

UPGRADE THE STUDENTS' SPEAKING ABILITY: IMPLEMENTATION OF THE CALLAN METHOD AT THE SECOND GRADE STUDENTS HIGH SCHOOL

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ABSTRACT

The primary goal of the research is to determine the student's accuracy and fluency in speaking by using the calling method. The researcher gathered the data using a pre-experimental design. There were 54 students in the second grade at High School Muhammadiyah Ternate who made up the research population. We used 25 students as the research sample. The oral examination method was used by the researcher to gather data. The research's data analysis showed that after using the Callan Method to teach the students, their speaking abilities significantly improved. It was demonstrated by the outcome of the statistical analysis of the data analysis, which showed that the t-test value was 3.65 and the t-table value was 2.063, with $3.65 > 2.063$, at the level of significance 0.05 with degree of freedom ($Df = 24$). The first-graders at high school Muhammadiyah Ternate have good speaking skills.

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1. INTRODUCTION

Human existence is impacted by the use of language as a tool for interpersonal communication. Globally, there are a lot of people who want to be able to communicate freely and find a language that everyone can understand (Saiful et al., 2018). It's the English language. There are noticeable differences in word usage, even though this language is spoken in many different countries. In the trade and manufacturing sectors, English is also employed for international communication (Roshid & Kankaanranta, 2023).

These days, one of the most crucial job-related abilities is having good English communication skills. This dynamic explains why there are more English classes in Indonesia (Ismail et al., 2022). There is an implicit assumption that the quality of English instruction in schools is worse, notwithstanding ignorance of the actual caliber of those courses. We can argue that the rapid increase in English course offerings in Indonesia is improbable if the results of English education in schools are adequate (Zein,

2017). If this is the case, the primary objective of the course is not to improve student's English language proficiency but rather to satisfy certain requirements, such as obtaining a TOEFL certificate.

Most English classes in Indonesia, however, really focus on enhancing students' abilities to use the language in daily situations (Mattarima & Hamdan, 2011; Panggabean, 2015; Zein et al., 2020). There are issues with this scenario. It's simple for students from middle-class or upper-class families. However, this presents a challenge for the students who come from low-income families. What does that mean, then? Undoubtedly, this is evident from the fact that the organizations list proficiency in English as a requirement for employment in these businesses. Consequently, the chance for students from low-income families to enter the workforce and earn more money is missed. Their lives are like those of their parents because they can only work in small businesses that don't require fluency in English and pay little.

Considering the issues, the researcher aimed to conduct a study that could address these issues. According to Lantolf et al. (2014), there are a few language learning techniques that have been used to strike a balance between producing the best results and earning the best mark. These techniques include grammar translation, direct method, silent method, audio-lingual method, suggestopedia, total physical response, and audio-visual method. All the methods are useful for teaching and learning languages, particularly English. In addition, there is a well-known technique called the Callan approach that is employed in a few nations worldwide (Behúnová et al., 2016; Dadykin, 2020). Callan created this technique in 1960, revision is the Callan method's secret (Callan et al., 2006). It is effective in teaching languages as foreign or second languages. The students will be directed through the learning process step-by-step using this strategy. Based on the aforementioned rationale, the following research question was developed: Does the implementation of the Callan method upgrade the students' speaking abilities, especially their fluency and accuracy in speaking English, at the second-grade students of High School Muhammadiyah Ternate?

2. METHOD

The pre-experimental approach was used in this study to determine how much the Callan method has improved the students' speaking abilities. The research design looked like this Table 1 (Thyer, 2010; Mills & Gay, 2016).

Table 1. Research Design

Pre-Test	Treatments	Post-Test
O ₁	X	O ₂

By which:

O₁ : Pre-Test

X : Treatments

O₂ : Post-Test

Second graders at Muhammadiyah Ternate High School made up the research population in total, there were 54 students. Since starting or pre-intermediate students benefit greatly from the Callan approach, the researcher chose the second set of students as the population. The researchers used a random sample strategy to collect the data because there was only one class in the population with 50 students. The sample consisted of half of the twenty-five second graders at High School Muhammadiyah Ternate. To get the results, the researchers employed the speaking exam for both the pre-test and post-tests. Following the Callan method, the researcher employed the following techniques to ascertain the student's ability to speak:

1. Scored the students' pre-test and post-test by using the following score levels:
 - a. 6 as excellent
 - b. 5 as very good
 - c. 4 as good
 - d. 3 as average
 - e. 2 as poor
 - f. 1 as very poor
2. The students' pre-test and post-test results were categorized using scoring rubric. The accuracy and fluency were tested using the following rating scale:

