

Improving speaking ability using English "Shock Day" approach

Geminastiti Sakkir^{*1}, Zulfirman², Nurlaelah Mahmud³, Jamaluddin Ahmad⁴

^{*1}English Department, Faculty of Languages and Literature, Universitas Negeri Makassar, Makassar, Indonesia
^{*}e-mail: hj.geminastitisakkir@yahoo.com

^{2,3,4}Universitas Muhammadiyah Sidenren Rappang, South Sulawesi, Indonesia

Abstract

The aim of this study was to measure the effectiveness of English "Shock Day" to improve university students' speaking ability. It employed a quantitative method using the pre-experimental design. The subject of the research was the fourth-semester students in one of the private universities in South Sulawesi, Indonesia, in the academic year of 2018/2019. The total population of this research was 76 students. The total number of the sample was 25 students were taken by cluster sampling technique. The instrument was a speaking test to obtain data on the students' speaking achievement through the implementation of English shock day. The data analysis found that the students' mean score in English speaking was significantly improved. The students' mean score in the pretest was 58.36, while their mean score in the posttest was 70.68. The t-table was also lower than the t-test, that is $2.093 < 6.650$. Based on the result, the researchers concluded that the implementation of English shock day improved students' ability to speak.

Keywords:

English; Shock day; speaking skill; university students

1 INTRODUCTION

There are four skills in English learning; they are speaking, listening, writing, and reading. However, this time the researchers discuss the speaking skill. The researchers think that speaking skill is very important which the students must master because the researchers assumed that speaking is the one communication access if the students meet the other people from the other country (Harmer, 2012). Verbal ability also becomes the main objective of language learning, especially in senior high school in Indonesia. Students of senior high school are required to master the speaking after graduating from their school to have the option to convey in English. As indicated by KTSP (School-Based Curriculum) of English for Senior High School, speaking must be instructed to the students since it is one language expertise other than reading, listening, and writing. Besides, students are relied upon to have the option to convey English well (Muslich, 2008).

Many language students view speaking capacity as the proportion of knowing a language. That is the reason the principal motivation behind language learning is to create capability in speaking and communicative efficiency. They see that speaking as the most significant aptitude they can procure and assess their advancement regarding their achievements in spoken correspondence. Speaking is a language aptitude that is created in youngster life, which is delivered by listening ability, and that period speaking expertise is found out (Alharbi, 2015). As indicated by Brown, speaking is an intelligent procedure of creating, getting, and handling data (Brown & Abeywickrama, 2018).

Speaking is portrayed as the action as the capacity to communicate in the circumstance, or the movement to report acts or circumstance in exact words or the capacity to speak or to communicate an arrangement of thoughts easily (Duck & McMahan, 2016). Based on the Competence-Based Curriculum is one of the four abilities that the students should increase well. It has a significant job in correspondence. Speaking can discover in the spoken cycle, particularly and joint construction of the text stage (Muslich, 2008). In completing speaking, students face a few challenges. One of them is about language its self. Indeed, most of the students get challenges to talk even though they have a ton of vocabulary and have kept in touch with them well. The issues are apprehensive for students to commit errors.

Speaking is the most troublesome part for the students when they become familiar with the English language (Boers & Webb, 2018). Numerous students of senior high school despite everything experience issues in communicating in English, although they should ace it after moving on from their schools to have the option to convey. Even though students have learned English for a considerable length of time, huge numbers of them are yet inadequate to utilize English orally. The constraint of chance might bring these to rehearse, absence of jargon, mental variables which more worry to the dread of committing errors when communicating in English, and improper technique for the quality of the students.

To have the option to communicate well, students need to feel significant and positive about rehearsing their learning (Rowe, Fitness, & Wood, 2015). With agreeable and certain, students do not dread to commit errors when communicating in English. Nevertheless, then again, numerous students consistently feel awkward, unconfident, and dread of committing errors when communicating in English. This inclination can be brought about by the wrong procedure utilized by the educator. English instructor ought to have the option to empower and persuade the students to become familiar with the objective language by utilizing the proper procedure. They should utilize a suitable technique that causes their students to feel good, free, self-ruling, and mindful.

