THE EFFECTIVENESS OF USING SELF-TALK STRATEGY TO IMPROVE STUDENTS ENGLISH SPEAKING SKILL OF THE ELEVENTH GRADE STUDENTS AT SMKN 1 BAGOR IN THE ACADEMIC YEAR 2021/202

Hasna khansa khairunnisa[1], Hariyono[2], Henny Roesellaningtias[3]

[1] STKIP PGRI Nganjuk, Nganjuk
[2] STKIP PGRI Nganjuk, Nganjuk
[3] STKIP PGRI Nganjuk, Nganjuk

e-mail: [1] hasnakhansa288@gmail.com, [2] hariyono@stkipnganjuk.ac.id,[3]hennyr@stkipnganjuk.ac.id

Abstrak

The objectives of the research are (1) To find out students' achievement in speaking skill before applying Slf-Talk Method. (2) To find out students' achievement in speaking skill after applying Slf Talk Method. (3) To find out the effectiveness before and after being taught using of Self-Talk Method to improving students' speaking skill at the second years of SMKN 1 Bagor in academic year 2021/2022. This research is Pre-Experimental with one group pre-test post-test. The research was done in SMKN 1 Bagor in the academic year of 2021/2022, by using the population whole class XI with the total 461 students, the sample used by the writer is the class XI Tata Boga 1 that consists of 36 students. The technique of sampling is using purposive sampling. The collecting data in this research by using test. The technique of analysis data used to analyze the data in this research is statistical analysis data t-test. Based on the result of the test, students show the score - average pre test 63,9 and post test 81. The category is good. Based on the results of analysis level significance in d.b 5% is 35 value table is 1,690 and value of t-test is 13,2. It can be concluded as follow: $t_{test} > t_{table}$ so, H_o is rejected and H_a is accepted. So that, "There is significant effectiveness before and after being taught using of Self-Talk Method to improving students' speaking skill at the second years of SMKN 1 Bagor in academic year 2021/2022.

Key Term: Self-Talk Method, Writting skill, Speaking English

Introduction

Speaking is the ability of a person to say words to express, and convey ideas and feelings verbally to others and the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips.

Speaking skills are very important especially in educational programs. Students need to practice in order to have good speaking skills. Speaking skills are also important for students because the success of their studies is highly dependent on their ability to speak in English. On the other hand, if they have good speaking skills, they will have a better chance of success in learning their English. Speaking skills must be mastered by students to communicate.

Many students in Indonesia have difficulty, boredom, and confusion in learning English because it is not their mother tongue, so they do not like to speak

English. This happens because the teacher's teaching methods are boring and make students less interested in learning foreign languages. English teachers must be able to motivate students in learning English. English teachers must be able to manage teaching by using certain methods in the learning process so that students like it without being boring and discouraged.

Based on the reasons above, in recent years, teaching English is more focused on teaching English than teaching English Speaking Skills. The researcher chose speaking skill because it showed that it was the most frustrating subject for vocational high school students. Researchers chose SMKN 1 Bagor as one of the leading senior high schools in Nganjuk Regency. But some students had poor speaking skills, researchers found several problems in SMKN 1 Bagor students and based on observations with students last February as class XI students of SMKN 1 Bagor, the students have problems in speaking skills, such as students are lazy to learn English, sometimes they know what they want to say but they are shy to speak, they are too afraid to take part in the conversation. , and the teacher only applies the same method to teach English, so the students are bored during the learning process and also have no vocabulary in their mind about their speaking skills.

Based on my experience, when students are worried about making mistakes in communicating in front of the class, the teacher must help students be brave to express their ideas through speaking. He should give advice to students by saying that learning English is interesting and not too difficult. Teachers must provide the right way to make students feel comfortable when they learn English, especially in speaking. The way that must be taken is to become a mentor for students. Students must participate in every activity in class with the guidance of the teacher because with the guidance of the teacher students can feel more courageous, confident, and not afraid to make mistakes.

According to James, P.R.A.P et,al (2019) they said that students can successfully carry out oral communication not only depending on their competence but also because of the right method used by a teacher which makes students feel comfortable and easy to learn English.

Based on the reasons above, Self-Talk is a method that can solve this problem. Students can successfully carry out oral communication not only depending on their competence. The researcher believes that the Self-Talk method can solve the problems encountered in the English speaking class. Self-Talk method as a type of method in language learning where the learner becomes a member of the community.