Table 2. The rate scale of Accuracy

Classification	Score	Criteria
Excellent	6	The mother tongue has virtually little effect on pronunciation. Two or three small lexical and grammatical mistakes.
Very Good	5	The mother tongue has a modest influence on pronunciation. A few lexical and grammatical mistakes, but otherwise the statement is accurate.
Good	4	There are still some minor mother tongue influences in the pronunciation, but no significant phonological faults. a few small lexical and grammatical mistakes that simply lead to misunderstanding.
Average	3	Mother tongue has an impact on pronunciation. There were just a few significant grammatical, lexical, and phonological errors—some of them were lexical.
Poor	2	The mother language has a significant impact on pronunciation, and mistakes can substantially impair communication. numerous simple lexical and grammatical mistakes.
Very Poor	1	severe pronunciation mistakes in addition to several elementary grammatical and vocabulary mistakes. No proof that any of the language skills or subjects covered in the course have been mastered.

Table 3. The Rate Scale of Fluency

Score	Classification	Indicator
6	Excellent	Speak with a good variety of expressions and without exerting too much effort. occasionally looks for the words, but just for one or two strange pauses.
5	Very Good	Sometimes must put in effort to look up words. Still, a mostly fluid delivery with only a few awkward pauses.

Score	Classification	Indicator
4	Good	There aren't too many awkward pauses, even though he needs to work hard and look for the right words. Delivery was generally rather seamless. Occasionally incoherently but manages to get over the main idea. A reasonable range of opinions.
3	Average	Most of the time, one must exert effort. Must look for the intended meaning a lot. Delivery was rather sluggish and fragmented. Expression range is frequently constrained.
2	Poor	He takes long pauses to get the right meaning. delivery that is sometimes halting and incomplete. Sometimes almost give up on the endeavor. restricted expressive spectrum.
1	Very Poor	plenty with strangely extended pauses. Very jerky and disjointed delivery. occasionally gives up trying. extremely constrained expressive spectrum.

3. RESULTS AND DISCUSSION

3.1 The students' score.

To collect data for this study, the researcher used the pre-test during the first meeting and the post-test at the conclusion of the meeting. The following explanation shows the score results.

a. Pre-test

The pre-test was used by the researcher to obtain the initial data. Prior to the researcher administering the therapies, the pre-test was given during the initial encounter. Table 4 displays the pre-test score results for the students.

Table 4. The distribution of Students' score in pre-test

No	Sample	Score in pre-test	
		Accuracy	Fluency
TOTAL	N = 25	$\sum X_{1A} = 45$	$\sum X_{2F} = 32$

The pre-test score data collection is displayed in the table above for the students. The table displays the students' average, low, and very poor scores on the pre-test. It indicates that the students had very little speaking proficiency before.

b. Post-test

Following therapy administration, the researcher administered a post-test. The purpose of the post-test was to determine how well the students had spoken. The post-test results for the students are displayed in the table.

Table 5. Distribution of Students' score in post-test

No	Sample	Score in Post-test	
		Accuracy	Fluency
TOTAL	N= 25	$\sum X_{2A} = 79$	$\sum X_{2F} = 70$

Table 5, as mentioned previously, displays the second-grade students' SMA Muhammadiyah Ternate score following their treatments. It demonstrates that after receiving the therapies, there was progress. When the students took the post-test, it displays their accuracy and fluency scores.

3.2 Classification, frequency, and rate percentage of students' scores

The pre-test and post-test scores of the students were categorized according to several factors, including the frequency and rate percentages of the scores.

a. Pre-test

The following table displays the classification, frequency, and rate percentage of the students' pre-test scores. They were grouped into two scoring categories: accuracy and fluency.

1) Accuracy

The frequency of students' pre-test scores is displayed in Table 6. As a result, the rate percentage of exceptional, very good, and good marks was 0%. It also shows that no student received an outstanding, very good, or good score. Two students obtained an average score, indicating that the percentage of students with average scores was 8%. Sixty-four percent of the kids had low scores, with sixteen of them obtaining a low score. The proportion of students who obtained a very low score was 28%, as 7 students had such a score. The data above indicates that most of the students' pre-test results were in the low range. It suggests that the students' speaking pre-test results were not good, especially when it came to accuracy.

Based on the aforementioned rationale, the researcher comes to the conclusion that the students weren't actually practicing speaking on their own very often. Their delivery of the speech was far too slow.

2) Fluency

The data in table 4.4 also shows the frequency of the students' fluency score in the pre-test: no student got an excellent, very good, or average score, so the students' rate percentage of excellent, very good, or average score was 0%; 7 students got a poor score, so the students' rate percentage of poor score was 28%; and 16 students got a very poor score, so the students' rate percentage of very poor score was 72%. According to the data above, most of the students rating percentages were at a very poor level. It means that students' ability to speak, especially in terms of fluency, was very low.

