The Effectiveness of Roundtable and One Stay Two Strays Techniques to Teach Speaking Skill to Students with High and Low Self-Confidence

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Article Info	Abstract
	The aim of this current research is to investigate how effective was One Stay Two Stray technique to teach speaking to students with high and low self-confidence, how effective was the Roundtable technique to teach speaking to students with high and low self-confidence, how effective was the One Stay Two Stray technique compared with Roundtable technique to teach speaking to students with high self-confidence, how effective was the One Stay Two Stray technique compared with Roundtable technique to teach speaking to students with low self-confidence and how significant was the interaction among technique in teaching speaking skills and students' self-confidence. The research design was a quasi experimental design with 2x2 factorial design conducted in SMA N 1 Jekulo Kudus. There were two experimental groups involved. The students' different self-confidence to be a factor that influence the techniques. Three instruments used in this research, namely: Observation checklist, questionnaire, and oral test. The data was analysed using ANOVA to answer the hypothesizes. The research findings indicated that Roundtable were more effective than One Stay Two Stray for teaching student with high and low self-confidence. Based on the analysis of ANOVA there were no significant among techniques and self-confidence. It was proven by the value of the Sig in the table of analysis. In general, the techniques were effective to teach speaking skills without self-confidence.

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INTRODUCTION

Communication is an essential need for human beings. Language as a means of communication has an important role to reveal intentions of people. Since language is important for communication, it is not enough for students to learn words, phrases, and grammatical features if they want to produce language in their daily communication or to interact with others in English. Therefore, the most important thing that should be noticed in teaching speaking is how to activate all of language elements, such as vocabulary, grammar, and pronunciation, which students have to possess to communicate. It means that the goal for students learning speaking English is that they are able to use language to communicate effectively and appropriately for life's requirements, both social and academic. As the necessity of the international language, English has become an important language in the world. Looking at this importance in this global era, speaking skills becomes one of the most important skills to be developed and enhanced as means of effective communication worldwide. In our country, English plays an important role in international communication and in the development of education, economic, science, and technology.

As an international language, English has been used as foreign language in Indonesia. It plays an important role in the development of technology and science. In fact, the government has forced that English should be taught as the necessary subject in school starting from junior high school. And also, as part of the global community, we cannot deny that the speaking skills is important to the educational development. In Indonesia, English is taught from the basic level to the advance level. In fact, in classroom activity, some of the students are able to speak fluently but mostly are at low level. At school students have to learn four skills of English: listening, speaking, reading, and writing, but out of the four skills, speaking seems intuitively the most important.

Speaking is a process to convey and share ideas and feelings. Speaking involves some elements such as accuracy, appropriateness, fluency and vocabulary building. All of those elements need to be mastered by the students. Harmer (2001: 269) states that the ability to speak fluently emphasizes not only on the knowledge of language features but also on the ability to process information on the spot. When the learners are engaged in discussions, the purpose of speaking here may be to express opinions, to persuade someone about something or clarify information. In some situations, speaking is used to give instructions or to get things done, for example, to describe things or someone, to complain about people's behavior, asking and giving services and others. According to Wati & Bharati (2014), speaking English fluently and accurately cannot be measured by one text only because when the students face English in real life situation, they find different kind of texts to deal with. In the teaching and learning process, the teachers give less attention to speaking. Therefore, if students do not learn how to speak or do not get any opportunities to speak in the language classroom, they may soon lose their interest in learning. Students, who do not develop strong oral skills during this time, will find it difficult to keep pace with their peers in following years.

Harmer (2007) stated that speaking is a skill, it is need to be practiced and developed independently of the grammar curriculum. Hughes (2002) stated that there are five skills of speaking, they are; speaking is not discrete skill, teaching speaking is not easily, teaching speaking versus using speaking to teach, insight from speech corpora, and bringing the facets of speaking together. From the statement that harmer (2007) and Hughes (2002) can be concluded that speaking is a complicated skill to developed. According to Fitriati (2017:413), the ability in speaking English for instructional purposes in teaching EFL must be obtained by teacher. So, the teacher needs a plan to make the student running as teacher want to. If the lesson does not run as the teachers are planning, they always find a problem.

