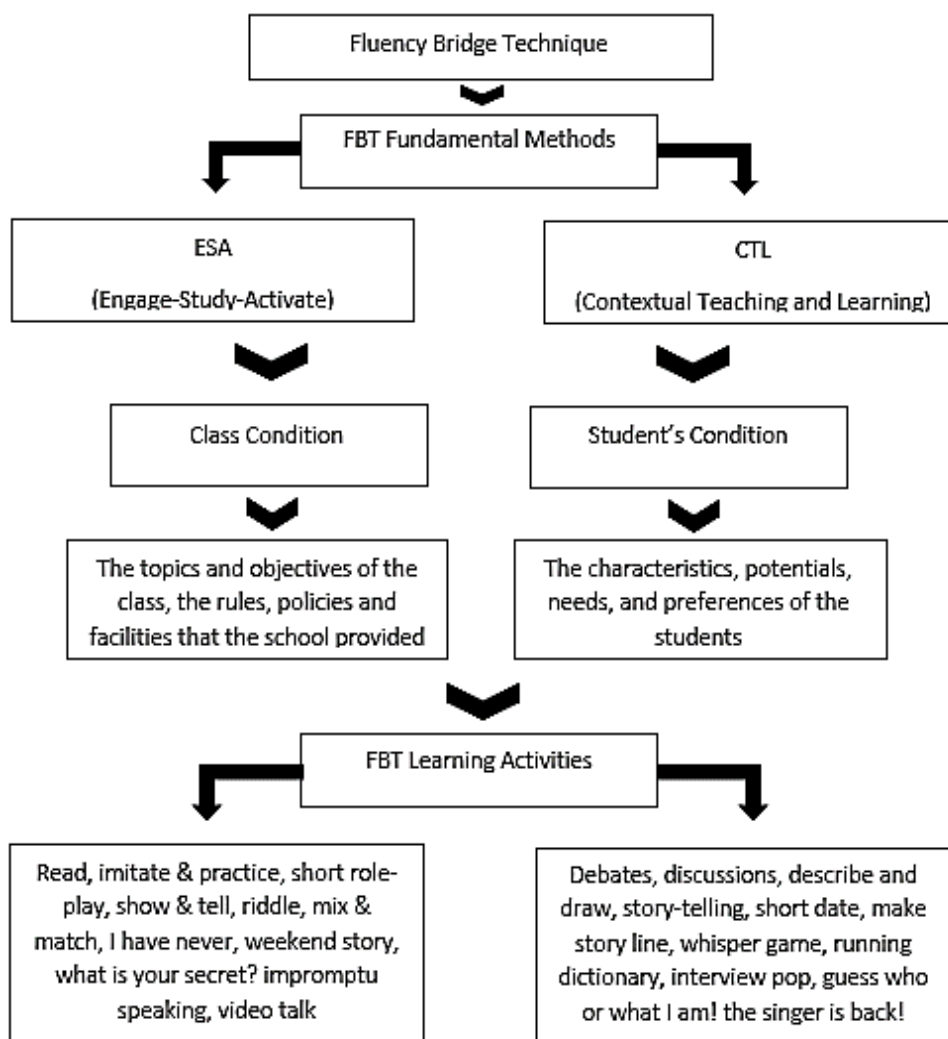


Fluency Bridge Technique a.k.a. FBT was An original teaching technique developed by the researcher designed to help English teachers conducting a more alive, engaging, enjoyable, active, responsive and productive English class that was in

accordance with the characteristics, needs, and preferences of students and also the surrounding situations. This technique was consisted of three words namely Fluency, Bridge and Technique. Fluency referred to the prior goal of the technique which was to get students master the skills in English language fluently. Bridge represented the technique as a media that could take students from zero English learners to hero English learners. Technique dealt with a set of procedures followed to accomplish the goal of developing students' English language skills. Therefore, in this case, Fluency Bridge Technique was defined as a set of teaching procedures followed by teachers to help and guide their students crossing the bridge of skills that took students to a higher-level of English fluency.

