

## THE EFFECT OF COMMENTARY STRATEGY TOWARDS STUDENTS' SELF-CONFIDENCE IN SPEAKING ABILITY

Agus Safari

MA NW Aikmel, Lombok Timur, NTB  
Asafari27@gmail.com

### Abstract

This research was aimed to find out or not Commentary Strategy has significant effect in teaching speaking, and has correlation students self-confidence and their speaking ability. The research was quasi-experimental method and design was non equivalent control group design. The population of this research was the whole students of second grade students of MA NW AIKMEL, the total population is 43 students that consisted of two class. The sample was taken from of the second grade students which consisted of 43 students. The data were gained from pre-test and post-test of oral and questionnaire. The instrument was in form of test and questionnaire. In analyzing the data, t-test formula was used. The finding showed that the mean score of post-test for experimental is ( 60,70 ) higher than control ( 49,61 ). Further, the result of t-test showed ( 1,76 ) is higher than t-table ( 1.684 ) with the degree of freedom (df) = 95 at the significant level = 0. 05. It mean that the alternative Hypothesis ( Ha) was accepted and Null Hypothesis was rejected . and then there is correlation between students self-confidence and their speaking ability, it was found in experimental group r-test showed r is higher than the r table (  $r = 0,791$   $r_t = 0,444$  ) and for control group r-test showed r is higher than the r table (  $r = 0,482$   $r_t = 0,444$  ). So it can be concluded that commentary strategy has significant effect towards students self-confidence in speaking ability and there is correlation between students self-confidence and their speaking ability at the second grade students of MA NW AIKMEL in academic year 2016/2017.

**Key Words:** *Commentary Strategy, Self-Confidence, Speaking*

### Abstrak

Penelitian ini bertujuan untuk menemukan atau tidak commentary strategy memiliki pengaruh signifikan dalam pengajaran speaking, dan memiliki korelasi antara siswa percaya diri dan kemampuan berbicara mereka. Penelitian ini menggunakan quasi-experimental dan non control equivalent control group design. Populasi pada penelitian adalah siswa d kelas dua MA NW AIKMEL, total populasi adalah 43 siswa diantara 2 kelas. Sample di ambil dari kelas 2 yang mana diantaranya 43 siswa. Data diperoleh dari pre-test dan post-test pada speaking dan questionnaire. Pada instrument berbentuk oral dan questionnaire. Pada analisis data t-test formula digunakan. Di tunjukkan bahwa mean score pada experimental adalah ( 60,70 ) lebih tinggi dari pada control group ( 49,61 ). Selanjutnya, hasil t-test menunjukkan bahwa (1,76) lebih tinggi dari pada t-table ( 1.684) dengan df =95 pada signifikan level = 0,05. Itu artinya bahwa alternative hypothesis (Ha) adalah diterima dan null hypothesis ditolak. Dan kemudian ada hubungan antara siswa percaya diri dan kemampan mereka berbicara, ditemukan pada experimental group r-test menunjukkan bahwa r lebih tinggi dari pada r-table, ( $r=0,791 \geq r_t,0,444$ ). Dan pada control group r-test menunjukkan bahwa r lebih leih inggi dari pada r-table (  $r = 0,482 \geq r_t 0,444$  ). Jadi, ini bias disimpulkan bahwa commentary strategy memiliki pengaruh yang signifikan terhadap siswa percaya diri dalam berbicara da nada hubungan antara siswa percaya diri dan kemampuan mereka berbicara pada kelas dua di MA NW AIKMEL pada tahun ajaran 2016/2017.

**Kata Kunci:** *Commentary Strategy, Kepercayaan Diri ,Berbicara*

### INTRODUCTION

Speaking is one of the complex ways in learning English. It is kind of activity to comprehend the interactions between

speakers, message and audience. Speaking is important for everybody in order to cope with new knowledge in the changing word of technological age.

Meanwhile, there are many problems that faced by the learners at MA NW Aikmel like they were lack in pronunciation, grammar, and vocabulary. The problems of low self confidence in speaking also occur. Furthermore, most of the students get confuse in express their opinions because they did not know what they wanted to say. Next they still need involvement of someone, they cannot control their attitude of doing something in the classroom. The teaching strategy that was being used by the teacher also caused these problems, the teacher just asked the students to read the materials and directly practice it in front of the class, direct instruction usually applied by the teacher during the teaching and learning process.

The purpose of this study is to find out the effect of Commentary strategy towards the students self-confidence in speaking ability and correlation between students self- confidence and their speaking ability: an experimental study at the second year students of MA NW Aikmel.

This study hopefully could give theoretical information concerning the role of commentary strategy in teaching speaking. The result of this study is intended to be positive constitution of to promote about one some factor effecting student speaking skill. To bring up the wider perspective for the next researcher concerning the role of the commentary strategy in teaching speaking. Commentary strategy is hopefully can be an alternative strategy for the teacher in teaching speaking.

