

STUDENTS' SPEAKING SKILLS BY USING PERSONAL EXPERIENCE

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ABSTRACT

The main goal of the study was to determine whether or not students in the second year of Boarding School Putra II Sengkang's academic year 2019–2020 can improve their speaking abilities by drawing on personal experience. It was pre-experimental research in this study. The researcher selected VIII.B with 30 students for this study using a cluster random sampling approach. The research's primary tool was a speaking exam. The speaking exam was intended to determine if the second-year students at Boarding School Putra II Sengkang had improved their speaking abilities. The findings of this study show that after treating students with personal experience, their speaking abilities significantly improved. The value (Sig. 2 tailed) was used to demonstrate the point. With a level of significance (α) of 0.05 and a degree of freedom (df) of $N-1 = 30$, the value (Sig. 2 tailed) is 0.000. The alternative hypothesis (H1) was approved as a result. Based on the findings, the researcher draws the conclusion that the students' speaking abilities were considerably impacted by the application of personal experience, indicating that personal experience helps students talk more clearly.

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1. INTRODUCTION

The capacity to talk or communicate in the target language accurately, fluently, and extensively is one of the language abilities that any learner of a foreign language must acquire. By speaking, a student may express their ideas, suggestions, opinions, and interests (Shih, 2010; Seymour & Hunter, 2019; Amiruddin et al., 2022). Speaking also increases their awareness of the outside world. A worldwide language is especially English. But English is also thought to be hard to learn. Speaking requires a variety of abilities, including pronunciation, sentence structure (grammar), and vocabulary. The majority of EFL students find it challenging to enhance their English-speaking skills since they are used to using their mother tongue in everyday life, according to several study findings (Nazara, 2011; Kara, 2017; Azir, 2019; Alrasheedi, 2020).

Speaking, as defined by Kayi (2006); Tomprou et al. (2021); Kohl et al. (2022), is the process of creating and exchanging meaning in a range of contexts utilizing both verbal and nonverbal signals. Speaking is also verbal language in spoken form. Many effective skill exercises fall short of expectations because the subject matter is inappropriate or the students are unfamiliar with the material (McDonough & Shaw, 2012; Jaffe, 2015; Chankova, 2020; Heggart & Dickson-Deane, 2022). Students may be

reluctant to participate completely in an activity if they are not interested in the topic or if it is one they are not familiar with. Students won't put as much effort into their language output if the topics they are asked to speak about don't excite them as they would if they were passionate about the material. For instance, students can find it challenging to concentrate on the assignment if they are wholly unfamiliar with the subject on which they are asked to talk.

Telling tales to students is one of the activities that might help them practice speaking as a skill (Clandinin, 2019; Rao, 2019; Brodin & Renblad, 2020; Saydakhmetova, 2020; Al-Khreshah et al., 2020). Additionally, students must be able to recount tales in English. Of course, the finest tales are those that the kids share about themselves, their loved ones, or their friends. This kind of storytelling frequently occurs on its own because the subject matter of the lesson brings it up (Clandinin, 2019; Rao, 2019). As stated by Brodin & Renblad (2020); Saydakhmetova (2020), "experience is a rich reservoir of ideas." This was a circumstance that we had encountered.

LITERATURE REVIEW

Speaking is verbal language in spoken form. Additionally, speaking is the process of creating and exchanging meaning in a variety of contexts utilizing both verbal and nonverbal signals (McKay, 2018; Martín-Páez et al., 2019). Moreover, speaking entails not only the use of gestures and facial and body movements but also the use of vocal organs to make a sound. Learning to speak English requires a willingness to communicate in a manner that is different from that of one's native tongue, reinforced occasionally by reflection and with the same desire to be understood (Yashima et al., 2018; Rao, 2019; Lee, 2020).

Speaking and ability together into the noun "speaking ability." Each one will be clarified in order to prevent misunderstandings about what speaking ability means. Speaking, according to McKay (2018), is verbal language in spoken form. Giving ideas or information to people orally is known as speaking. Without speaking, communication will not function properly (Levis, 2018; Lacan et al., 2020). Speaking requires not just the creation of sound but also the use of gesture, facial muscle movement, and whole-body movement. When the speaker's and the listener's shared knowledge of the process of exchanging ideas results in the fulfillment of each party's goals, communication is effective (Lacan et al., 2020).

Speaking is a productive talent that entails creating orderly vocal statements to communicate meaning (Levis, 2018). Speaking is a talent that is productive and has many different elements. Making the proper sounds, selecting the appropriate words, and understanding structures are only a portion of speaking (Rao, 2019).

The researcher comes to the conclusion that speaking is the act of imparting information to others—be it knowledge, interest, attitude, opinion, or idea—based on the preceding definitions. Speaking ability may be defined as the capacity to talk responsibly and successfully in a genuine communication setting in order to share information, a point of view, an attitude, or an idea with others.

Furthermore, experience is the collection of information or abilities gained by active engagement in situations or pursuits (Alred, 2003; Wichadee, 2010). Instead of learning

via study, experience is the process of acquiring information or skills through time by seeing and doing things (Budur & Demir, 2019; Kilichova, 2021). The human experience is a rich source of inspiration. It was similar to a circumstance that the kids had encountered. Primary experience and secondary experience are the two categories into which experience may be classified (Pabro-Maquidato, 2021). The experience that has been directly exposed via observation and interaction with other people and the environment is referred to as a primary experience (Peck & Yates, 2019). Hearing about someone else's experience might provide you with secondary experience (Azizah et al., 2018; Sawyer, 2018).

