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THE EFFECT OF LEARNING TEACHNIQUES AND SELF CONFIDENCE TOWARD TO STUDENTS' SPEAKING SKILL IN INDONESIANDISCUSSION
(EXPERIMENTAL STUDY OF THE 17th NATIONAL SENIOR HIGH SCHOOL STUDENTS PALEMBANG)

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Abstract

The aim of this study was to determine the effect of learning techniques and self confidence of students' speaking skills in Indonesian discussion. This research was conducted on the students of the 107th class of the 17th National Senior High School Palembang in 2017 by using factorial experimental design technique 2 x 2. Type of research conducted is experiment technique analysis which was used Analysis of variance (ANAVA) two ways at level of significance 0,05.The results of this study indicated that mind mapping techniques were more effective than problem-based learning techniques, and then there was an interaction effect betweenStudents' speaking skill in Indonesian discussions by using mind mapping technique and students learning by using problem-based techniques, probability values $M\_learning$ (0.795) <0.05. The mean value of learning with mind mapping technique is greater than the average value of learning with problem-based technique (84.89) < (80.89).

Keywords: *Learning   Techniques,   Self-Confidence,   Speaking   Skill   in   Indonesian Discussion.*

Introduction

Speaking is self-expression; when the speaker has rich knowledge and experience, it can easily describe his or her knowledge and experience. Conversely, if the speaker has poor knowledge and experience, then he will experience obstacles and difficulties in speaking. In the world of education, teachers should be able to use the strategy to provide a broad and rich experience to their students. .According to Nurjamal and Sumirat (2015: 24) speaking is the ability of a person to express ideas, thoughts, opinions, views orally-directly to others face-to-face, directly or indirectly, for example, through radio, television.

Speaking is the ability to pronounce articulation sounds or say words to express, convey thoughts, ideas, and feelings (1993: 17). The speaking skill is essentially a skill in producing articulation-sound system currents to convey the willingness, feelings, and desire to others.Based on the above description, it can be concluded that speaking is a communicative tool consisting of two or more persons which is dialogic, productive, face-to-face to express, to stte to convey thought, ideas, articulation sounds and uttering words..

According to Martaulian (2015: 4) speaking is a communicative activity that is woven into at least two people who are dialogical, productive to express ideas, knowledge, thoughts, confidence that contain the sense of fulfilling the elements of language which

are communicative and understand in forming social relationships. Therefore, according to Martaulina, speaking skill is a skill of a person in expressing idea, mind, knowledge and confidence to communicate with others in running social relationship.

Speaking skill should be done as early as possible. The importance of speaking or storytelling skill in communicating is also expressed by Supriyadi that if a person has good speaking skill, he or she will gain both social and professional benefits. Social profits are related to social interaction between individuals, whereas professional profits are derived while using language to generate questions, convey facts and knowledge, explain and describe. Speaking skill is also important students mastered one of them if there is learning that uses discussion techniques.

Hurlock (2016: 90), states that speaking skills should be supported with vocabulary that matches the level of language development. From the above description it can be concluded that speaking skill is one of the language skills as the ability to pronounce articulation sounds or words to express, express and express opinions or thoughts and feelings to a person in groups or oral, either face to face or remotely . To be able to speak well must be supported with vocabulary in accordance with the level of language.

According to Jakobovist and Gordon (1991: 625), speaking test is a way of assessment in the form of tasks that must be done by the students. The test conducted in this study is a test of speaking practice, namely through class discussions by means of one of the heterogeneous group of teachers who have been divided in front of the class to present the results of their small group discussions about disclosing the content of ideas, story content, and intrinsic elements. This test is performed to measure the level of students' speaking ability.

So far the problem is that students still lack the opportunity to interact in the learning process, because the learning technique has not provided a learning process that leads to an interactive learning atmosphere process. Therefore, the achievement of the competence of speaking skills in general is not maximal, because several factors are the cause, one of them is the learning method and the learning media. Implementation of appropriate methods or techniques in teaching and learning, is expected to be able to increase the students' activeness in learning

The reality in school studentsonly memorize the concept and less able to use the concept, if experiencing constraints during presentation related to the concept. Often times even learners are less able to determine the problem and formulate it. Understanding is the understanding of learners of the subject matter associated with improving speaking skill, especially when negotiating or presenting in the classroom. Most students are less able to relate between what they learn and how the knowledge will be used or reproduced during the discussion.

The application of mind-mapping and problem-based learning techniques allows students to move from classroom to real-world situations, by making face-to-face communication the learner can negotiate meaning, make decisions, and develop many types of conversational skill. Problem-based learning technique is a learning technique based on the many problems that require authentic investigation, ie investigations that require real settlement of real problems. While the mind mapping technique refers to how to invite learners to create a mind map after reading a discourse. Mind mapping combines and develops the potential workings of the brain within a person. With the involvement of the two hemispheres of the brain it will allow someone to organize and remember all forms of information, both in writing and verbally.