Table 6. Classification, frequency, and percentage of the students' score both accuracy and fluency in pre-test

No	Classification	Score	Number of students' frequency		Percentage	
			Accuracy (A)	Fluency (F)	A	F
1.	Excellent	6	0	0	0%	0%
2.	Very Good	5	0	0	0%	0%
3.	Good	4	0	0	0%	0%

No	Classification	Score	Number of students' frequency		Percentage	
			Accuracy (A)	Fluency (F)	A	F
4.	Average	3	2	0	8%	0%
5.	Poor	2	16	7	64%	28%
6.	Very Poor	1	7	18	28%	72%
	Total		25	25	100%	100%

b. Post-test

According to table 7's data, there were no students who received excellent, very good, good, or average scores on the pre-test; therefore, the students' rate percentage for excellent, very good, good, and average scores was 0%; seven students received poor scores, meaning their rate percentage for poor scores was 28%; and sixteen students received very poor scores, meaning their rate percentage for very poor scores was 72%.

Table 7. Classification, frequency, and percentage of the students' score both accuracy and fluency in post-test

No	Classification	Score	Number of students' frequency		Percentage	
			Accuracy (A)	Fluency (F)	A	F
1.	Excellent	6	0	0	0%	0%
2.	Very Good	5	0	0	0%	%
3.	Good	4	7	3	28%	12%
4.	Average	3	15	14	60%	56%
5.	Poor	2	3	8	12%	32%
6.	Very Poor	1	0	0	0%	0%
	Total		25	25	100%	100 %

The frequency and rate percentage of the student's accuracy and fluency scores on the post-test are displayed in Table 7 above. It came from 25 samples of high school Muhammadiyah Ternate second graders. As can be seen from the explanation that follows.

3.3 Calculating the Mean of Gain

The mean of gain use the following formula by (Saiful et al., 2019).

$$\bar{D} = \frac{\bar{X}_2 - \bar{X}_1}{\bar{X}_{ideal} - \bar{X}_1},$$

$$\text{where } \bar{X}_{ideal} = 6$$

$$\bar{D} = \frac{2.98 - 1.54}{6 - 1.54}$$

$$\bar{D} = \frac{1.44}{4.46}$$

$$\bar{D} = 0.32$$

As a result, there was an average 0.32 increase in students' scores between the pre- and post-test. It is possible to conclude that there were substantial results both before and after the Callan method treatments based on the mean of gain outcome. The reason for this was that the results of the pre- and post-tests differed.

3.4 T-test Value

$$\begin{aligned}
 t &= \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \\
 t &= \frac{0.32}{\sqrt{\frac{56.5 - \frac{(36)^2}{25}}{25(25-1)}}} \\
 &= \frac{0.32}{\sqrt{\frac{56.5 - \frac{1296}{25}}{25(24)}}} \\
 &= \frac{0.32}{\sqrt{\frac{56.5 - 51.84}{600}}} \\
 &= \frac{0.32}{\sqrt{\frac{4.66}{600}}} \\
 &= \frac{0.32}{\sqrt{0.0077}} \\
 &= \frac{0.32}{0.088} \\
 T &= 3.646738 \approx 3.65
 \end{aligned}$$

Thus, the students' t-test value was 3.65.

Table 8 presents the results of the students' speaking ability test following their therapies. It contrasts the value of the t-table with the t-test result.

Table 8. Comparing between the T-test and T-Table

Variable	t-test	t-table
$X_2 - X_1$	3.65	2,063

Table 8 above demonstrates that the speaking achievement of the students had a t-test value of 2,063 ($T\text{-test} > T\text{-table}$) and a t-test value of 3.65. It can be inferred that there is a statistically significant difference between the students' pre- and post-test outcomes.

3.5 Hypothesis testing

To find out the degree of freedom (df), the formula that used is as in the following:

$$df = N-1$$

where (N=25)

$$df = 25-1$$

$$df = 24$$

The value of the t-table is 2,063, with the degree of freedom (df) = 24 and the threshold of significance (α) set at 0.05. It is possible to determine that the t-test value (3.65) was greater than the t-table value (2.063) by comparing the two values. As stated otherwise, 3.65 is more than 2.063. Based on the data, the researchers deduced that there was a statistically significant difference between the speaking ability pre-test and post-test scores of students who had used the Callan approach to execute the content. Put another way, it can be claimed that using the Callan approach can improve the students' speaking proficiency.

