

**THE EFFECT OF USING ENGLISH CORNER TO IMPROVE
THE STUDENTS' SPEAKING SKILL AT 2nd SEMESTER OF STKIP
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Abstract: Speaking is one of the skills that is badly needed for everyone including those who are studying English. It is due to the fact that they spend much of their time in school speaking. In speaking, people communicate their ideas, taught, and feeling to others. Therefore, speaking belongs to productive skill which has complexity in practicing directly. This study was conducted to answer the research problem that is "Is the result posttest scores by using English Corner of the students of 2nd semester of STKIP Qomaruddin higher than the result of their pretest score in speaking achievement? Thus, it is intended to obtain reliable information whether there was a significant difference between the result posttest and pretest score in the students' speaking achievement .

The design of the study was pre experimental design. The samples of the study were taken from the students of second semester of STKIP QOMARUDDIN . The experimental group was taught speaking skill by using English corner technique. Before giving the treatment the students were given pretest and After giving the treatment, the students were also given a post test for collecting the data.

The data of the test which were in the form of the gained score was analyzed by using t-test with the significant level of $p=5\%$. It was found that the mean score of the pretest was 38.50

But the mean of posttest was 71.93 . Then, the statistical computation on the gained score revealed that the t value was 21.296 while the t table value at $p = 5\%$ is 2.052. It shows that the obtained t value was much higher than that of the critical one. Thus, it is clear that the difference of the two means gained score was significant. Therefore, it can be concluded that the application of English Corner on students' speaking achievement was most effective.

Then, based on the result of this research, it is suggested to the English teachers to apply this method in the speaking class. Meanwhile, the researcher hopes that other researchers can use the findings as the basis to conduct other research design.

Keywords: Effectiveness, Improving, Speaking achievement, English Corner

INTRODUCTION

Klippel (1984:5) said that learning language is not just a matter of memorizing a different set of names for things around us, but it is also educated experience. He also stated that learning a foreign language is more effective if the students are actively involved in the activity which can support their motivation to read and to talk, the use of proper media can attract the students to learn more. This statement indicates that the English teacher needs the appropriate teaching techniques and strategies in presenting the teaching materials, these techniques also help the English teacher in achieving the goals set or objectives for language teaching programs that have been stated in the lesson plans.

Brown (2007) says that language exists in two forms, spoken and written. Speaking belongs to spoken language or oral communication. In speaking, people communicate their ideas, thoughts, and feelings to others. Therefore, speaking belongs to productive skill which has complexity in practicing in directly.

It is in line with Brown (2007) that states there are two skills that must be mastered in communication, there are microskills and macroskills. Microskills (product fluent speech, reduced forms of words or phrases, English stress patterns, use grammatical word class, and etc) and macroskills or oral communication (use pragmatic convention, facial feature or body language, cohesive devices in spoken discourse, etc)

Among those skills that have been mentioned above, speaking in a second or foreign language has often been viewed as the most interest of the four skills (Penny :1994). In many contexts, speaking is also often viewed as the skill upon which a person is judged "at face value". In other words, people may often form judgments about our language competence from our speaking rather than from any of the other language skills. Although many people know that, many people are still shy to speak in the classroom.

Referring from the background of the study, there is one statement of the problem that should be taken into consideration " : Is the result of posttest score by using English Corner of the students of 2nd semester of STKIP QOMARUDDIN Bungah Gresik higher than the result of their pretest score in speaking achievement?".

Harmer (2005) points out the characteristics of communicative activities as follows: a desire to communicate, a communicative purpose, content not form, variety of language, no teacher intervention, and no materials control.

In applying those principles above, some techniques and activities are required. Instead, those activities require students to negotiate meaning and to interact meaningfully in the real situation. Richards and Sandy in Richards (2008) stated that communicative practice refers to activities where practice in using language within a real communicative context is the focus, where real information is exchanged, and where the language used is not totally predictable.

By using English corner the researcher tries the students to talk in their group as like in real situation without text or planning before. And by giving extra time and focused in several groups the researcher hopes the students will be serious and will never be shy to speak with their friends as before

English corner can be a technique of teaching speaking, so the students have good motivation and occasion to improve their ability to speak. And it provides some occasions to the students to show their ability in their group. Therefore the researcher wants to know its effectiveness.

Fred stated that community agencies and activities can often best be studied on location, in which case field trips may be desirable. In each situation the investigation of community resources requires through planning.

