

EXPERIMENTAL STUDY: LEVERAGING ACTIVE ENGLISH COMMUNICATION SKILLS THROUGH SPEECH TRAINING

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ABSTRACTS

In the age of globalization, having a working knowledge of English can be beneficial for santriwati. These students may get the chance to study or preach overseas as they pursue their studies of religious knowledge and impart it to others. However, according to a survey done at Hafshawaty Islamic Boarding School, santriwati's level of English proficiency is still quite poor. A pre-experimental investigation was carried out with 16 santriwati of 90 population total in order to address this using a one-group pre-post-test design. Primary data were gathered through interviews, and English-speaking competencies were assessed both before and after speech treatment. To obtain a summary of all the variables, univariate analysis employing a frequency distribution is used, t-test and paired t-test bivariate analysis to ascertain the impact of one variable on another. The improvement of pronunciation, fluency, and vocabulary mastery indicates that practicing speech can improve one's ability to speak English.

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INTRODUCTION

Speaking is a skill that everyone needs because it is a basic communication tool that almost everyone uses in everyday life. Speaking allows a person to communicate their intentions and goals to others (Minat et al., 2021). Giving a speech is the oral transmission of ideas by means of appropriate reasoning and non-linguistic aspects (Yani, 2017). Speech requires complex skills, because simply being able to speak does not mean being able to give a speech. Facial expressions, gestures, self-confidence and eye contact with the audience are all part of giving a speech. Giving a speech, on the other hand, demonstrates non-linguistic skills as well as linguistic skills. Other considerations for the speaker include pronunciation and intonation of words and sentences. A speaker of English also needs to be aware of grammatical issues, as using the wrong word or grammar can lead to an error in meaning, which can confuse the message the speaker is trying to convey to the audience.

Speaking ability is a measure of success in learning English. (Syafitri, A., Yundayani, A., & Kusumajati, 2019) said that one of the most challenging aspects of mastering a foreign language is fluency. Speaking skills must be mastered by everyone so that we are able to convey messages or ideas properly and correctly. There are several types of speaking activities in English such as speech, dialogue, storytelling, role-playing, etc. The ability to speak English properly and correctly does not mean that one's English is excellent. Conversation, Debate, Storytelling and Speech are some activities for learning to speak English. These activities have been chosen because they can be used to measure success in speaking English. In addition, many debate, storytelling and speech competitions are held at school level to demonstrate students' achievement in learning English (Samad A G dan Wahyuni, 2019).

Speech is an expression that is carefully formulated to reach a large number of people. Meanwhile, the Great Indonesian Dictionary (KBBI) defines speech as (1) the expression of

thoughts in the form of words addressed to a large number of people; and (2) discourse prepared to be delivered in public. Meanwhile, giving a speech is a type of spoken language activity, according to (Yani, 2017), giving a speech as a form of spoken language emphasises the expression of ideas and reasoning through spoken language, supported by non-linguistic aspects (facial expressions, gestures, eye contact and others), so that speech requires complex skills because simply being able to speak does not mean being able to give a speech. Facial expressions, gestures, self-confidence and eye contact with the audience are all part of giving a speech. Giving a speech, on the other hand, demonstrates non-linguistic skills as well as language skills. Other considerations for the speaker include pronunciation, intonation of words and sentences, and inflection. In addition, someone who speaks English must be aware of grammatical issues because using the wrong word or grammar can lead to a misunderstanding of meaning, which can confuse the message that the speaker is conveying to the audience. Speaking requires complex skills because it is not enough to know how to speak. Speaking involves facial expressions, gestures, confidence and also eye contact with the audience or listeners. Or you could say that giving a speech is not only about speaking skills but also about other non-linguistic skills. Meanwhile, when speaking in English, the speaker must also pay attention to other things such as pronunciation, intonation of words and sentences, and inflection. In addition, someone who speaks in English must also pay attention to grammar, because if the wrong word or grammar is used, there will be a mistake in meaning that can confuse the message that the speaker is conveying to the audience.

