

**THE IMPLEMENTATION OF OVERCOMING ENGLISH SPEAKING ANXIETY
STRATEGY BY TSIPLAKIDE (TSIPLAKIDE'S STRATEGY) IN TEACHING
SPEAKING AT THE TENTH GRADE OF SMKN 1 JAMBLANG**

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Abstract.

This study is aimed to know the effective of the implementation of Tsiplakide's strategy and students' responses of that strategy in teaching speaking at the tenth grade of SMKN 1 Jamblang. The data were collected quantitatively with pre-experimental design one group pretest-posttest. The population in this study amounted to 680 students from the first semester of the 10th grade and took 40 students from class X TSM 1 as the sample. To achieve the objectives of the study, the writer used test (pretest-posttest) and questionnaires (15 close questionnaires and 2 open-ended questionnaires) as the instruments. In the pre-test, the writer ordered the students to make a descriptive text about animal and tell it in front of class individually. However, in the post-test the writer ordered the students to make a descriptive text about hometown and tell the text in front of class with their pairs. The data of test analyzed by using t-test with the formula from McMillan. The writer found that the result of t-test is $t_{account}(23.4) > t_{table}(2.022)$ with significant level 5% (0.05/0.975). Besides analyzed test, the writer also analyzed questionnaire (close and open-ended questionnaire) that adopted from six indicators of Tsiplakide's strategy and percentage it by using the formula from Louis Cohen. Close questionnaire divided into six indicators (project work, establishing a learning community and a supportive classroom atmosphere, teacher-student immediacy, providing indirect rather than direct correction, accepting the need for self-worth protection, and teacher immediacy). The writer found that there were 70% students whom answered that the implementation of Tsiplakide's strategy is effective and 30% students whom answered that the implementation of Tsiplakide's strategy is not effective in teaching speaking. The writer found also that there were 45% students whom preferred to implementing establishing a learning community and a supportive classroom atmosphere indicator than other indicators of Tsiplakide's strategy in teaching speaking. Based on the data above, it can be concluded that the implementation of Tsiplakide's strategy is effective in teaching speaking.

Keywords: *Tsiplakide's Strategy, Teaching, Speaking.*

Introduction

Speaking is students' ability to speak fluency in teaching learning process, but not only to presupposes students' knowledge of language feature but also about process to gather information and speak with other people (Harmer, 2001: 284). In teaching and learning speaking, not all students can speak fluency. So, the teacher should give students opportunity to practice their speaking skill by giving some more example or activities that put them into the real practice communication.

In order to make the students strongly interested in the teaching and learning process especially in the speaking skill, the teacher should use the most appropriate teaching strategy which is suitable to the students' level. English teacher should use an interesting teaching strategy to present their teaching material which is expected not only to develop students' ability in speaking English but also help them creating fun in the classroom.

In the previous study, Gudu (2015) doing a study about teaching speaking skill in English language using classroom activities in secondary school level in Eldoret municipality, Kenya. The study found that there was variation in use of classroom activities for example discussions was the most used classroom activity while oral drill was the least used, during classroom discussions, students code switched to Kiswahili or Sheng due to low oral skills and teachers did not integrate various classroom activities in one lesson thus denied learners chances to practice using authentic English language in context, teachers should integrate various activities in a lesson to meet learners' need, curriculum to knowledge learners' cultural backgrounds in order to enhance their outcomes. This study is useful to language educators and teachers of English language.

The writer conducted interview through teachers' and students' perception about how teachers and students feel in teaching speaking classroom activities. The interview conducted with three teachers and three students in one of SMK in Cirebon. In the interview with teachers, the first teacher's answered that making humor in teaching learning activity help students secured while they should speak in front of class. It is reinforced by the second teacher's answered that some of students not anxious while speak in front of class because they like the teacher. So. Students can speak in front of class perfectly. The last teacher's answered that as a facilitator and motivator, teacher should help students to understand the material easily, so they can speak or present the material in front of class clearly. In this case, the last teacher's answered that not all teachers have strategy or method in teaching speaking. So, some of students still anxious and think that speaking classroom activity is difficult.

In the interview with students, the writer found that the students need strategy or method of teaching learning that can help them improve their speaking ability. Their teacher did not implement any strategy or method in teaching speaking. So, they need strategy or method to improve their speaking ability.

