

Improving Students' Speaking Ability through the Use of Holistic Method

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Abstract

Speaking is like the first assessment for each learner who is studying English and each learner has to speak. This statement means an obligation, duty, task, fact, implementation, process, and it can be learning, although we still find some students are speaking little or even passive in the classroom. One of the method that can raise the students motivate in learning speaking is Holistic method. This study aims to identify the students' improvement in speaking ability using Holistic Method. This research following the principle working of Classroom Action Research (CAR) that contained of four stages (Planning, Implementation, Observation, and Reflection). a classroom action research was applied by implementing two cycles and each cycle was applied four meetings. To increase the speaking proficiency and fluency of the SMP Negeri 6 Watampone, VII-B class, a holistic approach was used. The research findings indicated a significant improvement of the students' speaking ability after implementing two cycles. About the speaking accuracy, the students' get 56.50% in the Diagnostic test, 64.10% in cycle I, and 75.30% in the cycle II. About the speaking fluency, the students get 57.00% in the Diagnostic test, 65.50% in the cycle I, and 75.80% in the cycle II. In the second cycle, the pupils' speaking accuracy improved by 35.32%. In the second cycle, there was a 33.03% improvement in the pupils' speaking fluency. Consequently, the investigator came to the conclusion that the pupils in VII-B class at SMP Negeri 6 Watampone's usage of a holistic approach had been successful in improving their speaking abilities.

Keywords: Speaking Ability, Holistic Method, Classroom Action Research

Introduction

Writing, speaking, reading, and listening are the four English language skills that we already possess (Menggo et al, 2022). Since each skill has a specific or general role in communication, they should be taught more effectively later on so that students may grasp the language and have a comprehensive understanding of it (Al-khresheh, 2024). However, it is indisputable that speaking is the most effective way to request information, and speaking is also the most direct way to provide information (Namaziandost et al, 2019). Speaking is required of all students studying English; it's similar to the first exam.

This statement implies to a responsibility, assignment, fact, implementation, process, and it can even involve learning (Syafiq et al, 2021). Nevertheless, we continue to observe that some students in the classroom speak very little or not at all, and there are a variety of reasons for this, including the students themselves, the classroom environment, the teaching style, approach, and methodology, as well as the inability of the teachers to effectively present their material. The use of action research in teaching English as a foreign language has gained increased attention from linguists and educators in the recent century. Participant in action

research engages in a form of self-reflective investigation to enhance their comprehension of these practices and the environment in which they are used, as well as the fairness and reasonability of their own social or educational practices (Ahmadi et al, 2020). Similar cases where students are unable to express themselves perfectly in English were discovered by the researcher at the SMP Negeri 6 Watampone, VII-B class. The pupils' final score, 64, indicates that they nearly failed to meet the minimum requirements since they appear to be unsure of what to say and how to say it. They also don't seem to be participating enough in their speaking lesson. The teacher's observations indicate that the issue is closely related to the way the teacher teaches and presents the content. There is no one right way to teach English; rather than being in charge of the classroom, the environment and circumstances dominate us.

Speaking is the most crucial skill for students to acquire, but it's also the toughest for them to comprehend, because speaking is only taught as a passive component in every meeting (Sembiring et al, 2023). For a few reasons, teaching speaking is an engaging and difficult task for educators. When teaching this skill, an EFL teacher is expected to use greater creativity and flexibility in their lesson planning. This includes choosing a technique, resources, instructions, teaching aids, and time management that will support the students as they develop their language skills (Yudar et al, 2020; Sobhi et al, 2018). Speaking is a useful language learning skill. Along with other crucial components like pronunciation, intonation, syntax, vocabulary, etc., it involves communicative performance. To enable students to communicate in the target language, they ought to be taught in any language acquisition program (Mandasari et al, 2020)

The holistic method is an efficient method of teaching speaking that may be used to help pupils overcome this circumstance and improve their speaking abilities (Yenkimaleki et al, 2023). A holistic approach to education takes the learner into account on all levels. She also adds that a holistic approach to language acquisition enhances each learner's potential by helping them to feel confident and content dealing with real people and real life as they choose to be. The instructor will respect their skills and abilities. The instructor will monitor their development and help them move toward learning independence (Hussin et al, 2020). Seven steps make up the structure of an all-encompassing method of teaching speaking cycles. These include giving feedback on learning, directing learners' reflection on their learning, conducting speaking tasks, focusing on language, skills, and techniques, conducting speaking tasks again, and conducting speaking tasks. The researcher believes that a complete approach is a helpful strategy to get past those speaking class obstacles and assist students learn to talk (Sa'diyah, 2020; Ruhama et al, 2018). These include giving evaluations of learning, directing learners' reflection on their learning, conducting speaking tasks, focusing on language, skills, and techniques, conducting speaking tasks, and conducting speaking activities again (Hamizan et al, 2018). The researcher thinks that a holistic method is a useful tactic to get around those speaking class problems and help pupils learn to talk.

