

**THE EFFECTS OF TEACHING TECHNIQUE AND LANGUAGE ATTITUDES TOWARDS STUDENTS' SPEAKING SKILL AT SENIOR HIGH SCHOOLS IN PURWAKARTA WEST JAVA**

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**ABSTRACT**

*The purpose of this study was to determine the effect of teaching technique and language attitude towards students' speaking skill. The research was conducted through the technique of experiment with a sample size of 96 people in a cluster sampling consisting of two states school students are among 58 students of SMAN 2 Purwakarta, and 58 students of SMAN 3 Purwakarta. Both of them are in class XI. Then they were divided into four groups. The data was collected by carrying out the test results speaking skills for measuring speaking skill and the provision of a questionnaire data were collected and processes through the rules of descriptive statistics and inferential analysis with 2 pathways ANOVA. From the analysis concluded there is a significant effect of teaching technique towards students' speaking skill. That is proved by value of  $F_0 = 21.324$  and  $Sig. = 0.000 < 0.05$ . In other words, the average speaking skill of students who are taught by using role-play technique and conventional has significant differences. But there is no significant effect of attitude towards language speaking skill. That is proved by the value of  $F_0 = 0.724$  and  $Sig. = 0.397 > 0.05$ . It means that the difference (Mean) of respondents who have a high attitude with students who have low language attitude is not a significant difference. And there is no significant effect between teaching technique and language attitude towards language speaking skill. That is proved by the value of  $F_0 = 2.894$  and  $Sig. = 0.092 > 0.05$*

*Key words: Teaching technique, Language attitude, Students' speaking skill.*

**Introduction**

The English language has been the common language of the world for decades. Now it is impossible to find a country where English has not learned. Language is needed for doing business. And English as an international language plays an important role in all aspects of society, and

therefore learning and mastering it would greatly give advantage to the person concerned.

Due to the facts, English teachers should realize their vital role in the language learning and teaching process. There are some techniques related to Communicative Language Teaching. Littlewoods in Richards (2001:166) distinguished two main types of techniques in Communicative Language Teaching. Functional communication includes tasks based activities, following directions, and solving problem from shared clues. Social interaction includes some activities such as dialogue, role-play, simulation, brainstorming, discussion, debate, storytelling, and information gap. The role-play is one technique that can facilitate the communicative learning. By participating in role-play it is clearly stated by Brown that teaching cannot be separated from learning. When the teachers perform the teaching activity, they should be able to facilitate the learning and set the good condition which enables the students to learn more effectively.

One is less not important is the attitude of the language itself. Language attitude is the belief system of the language and object language gives a person's tendency to react in a certain way with fun. In this case, the original language is no longer interested. People are motivated to continue learning and using a foreign language in a speech act.

## Methods

This study was carried out at SMAN 2 and SMAN 3 Purwakarta in a few months involved the eleventh year students with number of population of two schools as 11 classes of IPA program and 9 classes of IPS program is 712 students.

In this research, to analyze data that is used to test hypothesis described by **Descriptive analyses** and **Analyses of data requirements**.

**Descriptive research** is used by describing or illustrating data collected as is with no intention to make inferences of generalization apply to general. This technique is used to describe the students' English attitude by using a frequency distribution table such as Mean, Median, Std. Deviation, Kurtosis, and so forth.

The step of table of frequency distribution and polygon graph and also histogram as follows:

- a. Determine the range of (R), the biggest data subtract the smallest ones.
- b. Determine the number of class (k) by Struges role:  
$$K = 1 + 3,3 \log n \quad n = \text{number of data}$$
- c. Determine the length of interval class (P),  $P = \frac{R \cdot n \cdot \tan g}{\text{Banyakkelas}}$

- d. Determine the lower end of the first interval class, it is the smallest data.
- e. Make the complete table of frequency distribution, find the lower end (UB) and higher end (UA) each class interval, count the number of frequency data of each of interval class.
- f. Draw the histogram graph, find first the bottom edge and upper edge for each interval class, that is  $TB = UB - \frac{1}{2}$  unit of data, and  $TA = UA + \frac{1}{2}$  unit of data.
- g. Draw the frequency polygon graph, find first the middle score ( $Y_i$ ) of each interval class,  $Y_i = \frac{1}{2} (UA - UB)$ . Whereas the size of the center, the location, and the deviation of it which can be determined by the following formulas:

- a. Determine of the Mean ( $Y$ )

$$Y = \frac{\sum Y_i \cdot f_i}{n}$$

- b. Determine of the Modus ( $Mo$ )

$$Mo = b + p \left( \frac{b_1}{b_1 + b_2} \right)$$

$Mo$  = Modus

$b$  = the lower limit modus class, means interval class with the most frequency

$p$  = the length of class

$b_1$  = Modus class frequency subtracted by the nearest interval frequency class before

$b_2$  = Modus class frequency subtracted by the nearest interval frequency class after

- c. Determine of Median ( $Me$ )

$$Me = b + p \left( \frac{\frac{1}{2}n - F}{f} \right)$$

$Me$  = Median

$n$  = number of data

$F$  = total of all frequency before median class

$f$  = frequency of median class

$b$  = lower limit median class

$p$  = the length of median class

d. Varian (SD) dan Standard Deviation

$$SD = \sqrt{\sum_{i=1}^k \frac{Y_i^2 \cdot f_i}{n} - \left( \sum_{i=1}^k \frac{Y_i \cdot f_i}{n} \right)^2}$$

dan Std. Deviation (S) =  $\sqrt{SD}$

To shorten time as well as the use of technology, the calculation of descriptive statistics in this study will be completed using a computer program SPSS 21.