The use of appropriate strategy can influence the student's achievement in learning language, especially speaking skill in English (Alrabai, 2015). It can be said that strategy is the implementation of the idea, planning, and activity. In this research, the researchers were interested in using English shock day in teaching speaking ability at fourth-semester students. The approach was used due to the assumption that English shock day is a way that can encourage and motivate students to use their English without fell of fear in making mistakes. English shock day itself is a simple way in which every student must be speaking English if they see a paper which inscribed with a word (English shock day time), and

that paper would appear in anytime and everywhere. So, the students must be prepared their English if they see that paper. In this way, teachers must make the students trust themselves. The students are left to free discussion with their classmates, and the researchers determined when the paper must be raised. Therefore, this approach is subject to make students feel comfortable and confident.

Based on the explanation above, the researchers want to find out whether the English shock day in teaching the skill at the fourth-semester students can improve their speaking ability. There have been some researches related to this topic. Alharbi (2015) studied students English speaking proficiency. The huge discoveries on paper were: (1) transforming explicit Ministry of Education and Higher Education strategies in Saudi Arabia was vital; (2) the Saudi instruction framework ought to fortify the utilization of contemporary ways to deal with encouraging that accentuate critical thinking and necessary reasoning abilities and put students' responsible for their learning; and (3) the service ought to consider changing over some Saudi government-funded schools into bilingual school. Tahir (2015) studied the student's speaking skills through Yahoo Messenger. The utilization of one mechanism of offices gave by Yahoo Messenger proceeds was compelling at the primary, secondary, or possibly on the third time and in whenever it would be exhausting. To dodge from the constraint of immersion or weariness, an educator must inventive in make learning exercises or by blending at least two offices that gave by Yahoo Messenger.

Based on all the studies, a topic related to the use of English Day program as a program to improve students' speaking skills has been working out. It challenged the researchers to conduct a study of this interest. Speaking is subject to absolute words, to communicate thought by words, to absolute discourse, talk, or contend, to talk, to take notice, to advise by composing, to impart thoughts in any issue. Speaking is intended to utilize a language in customary, not in singing. Speaking is a push to utilize language unreservedly, having the option to talk, which puts more accentuation on connection, correspondence, and seeing one another. Speaking is the type of oral language that is definitely used to impart thoughts and emotions, regardless of what the language is (Gregory & Carroll, 2018).

Speaking incorporates a few parts that ought to be mastered, i.e., structural accuracy, vocabulary, pronunciation, fluency, and comprehension for oral communication in the classroom management context (Derakhshan, Khalili, & Beheshti, 2016). The speaking part in a language class ought to support obtaining communication in and out of the classroom. Those parts would be utilized as estimations depiction to check the accuracy as far as non-utilizing the score. The researchers conclude that speaking is the ability to use the language in an ordinary way by speech. It is not only a matter of transferring some messages to other people but is also communication, which needs more than one person to communicate with. It is 'ability' as a genetic word represents the term capacity, capability, intelligence, competence, mind power, and others. It likewise identifies with ability, information to accomplish something, capability, inclination, workforce, skill, ability, office, capability, and quality. Considering the definition over the researchers characterize English speaking capacity as a capacity or ability that the students need to impart, to pass on significance, and to have an important discussion in English. In learning English, the main goal is to able to speak well so they can use it in communication. Speaking skills believed as an important aspect to be a success in English speaking. The success of learning English can be seen and measured from their performance in speaking and how well they present their English in communication.

English as the objective language ought to be mastered well, either its language aptitude or language zone. In getting a second language, students ought to be included in an important collaboration of the objective language that lone found in regular correspondence. Students figured out how to talk and worried about the message that they are passing on and understanding. When individuals talk, they develop thoughts in words, express their discernment, their emotions, and their aims, with the goal that conversationalists handle the significance of what the speakers mean. If the learner does not have the speaking skill, does not understand the English words that saying by the speaker, does not acknowledge the language, they cannot grasp the meaning of the speaker's mean. In that condition, they cannot be said success in learning English because they did not have a meaningful interaction of English conversation. So, for people who want to speak English well, besides learning the knowledge of the language, they need to practice it because it is impossible to be able to speak English without practice (García & Frede, 2019).