According to Peraturan Menteri Pendidikan Nasional Republik Indonesia

(Permendikbud) Nomor 23 Tahun 2016, the aim of speaking in the curriculum is to make students able to express meanings in transactional and interpersonal languages in the daily life context. They are also expected to be able to express meanings of short functional texts and monologues in many kinds of texts like recount, descriptive and narrative text, either formally or informally. SMA 1 Jekulo applies two curriculums for each grade. In the first and second grade, the school applies the Kurikulum 2013 revisi (K13) and the third grade, the school applies the Kuriculum Tingkat Satuan Pendidikan stand for KTSP. Kurikulum 2013 revised is a curriculum that developed by government. KTSP can be defined the operational that arranged and implemented for each educational unit. According to BNSP (2017) KTSP is developed by educational unit that controlled and supervised by educational department. Curriculum 2013 demands that teachers are expected to be able to use varieties of teaching method and approach. Therefore, teachers can apply methods and approach freely in the teaching process.

The English instruction in some Senior High Schools does not demonstrate a satisfactory result. It has been identified based on the preliminary research conducted by the researcher. Many students fail to reach the goal of the English teaching. They are not able to communicate with the language either orally or in a written form although they have learned English for many years. The learners in a speaking class are reluctant speakers. This reluctance is partly due to their prior learning experience. Many of them are educated in a large class in schools situated in noisy neighborhoods where opportunities to speak are severely limited. Others are taught in schools where speaking is simply not encouraged.

This failure is caused by many problems during the instructional process. The problems of English teaching seem to be of particular importance. Teachers should design various teaching activities in class to make students not feel bored to learn vocabulary (Fakhrudin & Yuliasri, 2013). They have become interesting topics to discuss and analyze, especially for those who are directly involved with the teaching of English. However, the most important thing is that we as the future English teachers who are directly involved with the instructional activities must try to look for the best solution to overcome the problems in order to reach the target of the teaching of English. In this case, the target is the students are able to speak English.

One of the communicative teaching methods is cooperative learning. "Cooperative learning can be defined as learning based on a small group approach in teaching and learning process that holds students accountable for both individual and group achievement" (Orlich, 2007:273). In fact, by using small group can make student comfortable to study Faridi (2012) also state, students work together in groups to get knowledge. Each member of group has a specific role to complete when the task is given. So, based on Orlich (2007) and Faridi (2012) can be state that the students feel comfort and they can work together. This research will concern on the two techniques of cooperative learning. They are One Stay Two Stray and roundtable. Based on the problem above, the researcher wants to find out the effectiveness of the techniques with high and low self-confidence.

METHODS

This study employed a quasi experimental design with 2x2 factorial design. There were two experimental classes which were taught using different techniques: roundtable and one stay two stray. The population of this study was the eleventh grade of SMA N 1 Jekulo Kudus in academic years 2017/2018. Two out of five classes was chosen randomly. One class was treated as the first experimental group, and the other class was treated as the second experimental group. The first experimental group was taught using roundtable, while the second one was taught using One stay two stray. There were six meetings for each group, and each meeting was conducted for 45 minutes.

There were three instrument that use in this research. First was observation checklist. It was used to observe the students' behavior aspect during the activity. The second instrument is questionnaire. It was used to define the high and low level of self-confidence. The last instrument was oral test. It was used to measure the students' speaking ability.

Paired sample T-test was used to examine the effectiveness of roundtable and one stay two stray to be used in teaching speaking skill with high and low self-confidence. Two-way ANOVA was used to compare the effectiveness of roundtable and one stay two stray and also to This part explains the result and interpretation of data analysis of the implementation of Roundtable technique compared to one stay two stray technique in teaching speaking with high and low self-confidence discussed. There were two class in this research, they are experimental class one, and experimental class two. The experimental class one was taught by roundtable find out the interaction among variables: The techniques and high and low self-confidence. Tukey's Test was used as the post hoc test.

RESULTS AND DISCUSSION

technique and the experimental class two was taught by One Stay Two Stay technique. The main goal of this research was the effectiveness of Roundtable technique and One Stay Two Stray techniques in teaching speaking skill to the students with high and low self- confidence in SMA N 1 Jekulo Kudus.