It is not easy for English teachers to reproduce a learners' community like the English club within our language classrooms. However, it is still possible for us to consider social learning activities like those in the English club as a complementary and integral part of a holistic, humanistic learning programme. Such learning activities help our students to develop community cohesion among themselves and motivate their autonomous learning efforts. In these activities, they are likely to acquire some of the leadership qualities and competence that the study has identified in learners. In other words, participation in such activities facilitates the development and utilization of their capacity for autonomous learning inside and outside the classroom. Therefore, English club or English corner activities, though considered out-of-class learning activities, should be brought into a holistic, humanistic learning programme aiming to support our students' autonomous and strategic learning.

METHODS

The study was pre Experimental design, since it described the quantitative degree to which variables were related. It was also reasonable that the writer

intended to examine the cause and effect between the two variables., English corner technique and students' speaking achievement. According to Arikunto (2007), an experimental design is one of the precise methods to examine the cause and effect. In this study the researcher prepare and set up English corner technique toward students' speaking ability. For the students who were examined to answer speaking test. And He also stated that by using an experimental design, the examiner intentionally revised appearance of the difference and then it was examined how the result was.

Since this study was taken place at This Teachers' High School , and the research subject was limited, only one group or class and there was no control group, the researcher applied Pre Experimental Design. Arikunto also added that the research which is held based on the statement above is called One-Group Pretest Posttest Design. The research design can be seen on table 3.1

Table 3.1. One-Group Pretest Posttest Design

Pretest	Independent variable	Post test
Y1	X	Y2

Note

Y1 = Pretest of the dependent variable (students' speaking achievement of the students of second semester)

Y2 = Posttest of the dependent variable (students' speaking achievement of the students of second semester)

X =Independent variable (English Corner Technique).

Based on the statement above , the research esign used in this study was One-Group Pretest-Posttest Design.

The number of research subject of this study was very limited. It was taken from one class of the students of second semester STKIP QOMARUDDIN Bungah Gresik. The research subject was relatively small, there were only 28 students. Arikunto in her book said that if the sample is less than 100 persons, it could be taken 10%, 15%, 25% or more.

Based on the small accessible of population and the quotation above. The subject of this study was only 28 students from all available of the students of second semester STKIP QOMARUDDIN Bungah Gresik

The research study only conducted one group or class (of the students of second semester) as a subject of pre Experimental study. The number of this research subject are shown on table 3.2.

Table 3.2. The number of research subjects

No	group	Class	Students	Total
1	Experimental	the students of	28	28

		second semester		
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The summary of the computation of Internal consistency measures of Reliability in appendix.

To gather the data, the researcher administrated the way of collecting data as follows: firstly the researcher gave the pre test to the research subject, i.e. all of the students of second semester in STKIP QOMARUDDIN Bungah Gresik, Secondly the researcher gave special treatment to rthe research subject as an experimental group. And the last, the researcher gave the post test after giving the treatment.

This study applied a pre test. The pre test was given to the research Subject (the students of second semester) before the researcher treated a special treatment i.e. English corner technique. The pre test was in the form of practicing conversation (questioning and answering the conversation) to measure the students' ability in accuracy and fluency of answer. Then the scores were analyzed to determine whether the means and the standard deviation of the pre test and the post test were significantly different before the treatments were given.

The treatments which given in the English corner to the research subject are. (1) Composing the sentences or Learning to question and answer in different topics. (2) Deliver what have they made in front of their friends or in the group (3) Repeating or imitating some difficult words or sentences by drilling technique

Firstly the test was also in the form of conversation test i.e. practicing conversation. The researcher and the raters collected the whole result of the test scores to be analyzed. in the form of practicing conversation (questioning and answering about the topic that had been pointed by the researcher) to measure the students' ability in accuracy and fluency of answer. It was conducted to measure the final scores. Then the result of scores were analyzed to determine wether the means and standard deviation of the two tests i.e, pre test and post test differ significantly before and after the treatment given.

In conclusion, In analyzing the data, the researcher conducted analyzed the data through some following steps. They were (1) Writing the research hypothesis (Hi and Ho). (2) determining the level of significant that is used to test hypothesis. (3) Computing the t value. (4) Finding out the critical t value by seeing the t table). (5) Deciding whether Ho (the Null Hypothesis) rejected or accepted.

All of the circulation are done by using SPSS statistic17.0 too, a computer program for statistic circulation, here the researher used Paired

Samples Statistics, because the researcher took pre experimental research that only used one class, finally from the result of the t-test, the researcher knows the effectiveness of English corner technique by the significant of pretest and posttest.

