

## THE EFFECTIVENESS OF ENGLISH CLASS PERFORMANCE TO GAIN SPEAKING SKILL

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**Abstrak:** Dalam berbahasa Inggris ada empat skill yang harus dikuasai oleh siswa, diantaranya adalah membaca, menulis, mendengarkan, dan berbicara (reading, writing, listening, speaking). Speaking merupakan salah satu skill yang memerlukan kepercayaan diri selain kemampuan berbahasa yang dimiliki oleh siswa. Guna meningkatkan kemampuan speaking pada mahasiswa program studi bahasa Inggris di STKIP PGRI Tulungagung, program studi bahasa Inggris STKIP PGRI Tulungagung bersama dengan EDSA (English Department Students Association) membuat sebuah program yang disebut dengan English Class Performance (ECP). Pada program ini, mahasiswa program studi bahasa Inggris mulai dari semester 2 hingga 6 diwajibkan mempersembahkan pidato pendek berbahasa Inggris di hadapan seluruh peserta. Berdasarkan hasil penelitian, program ini (ECP) efektif untuk meningkatkan kemampuan speaking mahasiswa program studi bahasa Inggris di STKIP PGRI Tulungagung.

**Kata Kunci:** ECP (English Class Performance), speaking skill

**Abstract:** In learning English, there are 4 skills that should be mastered by students, they are reading, writing, listening, and speaking. Speaking is one of skill that needs self-confidence besides language ability. To upgrade speaking skill of English Education Department students in STKIP PGRI Tulungagung, English Education department Program in collaboration with EDSA (English Department Students Association) hold on an annual event that is called as ECP (English Class Performance). This program was participated by second to six semester students of English Education Department in STKIP PGRI Tulungagung. This study is to know whether this program effective or not to improve speaking skill of English department students in STKIP PGRI Tulungagung.

**Key Words:** ECP (English Class Performance), speaking skill

### INTRODUCTION

English is a foreign language in Indonesia. Although it is a foreign language, Indonesian people think that mastering English is a must because it is one of International language. This reason makes them learn English from the elementary level, event pre-school level. English also become a compulsory course in university level.

Indonesian people considers that mastering English is something difficult because the difference of sentence structure. Besides, the pronunciation of the vocabularies is different from the spelling.

Students of all level feel this difficulty including English education department students at STKIP PGRI Tulungagung. Based on the observation conducted by lecturers, the elements of English education department, the lecturers and the students, try to find a way to overcome this problem by created a program called English Class Performance.

English Class Performance (ECP) is an annual event, conducted in the even semester. The participant of this program is second, fourth, and sixth students without any exception. In this study, the writer wants to analyze whether ECP effective to gain students speaking ability or not.

There are two hypothesis statement of this study. The first is  $H_0$ , ECP is not effective to gain speaking skill, and the second is  $H_a$ , ECP is effective to gain speaking skill.

Speaking is a way to communicate with other people. Speaking and writing are two primary activities in communication (Clark and Clark, 1977), but there are some distinction between speaking and writing (Spratt et al, 2005). According to Spratt et al (2005), to transfer idea in speaking, a person needs to produce speech. Interaction is also needed in speaking. But in some situation, a person uses nonverbal code during speaking process to attract the listener and keep them to listen what he/ she says.

Based on the theory stated by Thornbury (2001) about nature of speaking, to show her/his skill in speaking, a person undertakes some important portions. The portions are producing speech and doing self-control, articulating words, and his/her speech fluency and accuracy.

In speaking a person needs ability to directly process both language and information. A speaker needs knowledge of language features in order to speak fluently (Harmer, 1998). The first language features concerning with speaking is connected speech or assimilation or sound modification consisting of omitted sound or elision, stress patterning and contraction (Harmer, 2007). For example in sentence *I am busy*, a speaker should be able to produce both individual phoneme and connected speech in speaking (*I'm busy*). The second language feature according to Harmer is expressive device. Expressive device deals with changes of pitch and utterance, speed and volume of speech, the use of nonverbal-codes, and mime or face expression to show feeling. The third language feature is lexis and grammar. The use some simple lexical phrases indicates specific language functions such as expressing sympathy, apologize, etc. The last language feature is negotiation language. It clarifies and shows the structure of our speech.

According to Brown (1983 in Nunan, 1989) there are two basic genres of speaking functions, transactional and interactional. Interactional communication focuses in serving social interaction while transactional communication focuses in getting something done (Richard, Jack C, 2014). Moreover, Brown (2001) argued there are two types of spoken

language; they are monologues (delivering speech, storytelling) and dialogue (having conversation).

