

APPLYING TEACHER'S SOCIOEMOTIONAL APPROACH TO IMPROVE STUDENTS' SPEAKING SKILL

Dewi Ulang

Pendidikan Bahasa Inggris, Universitas Muslim Indonesia
dewiulang64@gmail.com

Syamsidar

Pendidikan Bahasa Inggris, Universitas Muslim Indonesia
muradsyamsidar@gmail.com

Hadijah

Pendidikan Bahasa Inggris, Universitas Muslim Indonesia
hadijah.hadijah@umi.ac.id

Abstrak

Penelitian ini bertujuan untuk mengetahui apakah penerapan pendekatan sosio-emosional dapat meningkatkan keterampilan berbicara siswa. Penelitian ini akan menggunakan penelitian kuantitatif berupa desain eksperimen, penelitian ini melibatkan 32 siswa sebagai sampel penelitian. Data dikumpulkan melalui tes dan angket, peneliti akan memberikan pre-test dan post-test, tujuan tes untuk mengetahui keterampilan berbicara siswa dan juga perlakuan dalam 5 pertemuan untuk menerapkan pendekatan sosioemosional. Kemudian peneliti juga akan menggunakan kuesioner untuk mengetahui tanggapan siswa terhadap pendekatan sosioemosional. Hasil menunjukkan bahwa kemampuan berbicara siswa di kelas meningkat sebagai konsekuensi dari pendekatan sosioemosional yang diterapkan untuk meningkatkan keterampilan berbicara siswa. Siswa menjadi lebih percaya diri dan merasa nyaman selama latihan berbicara. Mereka secara bertahap meningkatkan keterampilan berbicara dan merasa dihargai bahkan ketika mereka melakukan kesalahan.

Kata kunci: *pendekatan sosioemosional, keterampilan berbicara*

Abstract

This study aims to determine whether the application of the socio-emotional approach can improve students' speaking skills. This study will use quantitative research in the form of an experimental design, this study involves 32 students as a research sample. data collected through tests and questionnaires. the researcher will give a pre-test and post-test, the purpose of the test is to find out the students' speaking skills and also the treatment in 5 meetings to apply the socio-emotional approach. then the researcher will also use a questionnaire to find out students' responses to the socio-emotional approach. The results show that the students' speaking ability in class improves as a consequence of the socio-emotional approach applied to improve students' speaking skills. students become more confident and feel comfortable during speaking practice. they gradually improve their speaking skills and feel valued even when they make mistakes.

Keywords: Socioemotional Approach, Speaking Skill

INTRODUCTION

Out of the four basic skills of English, speaking is often considered as one of the most important skills that plays an important role in human life. The ability to speak English is often considered as a measure of whether a student can use English well or not. Furthermore, having the ability to speak English has become very important at this time, especially since English subject matter has been taught to students since they were in middle school and below. One of the abilities that can train communication skills both inside and outside of the classroom in line with his soul's growth is speaking. In accordance with the claim Syarifuddin, S., & Hasyim, I., (2019) that language abilities consist of four parts: speaking, reading, and writing. In order to communicate effectively, receive information, and advance society in the present day, speaking abilities are essential (Djafar, S., Syukri., Yunus, M., 2023). Speaking exercises are a crucial component of language proficiency for both teaching and daily life (Darmuki & Hariyadi 2019). Speaking is a skill that should be learned when learning English since it may be used to gauge learning achievement. English has distinct standards than Indonesian because it is a foreign language, particularly when it comes to speaking. There are variations in vocabulary, tone, grammar, and pronunciation. The great majority of people now consider English to be a need for communication on a global scale. The four most crucial components of learning English are listening, writing, reading, and speaking. In order to get the greatest outcomes, the appropriate mode of information delivery must be chosen (Nurul, S., Al Khaerani & Syamsidar, 2022). In the communicative model of language instruction, teachers support their students' acquisition of this body of information by giving them actual practice that gets them ready for communication situations in everyday life. They assist their pupils in learning how to construct grammatically sound, logically connected phrases that are suitable for certain settings while employing acceptable (that is, understandable) pronunciation (Sulaiman, R., Muhajir, 2019).

However, in the teaching and learning process there are many problems faced by teachers and students. There are still many students who have problems in speaking English. Most of them have difficulty in speaking English because they are afraid of making mistakes, have difficulty in understanding teaching material. These are caused by the classroom atmosphere which is not conducive and the teacher's lack of closeness to students from a socio-emotional perspective. A teacher plays an important role in shaping his students. Not only forming in the form of mindset or knowledge, a teacher is also required to be able to shape his students in terms of students' behavior and emotions. Any form of behavior by the teacher will have a real impact on students, including the way a teacher responds to any mistakes made by students. Thus the right relationship between teachers and students is needed by using an approach that is able to create a harmonious relationship within the educational framework between teachers and their scientific capital and students with their various diversity. Socioemotional is the ability of students to understand the feelings of other people in interactions (Muhajir, Sulaiman, R., Ismail, U. 2018; Sulastri., Ratnawati, & Hudriati, A., 2022). Where socio-emotional includes changes in an individual who is influenced by attitudes or circumstances around (outside/inside). According to Syamsu, A., Yunus, M., Sulaiman, R., (2019) socio-emotional is a perspective that assumes that a conducive class can be achieved by creating a harmonious relationship between teachers and students and between students. So it can be said that conducive classroom conditions can be achieved if the relationship between teachers and students and students and students is well

established. To realize this relationship, a teacher must be able to build positive communication and interaction with his students.

