

THE USE OF DILEMMA STORY TO ENHANCE SPEAKING SKILL AT THIRD SEMESTER OF IAI AS'ADYAH SENGKANG

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Article Info

Article history:

Received Jan 04, 2022

Revised Jan 22, 2022

Accepted Jan 24, 2022

Keywords:

Dilemma Story
Speaking Skill
Students

ABSTRACT

The goal of this study is to see if using dilemma stories as a teaching tool can help students improve their speaking abilities. The third semester of IAI As'adiyah Sengkang was involved in this study, which employed a descriptive-quantitative method. Interviews were used to acquire data, which were subsequently documented and examined qualitatively. The adoption of the dilemma tale approach can increase students' speaking abilities in the third semester of IAI As'adiyah Sengkang, according to data analysis. The statistical analysis shows that the mean score of the student's accuracy in the pretest (2.45) is lower than in the post-test (3.3), that the mean score of the student's fluency in the pretest (2.4) is lower than in the post-test (3.45), and that the mean score of the student's comprehensibility in the pretest (2.9) is lower than in the post-test (3.3). (3.8). The table reveals that the significant difference between the pre-test and post-test results of the student's speaking ability is higher (10.76) than the inferential statistical analysis shows (1.729).

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1. INTRODUCTION

Speaking is a crucial skill because it is one of the most important aspects of English communication (Chien et al., 2020; Karpovich et al., 2021; Sudarmo, 2021). As an international language, Indonesians must be able to master English. They can carry on a discussion with others, give thoughts, and exchange information with interlocutor, and people can learn about what is going on in the world if they master the art of speaking. It is not only taught and studied in English, but it is also practiced as a habit. English is now taught not only in big cities, but also in small towns. In Indonesia, students should be able to speak English well, particularly in everyday conversations, as dialogues are the foundations for communicating with foreigners (Matsumoto, 2011; Sawir et al., 2012; Andi & Arafah, 2017; Suyitno et al., 2019).

Learning to speak a language is certainly more difficult than learning to understand it (Rifkin, 2000; Mercer, 2018). Many realities reveal that students can experience difficulties when learning English, particularly speaking skills (Copland et al., 2014). For example, the student may be shy, lack motivation, be hesitant to speak, lack self-confidence, or be fearful of making a mistake (Januariza & Hendriani, 2016; Musa & Ismail, 2021).

Given these circumstances, English teachers must be more creative and imaginative in their material selection and presentation. Stimulating and strengthening pupils' motivation to speak English enhances their capacity to communicate in the language. The use of a

dilemma story is one of the teaching methods that stimulate students' motivation and activation in learning English (Gao & Xu, 2014; Schneider, 2018). As an activating event to encourage learning, teachers "create a bewildering predicament". Purposing "usually shows a difference between what a person has always considered being true and what they have just experienced, heard, or read, and may lead to change readiness." Teachers can also use a case study, picture, quote, example, experiment, or tale that does not suit student expectations to accomplish this. The idea is to perplex and captivate students in order to improve their desire to learn. The dilemma as a means of teaching about the nature of science in a critically informed manner in a "safe" atmosphere; may contribute to the development of social and emotional skills in addition to scientific literacy (Wallace & Loudon, 2000; Keast & Marangio, 2015). The use of storytelling in student-teacher reflection can be utilized as a tool for connecting theory and practice in real-world classrooms and helping preservice teachers actively construct growth goals (Sadik, 2008; Kim & Li, 2021).

The dilemma story is a humorous medium that also serves as the foundation for crucial material that will be utilized in practicing English speaking, where it is expected to broaden insight and experience (Hino, 2009; Alharbi, 2015; Taylor et al., 2019; Unsworth & Mills, 2020). Dilemma story, as defined by the researcher, is a story that presents equally viable options for students to choose from, with the goal of expressing and promoting students' reasoning, comprehension of dilemmas or controversial themes, and improving their critical thinking and speaking abilities (Kurth et al., 2002; Kameniar, 2007). Students' memory, motivation, and emotional skill to think extensively and deeply can be stimulated through dilemma stories as a medium of teaching speaking. As a result, students develop ideas to communicate them while developing their speaking skills.

To use the dilemma story in the classroom, especially while teaching English speaking. A teacher can be a guide, a trainer, or a director, among other things. She or he is a vital figure in the teaching of the dilemma story, inspiring students to communicate their thoughts in the form of reasons and understanding by meaning in order to develop their English speaking abilities.

