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THE EFFECT OF TEACHING TECHNIQUE AND SELF-CONFIDENCE TOWARD STUDENTS' SPEAKING SKILL (AN EXPERIMENTAL RESEARCH AT DECK OFFICER CLASS IV IN JAKARTA MERCHANT MARINE COLLEGE)

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Abstract

The aim of the research was to find out the effect of teaching technique toward students' speaking skill by controlling their level of self-confidence. The method of the research was an experimental method with 2 x 2 factorial design. The population was deck officers class IV consisting 210 students. The sample was class IV B as experiment class and class IV D as control class. The data was collected by using test and questionnaire. From the result of the study, it is concluded that (1) Students taught by using role play technique get higher scores in speaking skill than taught by using interview technique ($F_{hitung} (5,039) > F_{tabel (0,05;1:40)} (4,08)$), (2) There is an interaction between teaching technique and self-confidence toward speaking skill ($F_{hitung} (43,62) > F_{tabel (0,05; 1:40)} (4,08)$), (3) There is a significant difference of speaking skill possessed by students whose high self-confidence taught by using role play or interview technique ($Q_{hitung} (8,83) > Q_{tabel (0,05;4:11)} (4,26)$), (4) There is a significant difference of speaking skill possessed by students whose low self-confidence taught by using role play or interview technique ($Q_{hitung} (4,35) > Q_{tabel (0,05;4:11)} (4,26)$).

Keywords: speaking skill; teaching technique; self-confidence

As foreign language, English has been taught since elementary level. High school and vocational school also implement English as the main subject should be given to the students. Nevertheless, there are a lot of assumption that the effort of mastering English ability still low. Not only by the education institute, but also all parties related to educational aspects can solve the problems, such as teacher qualifications, infrastructures and teaching methodologies. As far as we concern, English ability, especially speaking skill is still continuing to be given, but students still face some difficulties. Some factors influencing them can be the techniques used by teachers, the inappropriate teaching aids and materials, self-problems faced by students, like, self-confidence, motivation, and self-readiness. Teaching technique become one of the most important factor influencing students' speaking skill. A careful selection of teaching technique is required. When teachers used the appropriate techniques, the purposes of the lesson will be achieved. Many teaching techniques can be used by teachers in the classroom. Some studies about teaching techniques have already been done by some researchers, namely jigsaw, interview, role play, discussion, etc. Wiryadi, one of them, studied about the effect of cooperative learning and self-confidence toward speaking competency. The result of his study was a significant different in speaking competency between the students taught by jigsaw II and those by STAD. Here is shown

that teaching technique and self confidence influence students' competency. The other is Ismail who studied about correlation between self-confidence and speaking skill of the Undergraduate Students in English Preparatory Classes. The study result was a statistically significant correlation between self-confidence and speaking achievement. It also seems that self confidence also gives an effect to students' speaking skill.

Problems in speaking also happen in Balai Besar Pendidikan Penyegaran dan Peningkatan Ilmu Pelayaran (BP3IP) or Merchant Marine College, one of the maritime education and training college under the auspices of Minister of Transportation, the Republic of Indonesia. The students also face some difficulties in mastering English, especially speaking skill. In fact, they have to communicate in English with the other crew when they join to foreign-going company. The weaknesses are mostly shown when they have to convey their idea, use the correct vocabularies and dictions, and give the appropriate response of some utterances. Thus, as the effect, they seem lazy and unmotivated to follow the class. Some factors which might be the causes of this situation are teaching techniques, student's motivation, terminologies used in maritime area, reading interest, self-confidence, heterogeneity, sociocultural, gender and age.

Observing all the facts above, the researcher sees the important of a research to find out the effect of teaching technique and self-confidence toward students' speaking skill in Jakarta Merchant Marine College.

Talking about speaking, it is not only about the way we pronounce words, but also a mean to express, deliver, convey and communicate our mind, idea and feeling. Valletea (1977:120) stated:

Speaking, however, is more than pronunciation and intonation. At the functional level, speaking is making oneself understood. At a more refined level, speaking requires the correct and idiomatic use of the target language.

