

# Developing Junior High School Student' Skill in Speaking Basic English Through DAP (Developmentally Appropriate Practice)

Saeful Mahir Amrullah  
Universitas Pendidikan Indonesia  
Bandung, Indonesia  
[almahira2021@gmail.com](mailto:almahira2021@gmail.com)

**Abstract**—This research to determine the level of understanding and implementation of DAP in teaching in schools. The method of this research is descriptive qualitative, which uses a cycle model as follows: Plan, Action, Observation and reflection. The results of the test are: (1). Good management of classroom interaction can be maximized by Developmentally Appropriate Practice strategy of learning speaking basic English, (2) Developmentally Appropriate Practice can be used for developing quality of understanding speaking basic English for students', (3) Better design of classroom interaction to raise the standard competence in learning speaking basic English for students' can applied in all of teaching speaking. Conclusion is that applying the strategy of DAP (Developmentally Appropriate Practice) indicates that proven DAP can improve students' motivation for exploration, creativity, feel like to know and can make the atmosphere learn pleasantness for students. so it is suggested to the teacher to apply the strategy of developmentally appropriate practice in the learning process.

**Keywords**— *student skill; speaking; developmentally appropriate practice.*

## INTRODUCTION

English teachers as a main factor of teaching and should understand not only English as a content, but also method and strategies as a way of effective teaching. Developmentally Appropriate Practice (DAP) is a learning strategy which concerns the learning process based on students; self development, joyful environment, interesting and attractive [1] [2] [3].

The early years of 1993, in the late 1980s start to spring up criticism of the old system curriculum which have been assumed to stultify and child love to learn, especially by experts which mustered in the organization of NAEYC National

Association for Education of Young Children). Finally NAEYC made a petition with the concept of developmentally appropriate practice (DAP) [4] [7] [8] [9] .

In the journal (influence strategy of developmentally appropriate practice to result of study student on IPS at SMP Negeri 1 Tanjung Batu). Based on the result of observational data analysis in the experimental class, 93.3% and 88,9% control the class so that it can interpret the learning activities conducted by researchers very well. so it is suggested to the teacher to apply the strategy of developmentally appropriate practice in the learning process. [11] [12] [13] [14].

Old curriculum system has been considered to be the root cause failure in forming generation which is love learn until for lifetime (lifelong learner), because the system is very boring for child, don't give motivation even can kill enthusiasm learn child. According to an expert of education, Peter Kline said that every human being has an instinct natural tendency) to learn, while learning is a natural process as does breathing [5] [6].

In this research, the writer will speak his mind. he wants to discuss the problem in the role of teachers in teaching speaking basic English through developmentally appropriate practice because he finds that many schools and English language teacher at junior high school cannot find or create formula the ways to teach how to learn (speak) english at school.

Definition developmentally appropriate practice results from the process of professionals making decision about well being and education of children based on the least three important kinds of information or knowledge:

1. What is known about child development and learning - knowledge of age related human characteristic that permit general predictions within an age range about what activities, materials, interactions, or experiences will be safe, healthy, interesting, achievable, and also challenging to children;
2. What is known about strengths, interest, and needs of each individual child in the group to able to adapt for and be responsive to inevitable individual variation; and

3. Knowledge of social and cultural context in which children live to ensure that learning experiences are meaningful, relevant, and respectful for the participating children and their families. (NAEYC. 1997)

## METHOD

### A. The method of research

This study is intended to develop junior high school students' skill in speaking basic English by adopting developmentally appropriate practice (DAP) as one kind of strategy.

This study is specially carried out at SMPN 2 Dawuan in academic 2021-2022. A population is a set (or correlation) of all elements processing one or more attributes of interest. The population of this study is class 7B at SMPN 2 Dawuan. The researcher took a class 7B 30 student as a sample that consisted of 30 students.

General characteristics of classroom action research:

First, the writer who is more familiar with the situation of his teaching field conducts classroom action research. Also, he knows exactly the problems that arise in the class. He is therefore to manage the subject on the basis of the mastery for the purpose of improving the education process.