The students usually face a dilemma every day inside the classroom or outside the classroom that needs the attention or solution of their own friends or their teacher. They used to talk about the dilemma, in addition, they retell the problem or difficult situation of their own dilemma. Through retelling the situation like this, it can be expected to improve the students' ability in speaking English. Using dilemma stories as a way of addressing ethical issues in the Context of Science Education. She claims that using dilemmas as a strategy for resolving contentious issues tests students' ability to think critically, socially, and emotionally about science (Settelmaier, 2002; Taylor et al., 2013; Punch & Rogers, 2021). I thought it would be fascinating if we did something similar in Indonesia with English teaching.

Highlighting the description above, this study aims to see if using dilemma stories as a teaching tool can help students improve their speaking abilities.

Literature Review

Speaking is the ability to articulate sounds or words in order to express and deliver thoughts, ideas, and feelings (Richards & Schmidt, 2013). It is a human activity that takes advantage of physical, psychological, neurological, language, and semantic aspects in such a broad and widespread manner that it is regarded as the most essential weapon for human social control. Moreover, speaking is a daily practice that allows people to communicate their thoughts and ideas orally (Kayi, 2006; Sadiku, 2015). It means that speaking is the primary means of communicating messages, information, emotions, sentiments, ideas, and opinions to others.

Speaking, on the other hand, is believed to be primarily an instrument act in which speakers speak in order to produce some influence on their listeners. Speakers begin the process of speech production with the goal of affecting their listener in a specific way, and then select and compose a sentence that they believe will achieve that goal. Speaking is also a social process of negotiating to mean and utilize social knowledge of the situation, issues, and other speakers (Kramsch, 2014; Burns & Seidlhofer, 2019).

A dilemma story is a tough situation or incident in which people are forced to choose between two equally disagreeable or unfavorable options (Kälvemark et al., 2004; Shapira-Lishchinsky, 2011; Gaskarth & Langdon, 2021). Simply said, a dilemma story is one in which there are several equal options yet only one must be picked or resolved. Moreover, a dilemma is "a scenario in which one is unsure of what to do." Dilemmas are thus instances in which two factors collide, yet this colliding weighs hard on the agent's heart and threatens him or her. The dilemma is defined by Kälvemark et al. (2004) as a circumstance in which a decision must be made between two equal, especially equally unfavorable, options. A dilemma, according to Shapira-Lishchinsky (2011); Gaskarth & Langdon (2021), is a circumstance in which a decision must be made between possibilities that are or appear to be equally unpleasant or mutually exclusive.

According to those definitions, a dilemma is a circumstance in which we are unable to select between two options, the difficulty being from the fact that we dislike both of them but must pick or live with one of them nonetheless. Students study their own values (critical reflection) then compare and discuss those values with their peers, resulting in a cognitive disequilibrium that leads to moral development. The dilemma affects language teachers' efforts to push their students toward communicative competence (De Klerk, 2001; Sert, 2008; Lai, 2008; Altbach & de Wit, 2020). Competence entails knowing when to speak and when not to speak, as well as knowing what to say to whom, when, where, and how (Altbach & de Wit, 2020). In this study, the researcher focuses solely on dilemma stories to improve speaking skills, with the dilemma tale being one of teaching, particularly in teaching speaking

2. METHOD

This study used a pre-experimental design with one group and a posttest (Dimitrov, 2008; Bloomfield & Fisher, 2019). For the treatment, the researcher held four meetings (pre-test, treatment, and post-test). In this study, the researcher used two devices. They consisted of an audio recorder and a speaking test. The researcher utilized an audio recorder to capture what the students were saying. There are two parts to the speaking test: a pretest and a posttest. The purpose of the speaking test was to determine the students' ability to communicate in English by using an English dilemma story.

Before beginning treatment, the researcher conducted a pretest to determine the student's capacity to communicate in English. The students were given a dilemma story to decide on a choice for the story's dilemma, and then they were allowed 10 minutes to prepare their own justifications for their choice. The pupils then gave their reasoning in front of the class. The students' speaking skills were assessed using a table of scores in the observation and a tape recorder to record what they said. In addition, this procedure is repeated four times in order to find a solution to an issue.

After that, the students were given a post-treatment test. The researcher used the posttest to determine if the treatment was effective by comparing the results of the posttest to the results of the pretest. The posttest's content was identical to that of the pretest.

3. RESULTS AND DISCUSSION

The average of the student's pre-test and post-test scores in Table 1 below.

Table 1. Student's Pre-test and Post-test Scores

Speaking Skills	Mean Score	
	Pretest	Posttest
Accuracy	2.45	3.3
Fluency	2.4	3.45
Comprehensibility	2.9	3.8

The researcher discovered that the student's accuracy score on the pretest was 2.45 and 3.3 on the posttest. On the pretest, the student's fluency score was 2.4, and on the posttest, it was 3.45. On the pretest, the student's comprehensibility was 2.9, and on the posttest, it was 3.8.

