

THE EFFECTIVENESS OF PERSONAL DILEMA TECHNIQUE ON TEACHING SPEAKING SKILL FOR EFL LEARNERS

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Abstract

This study aims at investigating the effectiveness of personal dilemma technique on teaching speaking skill for EFL learners. Designed as pre-experimental research with pretest-posttest design, it examined a sample of first semester of English department of STKIP Hamzanwadi Selong in the school year 2014-2015. Random sampling technique was used in determining the sample of the study. Speaking test and analytical scoring rubric were the instruments used to collect the data. Then the data were analyzed by using descriptive statistic and paired sample t-test to test the hypothesis. The result of descriptive statistic analysis revealed that personal dilemma technique is effective for teaching speaking for EFL learners since the mean score of posttest 71.85 was higher than mean score of pretest 61.28. While for hypothesis testing by using paired sample t-test at significance (2-tailed) value level was .000, it was lower than .05. So, it means that the alternative hypothesis of this study was accepted. In other word, personal dilemma technique was significantly effective in improving students' speaking ability of the first semester students of English department of STKIP Hamzanwadi Selong in the school year 2014-2015.

Penelitian ini bertujuan untuk menyelidiki efektivitas teknik personal dilemma pada pengajaran keterampilan berbicara untuk pelajar EFL. Dirancang sebagai penelitian pra-eksperimental dengan desain pretest-posttest, sampel penelitian ini adalah mahasiswa semester I jurusan bahasa Inggris STKIP Hamzanwadi Selong pada tahun ajaran 2014-2015. Teknik random sampling digunakan dalam menentukan sampel penelitian. Tes berbicara dan rubrik skoring analisis adalah instrumen yang digunakan untuk mengumpulkan data. Kemudian data dianalisis menggunakan statistik deskriptif dan paired-sample t-test untuk menguji hipotesis. Hasil analisis statistik deskriptif mengungkapkan bahwa teknik personal dilemma efektif untuk mengajar berbicara untuk pelajar EFL karena skor rata-rata posttest 71,85 lebih tinggi dari rata-rata skor pretest 61,28. Sedangkan untuk

pengujian hipotesis dengan menggunakan paired sample t-test pada signifikansi (2-tailed) adalah 0,000, itu lebih rendah dari 0,05. Jadi, itu berarti bahwa hipotesis penelitian ini diterima. Dengan kata lain, teknik personal dilemma secara signifikan efektif dalam meningkatkan kemampuan berbicara mahasiswa semester pertama jurusan bahasa Inggris STKIP Hamzanwadi Selong pada tahun ajaran 2014-2015.

Key words: Personal Dilemma Technique, and Speaking Ability.

Kata kunci: Teknik Personal Dilemma, dan Kemampuan Berbicara.

A. INTRODUCTION

In learning English, there are four skills should be mastered by the students, those are listening, reading, speaking, and writing. These four skills must be considered as the dominant language aspects that need serious treatment mainly when they are faced by the situation in which requires their spontaneous oral communicative ability to express their message or ideas. Richards and Rodgers (2001: 153) point out that learners should learn how to use the language spontaneously and flexibly in order to express their intended message and should be placed in situations where they must use language as an instrument for satisfying communicative needs, where the criterion for success is functional effectiveness rather than structural accuracy.

Speaking as one of the basic language skills requires communicative competence including pronunciation (intonation, stress, and pitch), grammar, vocabulary, fluency, accuracy, and comprehension skill which are needed to build a good communication. These elements are needed to measure the capability of the students in speaking using appropriate technique. Brown (1994: 103) states that speaking is a skill in producing oral language which occurs when two or more people interact with each other aiming at maintaining social relationship between them.

However, the students in Indonesia often find difficulties in mastering speaking skills. In line with this, Richards and Renandya (2002: 204) state that speaking in a foreign language is difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction. Furthermore, Richards and Renandya (2002: 201) state that to speak in a

second or foreign language well is a very complex task if we try to understand the nature of what appears to be involved. To begin with, speaking is used for many different purposes, and each purpose involves different skills. Each of these different purposes of speaking requires knowledge of the rules that account for how spoken language reflects the context or situation in which speech occurs.

In line with Richards and Renandya said, a research conducted by Jondeya (2011), Tari (2013) and S Menggo (2013) show that many complaints are being raised by teachers regarding students' low level of English language. This proves that English is really difficult for a lot of EFL students who try to use and understand it. Therefore, students need more opportunities to practice the language and use it communicatively inside and outside the language classroom.