Second, classroom action research starts from factual problems faced by the teacher. The problems researched are not brought by others. They arise in their own class. As a result, the teacher will think about the ways to solve those problems, the competence of the teacher in the case is basically needed.

Third, classroom action research is an approach to improving education by changing it and learning from consequences of changes.

Fourth, classroom action research is collaborative, it involves the responsible for action in improving it, widening collaborative groups from the most directly involved to as many as possible of those affected by the practices concerned.

This research was run through three circles, which in each circle show planned and intended changes. Specifically, to know more about the development of student's skill in speaking basic English, the writer gave them a diagnosis test prior to further analysis. This test functioned as an initial evaluation, which shows what and where the students' weaknesses are. Also, on the basic of this test, the writer determined appropriate action in the light of changing and improving students' ability in speaking basic English.

There are four procedures to conduct the action research, they are as follows: 1) The plan, 2) Action, 3) Observation, and 4) Reflection. [5] [6] [7] [8]

The procedures above are steps that are done by the research:

#### I. Planning

1. To have legal permission from the school principal to conduct this classroom action research.
2. To observe and interview. That is to get an initial feature about SMPN 2 Dawuan as a whole and the condition of the learning process in particularly junior high school.
3. To identify the problems which arise in the teaching process. That is by analyzing DAP for Junior High School.
4. To set a learning scenario that is by using various exercise patterns formulated from the simple to the complex one.
5. To make an observation sheet to know what conditions of the classroom learning process is when exercise and method applied.
6. To design an evaluation tool by which students' weakness in particular speaking basic English can be measured and assessed.

#### II. Cycle I

1. Having known the condition of the class, learning process, classroom activity and specially the students' skill in speaking basic English, so that the researcher conducts classroom action 1, that is by setting tasks and patterns concerning direct method.
2. Observing the activity that is focused on how far the effectiveness of the first interactional game is for the purpose of trying to speak basic English.
3. Evaluating the result of the practice and analyzing the data on the basis of the format arranged, that is to know how far the effectiveness and achievement of the practice as well as to know the difficulties of using this medium of study.
4. Renewing the medium of study based on the previous evaluating and observation.
5. Reflection I, in this step the researcher set the new design of speaking basic English tasks to renew action that will be done in the cycle II (two)

#### III. Cycle II

1. Familiarizing the student to guess with a picture of what they have seen.
2. Observing the activity that is focused on the effectiveness of this activity for the purpose of improving the students' skill in speaking basic English.
3. Evaluating the result of the practice and analyzing the data on the basis of the effectiveness and achievement of the practice as well as to know difficulties of using this medium of study in cycle II.
4. Renewing the medium of study on the purpose of evaluation and observation.
5. Reflection II. in this step the researcher set design of speaking basic English task to

renew action that will will done in cycle III(three)

IV. Cycle III

1. Refamiliarize the students' to sing a song concerning number 1-10
2. Observing the activity that is focused on how far the effectiveness of this activity is for the purpose of developing students' skill in speaking basic English.
3. Evaluating the result of the practice and analyzing the data on the basis of the format arranged. That is to know how far the effectiveness and achievement of the practice is, as well as to know the difficulties of using this medium of research in cycle III.
4. Renewing the medium of research based on the previous evaluation and observation.

B. Technique of data collecting

There are more than sixty techniques and variations for oral tests such as oral question and request, pictures, role play, interpreting, discussion, tape-recorded, stimuli, and imitation. In this research the researcher used making appropriate responses, questions and answers, and sings a song.

