

THE INFLUENCE OF INTEGRATING DOUBLE PRO AND DOUBLE TS ON STUDENTS' SPEAKING ANXIETY

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Abstract

Penelitian ini menguji 1) peningkatan berbahasa Inggris peserta didik sebelum dan setelah penerapan Double Pro dan Double TS, 2) penurunan tingkat kecemasan peserta didik setelah penerapan Double Pro dan Double TS dan 3) jenis kecemasan yang paling dominan dialami oleh peserta didik selama kelas speaking. Design pretest-post-test diimplementasikan dalam penelitian ini. Subject penelitian ini adalah peserta didik SMP Qur'an Bandar Lampung yang berjumlah 30. Speaking test dan kuisisioner kecemasan digunakan untuk mengumpulkan data. Hasil penelitian menunjukkan bahwa 1) peningkatan berbahasa Inggris siswa meningkat secara significant, 2) terjadi penurunan tingkat kecemasan peserta didik dan 3) jenis kecemasan yang dominan di alami peserta didik adalah fear of negative evaluation. Ini menunjukkan bahwa Double Pro dan Double TS sangat efektif membantu peserta didik untuk belajar bahasa Inggris dengan mengurangi tingkat kecemasan mereka dalam belajar.

This study examined i) students' speaking before and after the implementation of Double Pro and Double TS, ii) students' speaking anxiety decrease and iii) the most anxiety type experienced by students. Subjects of the research were 30 students of SMP Quran Darul Fattah Bandar Lampung. Pre-test and post-test were employed. Speaking test and anxiety Questionnaire were administered to students. The results showed that 1) there was significant students increase on their speaking; 2) there was students' anxiety decrease and 3) most dominant anxiety experienced by students was fear of negative evaluation. In short, the integration of Double Pro and Double TS was really effective to help students to speak and decrease their anxiety.

Keyword: *Double Pro, Double TS and Anxiety*

INTRODUCTION

For human being, speaking is a way of communication to deliver messages. It is also a way to interact to state their intentions. Furthermore, Nunan (1991) in Heriansyah (2012) states that for most people, mastering speaking skill is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language. In addition, cited in Nirwati (2015), Cameron (2001: 40) asserts that speaking is the active use of language to express meanings so that other people can make sense of them. Moreover, it is recognized as an interactive, social and contextualized communicative event. Speaking requires learners to be possession of knowledge about how to produce not only linguistically connect but also pragmatically appropriate utterances. To sum up, communication is a great tool for human to understand one another, to deliver message or to convey their intentions. Therefore, it is beneficial for human to learn speaking.

In English teaching, speaking is really important skills to be emphasized. According to Dakowska (2005: 231) in Kurnierek (2015) speaking is now the most emphasized skill in the field of foreign language teaching, but unfortunately, it is also recognized as the most difficult one to develop in classroom conditions. Students are constantly encouraged to use the target language during classes, but when the lesson is over, they have no possibility to use it in real communication. In line with this matter, there were some problems figured out by the researcher in SMP Quran Darul Fattah during the pre-observation. Many students were reluctant to speak English, afraid to make mistakes, having less

knowledge like on grammar and the teachers' skills in teaching.

Richards and Renandya (2002:204) argue that learning to speak a foreign language requires more than knowing its grammatical and semantic rules that might problematic for students. Scarcella and Oxford in Richards and Renandya (2002:205) also claims that learners need to acquire the knowledge of how a native speakers use the language in the context of structured interpersonal exchange, in which many factors interaction. In addition, to speak a language one must know how language is used in social context because it is well known that each language has its own rules of usage as to when, how and to what degree a speaker may impose a given verbal behavior on his or her conversational factors. However, they could be decreased by the role of teachers. They should the ability to design an attractive teaching that integrated with a good technique to attract students to learn English. Richards & Renandya (2002:209) empower that teachers should wrap an activities which are manipulative, meaningful, and communicative with suitable techniques.

However, currently the problem is more various, especially on teaching technique. Reflecting to some theories, some experts believe that the suitable and effective of techniques used in the process of learning, teaching and assessing done by teachers always will give positive effects for students, such as better improvement in speaking achievements. However, it would give negative effects to students if the technique is not suitable. It will burden students to study in the classroom such as creating anxiety and pressure among students. In the context of classroom learning some experts proved that there is

relationship between anxiety and learning a language both for ESL and EFL students.