As found in the researcher's observation in the process of teaching and learning speaking skill in STKIP Hamzanwadi Selong during pre-observation, similar problems in speaking ability were also faced by the students. The students still faced difficulty to express their ideas orally in English spontaneously. Some of them **tend** to keep silent when the teacher invited them to interact using English in the classroom. The students seemed to be unmotivated and had unfavorable attitudes during teaching and learning process. These problems can not only be attributed to the students' personal factors but also to the types of teaching technique used by the teacher in delivering the materials which was still teacher-centered. This technique failed to make the students felt confident enough to express their ideas orally while the class was dominated by the teacher.

In order to make the students strongly interested in the teaching and learning process especially in acquiring the speaking skill, teachers should use the most appropriate teaching technique which is suitable to the students' level. To help them in teaching speaking to university students, English teachers should use an interesting teaching technique to present their teaching materials which is expected not only to increase students' ability in speaking English but also to help them in creating fun in the classroom. In this case, one of the alternative techniques is personal dilemma technique.

Harmer (2007: 223) defines personal dilemma as a situation that requires people to make choice or decision that generally requires asking friends' opinion or suggestion. Sometimes this is uncomfortable or awkward and demand difficult decision-making. Personal dilemma discussions in the classroom provides safe environments in which students may consider, sometimes for the first time, what they actually believe is right or wrong, good or bad, and why. However, these reasons will trigger the students to talk about their opinion related to the topic; whether it is a suggestion or a critic.

Peer interaction is the most powerful aspect of the dilemma discussion teaching strategy. However, teachers should not get caught up in discussions between the teacher and a particular student; this is not productive. The ideal discussion occurs when students not only talk to each other but listen to, understand, and challenge the views of each other.

When personal dilemma technique is applied correctly in speaking class, it will give some advantages such as: (1) Increase understanding of students' development and decision-making, (2) Enhanced discussions in the classroom, (3) Strengthen students' communication skills through sharing opinion, and (4) Skills and knowledge for students to make better life choices and to become aware of their and others' choices.

Based on the above phenomena, the researcher is quite sure that teaching speaking by using personal dilemma technique can meet the challenges and weakness of EFL learners' speaking ability and may improve it. Based on this, the researcher decided to investigate the effectiveness of personal dilemma technique in teaching speaking skill for EFL learners.

Based on the description above, this study was primarily intended to investigate the effectiveness of personal dilemma technique on teaching speaking skill for EFL Learners. If such an analysis proved to have a significant role on the level of the students' speaking ability, the result of this study is expected to be useful theoretical, practical, and methodological significance in relation to English language education in Indonesia as well as to research in language teaching.

B. METHOD OF STUDY

This study used pre-experimental pretest-posttest design since this study concerns with investigating the effectiveness of personal dilemma technique on teaching speaking skill for EFL learners.

The population of this study was all of the first semester of English department of STKIP Hamzanwadi Selong in the school year 2014-2015. The total numbers of population were 81 and they were separated into two classes. Then, the researcher took one class as the sample. In this case, cluster random sampling technique was used to determine the class as the sample of this study.

To obtain the data, the researcher used a speaking test in form of performance test and the scoring system was determined by an analytical scoring rubric. The criteria of evaluation used the scale (1-5) by Brown (2007: 172-173) in which speaking ability was valued from 5 variables, namely fluency, grammar, vocabulary, pronunciation, and comprehension. In detail, the criteria of evaluation are as follows:

Table 01: Scoring Rubric of Student's Speaking Ability

Elements	Score	Criteria
Fluency	5	Speak very fluently, native-like fluency.
	4	Speak less fluently due to few problems of vocabulary.
	3	Occasionally have problems in speaking due to selection of words, so that there are several pauses during speaking.
	2	Regular pauses and hesitancy.
	1	Very slow speaking due to serious language problems.
Grammar	5	Very few mistakes without deducing the meaning of information.
	4	Occasionally making mistakes, e.g. order of words, but