**Table 1: Blueprint of items**

No	Variations	Items
1.	Making appropriate responses	Activity one 1-10
2.	Question and answer	Activity two 11-20
3.	Sing a song	Activity three 21-30
	Total Number	30

For the achievement test the researcher analyzed the ability of the student around the object listed below. By using a rating scale below which tasks only have two basic forms they are : "very poor" and "very good". The researcher can analyze a student's language development and increment. Each point scale in described as follows:

**Table 2 : Point scale**

Very poor	poor	average	good	very good
1	2	3	4	5

No	Object of study	Very poor		Very good		
1	Understand language for introduction	1	2	3	4	5

2	Understand response	1	2	3	4	5
3	Understand rapid speech	1	2	3	4	5
4	Understand simple adjective	1	2	3	4	5
5	Understand simple yes/no question	1	2	3	4	5
6	Understand language in classroom situation	1	2	3	4	5
7	Understand accepting and refusing	1	2	3	4	5
8	Understand simple direction	1	2	3	4	5

C. Technique of data analyzing.

To analyze the data. the researcher will apply the following technique:

1. Preparing the key (answer each the tests)
2. Correcting and scoring the students' answer sheets.
3. Computing the students' correct answers on the test.
4. Computing the percentage of the correct answers on the test.
5. The student's score is used to determine the level of their ability in speaking basic English in particular. to score the right answers of the student the researcher used this formula:

$$S = \frac{R}{N} \times 100\%$$

S = Student's score

R = the sum of the right answer

N = the sum of the item

6. To interpret the students' score, according to W.S.Winkle, the researcher should first determine whether he will use either ratio scale, interval scale. for firstly students. According to him, it will be better if we use an ordinal scale, for this reason the researcher used it as the measurement tool to determine the students' ability. the levels to group the student's score as follows:

90-100 (A/extremely good)

75-89 (B/good)

- 60-74 (C/fair)
- 45-59 (D/low)
- 0-44 (E/extremely low/fair)

## I. THE RESULT AND DISCUSSION

After conducting the classroom action research, the researcher could analyze the development of the early students' skill in speaking basic English in each cycle of action and result of the post test.

### Cycle I

#### Plan I

1. To set the learning scenario which consists of different tests of speaking basic English.
2. To format the model, which was given to students in the class: say hello, question about situation and praying.

#### Action and observation I

1. The teacher give a question and interview about theme that day
2. They answer part of a question in their interview; they can answer a part of a question because this question usually repeats everyday.

Having seen the activity the researcher observed that there were many improvements. The self activity of each student became better than before, more struggle and active, although there were some students who were weak in doing this. The results of assessment were 20% of the sample (6 students) did well, and 50% (15 students) were good although they were less in aspect of speaking basic English, 30% of them (9 students) were weak and they did not focus and not concentrate in class. The problems were that the students were not ready to study and not familiar yet with that question.

### Reflection I

The activity in the first cycle looked good, some students were in great response to the activity, but were not ready to study and not familiar yet with that question. The writer looked deeply into the problem, and he tried to set the condition of the classroom activity and to set a question compatible with the students.

### Cycle II

#### Revised Plan II

1. To revise the learning scenario which consist of the ways to easy permeated
2. The theme that is related to color but first practice is a teacher and followed by a student.

#### Action and observation II

1. The students tried to guess a picture and speak with words related to the picture.
2. The teacher orders each student to guess a picture and speak what they see in front of class.

having observed the activity, the researcher concluded that (1) The students can guess, that indication a students ready to study and basically raise a quality a part of speaking basic English, (2) The result of the assessment was 70% of sample (21 students) was good either, because can remember and familiar with what they have seen there is no problem. and 30 % of the sample (9 students) was both good and less because they were not concentrated and familiar with pictures.

### Reflection II

The activity looked more active that before, the writer intended to see the increments, the weakness and problem rise. Also, he focused his analysis on the ways of appropriate learning speaking basic English in the class.

### Cycle III

#### Revised Plan III

1. To revise the learning scenario which consist of the ways to easily permeate students that is a sing a song but still related with theme.
2. That is related to numbers but first sing a song is the teacher and followed by the student.

#### Action and Observation III

1. The teacher and students sing a song together about number 1 until 10.
2. The teacher orders each student to sing a song in front of the class.