This strategy is a strategy that makes students active in speaking, conveying their ideas and opinions so that they are able to train students' speaking skills using polite and correct language. With the description above, The objectives of the research are (1) To find out students' achievement in speaking skill before applying Slf-Talk Method. (2) To find out students' achievement in speaking skill after applying Slf Talk Method. (3) To find out the effectiveness before and after being taught using of Self-Talk Method to improving students' speaking skill at the second years of SMKN 1 Bagor in academic year 2021/2022.

Research Method

In conducting this research, the writer used A Pre-Experimental Design, The One Group Pre-test and Post-test. As the name implies, this study applies pre-test and post-test to measure students' abilities before and after giving treatment.

The procedures used in this research are as follows. The first by giving a Pre-Test. The researcher conducted a test to find out the results of the scores before using the Self Talk method. Before doing the treatment, a pre-test was given to class eleventh grade students of SMKN 1 Bagor. This is intended to determine the basic abilities and basic values of students related to speaking fluency. The researcher used direct conversation as a method for oral communication in the pre-test. In this section, I provide several topics, such as accepting and declining invitations, asking and giving information, asking and offering things, etc. The second by giving a treatmnt. The treatment will be done after the pre-test is finished. The researcher will explain about the Self-Talk method and how to use it in speaking. This will be done in order to improve students' speaking skills. The third by giving a Post-Test. The researcher conducts post-test which is the next test after conducting the treatment. The aim is to find

out whether the experiment affects to the participants. The post-test measures the students' speaking skill for related to fluency. It is administered after the experiment is done.

I use a live conversation for oral communication in the post-test. I direct the students to talk about the topics that I give, such as refusing and accepting invitation, asking and giving information, requesting and offering something, etc. I give the participants with the specific topics to help them easy to make the conversation. e-test.

According to Arikunto (2006:130) the population is the entire object of the experiment. Population can be defined as people or objects in a place that has been selected as the object of experimental research. The population in this study were all students of class XI SMKN 1 Bagor.

Arikunto (2006:109) states that, the sample is a part that can represent the entire population being observed. It can be defined as a set of respondents (people) selected from a larger population for survey purposes when dealing with people. The researcher used purposive sampling. The researcher took one class as the research sample. The sample of this research will be taken from class XI students of SMKN 1 Bagor for the academic year 2021/2022.

As research method above, The writer uses a quantittaive data which is related to numerals and it is analyzed by statistics. The writer uses t-tes formula by Suharsimi Arikunto (2010) to calculate the data by comparing students pre test and post test.

The mean of score from the pre-test will be compared with mean from the post-test. The purpose is to know the average of the students score and to know how far the students'English speaking skill.

To test the value of t-test is obtained if the hypothesis is accepted to use t_{table} the significant of 5%. The $t_{count} > t_{table}$ then the hypothesis is accepted.

Research Finding and Discussion

The researcher presents. The Students' Achievement in Speaking Skill Before and After Being Taught Using Community Language Learning Method The description is appeared in the following table:

The mean different of students' speaking skill score can be found by applying the following formula:

$$Md = 17,14$$

Determining standard of deviation score with formula:

$$SD = 18,8$$

Meanwhile, to find the T-score, based on the presented data, the result can be computed using the following formula:

$$t_{count} = 13,2$$

It is shown that the result of t_{count} is 13,2

To know the significant difference between the students' score before and after being taught using Self Talk method, the result of t_{count} must be consulted to t_{count} t_{table}.

$$Df = N-1$$
$$= 36\text{-}1 = 35$$

From the T distribution it is found that t_{count} t_{table} for

$t_{0,05} = 2,26$ $t_{0,05} = 1,690$. So, $t_{count} > t_{table} = 13,2 > 1,690$

To decide the result of pre-test and post-test have significant difference or not must be returned to the hypothesis. The two kinds of hypothesis are:

(1) Null Hypothesis (H_0) states that there is no significant the effectiveness of Self Talk Method on the student speaking skill at XI SMKN 1 Bagor in the academic year of 2021/2022. The used of Self Talk Method will not significant if $t_{count} < t_{table}$. Data analysis shows that $t_{count} > t_{table}$, so H_0 is rejected. (2) Alternative Hypothesis (H_a) states that there is significant the effectiveness of Self Talk Method on the students speaking skill at XI SMKN 1 Bagor in the academic year of 2021/2022. The used of Self Talk Method will significant if $t_{count} > t_{table}$. Data analysis above shows that $t_{count} > t_{table}$ (13,2 > 1,690), so H_a is accepted.