According to (Jalaluddin, 2004) the following speech methods can be used: a) Impromptu or spontaneous, Impromptu speech is done spontaneously or without preparation. This happens as a result of a condition or set of circumstances that forces them to appear unprepared. For example, suppose someone is attending an event. Then suddenly they are asked to give a speech. This is also known as extemporaneous speaking. b) Framework has the characteristics of conveying only important points or outlining the main points. This method can be used by those who are good at giving speeches because they no longer need a text; instead, this method allows the speaker to explore the content of the speech so that it is no longer stiff and monotonous. c) Memorisation, this method of speaking uses a written script that is memorised and then delivered. This type of method is often used for those taking part in competitions where they are required to give speeches without using text, so memorisation is a suitable method to use. This method emphasises the power of memorisation and can cause them to fail. d) Manuscript is a type of speech method that uses full text or 'full text speech'. This method is often used for formal events that are prone to error, such as state speeches.

According to (Nugroho, 2018), In a speech there are parts or sequences that are delivered. Similarly, in English, the order of the content of a speech is as follows:

a) Opening The opening usually contains greetings and respect for the guests present or the audience. The speaker thanks the audience for the opportunity to speak at the event. b) Content is the main part of the speech and contains a description of the topic the speaker is presenting. The content of the speech can come from the speaker's own ideas or be adapted from books or other sources. c.) Conclusion contains the conclusion of the speech, hopes or appeals, thanks and closing. Speech requires the speaker to prepare his or her speech before delivering it to an audience in a well-organised manner with the main purpose of influencing, informing or entertaining the audience (Heryanto, 2019).

Santriwati, as a generation that will have a mission to spread knowledge, both religious and general, will undoubtedly need speech skills. Giving a speech will be one of the methods they will use to spread the knowledge they have gained while attending the Islamic boarding school. Students need to be able to give speeches in order to disseminate knowledge to the

general public. Furthermore, the ability to speak English will be one of the added values for Santriwati in their foreign language skills.

According to the results of a survey conducted at Hafshawaty Islamic Boarding School, Santriwati's ability to communicate in English is still relatively low. However, students often face a variety of difficulties in learning to speak English, including lack of vocabulary, poor pronunciation, lack of motivation to learn, and lack of self-confidence. This makes it difficult for students to learn to speak English. Therefore, efforts are needed to solve these problems.

Based on this context, researchers intend to make efforts to address these issues through Speech Training Activities. Previous researchers have made various efforts to improve their English speaking skills. Speech activities are one way of improving speaking skills. In a previous study titled "The Effect of English Speech Activity Toward Psychological Aspects in Speaking English", speech activities were identified as an alternative to overcome difficulties in learning English (Syarif & Muthmainnah, 2017). The aim of this study was to know the effect of English speech on the speaking abilities of Santriwati at Hafshawaty Islamic Boarding School.

The researcher formulated the research question based on the above problems: What is the effect of English language on the speaking ability of Santriwati in Hafshawaty Islamic Boarding School?

The researcher should contribute to the teaching of English at university level. Teachers can create and implement variations of learning activities and develop their teaching approach to reduce students' pronunciation errors. The results of the study will also help other researchers to provide the author with references for further research.

RESEARCH METHOD

a. Research Design

This research used a pre-experimental study design with a one group pre-post test design. This research used one class. The pre-test was given before the treatment. The pre-test was used to determine Santriwati's speaking ability before the English training speech was given. While the post-test was used to determine the improvement in Santriwati's speaking ability.

b. Samples/Participants

The population used in this study was 90 female students of Hafshawaty Islamic Boarding School. This research used probability sampling, a sample of 16 female students who meet the criteria namely those who were willing to be interviewed, who had a high willingness to speak.

c. Instruments

The data for this study was collected using interviews to collect primary data and an assessment format to assess English language skills before and after speech training activities. Data collection was conducted using interviews to collect primary data and an assessment format to assess English speaking skills before and after Speech Training activities. The oral test form was used to measure fluency, pronunciation and vocabulary. Each student was tested for 5 minutes. Range score includes excellent, good, fair and poor. Interview was used to collect data about respondents' perspectives on speaking learning.

d. Data analysis

Data analysis was carried out using SPSS. Univariate analysis using frequency distribution was used to get an overview of all variables including the general description of the respondents. Bivariate analysis using t-test and paired t-test was used to determine the effect of one variable on another. Because the research sample is less than 30, it used a non-parametric

test with the Wilcoxon Test. This test was an alternative to the T-paired data test. The assessment format of this study was an oral test. The oral test was used to determine the effect of speech training on Santriwati's speaking ability. Interview was used to collect data about respondents' perspectives on speaking learning.

