

ICOSISSEVEN RULES OF A. J. HOGE IN DEVELOPING SPEAKING ABILITY AT THE STUDENTS OF ENGLISH PROGRAM AT IAIN PAREPARE

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ABSTRACT

This research was intended to reveal that the application of the seven rules was able to improve speaking ability of the students of English Program at IAIN Parepare. This research used quasi experimental method. The populations were the student of English Program. The sample consisted of 25 students of experimental group and 25 students of Control Group. The data were collected through speaking test which was conducted through two terms namely pre-test and post-test. The data required from speaking test was analysed by using t-test and percentage technique. The result of this research indicated that the application of Seven Rule in teaching speaking at the student of English Program was able to improve the students' speaking ability. The result of the research indicated that there was significant different of the student's achievement on speaking skill who were taught by applying seven rules and by conventional way.

Keywords: Seven Rules, A. J. Hoge, Experimental, Control

1) INTRODUCTION

The teaching of speaking has attracted a greater level of interest in recent years than it did in the past. Now, university entrance exams, exit exam, and other examinations often include a speaking component. For some decades there are many methodologies which have been used by teachers in teaching English. Some of them have been success and some of them have not been success in their teaching. It happens because some teachers still apply traditional principle ways. Teachers who teach in remote area get more difficult in teaching their students than teachers who teach in a big city. They get much challenge like lack of media, using classical method, student's habit in using native language, atmosphere class, and many else.

The most important thing in language teaching is that teacher has strategic role in helping students to use target language, English, where this purpose can be achieved by applying appropriate approach, method and technique. Teacher should think to improve English teaching methodology continuously for greater result. To build teaching learning process more effective and efficient, Teacher should be creative, either in using complex media like internet or simple media like card. That's why teacher should open their mind, creating new method and keeping on studying.

Commonly, the teachers always have some problems in teaching speaking. One of the problems faced by teachers in teaching speaking is the students don't want to talk or say something because they feel shy to speak specially in front of audiences. They tend to be silent because they do not want to show their weakness in speaking. It becomes the big problem that should be solved by the teachers. The other problem is the students have difficulty in arranging the sentence. Sometime they get trouble in constructing the phrases and sentences.

In this research, the researcher tries to apply a new approach in teaching speaking. The approach is called "Seven Rules". The term "seven rules" was firstly popularized by A. J. Hoge. He is the creator of the Effortless English Teaching System and he is also the Founder and Director of The Effortless English Club- one of the most popular English learning systems in the world. He also the publisher of the Effortless English Online Newsletter, which has over half a million subscribers (and growing every day). As creator of sold-out "English Speaking Breakthrough Seminars" and multiple education companies, he is a leading expert on topics related to English speaking success and teaching mastery. He created the Effortless English Teaching System after many years of teaching English in Universities. He obtained a Master Degree in Teaching English as a Foreign Language. His former students include business owners, scientists, business professionals, teachers and professors, graduate students, foreign military personnel, and many other successful adult English learners. These students were just like us. They were frustrated English learners who could not speak well. By using the Effortless English system (applying seven rules) they learned to speak English easily and automatically. Each of these students made incredible improvements in a very short time. The Effortless English system is designed for the independent adult learners who want to speak English easily and quickly. Effortless English focuses exclusively on speaking and listening skills. The system is designed to improve speaking power as quickly as possible- using proven and tested methods.

Over one million adult students worldwide have used the system to improve their English speaking. Hopefully, by applying his Effortless English System (seven rules) in this research, the researcher can contribute another method in order to increase student's speaking ability well.

The reason why the researcher tries to apply this research comes to several ideas. Firstly, this approach "seven rules" is considered a new approach in teaching speaking. Secondly, this approach is a combination of several approaches such as direct Method, Communicative Approach, Cooperative Approach, etc. Thirdly, this approach has powerful and unique ways in teaching learning process such as to be a good speaker, we should be a good listener first, means that we should listen many English materials, then we should repeat them many times minimally thirty times. One of the main point of Seven rules is repetition. The more students repeat the material, the better understanding they get. Fourthly, the students will really enjoy studying speaking by using seven rules approach, because they don't have to think more about grammar rules but they will speak correctly in grammar spontaneity. They will study grammar without reading grammar text books as most students do, instead, they will study grammar mostly through listening input. Fifthly, the students will be gradually given the material from the easy to the difficult one. The teacher should give the students the easy material in order to help and stimulate the student to speak up. For example, if the teacher wants to tell a story, the story should be 80-90% understood by the students. The point is not the material itself, but what the student can respond and speak about the story. When the teacher asks several questions, the students will automatically answer the question. Psychology side, if the students understand the lesson they will have more interests to study and respond the lesson. In the contrary, if the lesson is quite difficult to the students, they will have no interest to study as what more student experienced so far.

This research is feasibility to be held because of the availability and the presence of some resources such as the access to find the references from books, journals and internet. Another resource is the presence of the lecturers' guidance and support to conduct this research.

Based on this background the researcher tries to use one method called seven rules of A. J. Hoge. The researcher is interested in applying seven rules of A. J. Hoge in teaching speaking in order to improve student speaking ability in IAIN Parepare.