The study's goal was to determine how the instructor uses the holistic method when instructing speaking. The reason for doing this study was many students had poor speaking abilities, which is why this study was carried out. They found it difficult to communicate since they were preoccupied with correcting specific English terms and grammar. It causes people to struggle when speaking to convey their ideas. They also favored to remain silent and did not fully engage in the activities in the classroom (Pradana, 2017). The advantage of Holistic Methos is encourages the growth of morality and internal values increases self-assurance and strengthens one's sense of self, tackles the problem of exaggerated expectations, via learning, one gains interpersonal and practical life skills and strengthens their sense of belonging (Miner

et al., 2019). To close the gap, the researcher found that the use of holistic method in improving the students' ability of SMPN 6 Watampone was effective in fostering student happiness, enthusiasm, and active participation in the classroom. Therefore, this study encourages more, offers insightful information about how well the holistic approach improves students' speaking abilities, and emphasizes the significance of resolving the difficulties that students encounter when learning English. Hence, this research has novelty of exploring the various components of holistic speaking methods, including body language, tone of voice, pronunciation, and vocabulary. We will provide practical exercises and activities to help students develop these skills and become more confident speakers.

Method

This study is descriptive quantitative research and this study aim to explain the following problem statement how improvement of the students was speaking ability through the use of holistic method. This study used Classroom Action Research (CAR) one group pretest and post-test design which uses four steps in each cycles namely; Planning, Action, Observation, and Reflexion. This study conducted at SMPN 6 Watampone in Bone Regency. The sample of this study is Class VII B that consists of 30 students, 19 girls and 11 boys. Technique sampling in this study was lottery technique. Data Collection in this study was observation, Speaking Test (The students' speaking accuracy in English includes pronunciation, vocabulary, and grammar. The students' speaking fluency in English includes smoothness and self confidence), and documentation. The data analysis computing the frequency and percentage of the student's score, men score, and the percentages of the students' improvement in speaking ability (Speaking Accuracy and Fluency).

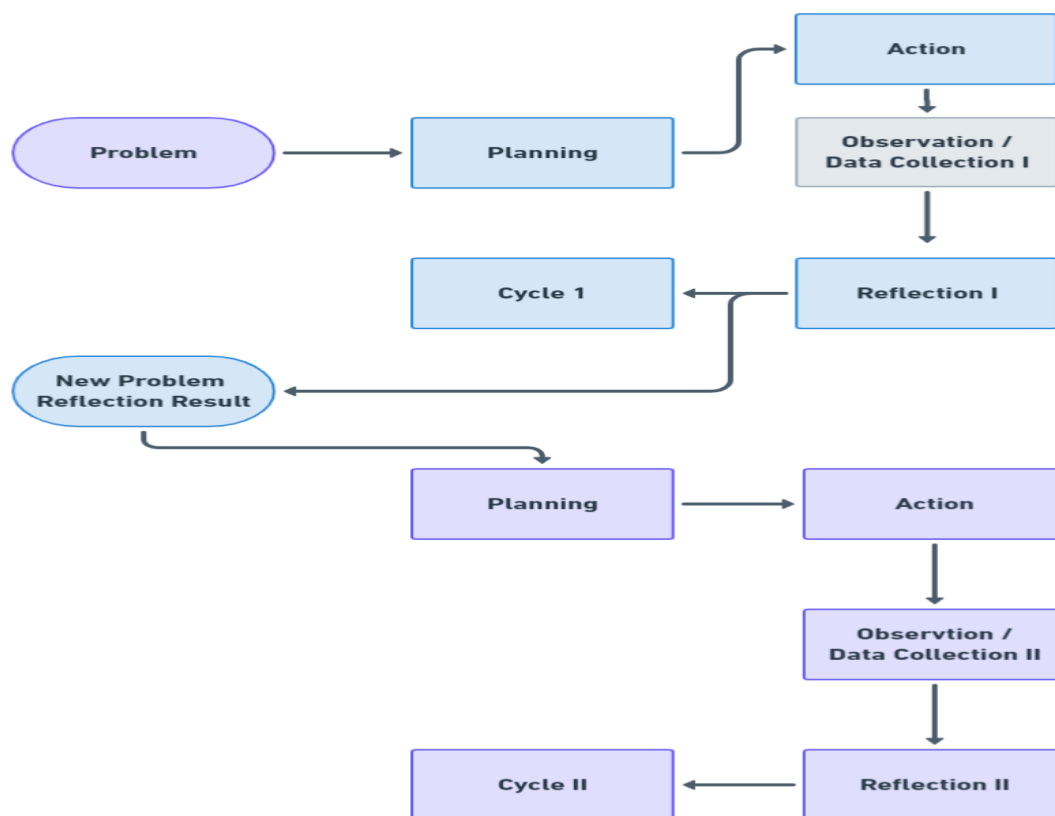


Figure 1. Kurt Lewin's Action Research Design

The indicators of the success of class action research in this study are:

1. There is an increase in students' speaking ability in learning English during the learning process. The improvement is not only an increase in speaking but also an activeness in the learning process as seen from the observed aspects. The percentage of success is about 75% of students in good category.
2. Students get percentage results from English learning outcomes using holistic methods applied in the learning process. From the application of this method, the success rate of student learning outcomes is obtained from high scores from each cycle or test given. The success indicator of student learning outcomes is about >75%. If the value obtained by students exceeds the value of the minimum completeness criteria (KKM) 75, then the learning outcomes can be said to be successful.