As an attempt to give clearer understanding of how Fluency Bridge Technique worked, the researcher presented Fluency Bridge Technique chart as followed.

Chart 3.1 The Sections of the Implementation of Fluency Bridge Technique



As a means to understand the duties that teacher and students should carry in class, it was perceived quite significant to acknowledge the roles of teacher and students. Therefore, the researcher had listed several roles of teacher and students in class based on Fluency Bridge Technique as followed.

Table 3.1 The Roles of Teacher and Student in Fluency Bridge Technique

Roles	
Teacher	Student
Facilitator, resource, support system, tutor, helping hand, as well as learning partner for students	Active object and subject who were independent, responsible, owned great self-management skills, enjoyed learning, participative, creative, not afraid of challenges and responsive to solving problems.

Fluency Bridge Technique was implemented in the tenth-grade science 5. While in the tenth-grade science 6, the teaching technique used was PPP or Present-Practice-Produce. Here, the distinct technique applied in both classes was aimed to allow the researcher to investigate the difference between students' speaking skills after the application of FBT and PPP. Thus, the following was the implementation of both techniques.

Table 3.2 The Implementation of FBT and PPP in Each Cycle of the Research

FBT Implementation	PPP Implementation
<p>Cycle 1 (April 27<sup>th</sup> 2022)</p> <ul style="list-style-type: none"> <li>a. Learning materials: complimenting others (extended).</li> <li>b. Duration: one and a half hour.</li> <li>c. Purpose: understanding the linguistic structure, social function and able to apply the expressions in real communication.</li> <li>d. Learning activities: the researcher engaged the class with guessing game and chill talk about the topic, students studied the materials, students' speaking skills were activated by using role-play.</li> <li>e. Learning media: laptop/phone, internet facility, PPT file and textbook.</li> </ul>	<p>Cycle 1 (April 25<sup>th</sup> 2022)</p> <ul style="list-style-type: none"> <li>a. Learning materials: complimenting others (extended).</li> <li>b. Duration: one and a half hour.</li> <li>c. Purpose: understanding the linguistic structure, social function and able to apply the expressions in real communication.</li> <li>d. Learning activities: the researcher presented and explained the learning materials to students. Then students practiced the expressions or dialogue of the materials. Finally, students created a dialogue and short card about the topic.</li> <li>e. Learning media: laptop/phone, internet facility, PPT</li> </ul>

	file and textbook.
<p style="text-align: center;">Cycle 2 (May 7<sup>th</sup> 2022)</p> <p>a. Learning materials: showing care.</p> <p>b. Duration: one and a half hour.</p> <p>c. Purpose: understanding the linguistic structure, social function and able to apply the expressions in real communication.</p> <p>d. Learning activities: the researcher engaged the class with whispering game and invited students to talk about the topic, students studied the materials, students' speaking skills were activated by applying mini discussion forum.</p> <p>e. Learning media: laptop/phone, internet facility, PPT file, animated video and worksheet.</p>	<p style="text-align: center;">Cycle 2 (May 7<sup>th</sup> 2022)</p> <p>a. Learning materials: showing care.</p> <p>b. Duration: one and a half hour.</p> <p>c. Purpose: understanding the linguistic structure, social function and able to apply the expressions in real communication.</p> <p>d. Learning activities: the researcher presented and explained the learning materials to students. Then students practiced the expressions or dialogue of the materials as well as did the worksheet given. Finally, students were presented by a video and asked to write the linguistic structure and the value of the video.</p> <p>e. Learning media: laptop/phone, internet facility, PPT file, animated video and worksheet.</p>
<p style="text-align: center;">Cycle 3 (May 11<sup>th</sup> 2022)</p> <p>a. Learning materials: expressing intention</p> <p>b. Duration: one and a half hour.</p> <p>c. Purpose: understanding the linguistic structure, social function and able to apply the expressions in real communication.</p> <p>d. Learning activities: the researcher engaged the class with learning video and invited students to talk about the topic, students studied the materials, students' speaking skills were activated by doing weekend checklist game.</p> <p>e. Learning media: laptop/phone, internet facility, learning video and PPT file.</p>	<p style="text-align: center;">Cycle 3 (May 9<sup>th</sup> 2022)</p> <p>a. Learning materials: expressing intention</p> <p>b. Duration: one and a half hour.</p> <p>c. Purpose: understanding the linguistic structure, social function and able to apply the expressions in real communication.</p> <p>d. Learning activities: the researcher presented and explained the learning materials to students. Then students practiced the expressions or dialogue of the materials. Finally, students created some expressions of expressing intentions and presented them in front of the class.</p> <p>e. Learning media: laptop/phone, internet facility, learning video and PPT file.</p>