In similar vein, Fulcher (2003:23) defined *speaking is the verbal use of language to communicate with others*. From those statements, speaking involves more than a participant and there must be a meaning to be delivered. In delivering meanings, communicative competence takes an important part to achieve communications goals.

According to Savignon in Brown (2000:246) communicative competence is knowledge to express idea and to respond other's feeling. It explained that communication is matter of both, telling the idea and giving the appropriate response. He also underlined that communicative competence is relative, not absolute, and depends on the cooperation of all participants. Here when we talk about communicative competence, it involves some factors which can make the communication successful. In line with this opinion, Douglass Brown (2000:246) states *communicative competence is aspect of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific context*. When someone can speak well without any meanings to be delivered, it cannot be called as communication. Communication means delivering meanings contextually.

Furthermore, Hymes and Paulson in Brown (2000:246) stated that communicative competence distinguished between linguistic and communicative competence to highlight the difference between knowledge about language forms and knowledge that enables a person to communicate functionally and interactively. Linguistic competence means a proficiency possessed by persons about surface features of language forms like they do when they have classroom test. Communicative competence, on the other hand, is what people acquire in order to have interpersonal exchanges. In canale's definition, there are four components of communicative competence, grammatical and discourse competence which covered linguistic competence, and sociolinguistic and strategic competence which covered communicative competence. Those competences simultaneously achieve communicative goals.

Assessing speaking skill is possible to do but probably difficult. Speaking in a second language has been considered the most challenging of the four skills because it is productive skill that involves a complex process of constructing meaning (Murchia in Sawsan, 2014: 97). Aspects of speaking that might be considered in assessment scale are grammar, vocabulary, pronunciation, fluency, and comprehension.

1) *Pronunciation*

Derwing and Murno in Nation (2009:75) stated that *having a good pronunciation of the language can help in normal communication, particularly intelligibility*. Pronunciation is an important component to make communication more natural and understandable.

2) *Grammar*

According to Brown (2001:362) *grammar is the system of rules governing the conventional arrangement and relationship of words in sentence*.

3) *Vocabulary*

Nunan (1995:125) stated in *English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items plays a vital role in all language skills (i.e listening, speaking, reading, and writing)*.

4) *Fluency*

Nation (2001:74) said that *fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word search, etc.*

5) *Comprehension*

Comprehension is about coherence of argument and relevant response to the other speaker.

Based on the explanation above, it can be concluded that speaking skill is the ability to produce utterances to convey meaningful ideas linguistically and pragmatically, including pronunciation, vocabulary, grammar, fluency and comprehension components.

Anthony (1963:63) explained that a technique is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Teaching technique is strategy used by teachers in transferring knowledge considered to the student needs. There are a lot of teaching techniques that can be applied in English language teaching.

Role Play

According to Franser, Rintell and Walters in Feng Liu (2009: 140) role play is a useful mean to study learners' pragmatic competence. Therefore, many contextual features are important in determining how a speaker will behave. The purpose of role-play that applies to practical usage in communication demands the flexibility of participants' words, generally speaking, the more approximately the activity access to reality, the more interests' students will take in. Thus, the choice of roles and contexts become very important. Due to role play is the technique to study pragmatic competence, teacher should consider with the students' culture and social background. Working place that should be faced by students in the future must also be considered. Role play is a teaching strategy that fits within the social family of models (Joyce and Weil in Bharathy, 2013:18). Thus role play advocates natural method which recommends a process of learner discovery through trial and error. This statement in line with what the so called as pragmatic competence.