The writer interest with students' problem in speaking class. So, the writer would like to implement Tsiplakide's strategy in teaching speaking and would like to know that the strategy is effective or

not. After that, the writer would like to know the students' responses about the implementation of Tsiplakide's strategy in teaching speaking. Based on the research questions above, the writer conducted a study with the title "The Implementation of Tsiplakide's Strategy In Teaching Speaking at The Tenth Grade of Smkn 1 Jamblang".

Research Questions

1. Is the implementation of Tsiplakide's strategy effective in teaching speaking?
2. How are students' responses by implementing Tsiplakide's strategy in teaching speaking?

Research Method

In this study, the writer used quantitative method. The writer conducted the data based on pre-experimental design with one-group pretest-posttest. The writer used pre-experimental design because there was relationship between dependent variable and independent variable. In this study, the writer only took one group and used pretest-posttest to find out the result of the treatment. The study conducted in pre-experimental design from the theory of Fraenkel and Wallen (2012: 271). In this study, the writer used test, closed and open-ended questionnaire as the instruments because the writer would like to know the effective of the implementation of Tsiplakide's strategy and students' responses of the strategy in teaching speaking.

Population and Sample

The population in this study is the first semester of all 10th grade at SMKN 1 Jamblang Cirebon in the academic year 2017/2018. The data showed that there are 17 classes that consists of 680 students of the 10th grade at SMKN 1 Jamblang Cirebon in the academic year 2017/2018. After getting the population, the writer only took one class at the first semester of all 10th grade at SMKN 1 Jamblang Cirebon. There are 40 students from X TSM 1 as the sample. The sample consists of 3 females and 37 males. In selecting the sample, the writer used purposive sampling. In purposive sampling, the writer selected the sample used their judgment that they believe to get information that they need (Fraenkel and Wallen, 2012: 99).

Instruments of Data Collection

In this study, the writer conducted some instruments. There are test and questionnaires (close and open-ended questionnaires). The writer gives pre-test before giving treatment and post-test after giving treatment to the students and the form of the test is oral presentation. The test form is oral presentation. The writer ordered students to make a descriptive text and tell it in front of the class.

The writer used scoring rubric speaking from Brown (2001: 406) to analyze the score of the pre-test and post-test of students' speaking task. Besides test, the writer gives close and open-ended questionnaire to the students. The questionnaire adopted from Tsiplakide's strategy.

1. Validity of Close Questionnaire

The writer used the test validity of close questionnaire to find out the concrete data of the study. This instrument evaluated and assessed by Mrs. O. Suzana Rahman, Dra., M. Hum as the first supervisor and the expert of English department. The close questionnaire consisted of 20 items of six indicators from Tsiplakide's strategy. This instrument tested of 40 students at 10th SMKN 1 Jamblang Cirebon in different study program. To analyzed the data, the writer used *Pearson Product Moment* (Sundayana, 2015: 60) in SPSS 23. If sig. > 0.05 it means that the data or the item is not valid. But if sig. ≤ 0.05 it means that the data or the item is valid. The result of validity instrument is five items are not valid and 15 items are valid and can be used in this study.

2. Reliability of the close questionnaire

The aim of reliability instrument is to find out the consistency and the reliable data of the instrument. In this study, the writer used Alpha Cronbach from Sundayana (2015: 69). The writer analyzed the reliability of the questionnaire used SPSS 23.

Open-ended Questionnaire

The second questionnaire is open-ended questionnaire to makes sure and describe the students' responses of the implementation of Tsiplakide's

Classification of Coefficient Reliability

No	Value r_{11}	Interpretation
1.	$0.80 \leq r_{xy} < 1.00$	Very High
2.	$0.60 \leq r_{xy} < 0.80$	High
3.	$0,40 \leq r_{xy} < 0.60$	Moderate
4.	$0,20 \leq r_{xy} < 0,40$	Low
5.	$0.00 \leq r_{xy} \leq 0,20$	Very Low

Open-ended Questionnaire

The second questionnaire is open-ended questionnaire to makes sure and describes the students' responses of the implementation of Tsiplakide's strategy in teaching speaking. The open-ended questionnaire evaluated by the expert judgement Mrs. O. Suzana Rahman, Dra., M. Hum. There are two questions that represent with the study. the questions adopted from Tsiplakide's strategy and students be able to express their feeling of this strategy.