Having observed the activity, the researcher concluded that (1) The student can sing a song that indication a student ready to study and basically raise a quality a part of speaking basic English, (2) The result of the assessment was 90% of the sample (27 Students) was good either, because can remember and familiar with this song there is no problem. 10% of the samples (3 students) were a little bit less.

### Conclusion

The results of the test are: (1). Good management of classroom interaction can be maximized by Developmentally Appropriate Practice strategy of learning speaking basic English, (2) Developmentally Appropriate Practice can be used for developing quality of understanding speaking basic English for students', (3) Better design of classroom interaction to raise the standard competence in learning speaking basic English for students' can applied in all of teaching speaking. Conclusion is that applying the strategy of DAP (Developmentally Appropriate Practice) indicates that proven DAP can improve students' motivation for exploration, creativity, feel like to know and can make the atmosphere learn pleasantness for students. so it is suggested to the teacher to apply the strategy of developmentally appropriate practice in the learning process.

Furthermore, after analyzing the test result of the interview, the researcher found that there were many better incentives for student's learn basic English. Due to their familiarity with many designs of interaction develop in each cycle of action.

### REFERENCES

- [1] Arikunto, S. (2010). Metode penelitian. *Jakarta: Rineka Cipta*.
- [2] Aqib, Z., & Chotibuddin, M. (2018). *Teori dan Aplikasi Penelitian Tindakan Kelas:(PTK)*. Deepublish.
- [3] Bredekamp, S., & Copple, C. (1997). *Developmentally Appropriate Practice in Early Childhood Programs.(Revised Edition)*. National Association for the Education of Young Children, 1509 16th Street, NW, Washington, DC 20036-1426.
- [4] Echols, J. M., Shadily, H., & Wolff, J. U. (1989). *An Indonesian-English Dictionary* (Vol. 2). Cornell University Press.
- [5] Elkind, D. (1989). Developmentally appropriate practice: Philosophical and practical implications. *Phi Delta Kappan*, 71(2), 113-17.
- [6] Hornby, A. S. *Oxford advanced learner's dictionary of current English*. Oxford University Press, Oxford.[OALDCE].
- [7] Hughes, A. (2003). *Testing for language teachers*. Cambridge university press.
- [8] Kemmis, S., McTaggart, R., & Nixon, R. (2014). The action research planner: Doing critical participatory action research.
- [9] Lubeck, S. (1998). Is developmentally appropriate practice for everyone?. *Childhood Education*, 74(5), 283-292.
- [10] Megawangi, R, Florence Yulisinta, Rahma Dona, Wahyu Farah Dina. (2005). Penerapan theory Developmentally Appropriate Practice (DAP). Jakarta: Indonesia Heritage Foundation
- [11] Megawangi, R. (2010). Pengembangan program pendidikan karakter di sekolah: pengalaman sekolah karakter. *Jakarta: Indonesia Heritage Foundation (IHF)*.
- [12] Megawangi, R., Latifah, M., & Dina, W. F. (2011). Pendidikan Holistik, Aplikasi Kurikulum Berbasis Tingkat Satuan Pendidikan (KTSP) untuk Menciptakan Lifelong Learners.
- [13] Nunan, D., David, N., & Swan, M. (1992). *Research methods in language learning*. Cambridge university press.
- [14] Rosalina, R., Djahir, Y., & Fitriyanti, F. (2018). Pengaruh Strategi Developmentally Appropriate Practice Terhadap Hasil Belajar Siswa Pada Mata Pelajaran IPS di SMP Negeri 1 Tanjung Batu. *Jurnal PROFIT: Kajian Pendidikan Ekonomi dan Ilmu Ekonomi*, 1(2), 157-168.
- [15] Underhill, N. (1991). *Testing spoken language: A handbook of oral testing techniques*. Cambridge University Press.
- [16] Ur, P. (1996). *A course in language teaching* (Vol. 1, No. 998, p. 41). Cambridge: Cambridge university press.
- [17] Wallace, M. J. (1998). *Action research for language teachers*. Cambridge University Press.
- [18] Winkel, W. S. (1989). *Psikologi pengajaran*. Gramedia.