There are many kinds of advantages and benefits in using role play as a teaching technique. First, by taking on the role of another, students can act out their true feelings without the risk of sanctions or reprisal. Second, students can examine and discuss relatively private issues and problems without anxiety. Third, by placing themselves in the role of another, students can identify with the real worlds and the imaginations of others. Fourth, this increased opportunity for understanding oneself and others paves the way for behavioral change. Fifth, role playing may also be used to demonstrate less personal but pervasive problems between and among people and groups. Sixth, role playing that helps individuals to understand their own and others' behaviors can

free them to utilize their intellectual potential more fully. Seventh, role playing may prove to be an instructional technique particularly useful with nonverbal, acting-out students (Chelser and Fox, 1966:12). Role play helps the students bring life to the written forms and immediacy to academic material which most of the time lies in the form of theory and is very descriptive.

Interview

In communicative approach, beside *role play*, there is teaching technique called interview. Underhill (1993:54) stated interview is direct, face to face exchange between learner and interviewer. It follows a pre-determined structure, but still allows both people a degree of freedom to say what they genuinely think. Interview technique gives the students chances to be creative and feel free to say what they think. Dilley (2004:128) added, interviews should allow speakers to investigate, in critical ways, their comprehensions of the experiences and beliefs. Beside to improve creativity, interview also make the students have more critical thinking.

Seidman in Dilley (2004:129) highlighted that structuring interview ways appears open to the notion that different questions would require different ways of knowing or comprehending. Interviewing also provide access to the context of people's behavior and thereby provides a way for interviewer to understand the meaning of that behavior. The advantages in using interview as teaching technique are Interviewing can build background knowledge and provide cultural and historical context for texts, it connects schoolwork with the world, it also builds reading, writing, speaking, and listening skills because students ask questions and take notes, the listen carefully for the speaker's ideas as well as the supporting details.

Self-Confidence is an ability to set himself in any situation. Sieler in Alias and Mohd Hfir (1998) said that self-confidence is an individual's characteristic (a self-construct) which enables a person to have a positive or realistic view of themselves or situations that they are in. When a person has self-confidence, she/he always think positively and has good self-control and is able to place him/herself in any situation as well as gives the best response onto it.

Further, Neill (2005) stated that self-esteem and self-efficacy in combination is what constitute self-confidence. Self-confidence is built up by two factors, self-esteem and self-efficacy. Self-esteem is someone's feeling to appreciate him/herself, while self-efficacy tends to someone's ability to finish some work.

Baumeister in Heatherton and Wylan (2003:220) added, *self-esteem is an attitude about the self and is related to personal beliefs about skills, abilities, social relationships, and future outcomes. Self-esteem* is an emotional reaction based on one's experiences that effect toward what they see about him/herself. Coopersmith in Park and Lee (2004:198) explained that *self-esteem is a personal judgment of worthiness that is expressed in the attitudes that individuals hold towards themselves.*

Self-efficacy, as Bandura said, is a situation specific self-confidence, a belief that one is competent to handle the task at hand. Person who possesses high self-efficacy is able to face problems as challenges, not something that should be avoided. In this theory, there are four factors influencing self-efficacy, namely enactive attainment, vicarious experiences, verbal persuasion, psychological state. Furthermore, Bandura explained that self-efficacy is the main theory of socio-cognitive and refers to one's capabilities. Self-efficacy divided into two categories, general self-efficacy and specific self-efficacy. General self-efficacy refers to the capability to cope with, and effectively solve, a wide variety of difficult and unexpected generalized problems in life which require substantial effort to achieve a goal. Meanwhile, specific self-efficacy links to academic issues such as time management, schedule conflicts, managing homework, attendance, and grades.

Based on the explanation above, it can be concluded that self-confidence is character possessed by person to appreciate him/herself (self-esteem) and to handle and finish all the work given to him/her (self-efficacy).

METHOD

The research was conducted at Deck Officer Class IV BP3IP Jakarta in three months (September – November 2018). The method of the research was experimental method with 2x2 factorial design. There were two dependent variables namely teaching technique and self-confidence, and one independent variable namely speaking skill. The data was analyzed by using ANAVA.