RESULT

This study conducted to find out the effectiveness of using English Corner technique in teaching speaking. The subject of the study is only one class that is of the students of second semester. The researcher conducted the experiment (pretest-treatment- posttest), the data from the students' test is included in the data computation.

The computation result is done by the analysis of the T-test using spss statistic 17.0 too, a computer program for statistic circulation, here the researcher used Paired Samples Statistics.

Table 4.1 Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Post_test	71.93	28	4.602	.870
	Pre_test	38.50	28	8.248	1.559

Based on the table above, The result of calculation of the data for the mean score (\bar{X}) in the pretest was 38.50 and the mean score (\bar{Y}) of the posttest was 71.93. The total number of students are 28.

After knowing the means of the tests, the researcher calculates the mean of pretest and posttest score of the study, then the researcher calculates the mean of the pretest and posttest score of the study by using t-test (statistical analysis) to know whether or not the score before giving the treatment and after giving the treatment is significant. The result is presented in the following table.

Table 4.3. The result of statistical analysis

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		Mean	Std. Deviation	Std. Error Mean
	Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper
Post_test - Pre_test	33.429	8.306	1.570	30.208	36.649	21.296	27	.000

Based on the computation of the data in previous above, the mean posttest and pretest was 33.429, the Standard Deviation was 8.306, the standard error Mean was 1.570, value of the t ratio (obtained t) was 21. 296, And the Df was 27. This computation used level of significance .05. since the obtained t (t ratio) was higher than the t critical value, can be seen on (t table on appendix 7), so the null hypothesis of this study was rejected and the alternative one was accepted. It means the result of the students' speaking achievement in the posttest is better after getting the treatment of using English Corner Techniquethan the result of the pretest.

It shows that the result of the students' speaking achievement in the pottest is better after getting the treatment of using English Corner technique than the result of the pretest. It means there was asignificant effect of English Corner technique on the students' speaking achievement at the students of second semester in STKIP QOMARUDDIN Bungah Gresik.

DISCUSSION

The research question is answered based on the result how it interlinks to the related literature. The research question is regarding the effectiveness of English corner technique as the treatment.

From the calculation of t-test, it is found that value of the t ratio (obtained t) was 21. 296, And the Df was 27. This computation used level of significance .05. since the obtained t (t ratio) was higher than the t critical value.

For further explanation, English corner technique is relatively appropriate technique in improving the students' ability in speaking especially in STKIP QOMARUDDIN bungah, since in this technique, the students can learn how to ask and answer the oppinion and how to deliver the oppinion in front of their friends without wary and afraid. It is in line with Harmer (2007) that English corner gives the students chances for greater independence. as the research hypothesis that stated earlier in this research.

Based on the explanation above, It shows that the result of the students' speaking achievement in the pottest is better after getting the treatment of using English Corner technique than the result of the pretest. It means there was asignificant effect of English Corner technique on the students' speaking achievement at the students of second semester of STKIP QOMARUDDIN Bungah Gresik.

CONCLUSION

Based on the result of this research, it can be concluded that the result of this research is the same as the statement of theoritical research hypothesis that

stated in the chapter I. It means, English corner technique has a significant effect in improving the students speaking achievement.

In conclusion, English corner technique is beneficial and can be applied in Indonesia, especially in STKIP QOMARUDDIN Bungah Gresik in improving speaking ability. This study related to the research in Cina.

The researcher of this research suggest that the teachers have to be more active and pay more attention to their students in learning English which concern to get high target in teaching English especially in speaking achievement. Since, there are some reasons of using English corner technique in teaching speaking, firstly, dialogues includes accuracy words points, second, the way to use them in different types of question, answer and so on, third they are presented or delivered the dialogue in real situation, fourth, they embrace the new words which students might not be heard before, Finally, English corner in an effective way for solve the students' speaking problem, especially, when they are presented in context like dialogue such as in real situation. The teacher are also suggested give treatments to the students such as : (1) Composing the sentences or Learning to make question and answer in different topics. (ask the research subjects to think what question and answer will they give to their partner after giving topic by the researcher but they are still controlled by the researcher) (2) deliver what have they made in front of their friends or in the group, (3) Repeating or imitating some difficult words or sentences by drilling technique and they are done many times in every meetings.

It is advisable to the further researcher employ higher and representative sample. Since this research used relatively small research sample, and it belonged to simple experimental design. Furthermore, the researcher only employed one English skill, it is suggested to conduct complete research that employ, integrated of English skill.

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