The difference between the student's pretest and posttest standard deviation in Table 2 below.

Table 2. Student's Pre-test and Post-test Standard Deviation

Category	Standard Deviation	
	Pretest	Posttest
Accuracy	0.94	1.07
Fluency	0.87	0.82
Comprehensibility	0.96	0.83

The standard deviation of the student's accuracy was 0.94 on the pretest and 1.07 on the posttest, according to the researcher. On the pretest, the student's fluency had a standard deviation of 0.87, whereas on the posttest, it had a standard deviation of 0.82. The student's comprehensibility had a standard deviation of 0.96 on the pretest and 0.83 on the posttest.

The t-test is used in this study to determine whether the two variables (pretest and posttest) are substantially different. The null hypothesis (H0) is rejected while the hypothesis (H1) is accepted if the t-test value is greater than the table value, and the null hypothesis (H0) is accepted while the hypothesis (H1) is rejected if the t-test value is lower than the table value. The T-test value is calculated using the findings of the analysis, as shown in Table 3.

Table 3. T-Test Value

Variable	T-test	T-table
X2-X1	10.76	1.729

To determine if a hypothesis is accepted or rejected, hypothesis testing is required. If the t-test result is higher than the t-table value at the level of significance 0.05 and the degree of freedom 19, the alternative hypothesis is accepted and the null hypothesis is rejected. If the t-test result is lower than the t-table value at the level of significance 0.05 and

the degree of freedom 19, the alternative hypothesis is rejected and the null hypothesis is accepted. The t-table value is 1.729 at the level of significance (P) = 0.05, df = 19, and df = 19. As a result, the t-test value (10.76) was higher than the t-table value (1.729). The null hypothesis (H_0) was rejected, whereas the alternative hypothesis (H_1) was accepted, based on the above findings. As a result, there was a substantial difference in speaking ability between the student's pretest and posttest results. It may be stated that the problem tale can help students enhance their speaking skills in the third semester of IAI as'adiyah Sengkang's English education.

The student's ability was greatly improved, as evidenced by the data analysis. The student's post-treatment score (posttest score) was higher than the student's pre-treatment score (pretest score). It was backed up by the frequency and rate percentage of the student's pretest result. The posttest rating percentage of the student's score was higher than the pretest. This is similar to previous research by (Kälvemark et al., 2004; Shapira-Lishchinsky, 2011; Gaskarth & Langdon, 2021). She mentioned that the rate percentage of the student's score improved after treatment (post-test). The findings showed that using dilemmas as a strategy for tackling contentious issues tests students' intellectual, social, and emotional skills, as well as leading to critical self-reflexivity about themselves and science.

On the pretest, the student's accuracy was 2.45, and on the posttest, it was 3.3. On the pretest, the student's fluency score was 2.4, and on the posttest, it was 3.45. On the pretest, the student's comprehensibility was 2.9, and on the posttest, it was 3.8. It was discovered that the student's post-test mean score was higher than the pretest. It was established that the student's speaking abilities improved after treatment. This is consistent by (Abdelmageed & El-Naggar, 2018; Gallardo-Niacato et al., 2021; Hava, 2021; Karnieli-Miller et al., 2021; Yang et al., 2021) hypothesis that a dilemma story or storytelling might help pupils enhance their speaking skills. He claims that the applicability of dilemmas stems from the concept of values clarification, in which students examine their own values (critical reflection) and compare and discuss them with their classmates, resulting in a cognitive disequilibrium that leads to moral learning.

The researcher discovered that on the level of significance P = 0.05 at the degree of freedom (df) = 19, the value of the t-test (17.70) was greater than the value of the t-table (1.729). The researcher discovered a significant difference between the results of the student's pretest and posttest in speaking ability based on the results of the t-test. In other words, the usage of a dilemma story increases the speaking ability of IAI As'adiyah Sengkang's third-semester English students.

4. CONCLUSION

The researcher concludes that using the dilemma story method in the third semester of English education at IAI As'adiyah Sengkang can improve students' speaking skills. The statistical analysis shows that the mean score of the student's accuracy in pretest (2.45) is lower than the posttest (3.3), the mean score of the student's fluency in pretest (2.4) is lower than the post-test (3.45), and the mean score of the student's comprehensibility in pretest (2.9) is lower than the posttest (3.45) and (3.8). According to the inferential statistical analysis, the significant difference between the pre-test and post-test results of the student's speaking ability is larger (10.76) than the table indicates (1.729). The use of a dilemma story in the classroom makes pupils feel more at ease and enjoy the teaching and learning process. Students can share and widen information, insight, and experience by telling the dilemma tale, allowing them to be more expressive and motivated in their English studies.

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