Based on the results appeared, H_0 is rejected and H_a is accepted. It means that there are significant differences between the result of pre-test and post-test. So it can be concluded that the students' speaking skill after being taught using Self Talk Method is better than before being taught using Self Talk Method. The

students' speaking skill has increased significantly, so teaching speaking skill using Self Talk as the method is effective to increase students' speaking skill ability.

The Analysis of Students' Improvement can be seen on the table.

Table 1.

Analysis of Students' Improvement Result

Characteristic	N	Mean	Lowest Score	Highest Score
Before Using Self-Talk Method	36	63,9	50	75
After Using Self-Talk Method	36	81	75	82

From the table, can be determined that the average of the students' learning result increased from 63,9 to 81.

Conclusion and Recommendation

Based on the result of data analysis, the conclusion as follows: (1) The students' speking skill before using Self Talk Method is enough / good score. It means they are only able to speak English with some of the criteria in transactional conversation which have been tested. The result showed the mean of the pre-test is 63,9. (2) The students' speaking skill after using Self Talk Method is good / very good score. It means they are able to speak English with Transactional conversation which have been tested correctly. The result showed that the mean of post-test is 81. (3) There are significant effectiveness score of the students' speaking skill before and after using Self Talk Method. The total score after using Self Talk Method is higher than before. It is showed by the result of T-count 13,2 that is greater than T-table 1,690. Hence, it can be stated that Self Talk Method is effective used in learning speaking skill for X1 SMKN 1 Bagor in the academic year of 2021/2022.

From the conclusion above, there are some suggestions that might be useful for those who are going to increase their speaking skill achievement, this study can make as their reference to conduct other researcher on the same field. They

are also expected to be able to cover the limitation about this research; they can conduct a research with the same strategy but in different genres. The writer hopes that the next researchers can prepare everything as good as possible in doing research and can follow up this research.

Bibliography

Arikunto, S. 2002. Prosedur Penelitian; Suatu Pendekatan Praktek. Jakarta: Rineka Cipta.

Arikunto, S. 2006. Prosedur Penelitian; Suatu Pendekatan Praktek. Jakarta: Asdi Mahasatya.

Bailey, K.M. 2005. *Practical English Language Teaching Speaking*, International Ed. Mc. Graw Hill.

Bailey, K.M. 2005. *Practical English Language Teaching Speaking*, International Ed. Mc. Graw Hill. Anjarwati, D., Andrini, V. S., & Hariyono, H. (2022). Pengaruh Model Pembelajaran Guided Discovery Learning Melalui Zoom Cloud Meeting Pada Materi Teorema Pythagoras Terhadap Prestasi Belajar Siswa Kelas Viii Smp Negeri 3 Nganjuk Tahun 2020/2021. Dharma Pendidikan, 17(1), 95-103.

Brown. 2004. *Language Assessment Principle and Classroom Practices*. New York Pearson.

Brown. 2008. *Language Assessment Principle and Classroom Practices*. New York Pearson.

Bygate, M. 2001. *Speaking*. New York: Oxford University Press.

Celce Murcia, M. 2001. *Teaching English as Second or Foreign Language*. Boston: Heinle.

Cres Arikunto, S. 2002. Prosedur Penelitian; Suatu Pendekatan Praktek. Jakarta: Rineka Cipta.

Celce Murcia, M. 2001. *Teaching English as Second or Foreign Language*. Boston: Heinle.

Cresswell, J. (2012). *Education Research: Planning, Conducting and Evaluating Qualitative and Quantitative Research.* Inggris: Pearson (Page: 192-294)

Drs. Hajai, Ibnu. M.Ed. 2000. Dasar-dasar Metodologi Penelitian Kuantitatif dalam Pendidikan. Jakarta: PT. Raja Grafindo Persae.

Hariyono, V. S. A. Development Of Project-Based Blended Learning (Pjb2l) Model To Enhance The Ability Of Technopreneur In Higher Education

Sugiyono. (2009). Metode Penelitian Kuantitatif Kualitatif dan R&D. Bandung: Alfabeta (Page:61)

Sugiyono. (2011). Metode Penelitian Kuantitatif Kualitatif dan R&D. Bandung: Alfabeta (Page:69)

Well, J. (2012). *Education Research: Planning, Conducting and Evaluating Qualitative and Quantitative Research.* Inggris: Pearson (Page: 192-294)