Analyses of data requirements used in order to determine whether the data has been collected for further analysis feasible or not by using statistical tools. Testing done is testing the data for normality and homogeneity testing. In this study the overall analysis carried out aided by a computer program SPSS 21.

**Result and Discussion**

Based on the data found in the research on “The effects of teaching technique and language attitude towards students’ speaking skills”, the description presented as follows:

**Tabel 4.1. Description of the Research Data**

Language Attitude (B)	Teaching Technique (A)		Jumlah
	Role-Play (A1)	Conventional (A2)	
High (B1)	n = 24	n = 24	n = 48
	$\bar{X} = 10,96$	$\bar{X} = 8,79$	$\bar{X} = 9,88$
	s = 1,46	s = 1,50	s = 1,83
Low (B2)	n = 24	n = 24	n = 48
	$\bar{X} = 10,67$	$\bar{X} = 9,67$	$\bar{X} = 10,17$
	s = 1,81	s = 1,90	s = 1,91
Jumlah	n = 48	n = 48	n = 96
	$\bar{X} = 10,81$	$\bar{X} = 9,23$	$\bar{X} = 10,025$
	s = 1,63	s = 1,75	s = 1,87

Ket:

A1B1 : Role-play teaching technique with high language attitude.

A1B2 : Role-play teaching technique with low language attitude.

A2B1 : Conventional teaching technique with high language attitude.

A2B2 : Conventional teaching technique with low language attitude.

From the table above it can be analyzed that the average speaking skills of students who are taught by using role play higher (10,81) than students taught using conventional techniques (9,23). With a 1 – 4 rating

scale and 5 aspects of assessment, it can be seen that the average speaking skills of students who are taught by using role-play techniques are on a scale of 2,162. Thus it can be concluded that the speaking skill of students are in grade fairly. While the students are taught using conventional techniques are on a scale of 1,844 which indicates that the speaking skill of students under standard enough/less. Based on this, teaching techniques using role-play gives better results than using conventional techniques.

While the average score of speaking skill among students with high language attitude (9,88) is lower when compared with students who have low language (10,17). This condition occurs because the average score of speaking skills of students who are taught using conventional techniques to students who have low language attitude is higher than the language that has a high attitude. If viewed by the group, it appears that the average score of speaking skill is highest in the group of students should be taught by using role-play techniques and have a high attitude language (10,96), followed by a group of students were given instruction by using the technique of role language-play that has a low attitude. However, this condition does not occur in students who are taught using conventional techniques where students who have low language attitude (9,67) is higher than the students who have language high attitude (8,79).

## Conclusion

Based on the results of analysis of research data processing it can be concluded:

1. There is an significant effect of teaching technique towards students' speaking skill. That is proved by the value of  $F_0 = 21.324$  and  $\text{Sig.} = 0.000 < 0.05$ . In other words, the average speaking skills of students who are taught by using role-play techniques and conventional has significant differences. Test results obtained that the  $\text{Sig.}$  for teaching technique of  $0.000 < 0.05$ , the null hypothesis ( $H_0$ ) is rejected and the research hypothesis ( $H_1$ ) is accepted.
2. There is no significant effect of attitude toward language speaking skill. That is proved by the value of  $F_0 = 0.724$  and  $\text{Sig.} = 0.397 > 0.05$ . Based on the summary table of the results of the ANOVA (SPSS output) shows that the  $\text{Sig.}$  for language attitude of  $0.397 > 0.05$ , the null hypothesis ( $H_0$ ) is accepted and the research hypothesis ( $H_1$ ) is rejected. This proves that the mean difference (Mean) of respondents who have a high attitude language with students who have low language attitude is not a significant difference.
3. There is no significant interactive effect between teaching technique and language attitude towards language speaking skill. That is proved b the

value of  $F_0 = 2.894$  and  $Sig. = 0.092 > 0.05$ . Based on the summary table of the results of the ANOVA (SPSS output) shows that the Sig. for interaction (TT \* LA) of  $0.092 > 0.05$ , the null hypothesis ( $H_0$ ) is accepted and the research hypothesis ( $H_1$ ) is rejected. Thus it can be concluded that there is no significant interactive effect of language teaching technique and attitude of the students speaking skill.

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