### **Review of Related Literature**

Hulme ( 1999 ): 4 defines; speaking is about presenting a comprehensible message to the user, as well as understanding people's use of language, it mean that speaking is an important part of the interchange of thought and information to the user. According to brown ( 2003: 184) there are five indicators of speaking, they are: (1) Grammar is also often linked to both explicit and implicit criticisms of

people's use or" of language. DeCapu ( 2008:1); (2) Vocabulary is a core of component of language proficiency and provides much of basis for how well learners speak, listen, read and write.( Richards and Renandya, 2002:255). (3) Comprehension is as much performance a willful act, to use Saussure's term as production. (Brown, 2003:33). (4) Fluency is the length of the run, i.e. the number of syllables between pauses. ( Thornbury, 2002:7). (5) Pronunciation is includes the role of individual sounds and sound segment, that is features at the segmental level, as well as supra segmental features such as stress, rhythm, and language intonation. ( Richards and Renandya.

### **Commentary Strategy**

Commentary strategy is like a game in which the winner is the person speaking when the one minute "bell" sound ( or when the teacher shouts 'time's up) ( Marshland, 1998: 82). Commentary strategy is the strategy which language facilitates orally and fluently, the aim of the strategy make the students speak more without hesitation in the class room.

### **RESEARCH METHOD**

This research is with quasi-experimental with non-equivalent control design with pre-test and post-test. This research is all of the students at the second grade students which the total numbers of them are 43 students divided into two classes. The total sample is 43 students. This research was made the chosen by a lottery

The test consist of self-confidence questionnaire to know the student confidence level and the pre-test and post-test to know students speaking skill. To measure speaking skill by using oral test the researcher divides as five criteria, which are the scores of pronunciation, grammar, vocabulary, fluency and comprehension, and to measure students' self-confidence, the researcher used questionnaire as test for measuring the students' self-

confidence, the researcher provides 40 items of questionnaires. This research was used questionnaire by using likert's scale. Data of students' speaking are gained from the result of their speak one by one in front of them friend. The score of students' speaking was given to student when they are speaking in front of them friends with the scoring rubric speaking, such as pronunciation, grammar, vocabulary, fluency, and comprehension. In this study, the researcher was used questionnaire as test for measuring the students' self-confidence, the researcher provides 40 items.

The data analysis would be divided into two general type methodology namely descriptive analysis and inferential analysis. Descriptive analysis includes (mean, mode, median and standard deviation) and the data for self-confidence were in form of number analyzed quantitatively with Pearson Product Moment formula ( $r$ ). Simple correlation statistics is a technique used to measure the strength of the relationship two variables and also to be able to know the relationship between the two variables with the results of a quantitative nature.

## RESEARCH FINDING

### Experimental group

The mean score of pre-test is 45,6 and the mean score of post-test is 60,70. the mode of pre-test is 51,9 and the mode of post-test is 65.5 the median of pre-test is 48,75 and the median of post-test 62,64. the range of pre-test is 44 and the range of post-test is 38 the standard deviation pre-test is 40,14 and standard deviation of post-test is 52,86.

### Control Group

the mean score of post-test is 49.61 the mode of pre-test 37.9 and the mode post-test is 43.5 the median of pre-test is 39,17 and the median of post-test 50.6 the range of pre-test is 34 and the range of post-test is 40. The standard deviation of pre-test is 32,77 and the standard deviation of post-test is 41,29.

Based on the research finding, the researcher found that commentary strategy has effect toward students' self-confident in speaking. The data analysis of the post-test showed that the mean score of experimental group is higher than the control group ( $\bar{x}_1 = 60,70 > \bar{x}_2 = 49,61$ ). The experimental group was taught by using the commentary strategy and the control group was taught by using the value line strategy, in order word teaching speaking using the commentary is effective toward students' self-confident in speaking. The researcher found that the students have self- confident in speaking after treated by using commentary strategy.

Moreover, the t-test showed that the t-obtained is higher than the t table ( $t_o = 1,76$   $t_t = 1.684$ ). By the criteria of hypothesis, hypothesis alternative ( $H_a$ ) which stated commentary strategy has effective towards student' self- confidence in speaking is accepted, while null hypothesis which stated commentary was not effective towards students self-confidence in speaking ability is rejected. The researcher concluded that  $H_a$  is accepted and the  $H_o$  was rejected, it mean that there was significant effect of commentary strategy towards students' self confidence in speaking ability.

Based on the analysis above for experimental group r-test showed  $r$  is higher than the  $r$  table ( $r = 0,791$   $r_t = 0,444$ ) so we can said that, there is a correlation between students' self-confidence and their speaking ability. And for control group r-test showed  $r$  is higher than the  $r$  table ( $r = 0,482$   $r_t = 0,444$ ) so we can said that, there is a correlation between students' self-confidence and their speaking ability.