In its implementation, this classroom action research uses the Kurt Lewin model that states that one cycle consists of four main steps, namely: (1) planning, (2) action, (3) observing, and (4) reflecting. Overall, the four stages in classroom action research form a cycle of classroom action research which is depicted in a spiral form as in the picture below.

Results

The Percentage of the Students' Speaking Ability

The effectiveness of the holistic approach in raising students' speaking accuracy in terms of pronunciation may be observed by comparing the students' performance on the D-Test with their accomplishments following cycle I and cycle II of intervention.

Table 1. The Percentage of the Students Pronunciation

Classification	Range	Cycle I		Cycle II	
		Freq	%	Freq	%
Excellent	9.6 - 10	0	0	0	0
Very Good	8.6 - 9.5	0	0	5	16.66
Good	7.6 - 8.5	1	3.33	13	43.33
Fairy good	6.6 - 7.5	12	40.00	11	36.66
Fair	5.6 - 6.5	17	56.66	1	3.33
Poor	3.6 - 5.5	0	0	0	0
Very poor	0 - 3.5	0	0	0	0
Total		30	100%	30	100%

The results of the study, which used a speaking test, indicate that cycle I students scored 6.52% and cycle II students scored 7.50% in terms of pronunciation correctness. They are greater than the score of the D-test, 5.44% (table 1). It indicates the improvement of the students' pronunciation are 19.86% from D-test to cycle I, 20.09% from cycle I to cycle II, and 43.93% from D-test to cycle II (table 1). The scores are derived from the data analysis presentation, and there has been a noticeable improvement. For example, table 5 shows that 11 students (36.67%) receive fair and 19 students (63.33%) receive poor on the D-test. After cycle I, it gets better: 17 students (56.66%) receive fair, 12 students (40.00%) receive fairy good, and 1 student (3.33%) obtains favorable (table 5). In cycle II, things get better once more: according to table 5, 11 students (36.66%) receive fairy good, 13 students (43.33%) receive good, and 5 students (16.66%) receive very good. These demonstrate that the use holistic method may increase the students' correctness in term of pronunciation, and the improvement is considerable.

When comparing the students' performance on the D-Test with their accomplishments following cycle I and cycle II of intervention, it is evident how much the holistic approach has improved the students' vocabulary accuracy when speaking.

Table 2. The Percentage of the Students Vocabulary

Classification	Range	Cycle I		Cycle II	
		Freq	%	Freq	%
Excellent	9.6 - 10	0	0	0	0
Very Good	8.6 - 9.5	0	0	1	3.33
Good	7.6 - 8.5	1	3.33	16	53.33
Fairy good	6.6 - 7.5	12	40.00	12	40.00
Fair	5.6 - 6.5	17	56.66	1	3.33
Poor	3.6 - 5.5	0	0	0	0
Very poor	0 - 3.5	0	0	0	0
Total		30	100%	30	100%

The results of the study, which used a speaking test, indicate that students' accuracy in vocabulary for cycles I and II is 6.50% and 7.66%, respectively. They exceed the D-test's result of 5.75% (table 1). According to Table 1, there has been an improvement in the vocabulary of the students by 12.86% from the D-test to Cycle I, 17.72% from Cycle I to Cycle II, and 32.86% from the D-test to Cycle II. The data analysis presentation yielded the results, and the improvement is noteworthy. For example, in the D-test, 5 students (16.67%) had low scores, while 25 students (83.33%) received fair scores (table 6). Following cycle I, there is an improvement, with 17 students (56.66%) receiving fair, 12 students (40.00%) receiving fairy good, and 1 student (3.33%) receiving good (table 5). Cycle II shows improvement once more, with 1 student (3.33%) receiving acceptable, 16 students (53.33%) receiving good, and 1 student (3.33%) receiving very good (table 6). These show that there is a notable improvement in students' vocabulary accuracy when using a holistic approach.

The use of holistic method in Examining the students' performance on the D-Test and their accomplishments following intervention in cycles I and II will show the impact of improving their grammar accuracy when speaking.

Table 3. The Percentage of the Students Grammar

Classification	Range	D-Test		Cycle I		Cycle II	
		Freq	%	Freq	%	Freq	%
Excellent	9.6 - 10	0	0	0	0	0	0
Very Good	8.6 - 9.5	0	0	0	0	0	0
Good	7.6 - 8.5	0	0	0	0	11	36.66
Fairy good	6.6 - 7.5	4	13.33	7	23.33	17	56.66
Fair	5.6 - 6.5	20	66.67	18	60.00	2	6.66
Poor	3.6 - 5.5	6	20.00	5	16.66	0	0
Very poor	0 - 3.5	0	0	0	0	0	0
Total		30	100%	30	100%	30	100%

Based on research employing a speaking test, the accuracy of students' grammar in cycle I is 6.20 percent, and in cycle II, it is 7.44 percent. They exceed the D-test's score of 5.76% (table 1). Table 1 shows that the grammar proficiency of the students improved by 7.64% from the D-test to cycle I, 20.00% from cycle I to cycle II, and 29.17% from the D-test to cycle II. The results are obtained from the data analysis presentation, and there has been a noticeable improvement. For example, in the D-test, 6 students (20.00%) received terrible scores, 20

students (66.67%) received fair scores, and 4 students (13.33) had pretty good scores (table 7). After cycle I, where five pupils (16.66%) receive dismal grades, it gets better. Table 7 shows that seven pupils (23.33%) receive fairly good and eighteen students (60.00%) receive fair. In cycle II, things become better once more: according to table 7, 2 students (6.66%) receive fair, 17 students (56.66%) receive fairly good, and 11 students (36.66%) receive good. These show that teaching pupils using a holistic approach can significantly increase their grammatical accuracy.