According to Heaton (1995) that there are three aspects of speaking, they are accuracy, fluency, and comprehensibility. According to Agustina, English shock day is an event where every people in the school or university must speak English when they see a paper which inscribed with the word "English shock day time." English has become a world-wide language, with numerous countries adopting it as an official language. English is the dominant international language in science, business, aviation, entertainment, and diplomacy, and on the Internet. English Day is a day where is in this school, the teacher and the students must use English all day long. In Indonesia, English Day usually uses in international stand school. So, the English Day program related to improving the students' speaking skills in an international standard school.

2 METHOD

The researchers applied the pre-experimental method with one group pretest, and posttest is administered to measure the treatment effect. To answer the research problem stated above, this research conduct utilizing pre-experimental with one group pretest and posttest design to know the student's ability to speak. The design means that the researchers give the students pretest before applying the treatment then give them a posttest after teaching several times using the treatment. Twenty-five students from the English department participated in this study. The researchers applied a cluster random sampling technique. The researchers chose the fourth semester in the English department. The instrument of this research was the speaking test. The researchers were given a directive to the students to make a small group and a do a discussion about some event in Indonesia. The instrument was intended to measure the students' achievement of language skills, especially in speaking skills. Furthermore, the speaking test was focused on students' speaking ability, which covers

accuracy, fluency, and comprehensibility. In measuring the students speaking ability (accuracy, fluency, and comprehensibility), the researchers used the marking scheme by Heaton (1995).

3 RESULTS

This section describes the students' achievement in the experimental class. The students' achievement was analyzed using the percentage of students' achievement, the mean score, standard deviation, t-test value of students' pretest, and posttest on the experimental classes. This section deals with the presentation of students' achievement in the speaking ability of discussion composition.

Table 1. The percentage of the students' score of the pretest.

No.	Classification	Score	Pretest	
			F	%
1	Very good	86-100	0	0
2	Good	71-85	1	4
3	Fair	56-70	12	48
4	Poor	41-55	12	48
5	Very poor	≤ 40	0	0
TOTAL			25	100

Table 1 shows that the students' score in test result for pretest group most of them were in fair category, 12 (48%) students were classified into fair, 12 (48%) students were classified into poor. There were not any students classified very good and very poor. It means before the researchers giving treatment, the students' pretest poor, and the student's speaking ability has low significantly.

Table 2. The percentage of students' scores of the posttest.

No.	Classification	Score	Post-test	
			F	%
1	Very good	86-100	0	0
2	Good	71-85	6	24
3	Fair	56-70	10	40
4	Poor	41-55	9	36
5	Very poor	≤ 40	0	0
TOTAL			25	100

Table 2 shows that the students' score in test result for posttest almost of them were in a good category, 6 (24%) students were classified into good. There were not any students classified into very good and very poor. It means that there were significant differences in students who taught through English shock day. The mean score and standard derivation of the students in pretest and posttest are percentages as follow:

Table 3. The mean score of pretest and posttest

No		Pretest	Post-test
1	Mean Score	58.36	70.68
2	Standard Deviation	6.49	6.60

Table 3 shows that the mean score of the students in the posttest (70.68) was greater than the pretest (58.36) Mean score and standard deviation of pretest and posttest, it means that the students who taught by using English shock day strategy improved. In the testing hypothesis, the researchers used the t-test formula (Paired sample test). The level of significance is set at $\alpha = 0.05$.

Table 4. The t-test of the students' score of pretest and posttest.

t-test for posttest	t-table
6.650	2.093

Table 4 shows that the t-test value was higher than the t-table value; it means that the null hypothesis was rejected and the alternative hypothesis was accepted. It means that the speaking ability at Fourth-semester students to improve after they are taught by using English shock day.

4. DISCUSSION

This section deals with the finding that delivered from descriptive and inferential statistics and the interpretation of the test result of the group—the effect of English shock day. Based on the data above, it showed that the speaking ability of students pretest and posttest has significantly different, where students, after applied a technique English shock day in speaking composition, has a higher score better than before applied English shock day in speaking composition.

The description of the data collected through the test, as explained in the previous section showed that the students' ability in speaking improved significantly. It is supported by the mean score of the students' test in posttest students. The mean score of the posttest was 70.68. The data in the previous section showed that applying English shock day strategy in speaking composition was effective in improving students' speaking ability. It is supported by the difference between the test mean score of the posttest (70.68) was higher than the pretest (58.36). This research data indicated that applying English shock day strategy in speaking composition was significantly improved the students' speaking recount composition ability.