Data Collecting Technique

In collecting the data, the writer gave a test for students that represent with the study. The data non-test will be taken by the writer from close and open-ended questionnaire. There are several steps that will be taken by the writer such as, conducting the pre-test, giving the treatment, conducting the post-test, distributing close and open-ended questionnaire, and counting the data using t-test and percentage. Besides that, the writer used Likert Scale to analyze the questionnaire data.

Technique of Data Analysis

1. Analyzing the Data of Test

After got the data, the writer analyzed the data used T-test with the formula from McMillan (2001: 620) as follows:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Note:

D = the mean difference for all pairs of scores

$\sum D^2$ = the sum of the squares of the differences

$(\sum D)^2$ = the square of the sum of the differences

N = the number of pairs of scores

$N - 1$ = the degrees of freedom (one less than the number of pairs of scores).

Analyzing the Data of Questionnaire

To analyzed the result of close and open-ended questionnaire, the writer percentage the data. In close questionnaire the writer used Likert scale with the criteria score 1-5 point. To arrange the percentage, the writer used formulation questionnaire based on Louis Cohen (2007: 521) as follows:

$$p = \frac{f}{N} \times 100\%$$

Note:

P = question percentage

F = frequency

N = number of participant

The Percentage of Categories

No.	Percentage	Criterion
1	0% - 20%	Very Low
2	20% - 40%	Low
3	40% - 60%	Enough
4	60% - 80%	Good
5	80% - 100%	Very Low

Result and Discussion

The Implementation of Tsiplakide's Strategy in Teaching Speaking at The Tenth Grade of SMKN 1 Jamblang

Based on the writer's observation in SMKN 1 Jamblang Cirebon, the writer concluded that one of students' difficulties in learning English is speaking. Students cannot speak perfectly in teaching learning speaking activity. They need some strategy to help them improved their speaking ability. So, the writer implemented Tsiplakide's strategy in teaching speaking at the 10th grade of SMKN 1 Jamblang. The teaching learning speaking activity by implementing Tsiplakide's strategy at class X TSM 1 of SMKN 1 Jamblang Cirebon was not easy because they have lack of vocabulary. In this study, the writer used one group pretest-posttest design. The writer conducted the pre-test on August,

7th 2017. In the pre-test, the writer ordered the students to make a descriptive text and tell it in front of the class individually. The mean of pre-test is 61.5.

After giving pre-test, the writer gave treatment to the students in three meetings. The writer conducted the first meeting on August, 5th 2017. The writer gave different topic about descriptive text in each meeting and in the first meeting, the writer ordered the students to make a descriptive text about describing people” and tell it in front of the class with their pairs. The mean of the first meeting is 57.5. The second meeting conducted on August, 8th 2017. The writer ordered the students to make a descriptive text about describing ecotourism place and tell it in front of the class with their pairs. The mean of the second meeting is 67.1. The last meeting conducted on August, 10th 2017. The writer ordered the students to make a descriptive text about describing historical place and tell it in front of the class. The mean of the last meeting is 75.8. The students got different score and the score was increase in each treatment.

In teaching and learning activities, the writer explained about the material in general and implementing the Tsiplakide’s strategy during classroom activities. The six indicators of Tsiplakide’s strategy are project work, establishing a learning community and a supportive classroom atmosphere, teacher-student relation, providing indirect rather than direct correction, accepting the need for self-worth protection, and teacher immediacy. The writer gave post-test after giving treatment to the students. The instruction of post-test was the same with pre-test and the mean of post-test is 87.5. So, the writer concluded that students’ score of pre-test, treatment, and post-test was increased.

The Students’ Effective of the Implementation of Tsiplakide’s Strategy in Teaching Speaking at the Tenth Grade of SMKN 1 Jamblang

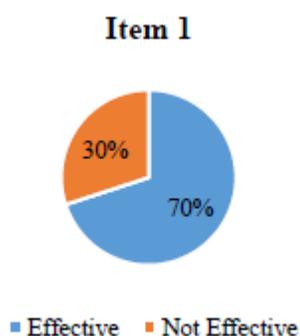
Firstly, the writer used pre-test and post-test to know the students effective by implementing Tsiplakide’s strategy in teaching speaking at the 10th grade of SMKN 1 Jamblang. The writer concluded that post-test score is > pre-test score. So, students score was increase than before. From the statistics calculation, the writer explained that $t_{\text{account}} > t_{\text{table}}$ ($23.4 > 2.022$) with significant level 5% ($0.05 / 0.975$) with degree of freedom is 39. It means that, there were students effective by implementing Tsiplakide’s strategy in teaching speaking at the 10th grade of SMKN 1 Jamblang.