**S2** As an attempt to answer the second research question of, “how was the improvement of students’ speaking skills throughout the Fluency Bridge Technique implementation?” the researcher presented the data of students’ speaking

improvement throughout the research. The data of students' speaking improvement systematically showed how effective FBT at constructing and improving students' speaking skills of the tenth grade science 5. These data were taken from the pre-test, FBT implementation on cycle 1, 2 and 3, as well as post-test. Thus, to give clearer picture on the improvement of students' speaking skills throughout the Fluency Bridge Technique application, the researcher presented the following chart and table.

Chart 3.2 The Students' Speaking Improvement of the Tenth Grade Science 5

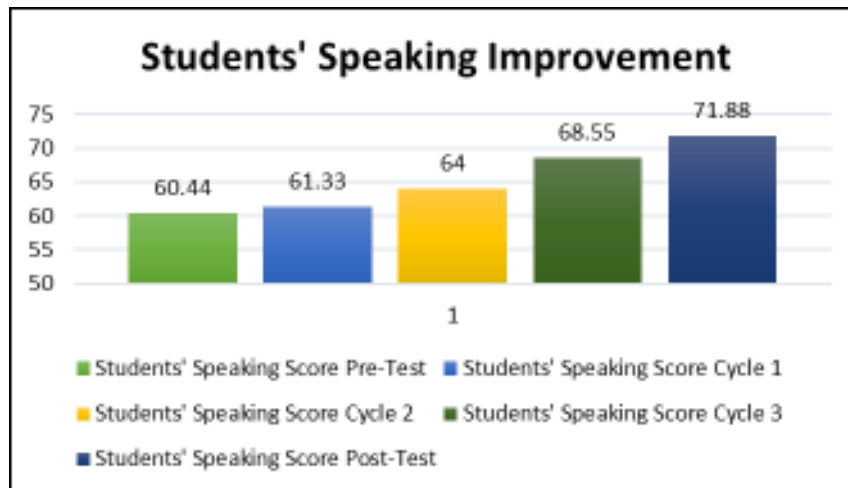


Table 3.3 The Students' Speaking Improvement of the Tenth Grade Science 5

<b>THE IMPROVEMENT OF STUDENTS' SPEAKING SKILLS</b>				
<b>Class: Grade 10 Science 5</b>				
<b>Students: 36</b>				
<b>Students' Speaking Score</b>				
<b>Pre-Test</b>	<b>Cycle 1</b>	<b>Cycle 2</b>	<b>Cycle 3</b>	<b>Post-Test</b>
60.44	61.33	64.00	68.55	71.88
<b>Speaking Skills' Improvement %</b>				
<b>Pre-Test → C1</b>	<b>C1 → C2</b>	<b>C2 → C3</b>	<b>C3 → Post-Test</b>	<b>Pre-Test → Post-Test</b>
1%	4%	7%	5%	19%

Unlike the tenth-grade science 5 in which the students' speaking skills improved significantly in consistent way, the students speaking skills of the tenth grade science 6 only experienced small number of improvement. There even found some backwardness in terms of their speaking performance during the research. This made their speaking performance and progress were categorized as

inconsistent. Hence, to better analyse the students' speaking skills of the tenth grade science 6, the researcher presented the following data.