		the meaning can be understood.
	3	Making several mistakes, thus repetition is necessary to strengthen meaning.
	2	Making many mistakes, so that meaning is unclear.
	1	Making regular mistakes so that it is difficult to understand.
Vocabulary	5	Accurate selection of words, native speaker-like.
	4	Very few mistakes in word selection, but it does not deduce the meaning.
	3	Occasionally uses inaccurate words, so that clarification of meaning is necessary.
	2	Regular wrong uses of words which make meaning difficult to understand.
	1	Serious problems in using accurate words, so that it is unable to understand.
Pronunciation	5	Accurate pronunciation with native-like accent.
	4	Accurate pronunciation with mother tongue accent.
	3	Good pronunciation with one or two mistakes.
	2	Having problems in pronunciation, thus it is difficult to comprehend.
	1	Having problems in pronunciation, thus it is unable to comprehend.
Comprehension	5	Very good understanding of the material so that the story

		could be expresses nicely.
	4	Good understanding of the material, but occasionally make repetitions in expressing the story.
	3	Having comprehension problems, but not serious and directly understand after having some repetitions so that the story could be expressed.
	2	Having difficulties to comprehend the material so that unable to express the story.
	1	Unable to comprehend the material so that unable to express the story.

Adopted from (Brown, 2007: 172-173)

The minimum criterion of success which is required in this research is 65%, in which the achievement of the speaking ability using the proposed technique is categorized as good.

Table 02: Score Interpretation

Score	Category
85 – 100	Very Good
70 – 84	Good
60 – 69	Sufficient
45 – 59	Insufficient
0 – 44	Very Insufficient

Furthermore, in order to evaluate the students' speaking ability more detail and objective, their speaking performance in pretest and posttest were recorded by using video record. Based on the topic of oral test or speaking, the samples were asked to talk about their unforgettable experience or their real life problems maximally 5 minutes.

Then, the data obtained from pretest and posttest was analyzed using descriptive statistics and paired-sample t-test to test the hypothesis. The result of descriptive statistics and summary of the students' speaking ability can be seen in Table 03 and Table 04 as follows:

Table 03: The Result of Descriptive Statistics

	<i>Pretest</i>	<i>Posttest</i>
Mean	61.27	71.85
Median	60	73
Mode	60	60
Standard Deviation	11.20	13.52
Largest(1)	76	90
Smallest(1)	40	40

Table 04: Summary of the Students' Speaking Ability.

Aspect	Pre-Test		Post-Test	
	Total Score	Mean Score	Total Score	Mean Score
Pronunciation	2047	52.5	2378	59.45
Grammar	1730	43.25	2027	50.68
Vocabulary	1912	47.80	2278	56.95
Fluency	2100	52.50	2438	60.95

Comprehension	2015	50.38	2327	59.38
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Meanwhile, for the hypothesis testing by using paired sample t-test, the researcher determined the confidence interval of the difference was 95% and the standard significance (2-tailed) value level was .05. Then the result of paired sample t-test revealed that the significance value level was .000, it was lower than .05. it can be concluded that personal dilemma technique was significantly effective on teaching speaking skill for EFL learners.

C. RESEARCH FINDINGS

From 40 subjects under study, the result of pre-test proved that they had problems in speaking ability. The data showed that their prior speaking ability was regarded as "sufficient" which could be seen from the obtained mean score (61.28) which was categorized into sufficient. The detail data regarding the achievement of the students in pretest was as follows: 12 students (30%) was categorized into "good", 18 students (45%) was categorized into "sufficient", 5 students (12.5%) was categorized into "insufficient", and 5 students (12.5%) was categorized into "very insufficient". Hence, from the above data it can be concluded that the majority of students (70%) still had problems and were essentially assisted to improve their oral communicative competence.

Moreover, the result of post-test further showed that the students' speaking ability was significantly improved, it can be proved by the total mean score (71.85) was categorized into "good". The detail data regarding the achievement of the students in posttest can be shown as follows: 9 students (23%) categorized into "very good", 14 students (35%) was categorized into "good", 14 students (35%) was categorized into "sufficient", and 3 students (7%) was categorized into "very insufficient". Hence, from the above data it can be concluded that the majority of students (58%) had achieved the standard score of success (65).

In addition, the result of hypothesis testing by using paired-sample t-test showed that the significance (2-tailed) value level of the analyzed data was .00, it is lower than .05, so, it

means that the alternative hypothesis of this study was accepted. Hence, personal dilemma technique is effective for teaching speaking skill to EFL learners.

DISCUSSION

The purpose of this study is to see the effectiveness of personal dilemma techniques in the process of teaching and learning speaking skill to EFL students. The discussions of the finding are as follows:

The result of the study reveals that personal dilemma technique is effective to be used for teaching speaking to EFL Learners. It cannot be denied that teaching technique which is used by the teacher in the class gives a big influence to the success of the teaching and learning process. In this case, personal dilemma technique automatically trigger the students to be more active in acquiring the academic content without neglecting their social and human relation with other students unconsciously. During treatments process, applying personal dilemma technique for teaching speaking made the students more creative and active in joining the teaching and learning process.