There was two statement of the problem as follows: is there any significance effect of commentary strategy towards students' self-confidence in speaking ability and Is there any correlation between students' self-confidence and their speaking ability at

second grade students at MA NW AIKMEL. This statement of the problems had been answered based on the research result above.

The Commentary not only help students understand new concept but also provide a scaffold for learning through the other language modes of reading and writing. Through talking and listening to one another (not only the teacher) and working on activities involving reading and writing (not only their own), learners are able to both develop increasing facility in all language modes and increasing control over social interaction, thinking and learning.

The importance of self-confidence for learners is crucial part in learning speaking English, this can achieve teaching material and activities that can give enthusiasm, brave and stimulation to learners, when the teacher present the material and ask the student to perform with their ideas, they will not monotonous and boring in learning process.

In conclusion, commentary strategy is a strategy which can build students' self-confidence, students' fluences in learning target language, promote students to speak or interact with others in the classroom and makes the teaching learning process enjoyable.

Finally, the researcher concluded the result of the research based on the analysis and the interpretation of the data that the commentary strategy has effective toward students' self-confidence in speaking ability and There was a significant correlation between students' self-confidence and their speaking ability at second grade student in MA NW Aikmel.

## CONCLUSION AND SUGGESTIONS

### Conclusion

Based on the statistical analysis, that the t-test is higher than the t table ( $t_0 = 1,76$   $t_t = 1.684$ ). By the criteria of hypothesis, hypothesis alternative ( $H_a$ ) which stated commentary strategy has effective towards student' self- confidence in speaking is

accepted, while null hypothesis which stated commentary was not effective towards students self-confidence in speaking ability is rejected. The researcher concluded that  $H_a$  is accepted and the  $H_0$  was rejected, it mean that there was significant effect of commentary strategy towards students' self confidence in speaking ability.

Based on the analysis by the product moment for experimental group r-test showed r is higher than the r table ( $r = 0,791$   $r_t = 0,444$ ) so we can said that, there is a correlation between students' self-confidence and their speaking ability. And for control group r-test showed r is higher than the r table ( $r = 0,482$   $r_t = 0,444$ ) so we can said that, there is a correlation between students' self-confidence and their speaking ability at MA NW AIKMEL in academic year 2016/2017.

### Suggestion

By using commentary strategy it can be improve self-confidence students' in learning, because students are not depend on the teacher, students can find information widely, can learn with the other students and the students' can be more active in learning.

By using commentary startegy, studying is not boring activity for the students' because with commentary strategy they are not just listen what teacher said but they can interact with their teacher and friends too communicate in the classroom.

Commentary strategy can improve students' self-confidence in speaking ability because from the title of this book "study from nothing" so the goal is how can the students brave in speaking Hopely, the next researcher try to find out whether commentary strategy can be improve students in other skill in speaking.

## REFERENCES

- Brown, Douglas H. (2003) *Language Assessment Principle and Classroom Practices*, California: Longman.

- Cohen, Luis et, al. 2005. *Research Methodology in Education*. London and New York: Routledge Falmer
- Hulme, Kukulska Agnes. 1999. *Language and Communication*. New York: Oxford University Press
- Kanar, Carol C. 2012. *The Confident Student*, 8th Edition. Valencia Community College.
- Kothari, C.R. 2004. *Research Methodology*. New Delhi: New Age International Publisher.
- Luoma, Sari. 2004. *Assessing Speaking*. New York, Melbourne, Madrid: Cambridge University Press.
- Marshland, Bruce. 1998. *Lesson from Nothing Activities for language teaching with limited time and resources*. New York, Cambridge University Press.
- Miller, Steve. 1984. *Experimental Design and Statistics*. London and New York: Routledge
- Renandya, W.A and Richards J.C. 2002. *Methodology Language Teaching an Anthology of current Practice*. New York, Madrid: Cambridge University Press.
- Richards. 2008. *Teaching and speaking*. New York: Cambridge University Press.
- Thronbury, Scott. 2002. *How to teach speaking*. New York: Longman
- Nunan, D. (1989). *Designing Tasks for the Communicative Classroom*. New York: Cambridge University Press.
- \_\_\_\_\_. 2003. *Practical English Language Teaching*. New York: McGraw Hill
- Sentane L.Wirehadi.2014. *The Effect Of Think Pair Share (TPS) Towards Students' Motivation In Speaking Skill At SMPN 9 Praya Barat In Academic Year 2015/2016*
- Suharsmi, A.2006. *Prosedur Penelitian, Suatu Pendekatan Praktik*. PT Rineka Cipta. Jakarta
- Sugiyono. 2012. *Statistika Untuk Penelitian*. Bandung: CV Alfabeta.
- \_\_\_\_\_. 2016. *Statistik Untuk Penelitian*. Bandung: Alfabeta.