Chart 3.3 The Students' Speaking Improvement of the Tenth Grade Science 6

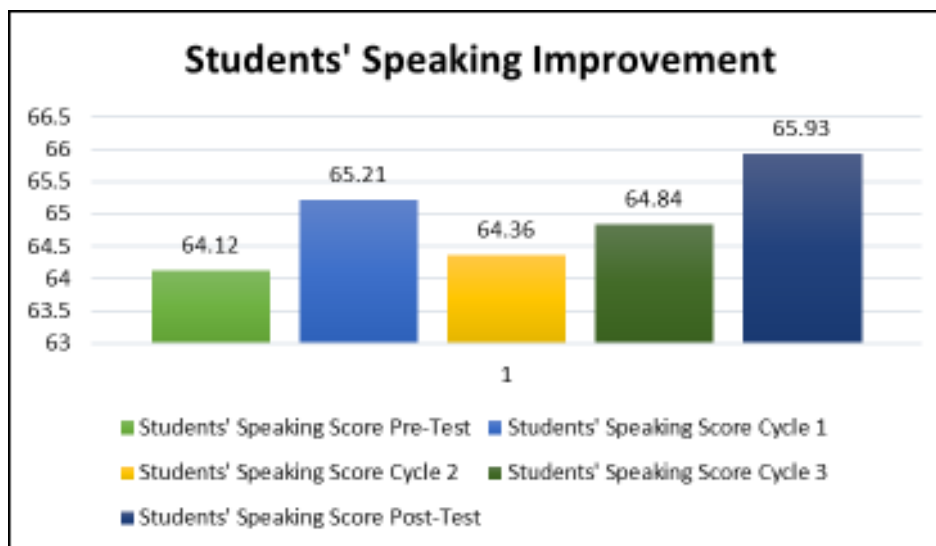


Table 3.4 The Students' Speaking Improvement of the Tenth Grade Science 6

THE IMPROVEMENT OF STUDENTS' SPEAKING SKILLS				
Class: Grade 10 Science 6				
Students: 33				
Students' Speaking Score				
Pre-Test	Cycle 1	Cycle 2	Cycle 3	Post-Test
64,12	65,21	64,36	64,84	65,93
Speaking Skills' Improvement %				
Pre-Test → C1	C1 → C2	C2 → C3	C3 → Post-Test	Pre-Test → Post-Test
2%	-1%	1%	2%	3%

From the research data taken from the questionnaires and interviews of the tenth grade science 5, students perceived that FBT was the suitable technique used to improve students' speaking skills in which students were given a great opportunity to form explore, and practice their speaking skills by doing various kinds of fascinating speaking activities in the classroom. The learning materials were presented and explained in a clear and understandable ways. Additionally, through FBT, students' learning motivation and participation were increased. Meanwhile, the questionnaire and interview data of the tenth grade science 6 showed that students had difficulties in

constructing and improving their speaking skills in English. The class that were too focused on theories and assignments only restricted students for achieving active participation and significant progress in their speaking skills.

### **3.2 Discussion**

**S1** Based on Figure 2.1, FBT was consisted of a number of elements as followed, 1) Road guide represented teacher; 2) Cross-walkers represented students; 3) The first big concrete represented ESA (Engage-Study-Activate); 4) The second big concrete represented CTL (Contextual Teaching and Learning); 5) bricks represented the learning activities; 6) river represented students' learning problems and difficulties; and 7) Fluency Island represented students' English fluency goal. Fluency Bridge Technique was formed of seven elements such as teacher, students, the fundamental methods of FBT (ESA and CTL), various learning activities, students' learning barriers as well as students' fluency goal. Each element of Fluency Bridge Technique was interconnected and played important roles in the class. Thus, based on Chart 2.1, FBT was also arranged of three vital sections. The first section, the fundamental methods of Fluency Bridge Technique that included ESA (Engage-Study-Activate) and CTL (Contextual Teaching and Learning) were used as the underlying approaches of conducting the class. The chart's second section was contained of the identification of the condition and situation of the class and the students. While the last section of the research dealt with a set of activities to be applied in the class.