There were two types of tests: pre-test and post-test. The oral test consisted of a topic selected by the researcher. The test took 5 minutes for each student. The three components of speaking were used to assess the speaking ability of Santriwati. There were three of them: fluency, pronunciation and vocabulary. Each component was divided into four categories: excellent, good, fair and poor. Excellent range score is 80-89, good score is 70-79, fair is 60-69 and poor is 50-59. So in this study, the pre and post test scores were used to determine the improvement in Santriwati's speaking ability..

RESEARCH FINDINGS AND DISCUSSION

Research Findings

The table below shows the results of the pre- and post-tests of the English speaking skills of the female students of Hafshawaty Islamic Boarding School, including pronunciation, vocabulary and fluency.

Table 1. Pre and Post Test Results on the Fluency Component

No.	Categories	Pre Test		Post Test	
		n	%	N	%
1.	Excellent	0	0	0	0
2.	Good	5	31.25	12	75.0
3.	Fair	10	62.5	4	25.0
4.	Poor	1	6.25	0	0
Total		16	100.0	16	100.0

According to Table 1, there is an increase in fluency among the Santriwati of Hafshawaty Islamic Boarding School. The sufficient category decreased from 62.5 per cent in the pre-test results to 25.0 per cent. The percentage of those who consider themselves good has increased from 6.3 per cent to 75.0 per cent.

Table 2. Pre and Post Test Results on the Pronunciation Component

No.	Categories	Pre-Test		Post-Test	
		n	%	N	%
1.	Excellent	0	0	3	18.8
2.	Good	8	50.0	7	43.8
3.	Fair	7	43.8	6	37.5
4.	Poor	1	6.3	0	0
Total		16	100.0	16	100.0

According to Table 2, there is an increase in pronunciation for the Santriwati of Hafshawaty Islamic Boarding School. From the pre-test results, 43.8 per cent to 37.5 per cent were in the fair category. The very good category increased significantly from 0% to 18.8%.

Table 3. Pre and Post Test Results on Vocabulary Component

No.	Categories	Pre Test		Post Test	
		N	%	N	%
1.	Excellent	0	0	1	6.3
2.	Good	8	50.0	8	50.0
3.	Fair	8	50.0	7	43.8
4.	Poor	0	0	0	0
Total		16	100.0	16	100.0

According to Table 3, there is an increase in vocabulary mastery among the Santriwati of Hafshawaty Islamic Boarding School. It is clear from the category that it has decreased significantly from 50.0 % in the pre-test results to 43.8 %.

Table 4. Pre and Post Test Results on Vocabulary Component

No.	Variables	P
1.	Fluency	0.000
2.	Pronunciation	0.000
3.	Vocabulary	0.000

Table 4 shows that all speech components have a sig p value of $0.000 < 0.005$. This indicates an improvement in all aspects of speaking after the speech training. Within two weeks, students are taught how to give English speeches, including pronunciation, fluency and vocabulary. Pronunciation is one of the factors that contribute to English speech errors, making it difficult for listeners to understand. (Fajarwati, 2017)

Based on the results of the researcher's interview with the respondent, it was found that the low value of speaking of the santriwati was mostly caused by the lack of confidence to speak. The lack of English learning duration is also a factor in their low speaking ability.

Discussion

The English speech training programme takes place during the day from 14:00 to 15:00, for a total of 60 minutes per face-to-face session. The training is completed in one month with the intensity of meeting twice a week, on Saturdays and Sundays. This programme is taught by two non-native speakers. To make it easier for students to understand the material, they use Indonesian as the language of instruction.