According to Herwanto (2013) there are several factors that cause language anxiety. The first factor is type of task which demands classroom presentation, second is being exposed in front of the classroom participants and the third is fear of making mistakes during students' speaking performance which commonly happened are on pronunciation, grammar, and vocabulary. He also states that in the speaking class, anxiety not only influences the student who feels it but also other members of the class such as the teacher and friends. For the teacher, students' anxiety impedes the learning process of speaking because some students do not want to speak at all while the teacher gives them instruction to speak in English. In line with him, Sutarsyah (2017) also found that speaking anxiety may give negative contribution to the overall students' speaking performance achievement. To overcome the problems raised, the researcher would like to integrate two effective techniques, Probing Prompting (PP) and Two Stay Two Stray (TS-TS) to be Double Pro Double TS. These techniques are integrated because some strength:

Table 1: Double Pro and Double TS weaknesses

No	Strengths	
	Double Pro	Double TS
1	Focusing students' attention to the teaching and learning process	Creating more meaningful trend of students learning
2	Influencing students to be critical thinking and to be braver to state their ideas	Providing opportunities to students to define their own concepts to solve the problem through group work

		discussion
3	Giving each opportunity for students to question and to answer	Helping to increase students' interest and learning achievements

There are many studies proved the effectiveness of Double Pro and Double TS in Teaching English. Hasibuan (2018) on her study found better result on the teaching past tense by comparing conventional method and probing prompting. Her research could increase the students' achievement in simple past tense, which was provided by the result of pre- test 67.33 and post- test 80.50. Similar with her, Lestari (2014) et al proved the effectiveness of using Double TS. Firstly, she concludes that the use of two-stay-two-stray method can improve the students' speaking ability. It was clearly proven by the improvement in average score of the student from 45.45 (Pre-test) up to 62.85 (Post – test 1), then up to 78.36 (post-test 2). Secondly, Double TS improve students' activeness and furthermore, by implementing two-stay-two-stray method, the students' behavior changed gradually from the 'teacher-centered' learning to 'students-centered' learning because they were allowed to work in group and help each other. In addition, this method also influenced the students to be more active while studying with two-stay-two-stray since they were free to express their idea about the text

Another studies on Double TS also showed significant improvements on students' speaking skills. Annas, Usman and Muslem (2018) claimed that Double TS enhanced students' speaking skills and motivation. It was proven by the conduction of a pre-test and a post-test were given before and after the treatment. Maharani (2016) also claims on her

research findings that Double TS is an interactive technique that encourages the participants to be more creative and active in group work. By comparing traditional method and Double TS she figured out that the students showed positive responses in learning spoken descriptive text and the improvement of the students during the teaching and learning process using Double TS technique was significant.

In another study, Sesen and Tarhan (2010) conducted a between-subjects quasi-experimental study to investigate the effects of Double TS applications on students' motivation and learning attitudes towards chemistry. He figured out that High school chemistry students were more successful in a group learning discussion compared to those students in a traditional lecture learning environment. In short, the integration will be benefit for students in the teaching speaking. Reflecting to the background above, there are some reasons why researcher prefers compiling and integrating the techniques. Firstly, because there is no any researcher integrate them yet and secondly because of the effectiveness these techniques to improve students' speaking skills and to decrease students anxiety, the researcher proposes to conduct a research entitled The Influence of Double Pro Double TS on Students' Speaking Anxiety.

METHOD

This research was designed by using mixed method quantitative and qualitative. According to Muijs (2004) quantitative research is about explaining phenomena by collecting quantitative data which are analyzed using mathematically based methods. As cited in Muijs (2014), Aliaga and Gunderson (2002) also assert

that Quantitative research is 'Explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics). Meanwhile, qualitative strengthens that quantitative is the collection and analysis of numerical data to describe the phenomenon of interest Gay (2015:7). The research design was formulated as follow:

T1 X1 T2

Note:

T1 : Pretest

T2 : Posttest

X : Treatment by integrating PP and TS-TS (Describing Person)

The population of this research was the seventh grade of students SMP Quran Darul Fattah Bandar Lampung. Anxiety Questionnaire and speaking test was administered to gain the date. The anxiety questionnaire consisted of 33 items 5 likert scale; the 5-point Likert's scale was range from "Strongly Agree" (SA),"Agree" (A), "Neither Agree nor Disagree" (NA), "Disagree" (D), and "Strongly Disagree" (SD) adapted from (Horwitz, Horwitz & Cope, 1986) in Simatupang (2015). Meanwhile, the speaking test was about oral interview which is scored by using scoring rubric from Heaton (1991) which focuses on accuracy, fluency and comprehensibility. The gotten scores were analyzed by using t-test of SPSS 16 program. The gained data were analyzed by paired sample t-test and Bivariate Pearson Correlation.