Table 1. The Statistic of Pretest Experimental Class One And Experimental Class Two.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest experimental class one high self confidence	32	49.50	67.50	54.5469	3.85286
Pretest experimental class two high self confidence	27	56.00	66.50	60.9444	2.83635
Pretest experimental class one low self confidence	4	53.50	55.50	54.7500	.95743
Pretest experimental class two low self confidence	9	59.50	64.50	61.6667	2.13600
Valid N (Listwise)	4				

Table 2. The Statistic Of Posttest Experimental Class One And Experimental Class Two

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest experimental class one high self confidence	32	69.38	82.13	73.4734	2.45732
Posttest experimental class two high self confidence	29	66.00	74.00	70.5172	1.51471
Posttest experimental class one low self confidence	4	67.80	69.50	68.8063	.71774
Posttest experimental class two low self confidence	9	65.50	68.50	67.2778	1.09291
Valid N (listwise)	4				

Comparing the both of the table the experimental class one was taught by roundtable technique and the experimental class two was taught by one stay two stray technique. The table showed that the differences of the pre-test score and the post-test score.

From the data above, we can see that the score of the pre-test in experimental class one and experimental class two with high and low self-confidence range from 50 to 62. The pre-test was used to measure the speaking skills of the students before the treatment is applied.

After the pre-test done, the researcher gave the students a treatment to both of class with difference technique. The experimental class one was taught by Roundtable technique, and the experimental class two was taught by One Stay Two Stray Technique.

After the treatment had been presented, the final step was conducted the post-test. t showed how the effect how effective both of the techniques work to

the learning activity. Based on the table that showed, it can be seen that there were increasing in the mean score. The post-test table show that there were increasing score. The range of score from 60 to 75 from the experimental class one and experimental class two.

The pre-test score of the experimental class on of the student with high self-confident was 54,55. Whereas, the student in low self-confidence was 54,75. The experimental class two, the pre-test score in high self-confidence was 73, 48. While, the students with low self-confidence was 68, 81. After the technique Roundtable had been applied, there were increment of the mean each class. The result of the post-test in the experimental class one in

high self-confidence was 73,48. The score gained 18.93, while the student in low self-confidence gained 14.06.

The pre-test score of the experimental class one of the students with high self-confidence was 60.99 while the students with low confidence was 61.66. after the treatment with the One Stay Two Stray technique had been applied, there were increment of the score. but the score was not increase as high as experimental class one. The increment of the student with high self-confidence was 70,51 and for low self-confidence was 67,28.

In conclusion, the post-test of experimental class one was higher than the post-test of experimental two. It is mean that the technique that applied in the experiment class one more effective that the experimental class two.

According to the results of this research, all hypotheses of the research questions were answered. By using SPSS, the researcher analysed the data collection in statistical analysis. The data was derived from the result of questionnaire of self-confidence, pre-test score and post-test score. By giving the questionnaire, it was to classified the level of the self-confidence. It was done in the both of experimental classes; Roundtable and one stay two stray. After finding the level of the participant, the researcher gave the pre-test in order to get the basis score. Then, the researcher gave the treatment to both experimental classes in six meeting each class. Then, the next activity after the treatment was giving the post-test to get the final score that are used to test the five hypotheses.

The first hypothesis is the effectiveness of roundtable technique to teach speaking skills to

students with high and low self-confidence. The research tells the roundtable is effective to teach speaking skill with high and low self-confidence. it was showed from the mean score of the pre-test in the experiment class one with high self-confidence (54.55) is lower than post-test of the experimental class one (73.47). The table of paired samples of t-test can be seen that the sig. value was 0.000. it means the sig. value is lower than α (0.05). And also, the technique in the experimental class one with low self-confidence is effective. It was also proved from the pre-test score (55.25) that was lower than post-test score (69.00) and the sig. value was 0.000. it is also the technique is effective to taught speaking skills with low self-confidence. So, the result of the test is the technique can improve the students' speaking skill with high and low self-confidence significantly.

The second hypothesis is the effectiveness of One Stay Two Stray technique to teach speaking skills to students with high and low self-confidence. The research reveals the one stay two stray is effective to teach speaking skill with high and low self-confidence. it was proved from the mean score of the pre-test in the experiment class two with high self-confidence (60.95) is lower than post-test of the experimental class two (70.49). The table of paired samples of t-test can be seen that the sig. value was 0.000. it means the sig. value is lower than α (0.05). Besides that, the technique in the experimental class two with low self-confidence is effective. It was also proved from the pre-test score (61.67) that was lower than post-test score (67.28) and the sig. value was 0.000. it is also the technique is effective to taught speaking skills with low self-confidence. So, the result of the test is the technique can improve the students' speaking skill with high and low self-confidence significantly.