In applying learning techniques (mind mapping techniques and problem-based techniques), teachers in SMA Negeri 17 in the process of learning Indonesian language using various forms of learning methods, one of the methods of discussion. According to Arends, the interaction between teachers and students, students and students in the learning process is largely determined by how the classroom discussion process is optimized. With this class discussion the teacher can change some unproductive communication patterns that characterize most classes today.

Davis gives a view of the discussion as follows:

Discussion methods in this increasingly democratic world of education, received great attention because it has an important meaning in stimulating students to think and express opinions freely. Discussion methods are the means used to solve problems together. When associated with the learning process then the method of group discussion can be interpreted as a way of delivering lessons through the process of exchange of thoughts to solve a problem.

Activity speaking skill in the Indonesian language discussion demands a high confidence. In the life of the school, especially life in high school menengan (high school) who are in SMA 17 Palembang, in daily very many behaviors that occur, especially the sense of confidence that exist among the learners.

Judging from the habit of discussion, the results of the survey researchers illustrate that the students of class X SMA Negeri 17 Palembang there are still students who are difficult to appear in advance and in the class in describing his thoughts to other students. Being good at presentation does require special skills that are not gained quickly, but through exercises and habits. For that the researcher wish to do research about the technique of learning (mind mapping technique and problem-based learning technique) and confident (high confidence and low self confidence) to speech skill in discussion of Indonesian High School student of 17 Palembang. Selected State Senior High School 17 Palembang as a place of study because the school includes international standard schools that need to get input to improve the learning process.

METHODS

This research was conducted on the students of class X High School of 17 Palembang. The timing of this study starts from December 1, 2016 to April 10, 2017 (one semester). This study is experimental, because the results of this study will confirm how the position of causal relationships between variables to be studied, namely learning mind mapping techniques, problem-based techniques, and confident students. The sample of this research is class X IPA 4 amounted to 36 children as control group and class X IPA 8 amounted to 36 children as experiment group.

This research used 2 x 2 factorial design with two way analysis technique (ANAVA) (Sugiyono, 2008: 193), a research design used to examine the effect of different learning approach approaches from two groups related to the high and low of students' self confidence in the skills Speaking in an Indonesian discussion. High and low self-esteem students obtained through the results of students' confidence tests, if the score above average then confident students high, but if the score below the average then the score is low. The framework of data analysis design of this research is;

RESULTS AND DISCUSSIONS

Tests of Between-Subjects Effects

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	2284, 944(a)	5	456,989	60,443	0.000	0,821
Intercept	496340, 056	1	496340, 056	65648, 184	0,000	0,999
M_learning	329,389	1	329,389	43,566	0,000	0,398
K_starting	1938,778	2	969,389	128,216	0,000	0,795
M_learning * K_starting	16,778	2	8,389	1,110	0,336	0,33
Error	499,000	66	7,561			

Totality	499124,000	72				
Corrected Total	2783,944	71				

a R Squared = .821 (Adjusted R Squared = .807)

Keterangan:
    Output tabel **Tests of between-Subjects Effects** above told that the result of analysis data M_learning, k_starting, and the interaction between M_learning and k_starting which include the value of square (**Sum of Square**), differential (**df**), mean **Square**,prMobality and significant value.
    Based on the anova alalysis two varian above, can be described the result of analysisanova two varian as below:
    a. Since probability value is M_learning 0,795>0,05; so Ho is rejected. It means that there is a significant difference between the students who have action learning, mind mapping and problem based learningtoward to speaking skill in Indonesian discussion
    b. Since the value of students' M_learning* k_satrting are 0,33>0,05; so Ho is rejected, It means there is an significant interaction between action learning, mind mapping and problem based learning toward to speaking skill in Indonesian discussion.
    c. Since the students' probability value M_learning are 0,398>0,05; so Ho is rejected,.It ,means there is a difference between the students who have the high self confidence in speaking skill and the students who learn by using mind mapping and problem based learning.
    d. Since the probability valueM_learning is 0,999>0,05; so Hois rejected. It means there is a difference between the students who have the low self confidence in speaking skill and the students who learn by using mind mapping and problem based learning.

The result of significant interaction between learning techinique and students' self confidence toward speaking skill in Indonesian discussion,the next steps is Tuckey test. So the sum of subject in group is not the same.
A. The first hypothesis: students' speaking skills in Indonesian language discussions with learning of mind mapping techniques are better than students who learn with problem-based techniques.
    Because probability value M_pbljrn (0,795) <0,05; Then accept Ho, in other words There is no significant difference in the treatment of techniques of learning techniques of mind mapping and problem-based techniques of speaking skills in the discussion of the Indonesian language. Having tested the difference significantly, then the next step is to see which students have better speaking skills between the two treatments. Based on the calculation, the average score of speaking skill in Indonesian discussion of students learning with mind mapping technique (A1) is 84.89 better than speaking skill in Indonesian language discussion that learn with problem-based learning technique (A2) It is 80.89. Thus, speaking skills in Indonesian language discussions that are learned with mind mapping techniques are better than students who are learning with problem-based techniques.
    Tuckey test is getting Q count value> Q tabel, that is 4,68> 3,62 in significant α0,05. It means Ho is rejected and H1 is accepted,so the is a difference between the students who have action learning, mind mapping and problem based learning toward to speaking skill in Indonesian discussio

B.   Hypothesis 2; There is an interaction effect between learning techniques (mind-mapping learning techniques and problem-based techniques) and confidence in speaking skills in Indonesian language discussions.