English Class Performance (ECP) is an annual event presented by English Education Department Program of STKIP PGRI Tulungagung. The purpose of this program is to gain students ability in speaking English. Besides, it also develops students talent in delivering speech. This event is conducted in event semester. The participant of this event is all of students from second to sixth semester.

Each meeting consists of two sessions, speech and advertisement or drama session. Students must deliver speech based on their schedule to perform in speech session. The content of speech should not related to religions, believes, and ethnicities. In advertisement session, group of students must perform drama containing moral value related to the topic on that day.

### RESEARCH METHOD

The design of this research is quantitative, pre-experimental design, with one group pre-test and post-test design.

**Table 3.1. Test Illustration of One Group Pre-test and Post-test Design.**

Pre Test	Independent Variable	Post Test
Y 1	X	Y 2

Ary (2002: 313)

The population of this study is the even semester students of STKIP PGRI Tulungagung majoring in English Education Department. The sample is the second semester students, class A, of English Education Department in STKIP PGRI Tulungagung. It consists of 13 students. The sampling used is purposive sampling with consideration the writer was the lecturer of Speaking subject in that class.

The writer analyzes the data using t-test formula using SPSS program. Before deciding the t-test, the writer analyze the homogeneity, normality, and linearity of the data.

## FINDINGS AND DISCUSSIONS

### Findings

This is the list of score of pre-test and post-test. The score can be seen in the table below.

Table 1. **Table of score of pre-test and post-test**

Number	Pre-test	Post-test
1	46	65
2	69	85
3	62	85
4	60	65
5	86	98
6	64	85
7	73	75
8	84	95
9	60	55
10	89	96
11	63	67
12	62	74
13	61	84

Table 2. **Test of Homogeneity of Variances**

ECP

Levene Statistic	df1	df2	Sig.
.402	1	24	.532

Table 3. **One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		13
Normal Parameters <sup>a, b</sup>	Mean	.0000000
	Std. Deviation	7.77084389
Most Extreme Differences	Absolute	.159
	Positive	.148
	Negative	-.159
Kolmogorov-Smirnov Z		.574
Asymp. Sig. (2-tailed)		.897

a. Test distribution is Normal.

Table 3. **One-Sample Kolmogorov-Smirnov Test**

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Most Extreme Absolute	.159
Differences Positive	.148
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Kolmogorov-Smirnov Z	.574
Asymp. Sig. (2-tailed)	.897

a. Test distribution is Normal.

b. Calculated from data.

Table 4. **ANOVA Table**

			Sum of Squares	df	Mean Square	F	Sig.
post * pre	Between Groups	(Combined)	2081.192	10	208.119	3.767	.228
		Linearity	1318.628	1	1318.628	23.867	.039
		Deviation from Linearity	762.564	9	84.729	1.534	.456
	Within Groups		110.500	2	55.250		
	Total		2191.692	12			

Based on the data, the data is homogeny with significant value  $0.532 > 0.5$ , normal with significance asymp. Sig (2-tailed)  $0.897 > 0.05$  and linear with deviation from linearity sig.  $0.456 > 0.05$ . Besides, the F value  $< F$  table ( $1.534 < 4.26$ ). The df is 9:2.

Table 5. **Group Statistics**

	test	N	Mean	Std. Deviation	Std. Error Mean
ECP	pre	13	67.6154	12.31218	3.41478
	post	13	79.1538	13.51447	3.74824

Table 6. **Independent Samples Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
EC P Equal variances assumed	.402	.532	-2.276	24	.032	-11.53846	5.07051	-22.00348	-1.07345
Equal variances not assumed			-2.276	23.795	.032	-11.53846	5.07051	-22.00826	-1.06866

Based on the data, the mean of pre-test is 67.6154 while the mean of post-test is 79.1538. The Levene's Test for Equality of Variances is 0.532, it is more than 0.05. It can be said that the variance data between pre-test and post-test is homogeny. The Significance in "equal variances assumed" is 0.032, it is smaller than 0.05. It means  $H_a$  is accepted and  $H_0$  is rejected.

## Discussions

Based on the finding, we know that English Class Performance is effective to gain speaking skill. Students have more self-confidence because they are forced to speak in public. This moment also makes them improve their vocabulary mastery that can support their ability to speak in English. In accordance with the Thornbury (2011) theory, during delivering speech, they learn how to manage speech production, how to make good self-control, how to articulate words correctly. They also learn speech accuracy and how to speak fluently.

## CONCLUSIONS AND SUGGESTIONS

English Speaking Performance is an event to gain students ability to improve their English language skills. It is proven to be effective to gain speaking skill. This program give chances to students to they learn how to manage speech production, how to make good self-control, how to articulate words correctly. They also learn speech accuracy and how to speak fluently.

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