RESULTS AND DISCUSSION

By analyzing the data, the findings are as follows:

**Tabel 1. The Result of ANAVA by using SPSS
 Tests of Between-Subjects Effects**

Dependent Variable: Keterampilan Berbicara Bahasa Inggris

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	293,636(a)	3	97,879	18,774	,000
Intercept	11781,818	1	11781,818	2259,808	,000
A	26,273	1	26,273	5,039	,030
B	40,091	1	40,091	7,690	,008
A * B	227,283	1	227,283	43,622	,000
Error	208,545	40	5,214		
Total	12284,000	44			
Corrected Total	502,182	43			

a R Squared = ,585 (Adjusted R Squared = ,554)

Based on the data above, it can be explained that :

1. The difference of speaking skill between students who have been taught by using role play and interview technique.
 In table 1, it shows that the result of Sig. for A is 0.30, less than 0.50. It means H_0 is rejected and H_1 is accepted. In the other words, there is difference speaking skill between students who have been taught by using role play and interview technique.
2. The interaction between teaching technique and self-confidence toward speaking skill.
 In table 1, it shows that the result of Sig. for A*B is 0.000, less than 0.050. It means H_0 is rejected and H_1 is accepted. It can be said that there is an interaction between teaching technique and self-confidence toward speaking skill.
3. The difference of speaking skill possessed by students whose high self-confidence taught by using role play and interview technique.

Tabel 2. The comparison of Group A_1B_1 dengan A_2B_1

No	Group to be Compared	dk	Q_{result}	Q_{table}
				$\alpha = 0,05$
1	A_1B_1 and A_2B_1	4 : 11	8,83 **	4,26

Notes:

** = Significant

A_1B_1 = score of students' speaking skill who were taught by using interview technique and had high self-confidence

A_2B_1 = score of students' speaking skill who were taught by using role play technique and had high self-confidence

In table 2 above, it shows that the result of comparison A_1B_1 and A_2B_1 is Q_{result} (8.83) is higher than Q_{table} (4.26) . It means H_0 is rejected and H_1 is accepted. Thus, there is a significant

difference of speaking skill possessed by students whose high self-confidence taught by using role play and interview technique.

4. The difference of speaking skill possessed by students whose low self-confidence taught by using role play and interview technique.

Tabel 3. The comparison of Group A₁B₂ dengan A₂B₂

No	Group to be Compared	dk	Q _{result}	Q _{table}
				$\alpha = 0,05$
2	A ₁ B ₂ and A ₂ B ₂	4 : 11	4,35 **	4,26

Notes:

** = Significant

A₁B₂ = score of students' speaking skill who were taught by using interview technique and had low self-confidence

A₂B₂ = score of students' speaking skill who were taught by using role play technique and had low self-confidence

In table 3 above, it shows that the result of comparison A₁B₂ and A₂B₂ is Q_{result} (4.35) is higher than Q_{table} (4.26). It means H₀ is rejected and H₁ is accepted. Thus, there is a significant difference of speaking skill possessed by students whose low self-confidence taught by using role play and interview technique.

From the results above some discussions are as follows:

First, although role play and interview techniques are categorized as cooperative learning which involves students actively in learning process, role play give more chances for students to show their skills and abilities in natural interaction. However, both techniques improve students' speaking skill when they are implemented in the suitable situation.

Second, the different levels of self-confidence give effects in the way they receive the materials whether there are a lot of factors influencing their self-confidence. Moreover, teaching technique used in teaching learning activities chosen by teachers also contributes to the success of transferring knowledge. Then, together, they simultaneously influence students' speaking skill.

Third, students who have high self-confidence show the higher speaking skill when they are taught by using role play than by using interview technique. It might be students who have high self-confidence are always interest in various themes and situation when they do role play.

Fourth, students who have low self-confidence show the higher speaking skill when they are taught by using interview than by using role play technique. It seems due to the stimulus given by teachers during the interview session. It makes them feel more comfortable in practicing speaking.

CONCLUSION

By the research conducted, it can be concluded that teaching technique and self-confidence simultaneously give effects toward students' speaking skill.

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