The Concept of Seven Rules of A. J. Hoge

The term “seven rules” was firstly popularized by A. J. Hoge. He is the creator of the Effortless English Teaching System and he is also the Founder and Director of The Effortless English Club, one of the most popular English learning systems in the world. In his first rule, the main stressing point is to *learn English phrases, not individual word*. In fact, most of students are firstly asked to memorize a list of vocabulary but they are not taught to make phrase from every single word. The second rule is *Do not study grammar rules*. This second rule explains that learners who study more about grammar will mostly have lack of ability to speak. The third rule suggests to *Learn with ears, not with eyes*. It means that the good way to study how to speak well is by listening first, not by reading. The fourth rule is *Deep Learning* which explains the way to study deeply - by having a lot of repetitions. The fifth rule is *Point of few mini stories* which leads the learners to speak grammatically without studying textbook. Instead of listening a short story told in different time. The sixth rule is *Using real English material* which suggests the learner to watch, read, and listen the materials as the native speakers do. The last rule is *Use listen and answer mini stories*. In this rule the teacher will tell the short story and then ask a lot of question to the students.

2) METHODS

In this research, the researcher applied Quasi-experimental method using two groups' pretest-posttest design. The experiment involved two groups, an experimental group and a control group. The experimental group received treatment by applying seven rules, while the control group got conventional technique where students were given a lecturing method. The population of this research was the students IAIN Parepare. The total number of population was 50 students. From 50 of population, the researcher used total sample. The researcher divided them into two classes, experimental and control class. The first class consisted of 25 students as an experimental group and the second class consisted of 25 students as a control group.

3) RESULTS

It is important to note that most of the participants in this research were increase their Speaking ability showed from their score in pre-test and post-test. The result of the students'

pre-test and post-test of both groups on speaking ability tabulated into percentage then they were classified into five categories as presented in the ensuring table.

Table 1. The Frequency and Percentage Students Score of the Experimental Group

Classification	Score	Frequency		Percentage	
		pre-test	post-test	pre-test	post-test
Excellent	80 - 100	-	17	-	53.12
Good	60 - 80	10	15	31.25	46.88
Fair	40 - 60	15	-	68.75	-
Poor	20 - 40	-	-	-	-
Very poor	0 - 20	-	-	-	-
Total		25	25	100	100

Table 1 points out that in pre-test there were 10 (31,25%) out of 25 students were categorized good, 15 (68,75%) out of 25 students were categorized Fair, and none of the 25 students were categorized very poor, poor, and excellent.

In post-test, 15 (53,12%) out of 25 students were categorized excellent, 10 (46,88%) out of 52 students were categorized good, and none of the 25 students were categorized very poor, poor, and fair.

Based on the explanation of the table above, it was concluded that percentage of the pre-test result were in fair classification and percentage of the post-test result were excellent. It means that the students' speaking ability was improved from fair to excellent.

In the control group the students had been taught speaking by using the conventional way. The researcher gave some exercises to the students to improve their speaking ability in every meeting. The form of this exercise was done at every meeting when the researcher taught the students in control class. The materials given to the students are same in the experimental group.

Table 2. The Frequency and Percentage Students Score of the Control Group

Classification	Score	Frequency		Percentage	
		pre-test	post-test	pre-test	post-test
Excellent	80 - 100	-	4	-	12.5
Good	60 - 80	7	21	21.88	87.5
Fair	40 - 60	18	-	78.12	-

Poor	20 - 40	-	-	-	-
Very poor	0 - 20	-	-	-	-
Total		25	25	100	100

Table 2 point out that in pre-test, there were 7 (21,88%) out of 25 students were categorized good, 18 (78,12%) out of 25 students were categorized Fair, and none of 25 students were categorized very poor, poor, and excellent.

In post-test, 4 (12,5%) out of 25 students were categorized excellent, 21 (87,5%) out of 25 students were categorized good, and none of the 25 students were categorized very poor, poor, and fair.

Based on the explanation of the table above, it was concluded that percentage of the pre-test result were in fair classification and percentage of the post-test result were excellent. It means that the students' speaking ability improved from fair to good.

4) DISCUSSION

During the process of research, the researcher had found that there were many challenges to apply this seven Rules in the treatment. The researcher realized that some of the rules had surprised the students that they had never experienced before. Almost every rule had attracted them and had made them realized that learning English was not only about how to know about English but also how to use it in the real life.

Since seven rules has basically used listening and repetition many times as the main concept, the researcher realized that the main problem faced by students in learning English was lack of repetition and practice. Finally, the students realized that the more they practice the better they get. Meanwhile, the researcher could not deny that applying these seven rules needed more patients, time, and attention.

CONCLUSION

Considering the result of the data analysis in the previous, the researcher concludes 1). Students' speaking ability before using Seven Rules was categorized low. 2). Students' speaking ability after using Seven Rules was categorized high. 3). There was significant difference in students' speaking ability after using Seven Rules between Experimental and Control Group.

From the explanation above, this research concluded that The application of seven rules in teaching speaking at Students of IAIN Parepare was able to improve the students' speaking ability.

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