RESULTSAND DISCUSSION

Paired sample t-test on SPSS version 16 was used to analyze the improvement of students' speaking before and after the integration of Double Pro and Double TS.

Table 2 Students speaking increase

Paired Samples Test								
	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Total Pretest - Total Posttest	6.600	3.673	.671	-7.971	-5.229	9.842	29	.000

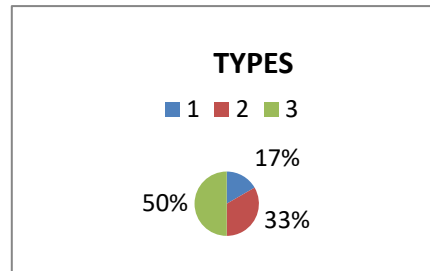
Firstly, based on the table above, the output of Sig. (2-tailed) is 0.000 which means lower than 0.05 ($0.000 < 0.005$). It implies that there is difference or increase on students speaking. Secondly, the df (degree of freedom) is 29 which means the t table value is 2.756, meanwhile the t of the table above is -15.238.

Table 3 Students anxiety decrease

Paired Samples Test								
	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Total Pretest - Total Posttest	24.667	8.273	1.510	21.578	27.756	16.332	29	.000

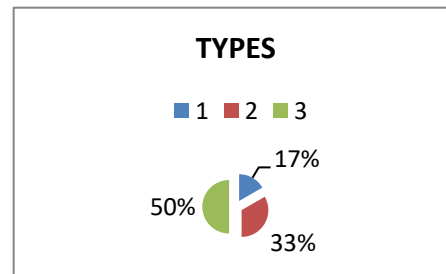
It is seen on the table above that the significant (2-tailed) is 0.000, or it means that there is significant effect of the integration of Double Pro and Double TS to decrease students' anxiety. In addition, the t table of df 29 is 2.045, the sig. (2-tailed) from the table above is 0.000 and t is 17.254. It means that the $t \ 17.254 > 2.045$. To conclude, because the sig. (2-tailed) is 0.000 meaning that there is the significance decrease of students' anxiety after they were treated by using Double Pro and Double TS. The datum is attached in appendix 12.

Picture 1



The diagram above presents the three types of anxiety in the pre-test. The diagram shows that three types of anxiety were experienced by students before the treatment was given. There are 17% for communication apprehension, 33% test anxiety and 50% fear of negative evaluation. Therefore, it is concluded that the most dominant anxiety experienced before the treatment was fear of negative evaluation.

Picture 2



It was similarly happened in the post-test that the types of anxiety experienced by students. The pie diagram above portrays the result of anxiety questionnaire given to students after the treatment/ post-test. There are 17% for communication apprehension, 33% test anxiety and 50% fear of negative evaluation. Therefore, it is concluded that the most dominant anxiety experienced before the treatment was fear of negative evaluation.

CONCLUSIONS

The answer of the first research question is to figure out students' speaking achievement before and after treatment by the integration of Double Pro Double TS. The researcher found there was increase on students speaking achievements, especially on the aspects of accuracy, fluency and comprehensibility. The indicator increased was seen from the students' speaking score in pretest posttest and students performance during the treatment. Firstly, the output of descriptive statistics showed that many students get minimum score from speaking test conducted before the treatment. However, the score increased after the treatment. Secondly is students' performance in speaking. Many students perform to speak more bravely or confidently. They were not afraid to have presentation and answer their friends' questions after their presentation.

The answer of the second research question was about the students' anxiety before and after the integration Double Pro and Double TS. Many students experienced serious anxiety in the pretest. They were afraid to see the raters, they felt burdened to answer the questions and they had many reasons not to actively study in the classroom. Firstly was anxiety during the pretest. Students looked very anxious especially to meet the researcher. Some reasons uttered were they felt not uncomfortable with the stranger and they felt burdened to answer the questions. This condition was similar during the first treatment. Their anxieties looked higher. However, after the second and the third treatment the anxiety decreased. In addition, students felt relieved to face post-test. They felt more comfortable to answer the questions given.

The answer of the third research question is about the most dominant type of anxiety experienced by students before and after the treatment. The administration of questioners revealed that each student experienced three types of anxiety. However, the result showed that the highest percentage of the anxiety came to the fear of negative evaluation (50%).

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