On the first day of the language training activity, a pre-test was conducted to measure the santriwati's English skills, which included pronunciation, fluency and vocabulary. On the second day, the santriwati were given speech material for opening, content and closing. The third day was dedicated to speech writing mentoring. While the fourth to seventh days are spent practising the speeches, the tutors guide the students by checking the pronunciation and posture of the speeches as well as setting a good example. Good pronunciation is indeed crucial for effective communication, as it helps ensure that the intended message is conveyed clearly to the audience. Proper pronunciation can enhance the listener's comprehension and engagement with the speaker. It also contributes to a more professional and respectful tone, which is important in various contexts such as public speaking, teaching, and professional settings. Good pronunciation means being understood by audience (Y. Djurayeva, 2021).

On the eighth day, the students gave speeches in front of their peers and teachers. The tutors provided corrections and feedback on pronunciation, fluency and vocabulary variations used in the speeches on this occasion in order to present a good speech performance. The tutors in this exercise put a lot of emphasis on the three skills listed above.

The amount of practice time available is one of the determining factors in the success of the speeches; the more practice time available, the more mature their speech preparation will be. Public speaking skills are usually not a natural talent one is born with, but the result of consistent and constant practice (Arofah, 2024). During practice, tutors will correct mistakes and then provide correct examples. As a result, students will not make the same mistakes again. These two factors have proven to be effective in improving Santriwati's speaking skills at Hafshawaty Islamic Boarding School. To assess students' skills, teachers use a checklist sheet to evaluate progress in three areas: fluency, pronunciation and vocabulary.

The Santriwati's skills improved in almost every component after attending the English speech training. This is evidenced by the post-test results, which showed a significant improvement in all components of speaking skills, including fluency, pronunciation and vocabulary. According to the results of the study, the average pronunciation score before treatment was 2.4375 and after treatment was 2.8125, an increase of 3,750 times. As stated by (Sholeh & Muhaji, 2015) correct pronunciation allows other people (interlocutors) to understand the speaker's intention, which facilitates the communication process and ultimately helps the speaker to develop his or her speaking skills.

The Santriwati's confidence in communicating in English increased after participating in speech training activities as (Trent, 2009) stated that lack of confidence and fear of making mistakes are the causes of our inability to speak English even though we have studied it. These results are divided into four categories: very good, good, fair and not good. The poor category dominates all the speaking components in the pre-test results. Meanwhile, the poor category decreased significantly after the post-test. The good and very good categories, on the other hand, increased. This is in line with the results of previous research which states that English speech is effective for improving students' speaking ability (Thresia Trivict Semiun, 2022).

CONCLUSION

Conclusions

The improvement in the three components of speaking English, which include pronunciation, fluency and vocabulary mastery, indicates that speech training can help Santriwati at Hafshawaty Islamic Boarding School to improve their English speaking skills. It can be concluded that speech training is an alternative that can be used to improve English speaking skills. This research is in line with (Syarif & Muthmainnah, 2017) It was concluded that speaking English can improve students' speaking skills as well as increase students' interest in speaking English. It does not only increase female students' speaking skills but also their motivation, which is consistent with (Yee et al., 2014) who stated that by introducing English speaking practice, a comfortable and supportive environment is created for students to overcome their speaking anxiety and increase their motivation to speak. Furthermore, this study needs to pay more attention to another factor that affects speech errors, in line with (Fajarwati, 2017) who stated that there are two factors that affect students' speech errors: phonological errors or speech errors that are difficult to understand, and morphological errors or local effects that do not affect the understanding of speech content.

Suggestions

The researcher makes the following recommendations for the Hafshawaty Islamic Boarding School A long-term follow-up is required to achieve optimal results and impact. The boarding school administration needs to be involved in supporting and motivating the students to learn English. Another effort that can be made to improve English language skills is the use of peer tutors, where students who have the ability to speak English are coached and at the same time become a partner in learning English. Santriwati need to increase their hours of learning English, especially speaking, as well as their practice activities to improve their pronunciation,

fluency and vocabulary mastery. It is necessary for the next researcher to do further research on the factors that affect the ability to speak English.

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