The third the effectiveness of One Stay Two Stray technique, compared with Roundtable technique to teach speaking skills to students with high self-confidence. The effectiveness of both techniques can be seen by looking for the comparison of the mean score of post-test. The post-test of experimental class one is 73.26. While, the post-test in the experimental class two score is 70.51. Based on the comparison of the post-test, we can see that the experimental class one is higher than the experimental class two. It can be concluded that the techniques are effective to teach speaking skills. But, the class that taught by roundtable technique has the higher score than the second class. The next is paired sample test. It measures the effectiveness of the data that showed by t-count and sig. value (2-tailed). The t-count of the first class is higher than class one. The mean of the score influential the t count. T count in the first class is 30.479 and the second class is 16.485. The sig. value (2-tailed) for both of classes were 0.00. It is mean both of the t count is higher than the t table and the sig. value is less then α (0.05), so the sig value was significance. So, both techniques are effective for taught the speaking skills with high self-confidence.

The fourth the effectiveness of One Stay Two Stray technique, compared with Roundtable technique to teach speaking skills to students with low self-confidence. The effectiveness of both techniques can be seen by looking for the comparison of the mean score of post-test. The post-test of experimental class one is 68.80. While, the post-test in the experimental class two score is 67.27. Based on the comparison of the post-test, we can see that the experimental class one is higher than the experimental class two. It can be concluded that the techniques are effective to teach speaking skills. But, the class that taught by roundtable technique has the higher score than the second class. The next is paired sample test. It measures the effectiveness of the data that showed by t-count and sig. value (2-tailed). The t-count of the first class is higher than class one. The mean of the score influential the t count. T count in the first class is 68.319 and the second class is 7.735. The sig. value (2-tailed) for both of classes were 0.00. It is mean both of the t count is higher than the t table and the sig. value is less then α (0.05), so the sig value was significance. So, both techniques are effective for taught the speaking skills with low self-confidence.

The last is the significant interaction among techniques and students' self-confidence in teaching speaking skills. For the last research question, F value was 39.295 and the Sig. value of self-confidence was 0.000. Since the Sig. value was less than 0.05, it indicated that there was significant effect difference on the students speaking skill between the first experimental class treated by Roundtable and the second experimental class treated by One Stay Two Stray.

The F value of techniques were 11.835 and Sig. value was 0.001. Since the Sig. value was less than 0.05, it means that there was significant difference in students' test score between One Stay Two Stray and Roundtable.

The value of Sig. of techniques and self-confidence was 0.300. It means that this Sig. value was higher than 0.05. Therefore, it could be concluded that there was no significant

difference among techniques and students' self-confidence to teach speaking skills.

CONCLUSION

The first result is the effectiveness of roundtable technique to teach speaking skills to students with high and low self-confidence. The research tells the roundtable is effective to teach speaking skill with high and low self-confidence. it is also the technique is effective to taught speaking skills with low self-confidence. So, the result of the test is the technique can improve the students' speaking skill with high and low self-confidence significantly.

The second result is the effectiveness of One Stay Two Stray technique to teach speaking skills to students with high and low self-confidence. The research reveals the one stay two stray is effective to teach speaking skill with high and low self-confidence. it was proved from the mean score of the pre-test in the experiment class two with high self-confidence is lower than post-test of the experimental class two. Besides that, the technique in the experimental class two with low self-confidence is effective. It was also proved from the pre-test score that was lower than post-test score and the sig. value was 0.000. it is also the technique is effective to taught speaking skills with low self-confidence. So, the result of the test is the technique can improve the students' speaking skill with high and low self-confidence significantly.

The third result is the effectiveness of One Stay Two Stray technique, compared with Roundtable technique to teach speaking skills to students with high self-confidence. Based on the comparison of the post-test, we can see that the experimental class one is higher than the experimental class two. The class that taught by roundtable technique has the higher score than the second class. So, both techniques are effective for taught the speaking skills with high self-confidence.

The fourth result the effectiveness of One Stay Two Stray technique, compared with Roundtable technique to teach speaking skills to students with low self-confidence. Based on the post-test, we can see that the experimental class one is higher than the experimental class two. It can be concluded that the techniques are effective to teach speaking skills. But, the class that taught by roundtable technique has the higher score than the second class. So, both techniques are effective for taught the speaking skills with low self-confidence.

The last result was about the significant interaction among techniques and students' self-confidence in teaching speaking skills. The value of Sig. of techniques and self-confidence was 0.300. It means that this Sig. value was higher than 0.05. Therefore, it could be concluded that there was no significant difference among techniques and students' self-confidence to teach speaking skills. It was mean that the techniques were effective to taught the students' speaking skills without attending the self-confidence factor.

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