Based on the students' results obtained and stated in the findings above, the researchers used a t-test in inferential statistics through the SPSS version 21.0 program to test the hypothesis. On the statistics test result, it showed that the t-table is lower than the t-test ($2.093 < 6.650$). It means that H1 was accepted, and H0 was rejected. It is concluded that there was a significant difference between students in speaking ability. In other words, there was an improvement in the students' speaking ability after applying the English shock day strategy at the fourth-semester students. English shock day is an event where every people in the school or university must speak English when they see a paper which inscribed with the word "English shock day time." English has become a world-wide language, with numerous countries adopting it as an official language. English is the dominant international language in science, business, aviation, entertainment, and diplomacy, and on the Internet, it may sometimes make EFL students shock (Cho, 2012; Hakim & Bahari, 2016).

5. CONCLUSION

The students' achievement in learning speaking through English shock day was significant. The mean score indicated this they got on the posttest was higher than the pretest ($58.36 < 70.68$). The result of hypothesis testing showed a significant score between t-table and t-test, which is t-table was lower than the t-test ($2.093 < 6.650$). It means that the use of English shock day was productive. Since the use of English shock day has been proven to be more effective in improving students' speaking ability, the researchers highlighted some issues. The teachers can apply the English shock day since it is a good teaching technique, and teacher-led discussions provide opportunities for schema development and enhancement. To apply the English shock day, an instructor should create a meaningful atmosphere in teaching speaking and give more opportunities to students for practicing English speaking. Students should be fully engaged in the learning process as best practice for speaking learning using the English shock day approach. Therefore, teachers should familiarize students with English shock day as the right approach.

REFERENCES

- Alharbi, H. A. (2015). Improving Students' English-Speaking Proficiency in Saudi Public Schools. *International Journal of Instruction*, 8(1), 105–116.
- Alrabai, F. (2015). The influence of teachers' anxiety-reducing strategies on learners' foreign language anxiety. *Innovation in Language Learning and Teaching*, 9(2), 163–190.
- Boers, F., & Webb, S. (2018). Teaching and learning collocation in adult second and foreign language learning. *Language Teaching*, 51(1), 77–89.
- Brown, H. D., & Abeywickrama, P. (2018). *Language Assessment: Principles and Classroom Practices*. Retrieved from <https://books.google.co.id/books?id=a7nqswEACAAJ>
- Cho, J. (2012). Campus in English or campus in shock? *English Today*, 28(2), 18.
- Derakhshan, A., Khalili, A. N., & Beheshti, F. (2016). Developing EFL learner's speaking ability, accuracy, and fluency. *English Language and Literature Studies*, 6(2), 177–186.
- Duck, S., & McMahan, D. T. (2016). *Communication in everyday life: The basic course edition with public speaking*. SAGE Publications.
- García, E. E., & Frede, E. C. (2019). *Young English language learners: Current research and emerging directions for practice and policy*. Teachers College Press.
- Gregory, M., & Carroll, S. (2018). *Language and situation: Language varieties and their social contexts*. Routledge.
- Hakim, M. A. R., & Bahari, A. I. (2016). *Let's Speak: (Advanced Series)*. Deepublish.
- Harmer, J. (2012). *Essential Teacher Knowledge: Core Concepts in English Language Teaching*. Retrieved from <https://books.google.co.id/books?id=heSkMQEACAAJ>
- Heaton, J. B. (1995). *Practise Your Phrasal Verbs*. Retrieved from <https://books.google.co.id/books?id=gIKKQAAACAAJ>
- Muslich, M. (2008). *KTSP (Kurikulum Tingkat Satuan Pendidikan) dasar pemahaman dan pengembangan: pedoman bagi pengelola lembaga pendidikan, pengawas sekolah, kepala sekolah, komite sekolah, dewan sekolah, dan guru*. Bumi Aksara.
- Rowe, A. D., Fitness, J., & Wood, L. N. (2015). University student and lecturer perceptions of positive emotions in learning. *International Journal of Qualitative Studies in Education*, 28(1), 1–20.
- Tahir, S. (2015). Improving Students' Speaking Skill through Yahoo Messenger at University of Iqra Buru. *International Journal of Language and Linguistics*, 3(3), 174–181.