It is possible to determine that the t-test value (3.65) was greater than the t-table value (2.063) by comparing the two values. As stated otherwise, 3.65 is more than 2.063. Since the Callan method of teaching speaking to second grade students at SMA Muhammadiyah Ternate resulted in score improvements between the pre- and post-tests, this is consistent with [Wahyuningsih's \(2019\)](#) finding that the Callan method improves students' oral presentation skills. The researcher's conclusion from the study is that there was a significant difference in the speaking ability pre-test and post-test scores of students who used the Callan method to implement the content. The Callan Method can be used to improve students' receptive skills and many other English-language learning areas ([Dadykin, 2020](#)). This is because the method helps students become more motivated and activate their critical thinking abilities, which in turn helps them solve problems in the learning cases they encounter ([Callan et al., 2006](#); [Behúnová et al., 2016](#)). Put another way, it can be claimed that using the Callan approach can improve the students' speaking proficiency. The explanation of the data gathered from the pre-test and post-tests reveals that the students' speaking achievement was quite low before receiving treatment. The accuracy and fluency rate percentage of the students' pre-test serve as evidence for it. Concerning accuracy, 0% of the students received an outstanding, very good, or good score; 8% of the students had an average score; 64% of the students received a low score; and 28% of the students received a very poor score. No student had a score of 0 (0%), excellent, very good, good, or average in fluency; seven (28%) students received a poor score; and eighteen (10%) students received a very poor score.

Following the pre-test, the researcher used the Callan method to apply the treatments. There were four administrations of the therapy. The researcher used revision and repetition for the material lesson in the therapy actions. They were required to respond to the question posed by the researcher. These exercises were repeated multiple times at each meeting, which is also consistent with the results of [Karatay et al. \(2019\)](#). Most of the students' achievements changed in the post-test following treatment. The post-test was administered by the researcher following their therapy. The students performed well

in speaking on the post-test. The accuracy and fluency rate percentages of the students' post-test provide evidence for it.

Precisely speaking, no student received a perfect, very good, or very poor score all of them received 0%; seven (28%) students had a good score; fifteen (60%) received an average score; and three (12%) students received a poor score. None of the students received an exceptional or very good score in fluency. One student (5%), two students (10%), and five students (25%) received good scores; eleven students (55%) received average scores; one student (5%) received terrible scores; and no student received poor scores (0%).

In terms of comprehension, 1 student (5%), 6 students (30%), and 9 students (45%) received good scores, 4 students (20%) received average scores, and 0 students received both poor and extremely poor scores. The students' post-test mean score was 2.98, whereas the pre-test mean score was 1.54. This indicates that the post-test mean score was greater than the pre-test mean score. The meaning of the gain was also influenced by the pre- and post-test mean scores. I got 0.32 in this study.

This number showed that student achievement has improved by 0.32. The T-test value can be determined by utilizing the square of the gain's mean, the mean of the gain, and the differences between matched pairs. The results of this study indicated that the T-test was 3.65. The T-Table is 2.063 when using $df = 24$ and the level of significance (α) is set at 0.05. Therefore, the research findings indicate that the T-test was greater than the T-table ($3.65 > 2.063$). The results of the Callan method treatments for the second-grade students at Muhammadiyah Ternate High School demonstrated a noteworthy improvement.

Drawing on the aforementioned explanation, the researchers discovered that there was a statistically significant difference between the pre-test and post-test results for the number. Learning aggressively also results in students who are more enthusiastic about their studies (Gentile et al., 2004; Barnes & Lock, 2010). This is further supported by González Clemente (2022), who found that the Callan method not only supports students' learning outcomes for speaking but also enhances their vocabulary mastery. Students who use the Callan approach have an easier time expanding their vocabulary.

Once the value was compared to the table, the disparity was observed. This indicates that there was a statistically significant difference between the test results obtained before and after the Callan method of teaching and learning was used. Ultimately, the researchers conclude that using the Callan approach can improve the second-grade students at high school Muhammadiyah Ternate's speaking proficiency.

4. CONCLUSION

After the researcher did the research and got the results, some conclusions were as follows: After using the Callan approach for speaking instruction, second-year high school Muhammadiyah Ternate students' English speaking has improved. Following the collection of all the data, it was determined that there were notable differences between the students' speaking abilities on the pre-test and post-tests, particularly in terms of correctness and fluency. The pre-test and post-test mean scores ($\bar{X}_1 = 1.54$ and $\bar{X}_2 = 2.98$) demonstrate

this. The mean gain also shows a considerable improvement in the student's performance. It demonstrates that 0.32 was a substantial value. Based on all the data, all the students' speaking skills have improved, particularly their correctness and fluency. The students' matched pairs between the pre-test and post-tests show it. The researcher's data collection revealed a considerable increase in the student's academic performance following the application of the Callan approach.

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