In this section, the researcher show the improvement of the students' speaking accuracy through use of holistic method that covers pronunciation, vocabulary, and grammar by using test to subject of the research.

Table 4: The Improvement of the students' speaking accuracy

Indicators	Scores			Improvement (%)					
	D-Test	Cycle I	Cycle II	DT	CI	CI	CII	DT	CII
Pronunciation	5.44	6.52	7.50	19.85	15.03			37.87	
Vocabulary	5.75	6.50	7.66	13.04	18.13			32.22	
Grammar	5.76	6.20	7.44	7.64	20			29.17	
$\sum X$	16.95	19.22	22.6	40.53	53.16			99.26	
\bar{X}	5.65	6.41	7.53	13.51	17.72			33.09	

The following table demonstrates how the holistic approach raises students' speaking accuracy from the D-Test to cycles I and II, with cycles II exceeding cycles I and D-Test (Yudha et al, 2022). When it comes to the average speaking accuracy score in cycle II, the students receive a 7.53, which is considered good, which is higher than the 6.41, or fair, that they received in cycle I and the 5.65, or fair, that they received in the D-Test. This shows that speaking accuracy has improved by 13.45% in the D-Test compared to cycle I, 17.72% compared to cycle II, and 33.09% compared to cycle II in the D-Test. That suggests that applying a comprehensive approach has greatly enhanced it.

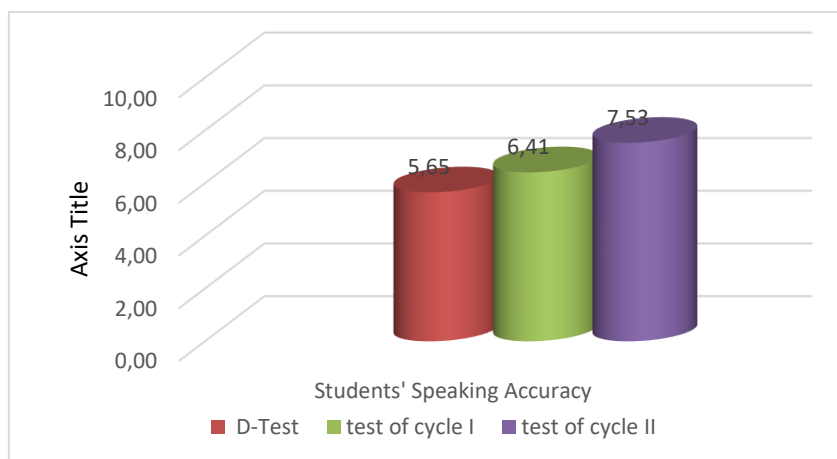


Figure 1. The improvement of the students' speaking accuracy

In the D-Test, students' speaking accuracy was 5.65%, according to the chart. Cycle I's speaking accuracy was 6.41% lower than cycle II's, at 7.53%. Following cycle evaluation, students' speaking accuracy increased to 33.09% from the D-Test (5.65% < 6.41% < 7.53%). Thus, the application of the holistic approach results in a notable improvement in the students' speaking accuracy.

The Percentage of the Students' Speaking Fluency

The effectiveness of the holistic approach in raising students' speaking fluency in terms of smoothness may be observed by comparing the students' D-Test results with their improvement following cycle I and cycle II interventions. (Pratama et al, 2017).

Table 5: The Percentage of the Students speaking fluency In term of Smoothness

Classification	Range	D-Test		Cycle I		Cycle II	
		Freq	%	Freq	%	Freq	%
Excellent	9.6 - 10	0	0	0	0	0	0
Very Good	8.6 -9.5	0	0	0	0	1	3.33
Good	7.6 -8.5	0	0	0	0	9	30.00
Fairy good	6.6 -7.5	0	0	13	43.33	19	63.33
Fair	5.6 -6.5	15	50.00	17	56.67	1	3.33
Poor	3.6 -5.5	15	50.00	0	0	0	0
Very poor	0 -3.5	0	0	0	0	0	0
Total		30	100%	30	100%	30	100%

The research finding Using a speaking exam, it is possible to determine that students' fluency in terms of smoothness scored 6.44% and 7.40% in cycles I and II, respectively. They are greater than the score of the D-test, 5.72% (table1). Results show that students' smoothness improved by 12.59% from cycle I to the D-test, Cycle I to II was 14.91%, and cycle D-test to II was 29.37% (table 1). The presentation of data analysis yields the scores, and there has been a notable improvement in areas such: in D-test, 15 students' (50.00%) get poor and 15 students (50.00%) get fair (table 8). It improves after taking cycle I where 17 students' (56.67%) get fair and 13 students' (43.33%) get fairy good (table 8). In cycle II, it improves again where 1 students' (3.33%) get fair and 19 student (63.33%) get fairy good and 9 students' (30.00%) get good (table 8). These indicate that the use holistic approach can significantly increase the students' smoothness of speech and fluency.