The implementation of Fluency Bridge Technique was undertaken on April 27<sup>th</sup> 2022 (cycle 1), May 7<sup>th</sup> 2022 (cycle 2) and May 11<sup>th</sup> 2022 (cycle 3). In every cycle, the researcher determined the learning materials, duration, purpose of the class, learning activities and learning media in conducting the class. In each cycle, the researcher employed PPT file and textbook to present the materials to students. By having one and a half hour, the researcher helped and guided students to understand the linguistic structure of the materials and to have the capability to use to materials in real communication. Therefore, by applying Fluency Bridge Technique, the researcher firstly engaged students with stimulations, games or talks, secondly the researcher delivered the materials presented on the PPT files to students and thirdly the researcher invited students to practice out what they just learned through speaking activities.

As the teaching technique used in the tenth grade science 6, PPP or Present-Practice-Produce form a learning rule where students were introduced with the materials, practice the materials out and produce something out of the learning materials. Here, students were required to work with their classmates well since the fundamental method used was Cooperative Learning or CL. In this case, based on Table 2.2, the first cycle of the class was done on April 25<sup>th</sup> 2022, the second cycle was conducted on May 7<sup>th</sup> 2022, and the third cycle was completed on May 15<sup>th</sup> 2022. Basically, the learning materials, duration, purposes, as well as the learning media were all the same as used in the tenth grade science 5, however the learning activities and their procedures were different. In each cycle, the researcher firstly introduced students with the learning materials and then gave complete explanation out of it. Secondly, with the guide of the researcher, students were asked to practice out the materials they just learned. Lastly, students produced some short dialogues, stories or any other works based on the materials given.

**S2** According to chart 2.2 and table 2.3 above, students' speaking skills of the tenth-grade science 5 had consistently increased from each phase of the research. Here, the pre-test of the tenth grade science 5 which was undertaken on April 18<sup>th</sup> 2022 and was attended by 36 students, reached the class average score of 60.44 with the total score of 2176. Based on the research assessment criteria, the pre-test score of the tenth grade science 5 were categorized as Fairly Good or FG. However, unlike in the pre-test where students were highly restricted to speak fluently which resulted on their relatively low score, in the cycle 1, 2, 3 and post-test, students performed better and achieved higher scores in speaking. This was because the class had received the implementation of Fluency Bridge Technique throughout the learning processes of the research. Thus, being conducted on April 27<sup>th</sup> 2022, in cycle 1, students achieved the class average score of 61.33 with 2208 of the total score.

Next, in cycle 2 which was completed on May 7<sup>th</sup> 2022, students accomplished the class average score of 64.00 with 2304 of the total score. Subsequently, on May 11<sup>th</sup> 2022 in which the cycle 3 was conducted, the class average score of the tenth-grade science 5 was 68.55 with the total score of 2468. After the application of FBT was completed, the researcher held post-test to investigate students' final speaking skills. The post-test of the tenth-grade science 5 which was carried out on May 19<sup>th</sup> 2022 showed significant improvement of students' speaking skills. In this test, students obtained 71.88 for the average score with the total score of 2588. This



indicated that students' speaking skills were categorized as Good or G where the average score passed the minimum completeness criteria of 70. The students' speaking improvement was also indicated by the speaking improvement percentage of 19% assessed throughout the research.