Because the value of M_pbljrn * k_awal students 0.33 < 0.05; Then Ho is rejected, in other words There is a significant interaction between the treatment of instructional techniques (mind-mapping learning techniques and problem-based techniques) and confident in speaking skills in the discussion of the Indonesian language.

Based on the SPSS Anova two-track test results, the following conclusions can be drawn: there is a significant interaction between learning techniques (mind mapping techniques and problem-based techniques) and students' self-confidence in speaking skills in Indonesian discussion.

Tuckey test is getting Q count value > Q tabel, that is 4,68> 3,62 in significant α0,05. It means Ho is rejected and H1 is accepted, So mean score of the students who have high self confidence and learnin by using mimd mapping got high score than the students whoa are using problem based learning.

C. Hypothesis 3: Speech skills in Indonesian language discussions that have high self-esteem learning with mind mapping techniques are better than students learning with problem-based learning techniques.
    Ho: No Differences in speaking skills to students who have high self-esteem among students learning with mind-mapping learning techniques and problem-based learning techniques.
    H1: There is a difference in speaking skills to students who have high self-esteem among students who are learning with mind-mapping learning techniques and problem-based learning techniques.
    Test Criteria:
    _ If the probability value (Sig.) > 0.05, then accept Ho
    _ If the probability value (Sig.) < 0.05, then accept Ho
       Ho : μ A1B1 ≤μ A2B1
       H1 : A1 B1 > A2B1

Because probability value of student M_pbljrn 0,398 < 0,05; Then Ho is rejected, in other words there are differences in speaking skills in students who have high self-esteem among students who learn with mind-mapping learning techniques and problem-based learning techniques.

Average Scores Speech skills in Indonesian language discussions Students with high confidence who are learning with mind mapping learning techniques (A2B1) are 84. 14. In students who have high confidence who learn with problem-based learning techniques (A2B2) is 59.21. This proves that the third hypothesis, speaking skill in Indonesian language discussion which has high self-confidence learning with mind mapping technique is better than students learning with problem-based learning technique, received significantly at α = 0,05. So the speaking skill in the discussion of Indonesian language that has high confidence more appropriate learning with mind mapping learning technique.

Tuckey test is getting Q count value > Q tabel, that is 7.69 > 3,62 in range of significant α0,05. It means H0 is rejected and H1 is accepted, so the mean score of students' who have high confidence by using learning mind mapping got higher significant score than the studentts who are learning by using problem based learning.

D. Hypothesis 4: Speech skills in Indonesian language discussions with low self-esteem learning with problem-based learning techniques are better than students learning with mind-mapping learning techniques.
    Ho: No Differences in speaking skills to students who have low self-esteem among students who are learning with mind-mapping learning techniques and problem-based techniques.
    H1: There is a difference in speaking skills among students who have low self-esteem among learners with mind-mapping learning techniques and problem-based

techniques.
Test Criteria:
_ If the probability value (Sig.) > 0.05, then accept Ho
_ If the probability value (Sig.) < 0.05, then accept Ho
Ho: A2 B1 ≤ A2 B2
H1: A2 B1 <A2 B2

Because probability value M_pbljrn 0,999 < 0,05; Then Ho is rejected, in other words There is a difference in speaking skills to students who have low self-esteem among students who learn with mind-mapping learning techniques and problem-based techniques.
Average score Speech skills in Indonesian language discussions Students with low self-esteem who are learning with mind mapping learning techniques (A2B1) are 66.69. In students who have low self-esteem who learn with problem-based learning techniques (A2B2) is 85.65. This proves that the fourth hypothesis, speaking skill in Indonesian discussion which has low self-esteem learning with problem-based technique is better than students learning with mind mapping learning technique, received significantly at α = 0,05. So speaking skills in the discussion of Indonesian language that has a lower confidence more appropriate learning with problem-based learning techniques.
Tuckey test is getting Q count value > Q tabel, that is 6.86 > 3,62 in range of significant α0,05. It means H0 is rejected and H1 is accepted. so the mean score ostudents' who have low confidence by using learning mind mapping got lower score than the studentts who are learning by using problem based learning.

CONCLUSION

1. Student speaking skills in Indonesian language discussions that are learned by learning mind-mapping techniques are better than students who are learning with problem-based techniques.
2. There is an interaction between learning techniques (mind-mapping learning techniques and problem-based techniques) and confidence in speaking skills in Indonesian language discussions.
3. Speech skills to students who have high self-esteem among students who learn with mind-mapping learning techniques are better than those who learn with problem-based learning techniques.
4. Speech skills in Indonesian language discussions that have low self-esteem learning with problem-based learning techniques are better than students learning with mind-mapping learning techniques.

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