When comparing the results of the students' D-Test to their progress after receiving intervention in cycles I and II, it is clear that the holistic approach is having a positive impact on the students' speaking fluency in terms of self-confidence.

Table 6: The Percentage of the Students speaking fluency In term of Self Confidence

Classification	Range	D-Test		Cycle I		Cycle II	
		Freq	%	Freq	%	Freq	%
Excellent	9.6 - 10	0	0	0	0	0	0
Very Good	8.6 - 9.5	0	0	0	0	1	3.33
Good	7.6 - 8.5	0	0	1	3.33	15	50.00
Fairy good	6.6 - 7.5	2	6.67	16	53.33	14	46.67
Fair	5.6 - 6.5	13	43.33	13	43.33	0	0
Poor	3.6 - 5.5	15	50.00	0	0	0	0
Very poor	0 - 3.5	0	0	0	0	0	0
Total		30	100%	30	100%	30	100%

The research finding Speaking tests are used to measure students' fluency in terms of self-confidence. Cycle I scores are 6.65%, while Cycle II scores are 7.75%. They are greater than the score of the D-test, 5.67% (table2). It indicates the improvement of the students' self-confidence are 17.28% from D-test to cycle I, 16.54% from cycle I to cycle II, and 36.68% from D-test to cycle II (table 1). The presentation of data analysis yields the scores, and there has been a notable improvement in areas such: in D-test, 15 students' (50.00%) get poor and 13 students (43.33%) get fair and 2 students' (6.67%) get fairy good (table 9). Following cycle I,

there is an improvement, with 13 students (43.33%) receiving fair, 16 students (53.33%) receiving fairly good, and 1 student (3.33%) receiving good (table 9). The results increase once again in cycle II, where 14 students (46.67%) receive fair grades, 15 students (50.00%) receive good grades, and 1 student (3.33%) receives very good grades (table 9). These indicate that the use holistic method can improve the students' fluency in term of self-confidence, and the improvement is significant.

In this section, the researcher shows the improvement of the students' speaking fluency through the use of holistic method that covers smoothness and self-confidence.

Table 7: The Improvement of the students' speaking fluency

Indicators	Scores (%)			Improvement (%)		
	D-Test	Cycle I	Cycle II	DT	CI	CII
Smoothness	5.72	6.44	7.40	12.59	14.91	29.37
Self Confidence	5.67	6.65	7.75	17.28	16.54	36.68
$\sum X$	11.39	13.09	15.15	29.87	31.45	66.05
\bar{X}	5.70	6.55	7.58	14.94	15.73	33.03

The following table demonstrates how the holistic approach raises students' speaking fluency from the D-Test to cycles I and II, with cycles II exceeding cycles I and D-Test (Anggraeni et al, 2021). About the mean score of speaking fluency in cycle II, the students get 7.58 or fairly good, greater than cycle I 6.55 or fair and D-Test where the students get 5.70 or fair in D-Test of speaking fluency. The results show that the students' speaking fluency improved by 14.94% from the D-Test to Cycle I, 15.73% from Cycle I to Cycle II, and 33.03% from the D-Test to Cycle II. It also shows that applying a comprehensive approach has greatly enhanced it.

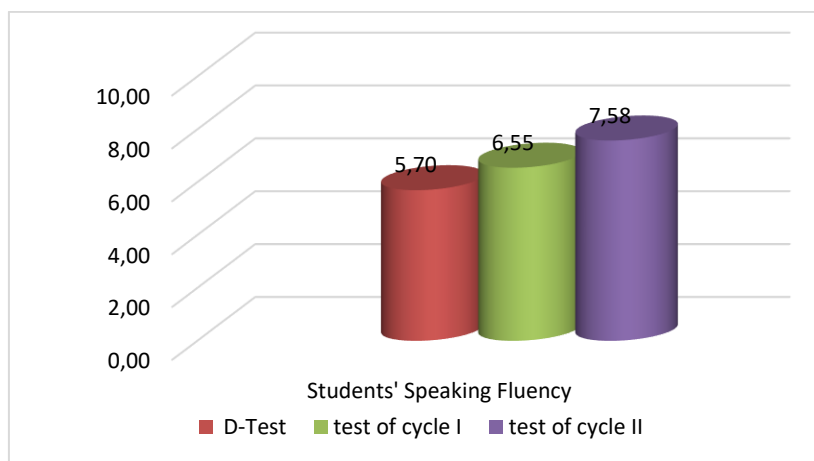


Figure 2: The improvement of the students' speaking fluency

According to the chart, students' speaking fluency in the D-Test was 5.70%, and after cycle I evaluation, they were 6.55% less fluent than in cycle II (7.58%). Following cycle evaluation, students' speaking fluency improved by 33.03% from the D-Test (5.70% < 6.55% < 7.58%). Consequently, there is a noticeable improvement in the pupils' speaking accuracy when the holistic approach is used.