Secondly, the writer used questionnaire to know students’ responses of the implementation of Tsiplakide’s strategy in teaching speaking at the 10th grade of SMKN 1 Jamblang. The writer used two kinds of questionnaire, there are close and open-ended questionnaire. The questionnaire uses

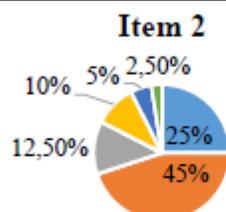
to strength the data of pre-test and post-test. Students can express their opinion of the implementation of Tsiplakide's strategy by answering the questionnaire. There were 40 students whom answered the questionnaire

Besides, there were 37.50% (15 students) whom answered neither agree with item of number 9 (I have a good relation with my English teacher. So, I enjoy to learn English), 45% (18 students) whom answered neither agree with item of number 10 (I'm dislike speaking class because I'm dislike the teacher), 42.50% (17 students) whom answered agree with item of number 11 (I am afraid that my English teacher will be correcting all my English mistake in front of my friends), 42.50% (17 students) whom answered neither agree with item of number 12 (I prefer if the teacher correcting my English mistake indirect correction rather than direct correction), 30% (12 students) whom answered agree and neither agree with item of number 13 (I am worry if the result of my speaking class will be show on the wall), 52.50% (21 students) whom answered neither agree with item of number 14 (in learning activity, I need self-worth protection to makes me comfortable joint in the class), and 47.50% (19 students) whom answered agree with item of number 15 (I am happy to joint in speaking class because the teacher use humor while teaching learning process).

The writer gave open-ended questionnaire to the students to strength the data. There were two questions of open-ended questionnaire and students answered the question in short text to express their idea.



From 40 students, there were 70% (28 students) whom answered that the implementation of Tsiplakide's strategy is effective and 30% (12 students) whom answered that the implementation of Tsiplakide's strategy is not effective for them in speaking class. Students answered the questions in Bahasa to makes them easier express their idea. Based on the data above, this item categorized in strong category because almost of the students answered that Tsiplakide's strategy is effective for them in speaking class.



- Project Work
- Establishing a Learning Community and a Supportive Classroom Atmosphere
- Teacher-Student Relation
- Providing Indirect Rather than Direct Correction
- Accepting the Need for Self-Worth Protection
- Teacher Immediacy

From 40 students, there were 25% (10 students) whom chose “project work”, 45% (18 students) whom chose “establishing a learning community and a supportive classroom atmosphere”, 12,50% (5 students) whom chose “teacher-student relation”, 10% (4 students) whom chose “providing indirect rather than direct correction”, 5% (2 students) whom chose “accepting the need for self-worth protection”, and 2,50% (1 student) whom chose “teacher immediacy”.

Conclusion

The conclusions are described as follows:

- The first aim of this study was to know the effective of the implementation of Tsiplakide’s strategy in teaching speaking at the tenth grade of SMKN 1 Jamblang. Based on the study, the writer found that students’ score was increase in each meeting and students pretest-posttest score was increase. It can be seen from the result of statistics calculation that showed taccount is higher than ttable ($23.4 > 2.022$). It means that the writer hypothesis was accepted. It can be concluded that implementing the Tsiplakide’s strategy effective in teaching speaking at the tenth grade of SMKN 1 Jamblang.
- The second aim of this study was to describe students’ responses of the implementation of Tsiplakide’s strategy in teaching speaking at the tenth grade of SMKN 1 Jamblang. There were six indicators of Tsiplakide’s strategy that implemented by the writer in speaking class. Those are project work, establishing a learning community and a supportive classroom atmosphere, teacher-student relation, providing indirect rather than direct correction,

accepting the need for self-worth protection, teacher immediacy. Based on the result of the data collected, the writer concluded that most of students argued that the implementation of Tsiplakide's strategy is effective to be implementing in teaching speaking. There were 45% students whom prefer to implementing establishing a learning community and a supportive classroom atmosphere in teaching speaking.

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