As mentioned before, the students' speaking progress and performance was not as consistent as the students' speaking improvement of the tenth-grade science 5. Based on chart 2.3 and table 2.4 above, the average score of the post-test that was conducted on April 19<sup>th</sup> 2022 was 64.12 with the total speaking score of 2116. In cycle 1 (April 25<sup>th</sup> 2022) where PPP was applied, the class average speaking score increased to 65.21 with the total speaking score of 2152. However, in cycle 2 which was completed on May 7<sup>th</sup> 2022, the total score achieved by the class decreased to 2124 with the average score of 64.36. Even though in the second cycle students' speaking performance decreased, in the following cycle on May 9<sup>th</sup> 2022, students achieved better results with the class average score of 64.84 and the total score of 2140. After the research cycles were fulfilled, the post-test was conducted. Carried out on May 18<sup>th</sup> 2022, students accomplished the class average score of 65.93 with the total score of 2176. Hence, from the pre-test to post-test, students who implemented PPP only achieved 3% of speaking improvement. Since all of the scores were below 70, the students' speaking skills of the tenth grade science 6 were defined as Fairly Good or FG based on the assessment criteria used in the research.

Based on the questionnaire and interview data of the tenth grade science 5, Fluency Bridge Technique was still perceived as a teaching technique that provided the effectiveness and efficiency required in improving students' skills in speaking in English. Based on students' experience during the research, Fluency Bridge Technique left positive implications on students English learning progress especially in speaking where their speaking skills started to grow and improve. Students used to face many barriers when it came to speaking. However, since the materials, activities and environment provided by FBT were suitable with their needs, students started to enjoy speaking practices. In this case, they did better in pronunciation, grammatical accuracy, vocabulary, fluency and comprehension.

According to the questionnaire and interview data of the tenth grade science 6, it could be concluded that the teaching technique applied was not effective enough at developing the participant's speaking skills. Even though the researcher had explained

the materials understandably and encouraged students adequately, the class setting was not compatible to improve students' speaking skills since it was way too passive for it. It could be observed that instead of focusing on practical activities, the class was more on task and homework basis. Thus, the class tended to be monotonous which served unsupportive learning environment for students. Hence, students found it difficult to meet the progress they wanted to achieve in speaking. One or two of the students' speaking skills might obtain some enhancements however students still found many barriers in speaking their thoughts in English fluently.

## **4. Conclusion**

### **4.1 Conclusion**

With the primary aims of investigating the effectiveness of Fluency Bridge Technique at constructing and enhancing the students' speaking skills, this research was conducted from April 1<sup>st</sup> until May 21<sup>st</sup> 2022 at MAN Temanggung with 69 first year students as the participants of this research. By applying Classroom Action Research with three research cycles, the researcher collected the data through pre-test, observation, post-test, questionnaire and standardized interview. In accordance with the research data, students' speaking performance of the tenth grade science 5 in which Fluency Bridge was applied attained 60,44 in pre-test, 61,33 in cycle 1, 64 in cycle 2, 68,55 in cycle 3 and 71,88 in post-test with 19% speaking improvement. While the tenth grade science 6 in which FBT was not implemented, acquired 64,12 in pre-test, 65,21 in cycle 1, 64,36 in cycle 2, 64,84 in cycle 3 and 65,93 in post-test with inconsistent speaking improvement. Furthermore, in accordance with the questionnaire's as well as standardized interview's data, students mentioned that Fluency Bridge Technique helped increase their learning motivation, engagement, and participation in learning activities. Thus, in a nutshell, Fluency Bridge Technique was systematically proven as an effective teaching technique that successfully constructed and improved students' speaking skills.

### **4.2 Suggestion**

Based on the results of the research, there were a number of suggestions addressed to a number of parties. First, students were suggested to strengthen their awareness, interests, motivation, and consistency in learning English in order to improve their language proficiency, especially in speaking in English. Second, teachers were highly required to start viewing English as a skill-based subject. They should equalize students' theoretical and practical learning which allowed students to achieve both English

language knowledge and skills by applying FBT. Third, the school (MAN Temanggung) was prompted to better provide more adequate and proper learning facilities in English class. Fourth, it was advisable for the educational institutions like universities and government to provide students who owned innovative and revolutionary ideas with adequate encouragement, guidance and supports.

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