Speaking fluency and accuracy are two areas where students' speaking abilities are improved when the holistic approach is applied.

Table 8: The Improvement of the Students' Speaking Ability

Variables	Scores (%)			Improvement (%)			
	D-Test	Cycle I	Cycle II	DT	CI	CI	CII
Accuracy	5.65	6.41	7.53	13.45	17.47	33.27	
Fluency	5.67	6.55	7.58	15.52	15.73	18.17	
$\sum X$	11.32	12.96	15.11	28.97	33.2	51.44	
\bar{X}	5.66	6.48	7.55	14.49	16.6	25.72	

The speaking abilities of the students improve from the D-Test to cycles I and II, with cycles II being more advanced than cycles I and D-Test, as the table above demonstrates. Regarding the average score for speaking ability in cycle II, students receive 7.55, which is good higher than cycle I; in the D-Test, they receive 6.48, which is fair; and in cycle III, they receive 5.66, which is fair. The results show that the students' speaking ability improved by 14.49% from the D-Test to Cycle I, 16.6% from Cycle I to Cycle II, and 25.72% from the D-Test to Cycle II. It also shows that using a comprehensive approach greatly enhances the pupils' speaking abilities.

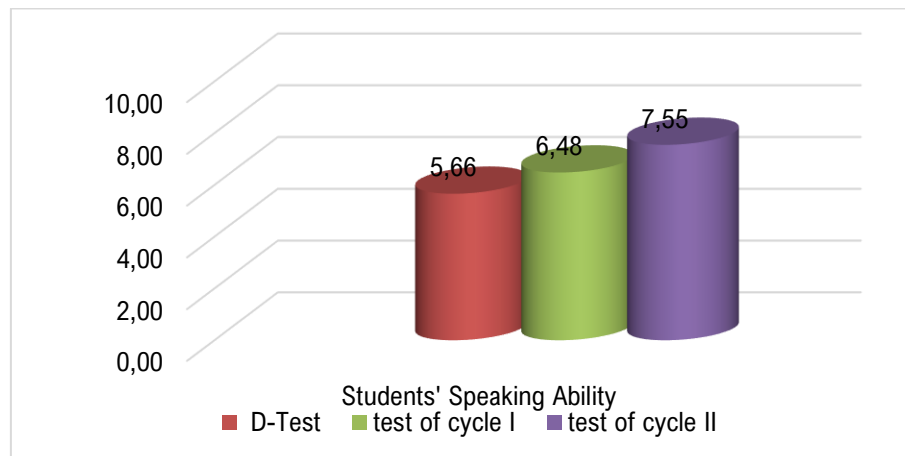


Figure 3: The improvement of the students' speaking ability

As can be seen from the chart, students' speaking ability in the D-Test was 5.66%, and following evaluation in cycle II, it improved by 25.34% from the D-Test (5.66% < 6.48% < 7.55%). The students' speaking ability in cycle I was 6.48% lower than that of cycle II. The speaking skills of the pupils are therefore significantly improved by the application of the comprehensive approach.

Speaking fluency and accuracy are two areas where students' speaking abilities are improved when the holistic approach is used.

Table 9: The result of the Students' means score

Variables	Mean Score		
	D-Test	Cycle I	Cycle II
Accuracy	5.65	6.41	7.53
Fluency	5.67	6.55	7.58
$\sum X$	11.32	12.96	15.11
\bar{X}	5.66	6.48	7.55

The speaking skill of the pupils improves from the D-Test to cycles I and II, as seen by the mean score in the table above. where cycle II is bigger than both the D-Test and cycle I.

Regarding cycle II's mean speaking ability score, students receive 7.55, which is good, higher than cycle I's 6.48, which is fair, and 5.66. It indicates that the mean score of the students' speaking ability is improved significantly through the use of holistic method.

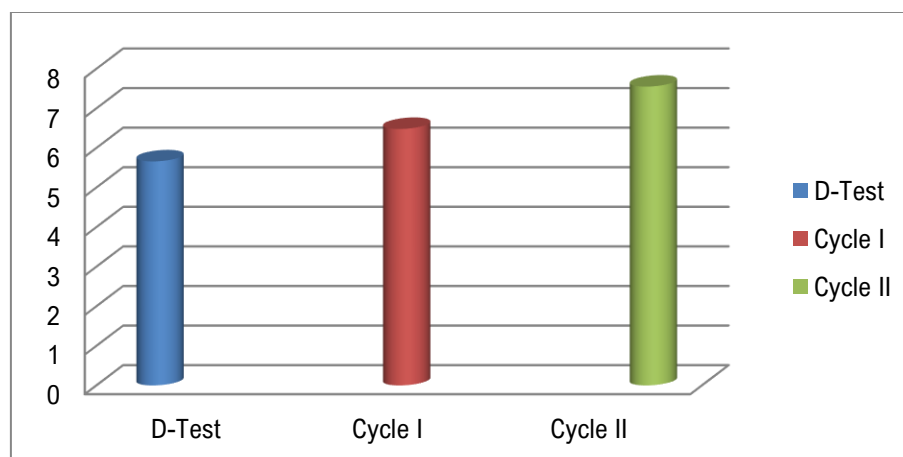


Figure 4: The improvement of the students' speaking ability

The speaking ability of the pupils in cycle I is 6.48 lower than that of cycle II (7.55), as indicated by the above chart for the D-Test (5.66). As a result, the pupils' speaking abilities significantly increase when the holistic approach is used.