The success of the learning process is primarily controlled by the teacher's performance of his or her tasks at school, making the teacher an essential component of the learning process. If the instructor and students have good learning interactions, then learning will be successful. In order to promote the positive growth of his students, the teacher must be active, free-spirited, and creative in addition to standing in front of the class to provide specific information or knowledge. In order for pupils to study effectively and diligently, the instructor must also be able to establish a favorable and comfortable environment in the classroom. Students exposed to a strong socioemotional approach will get accustomed to finding solutions on their own. Students with weak socioemotional skills would also have a hard time with the issue (Sulaiman, R., Rusdiah, 2022; Syamsu, A., Muhajir, 2022). It is possible to create a welcoming classroom environment for students to follow and carry out a favorable teaching and learning process by developing positive relationships with instructors who have a protective attitude toward their charges. The ability to learn is greatly influenced by the environment in the classroom, thus the instructor should try to maintain a suitable learning environment.

METHOD

This study uses a quantitative research method with an experimental design. This research was conducted at SMPN 23 Makassar. The researcher applied a purposive sampling technique by taking students of class VII 1. A total of 32 students became the sample of this study. This research consists of tests and questionnaires. Before applying the treatment, the researcher gave a pre-test to determine students' speaking ability. After carrying out the treatment process by applying the socio-emotional approach the researcher gave a post-test to find out the improvement in students' speaking skills after applying the socio-emotional approach. In the last meeting, the researcher gave a questionnaire to the students. The purpose of the researcher using the questionnaire instrument was to find out the students' responses to the teacher's socio-emotional approach in improving students' speaking skills.

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the research. The findings consist of data obtained through speaking tests in the pre-test, post-test, and questionnaire. Then, the discussion is a presentation of the findings but still shows the results of the data.

Improved speaking skills in applying the teacher's socioemotional approach (pre-test)

Improvement of speaking skills in applying the teacher's socio-emotional approach is different in the pre-test and post-test. In the pre-test students were still low in pronunciation and fluency in speaking English, this can be seen clearly in the following table:

Table 1. The Pre-Test Result

		Frequency	Percent %	Valid Percent	CumulativePercent %
Valid	45	11	34,4	34,4	34,4
	55	10	31,3	31,1	65,6
	70	8	25,0	25,0	90,6
	85	3	9,4	9,4	100,0

	Total	32	100.0	100.0	
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Improved speaking skills in applying the teacher's socioemotional approach(post-test)

Based on the table above it can be seen that there were 3 (9.4%) students who had very good scores, 8 (25.0%) students got good grades, 10 (31.3%) students got fair scores, and 11 (34.4) % students scored low. So it can be concluded that in the pre-test there were still many students who lacked in their pronunciation and fluency.

Table 2. The Post-Test Result

		Frequency	Percent %	Valid Percent	CumulativePercent %
Valid	79	25	78,1	78,1	78,1
	95	7	21,9	21,9	100,0
	Total	32	100.0	100.0	

Based on the table above, it can be seen that there were 7 (21.9%) students who had very good scores, then 25 (78.1%) students got good grades. It can be concluded that after treatment by applying a socio-emotional approach and conducting a post- test, students' speaking skills greatly improved.

Results of Questionnaire Analysis

To determine the application of a significant socio-emotional approach to improving students' speaking skills, the results of the questionnaire show several tests of the two variables. To determine the validity of the target item, it is considered valid if the calculated r value exceeds the R table value. The reliability test can be used on all question items simultaneously. The following are the results of the reliability test for the question items:

Table 3. Reliability Test

Variabel	Cronbach Alpha	r Tabel	Status
Variabel (sosoemosional)	0,956	0,349	Reliabel
Variabel Y(speaking skill)	0,458	0,349	Reliabel

The R table value for N 32 at 0.5% significance is 0.349. To determine which variables can be said to be reliable, the results of the reliability test for variables X and Y can be used. A variable is said to be reliable if the value *Cronbach Alpha* > *r tabel*. Cronbach's alpha value for each variable X and Y for each question item with a value > r table is shown in the table above. This value indicates how reliable or consistent the data is for use in decision making. The results of the Kolmogrov-Smirnov normality test can be used to determine whether the variable X and Y above can be considered normal or not. It is possible to reference the variable as usual if *Asymp.Sig (2-tailed)* > 0.05. then the variable can be said to be Normal. Sig. value with a socioemotional variable (X) of 0.403, it can be seen from the table of Heteroscedasticity test results above. The speaking skill variable (Y) has a significance of 0.087. Because the value of sig. speech skills (Y) and socio- emotional, (X) were all less than or equal to 0.05, and the decision-making process was a regression model showing heterogeneity.

The number (constant) of the unstandardized coefficients in the table above is 13.603. This number is a constant number which means that if there is no X variable then the constant

value of Y variable is 13.603. The regression coefficient is 0.358. This number means that for every 1% increase in the level of the X variable, the Y variable will increase by 0.358. Based on the output above, it is known that the significant value (Sig.) is 0.071 <probability 0.05, so it can be concluded that variable X (socioemotional approach) is continuous with variable Y (speaking skill).

CONCLUSION

Based on the results of the study above researcher concluded that the socio-emotional approach was very effective in improving students' speaking skills. This can be seen from the results of the students' speaking test from the pre-test and post-test where the students' scores on the pre-test showed 34,4% students who were still lacking in speaking skills. After the treatment and applying the teacher's socio-emotional approach there was an increase in students' speaking skills. This can be seen from the scores on the post-test where 78,1% students got good grades. Then, the significance value (Sig.) is 0,071 <probability of 0,05, which means that H1 is accepted. This means "there is significance between the application of the teacher's socio-emotional approach to improving students' speaking skills

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