Choosing a topic or having an idea of what to say is the first stage of speaking. Finding a broad topic is simple enough. Although some have a broader variety of experiences to draw from than others, the choices for delivering the themes are virtually limitless. Obviously, the best approach to start a speech is with a personal anecdote. Personal experience is a good source of information for two reasons (Azizah et al., 2018; Sawyer, 2018; Peck & Yates, 2019): (1) the information should be easily accessible. The memory is the source of knowledge, which must be used to accurately recount what actually transpired as it was viewed or experienced in the past; (2) when individuals discuss their experiences, they have the opportunity to gain insight into their past and future selves.

Speaking from personal experience focuses on communicating a reality. Although people express their feelings in a variety of ways, all experiences share a number of features in common (Yin, 2019; Chien et al., 2020). They should possess features the following:

1. The role of individual emotion
2. First-person narrator: "I" and "We" are typically used.
3. Focus on specifics. Such specifics evoke an image in the listener's imagination and provide the impression that the listener actually experienced the occurrences.
4. Suspense. Each section makes a prediction about what will happen, making the audience excitedly await how these events will turn out.
5. Something happens or is in motion

2. METHOD

The pre-experimental approach was adopted as the research methodology. It looked into how using personal experience may help students speak English more fluently. Pre-test - post-test design was used for this study. Between the pre-test (O1) and the post-test (O2), treatment (X) was administered. The following description of the design:

O1 → X → O2

Information:

O1 = pre-test

X = treatment

O2 = post-test

Speaking tests were used as the research instrument. Individual speeches in front of their friends were required of the kids. In accordance with the subject that had been assigned to the pupils, they talked from personal experience.

The pre-test was used to determine the students' speaking proficiency. Then, utilizing firsthand knowledge of the materials, therapy was offered. After that, a post-test was given to see how well the therapy had worked.

3. RESULTS AND DISCUSSION

The research's findings speak to the grade of the students. It was a study of descriptive statistics that included testing of hypotheses, the mean score and standard deviation of the pre-test and post-tests, and the categorization of the students' test scores. Table 1 below shows the changes in three speaking-related factors from the pre-test to the post-test.

Table 1. Frequency distribution pre-test and post-tests

Description	Score	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
Excellent	86 - 100	0	0	0	0
Good	71 - 85	0	0	3	8.33
Fair	56 - 70	0	0	10	36.11
Poor	41 - 55	5	13.89	7	19.45
Very poor	0 - 40	25	86.11	10	36.11
Total		30	100	30	100

Table 1 demonstrates that pre-test students did not get "Excellent," "Good," or "Fair" scores. 5 students, or 13.89 percent, received a "Poor" grade, while 25 students, or 86.11 percent, received a "Very Poor" grade. Students also failed to get an "Excellent" mark on the post-test. 3. Or 8.33 percent, of the pupils received a "Good" grade. Ten students, or 36.11 percent, received a "Fair" grade, while seven students, or 19.45 percent, received a "Poor" grade. 10 pupils, or the remaining 36.11%, received a "Very Poor" rating.

The following Table 2 shows the mean score and standard deviation of the pre-test and post-tests on the students' speaking abilities after the results of the scoring were determined.

Table 2. Mean score and standard deviation pre-test and post-tests

	Mean	Std. Deviation
Pre-test	25.77	10.88
Post-test	48.61	12.41

The results of data analysis from the pre-test and post-test on students' speaking ability are displayed in Table 2. The average pre-test score was 25.77, and the standard deviation was 10.88; the average post-test score was 48.61, and the standard deviation was 12.41.

However, the t-test findings indicated that the value (Sig. 2 tailed) was less than 0.05. The level of significance (α) = 0.05, the degree of freedom (df) = N-1, and the value (Sig. 2 tailed) are all equal to 0.000. The alternative hypothesis (H1) was approved as a result. Based on the findings, the researcher came to the conclusion that using personal experience had a substantial impact on the students' speaking abilities, proving that personal experience helps students talk more clearly. The results of this study are relevant and support several previous studies such as [Mohamed Salama Eissa \(2019\)](#); [Nair & Yunus \(2021\)](#).

4. CONCLUSION

The researcher draws the conclusion that using personal experience improves speaking skills covering the correctness, fluency, and comprehensibility of second-year students of MTs As'adiyah putra II Sengkang in the academic year 2019/2020 based on the results of findings and discussion. It is demonstrated by the fact that students' speaking scores improved after therapy (post-test) and were higher than they were before treatment (pre-test). Additionally, the result of the t-test (Sig. 2 tailed) was less than 0.05. The value (Sig. 2 tailed) is equal to 0.000, the level of significance (α) is equal to 0.05, and the degree of freedom (df) is equal to N-1. As a consequence, the alternative hypothesis (H1) was accepted.

Further study, therefore, advises that personal experience be employed in learning, particularly at the junior high school level. in order to help students become better speakers.

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