Furthermore, personal dilemma technique encourages cooperative relationships among students. This further gives students the chance to work on negotiating meaning and feel more comfortable to speak. On the other hand, when students work in small groups, the communicative practice they receive will be maximized. In this way, students also learn to pay attention not only to communicate the intended meaning, but also to the social context of the communicative event.

In addition, during personal dilemma activities, students are not under pressure to produce correct speech and as a result, their mental are established and make them as risk taking students. In personal dilemma activities, the only thing they need to do is to communicate and share their dilemma with others. In this case, mostly the students expresse their joy when they all participated in each activity. In fact, this technique makes the students concentrate on how to communicate and express their feeling and ideas freely. Moreover, The students taught using personal dilemma technique are seen to become less dependent on the teacher's assistance. Therefore, the students

instructed through this technique rarely get bored and tired during learning process. These activities teach students to take more responsibility for their own learning. They should act as active participants not as passive recipients, in order for them to carry out the tasks.

Presenting personal dilemma technique in speaking class triggers the students to be more active in the process of teaching and learning because the activities offered by personal dilemma technique have relevancy to the characteristics of most university students that curious and enjoy dynamic situations. Meaningful situations are established using pair work and group work, both important features of communicative language teaching in the language classroom.

Thus, by using personal dilemma technique, the students mostly participate actively in each activity. They also have more effort by asking the vocabularies they do not know in English in order to maintain their speaking activities with their seat partner or their group. They also do more speaking practice even though they are not under monitored by the teacher. By doing so, the students seem very interested in the process of learning because they can share their ideas freely to each other, and this makes the class becoming more alive with the speaking practice. So, that is why this technique (personal dilemma) is effective to be applied for teaching speaking to the EFL university students.

In addition, the application of personal dilemma is useful and interesting technique because it gives every student an opportunity to speak and it reflects the way we use language as a means of communication in real life. However, during the treatments, it was observed that few students tended to do less effort to keep the conversation on and tended to do less practice in speaking. It seemed that they had no motivation in the classroom. So, this characteristic disable the students to learn and follow the dilemma activities presented in their class. Related to this, Marhaeni (2005) confirms that the students with low motivation interested in static condition in which they feel secure and comfortable because they are not ready to face new thing (feedback) and tend to consider the feedback as their weaknesses. So, that why the use of personal dilemma technique is less effective to the students with low learning motivation.

The above findings and discussion have revealed that EFL learners' speaking ability increases when they learn new lessons using of dilemma activities in the classroom. So, teachers must revise their speaking teaching technique in order to encourage students to expand their communicative ability. Moreover, the language teachers can benefit from this technique in order to educate more active students in order to be better communicators. In this way, language teachers can save great amount of energy and money. In other words, instead of wasting their time and energy on a technique which has little practical activities, the teachers can concentrate using personal dilemma technique which is practically more powerful and useful in encouraging students' speaking ability.

D. CONCLUSION AND SUGGESTION

Based on the result of the data analysis and the discussion presented in the previous section, it can be concluded that using personal dilemma technique is significantly effective for teaching speaking skill to EFL university students.

Based on the conclusion above, it is necessary to have other investigation as the follow up to the research which has been done. Replication of similar study will reinforce the findings. Some suggestions for teachers, students, and future researchers can be listed as follows: For the teachers, in developing their skills in teaching, they can use various techniques of teaching or strategies in teaching speaking, so that the class will not run in boring atmosphere and the students will enjoy learning English. The more the students enjoy learning English, the more easily they understand the material. Moreover, the English teacher should try to use the media in order to help the students with low motivation to be more active and more interested in learning English. Besides, the teacher should also use the best and the most appropriate way of their own personal creations, the teacher can use personal dilemma technique to teach speaking since the result of this study; quantitatively and qualitatively mutually revealed the significance effect of this technique to increase students' speaking ability. For the Students, the use of personal dilemma is not the only way of solving the students' problems in learning speaking.

However, it can be said that there are many meaningful techniques to overcome their problems in improving their speaking ability. For the future researchers, a replication of this research design using personal dilemma as teaching techniques in teaching speaking can be done with some revision. A similar research to different population characteristic is also possible.

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