As a result of monitoring students' engagement, teaching and learning processes move closer to utilizing a holistic approach (Mortazavi et al, 2021). To improve the speaking skills of seventh-grade pupils at SMP Negeri 6 Watampone, the observer carries out action research in the classroom. This research consists of 2 cycles conducted over 8 sessions, and data is collected by the watcher making use of an observation sheet. Following their observation, the students' level of activity is shown in the table below:

Table 10. The Result of the Students' Activeness in Process of Teaching and Learning

Action	Meetings				Average Score
	I	II	III	IV	
I	64.28	73.27	70.53	75.04	70.78
II	80.00	81.73	80.00	83.65	81.34

Based on the table above, The students' engagement is demonstrated. When students' participation in cycle II surpasses that in cycle I, every meeting gets better. From 70.78% in cycle I to 81.34% in cycle II, the students' average active score increases. Students' activity in the first meeting was 64.28%; it improved to 73.27% in the second; in the third, it was 70.53%; in the fourth, it increased to 75.04%. The students' activity then increases in cycle II, with 80.00% in the first meeting, 81.73% in the second, and 80.00% in the third meeting improving to 83.65 in the fourth. When presenting topics using a holistic approach, students become more engaged. This indicates that increasing student participation in the teaching and learning process can be achieved through the application of comprehensive methods (Susanty et al, 2021). To know the improvement clearly, the following chart is presented:

The data illustrates how student participation in the teaching and learning process has improved. During cycle I, student participation was 70.78%, which was lower than cycle II's 81.34%. However, during cycle II, student participation increased to 81.34% ($70.78\% < 81.34\%$). Therefore, there is a noticeable improvement in the students' participation in the teaching and learning process when the holistic approach is used.

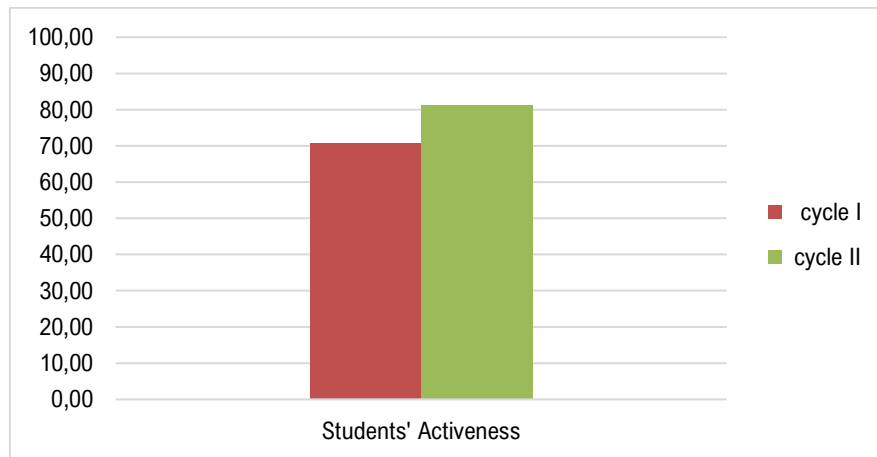


Figure 5. The improvement of the students' of the students' activeness

Discussion

In this section, the discussion is related to the explanation or presentation of research findings obtained from the research on students' speaking ability, focusing on speaking accuracy (pronunciation, vocabulary, and grammar) and speaking fluency (smoothness and self-confidence) about the use of holistic methods.

The improvement of the students' speaking accuracy

From the results of the research data obtained, the results of students' accuracy before and after the application of holistic methods in speaking have significant differences in results. If you look at the data, the results of pronunciation before the application of holistic methods is 6.52%, there is an increase in the results achieved after giving treatment or action, which is 7.50%, and the D-Test results are 5.44. If we look at the result of improvement from D-Test I to Cycle I reached 19.85% to 37.87% in D-Test II to Cycle II, and the result of improvement from D-Test I to Cycle I to D-Test II to Cycle II is 15.03%. It indicates that there is an improvement in students' speaking ability in terms of pronunciation of words. Pronunciation is a significant component of speaking accuracy. It involves the ability to produce speech sounds correctly, including the correct articulation of vowels and consonants, stress patterns, and intonation. According to (Irwan et al., 2023) Good pronunciation is critical for effective communication as it helps listeners understand the speaker's intended meaning. Inaccurate pronunciation can lead to misunderstandings and miscommunications, which can hinder the development of speaking skills. Vocabulary is another critical aspect of speaking accuracy. It involves the ability to use a wide range of words and phrases correctly in context. This includes not only the selection of the right word but also the understanding of its nuances and connotations. Students with a strong vocabulary are better equipped to express themselves accurately and effectively in speech (Rahman, Abdul, 2022). From the results of the research data obtained, the results of students' accuracy before and after the application of holistic methods in speaking have significant differences in results. If you look at the data, the results of vocabulary before the application of holistic methods is 6.50% In the cycle I, there is an increase in the results achieved after giving treatment or action, which is 7.66% in the cycle II, and the D-Test results are 5.75. The result of improvement from D-Test I to Cycle I reached 13.04% to 32.22% in D-Test II to Cycle II, and the result of improvement from D-Test I to Cycle I to D-Test II to Cycle II is 18.13%. It indicates that there is an improvement in students' speaking ability in terms of Vocabulary.

Based on the results of data analysis related to students' speaking accuracy in terms of grammar, the results of students' accuracy before and after the application of holistic methods in speaking have significant differences in results. When viewed from the data, the grammar results before the application of holistic methods were 6.20% in cycle I, there was an increase in the results achieved after treatment or action, namely 7.44% in cycle II, and the D-Test results were 5.76. The results of improvement from D-Test I to Cycle I reached 7.64% to 29.17% in D-Test II to Cycle II, and the results of improvement from D-Test I to Cycle I to D-Test II to Cycle II were 20%. It shows that there is an improvement in students' speaking ability in terms of grammar. According to (Irwan et al., 2023) Grammar is the foundation of speaking accuracy. It involves the ability to use the rules of language to construct sentences and phrases that convey intended meaning. This includes the correct use of verb tenses, sentence structure, and other grammatical elements. Good grammar is essential for effective communication as it helps ensure that the speaker's message is conveyed clearly and accurately.

From the explanation above, it can be concluded that the use of holistic methods can improve students' speaking fluency in terms of pronunciation, vocabulary, and grammar. Students' speaking accuracy on the D-Test score was 5.65%, 6.41% in Cycle I, and 7.53% in Cycle II. It means that students' scores in cycle I before the application of holistic methods were lower than students' scores in cycle II after the application of holistic methods ($6.41\% < 7.53\%$).

The improvement of the students' speaking Fluency

Based on the results of data analysis related to students' speaking fluency in terms of Smoothness and Self-Confidence, the results of students' ability in terms of smoothness before and after the Smoothness and Self-Confidence application of holistic methods in speaking have significant differences in results. When viewed from the data, the smoothness results before the application of holistic methods were 6.44% in Cycle I, there was an improvement in the results achieved after treatment or action, namely 7.40% in Cycle II, and the D-Test results were 5.72. The results of improvement from D-Test I to Cycle I reached 12.59% to 29.37% in D-Test II to Cycle II, and the improvement results from D-Test I to Cycle I to D-Test II to Cycle II were 14.91%. The results of students' ability in terms of Self-Confidence before and after the application of holistic methods in speaking have significant differences in results. When viewed from the data, the Self-Confidence results before the application of holistic methods were 6.65% in Cycle I, there was an improvement in the results achieved after treatment or action, namely 7.75% in Cycle II, and the D-Test results were 5.67. The results of improvement from D-Test I to Cycle I reached 17.28% to 36.68% in D-Test II to Cycle II, and the improvement results from D-Test I to Cycle I to D-Test II to Cycle II were 16.54%. It shows there was an improvement in students' speaking Fluency (Smoothness and Self-Confidence). According to (Suryadi, 2018) He stated that the concepts of smoothness and self-confidence are crucial in enhancing the speaking ability of individuals, particularly in the context of public speaking. Smoothness refers to the ability to communicate fluently and accurately without hesitation or pause. Self-confidence is the belief in one's ability and judgment, which plays a significant role in communication.

From the discussion above, it can be concluded that the overall mean score of each speaking variable, namely accuracy and fluency, has increased. The mean score in Cycle I is 6.48%, or fair category, and in Cycle II is 7.55%, or good category, so the difference from the improvement of students' speaking ability is 1.07%, and the D-Test value is 5.66. So, the use of holistic methods in improving students' speaking ability has a significant influence.

Conclusion

After applying the holistic method to 7th-grade students of SMPN 6 Watampone using the Classroom Action Research design, the results obtained were an increase in students' speaking ability in Accuracy (Pronunciation, Vocabulary, and Grammar) and Fluency (Smoothness and Self-Confidence). This research was conducted in two cycles (Cycle I and II). The results obtained from each indicator were students' speaking accuracy (Pronunciation, Vocabulary, and Grammar) obtained 6.41% in Cycle I and 7.53% in Cycle II, and the D-Test reached 5.65%. Meanwhile, students' scores in terms of fluency (Smoothness and Self-Confidence) gained 6.55% in Cycle I and 7.58% in Cycle II, and the D-Test reached 5.70%. So, it can be concluded that the Holistic Method can improve students' speaking ability in English both in terms of accuracy (Pronunciation, Vocabulary, and Grammar) and fluency (Smoothness and Self-Confidence). The teachers of English who teach at the junior high school level suggest that they develop students' speaking ability to gain speaking competence and communicative competence because speaking is the first assessment of English to deliver direct information among the whole skill of English. The teacher should provide easy and fun activities for speaking. Therefore, the students may follow the class more actively and responsive.

Acknowledgment

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