

THE EFFECT OF USING BEHAVIORISTIC THEORY ON STUDENTS' SPEAKING SKILL OF RECOUNT TEXT

GUSPARIA

STKIP Insan Madani Airmolek

guspariaemzet@gmail.com

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui keefektifan penerapan Behavioristic Theory pada pemahaman berbicara siswa. Desain penelitian ini adalah eksperimental yang dilakukan dengan memberikan pre-test dan post-test ke kelas. Penelitian ini melibatkan 25 peserta SMP N 3 Sungai Lala. Pertanyaan penelitian dalam penelitian ini adalah untuk mengetahui pengaruh signifikan penggunaan Behavioristic Theory terhadap pemahaman berbicara teks recount siswa. Pretest dan posttest diberikan dalam penelitian ini dan sample t-test digunakan untuk menganalisis data. Temuan penelitian menunjukkan bahwa tidak ada pengaruh signifikan penggunaan Behavioristic Theory pada pemahaman berbicara siswa. Level median adalah 37,33 untuk kelas experiment menjadi 49,96 untuk kelas kontrol. Hasil akhir dari penelitian ini $t_0 -1.947$, dengan level signifikan 5% adalah 2.02 dan level signifikan 1% adalah 2.64. Dapat dijelaskan bahwa $2.02 > -1.947 < 2.64$. Jadi, dapat disimpulkan bahwa Behavioristic Theory tidak dapat diterapkan dalam pengajaran pemahaman berbicara teks recount terutama di SMP N 3 Sungai Lala.

Kata Kunci: Keterampilan Berbicara, Teori Perilaku, Menulis Teks

Abstract: The aim of this study is to find out the effectiveness of applying Behavioristic Theory on students' speaking skill of recount text. The research design was experimental by giving pre-test and post-test to the class. It involved 25 participants of SMP N 3 Sungai Lala. The research question was posted in this study in order to find out the significant effect of applying behavioristic theory on students' speaking skill of recount text. Pretest and posttest were administered in this study and sample t-test was used to analyze the data. The finding shows that there was no significant effect of behavioristic theory on students' speaking skill. The mean level is 37,33 (for the experimental class) become 49,96 (for the control class). The finding of t_0 is -1.947; while the level of significance of 5% is 2.02 and the level of significant 1% is 2.64. It can be stated that $2.02 > -1.947 < 2.64$. So, it can be inferred that Behavioristic Theory cannot be applied to the students' speaking skill in recount text especially at SMP N 3 Sungai Lala.

Key Words: Speaking Skill, Behavioristic Theory, Recount Text

A. Introduction

As a foreign language that is learnt in the Indonesian Education Curriculum, speaking is one of skills that important to be learnt in order to make a good communication or discussion. Speaking is one of the four language skills (reading, writing, listening and speaking). In other words, students can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition, people who know a language are referred to as 'speakers' of that language. Actually, speaking English is not easy for the beginner. According to Oradee (2012:103), "ability to speak is the most essential skill since it is the basic for communication and it is the most difficult skill". Because of the difficulties, students have to practice more in order to get better results in speaking class.

Speaking is a productive skill in English learning. It means that every learner needs to produce the language and also they have to produce the sound of words to tell some information to other people. Gilakjani in Ahmadi and Leong (2017:35) expressed that speaking is of great significance for the people interaction where they speak everywhere and every day. Speaking is the way of communicating ideas and messages orally. If we want to encourage students to communicate in English, we should use the language in real communication and ask them to do the same process. Sometimes foreign language learners traveling in countries where their target languages are spoken find that they can neither understand native speakers nor be understood. That is why speaking is a skill that must be mastered in order to have oral communication to somebody else. It can be concluded that speaking is one of important skill to be had in order to speak or communicate with other people accurately and fluently. Speaking will make learners easy to share their ideas with their friends and also their teacher in front of the class.

In teaching speaking, there are criteria for assessment speaking proficiency that should be matched. Saeed et al (2019: 1063) states that the assessment criteria covered appropriateness of speech, communicative ability, managing discussion, fluency, pronunciation, grammar, and vocabulary. These criteria are used depending on students' levels. Brown (2003: 157) states there are five indicators of speaking; comprehension, grammar, vocabulary, pronunciation, and fluency. In this research, the researcher used four criteria in assessing speaking skill namely grammar, vocabulary, pronunciation, and fluency. Harmer (2010:17) states that "the grammar of a language is the description of the ways in which words can change their forms and can be combined in to sentence in that language". Vocabulary means list of words with their meaning. One cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. Without grammar, very little can be conveyed, without vocabulary nothing can be conveyed. According to Kristina in Handayani (2017:195), pronunciation is the act or manner of pronouncing words; utterance of speech. In other words, it can also be said that it is a way of speaking a word, especially a way that is accepted or generally understood. Fluency can be defined as the ability to speak fluently and accurately. Fluency inspeaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the speaker does not have spend a lot of time searching for the language items needed to express the message.

Based on Indonesian Education Curriculum 2013, one of genres that is taught at grade VIII of Junior High School is recount text. Recount text is a text that tells the story or experience in past, such as holiday story and others. In this section, the students are asked to understand the structure and function of the text. The students are also asked to reach the purpose of the learning that is explained in curriculum. Recount text text is chosen by the researcher in conducting this research. It is a kind of text, which function is to tell the events or experiences in the past or has passed so that the tenses used in the recount text is a past tense form. Recount text is a text whose contents relate to an event in the past that a person has experienced. Budiani (2013:58) states that "three main organization; orientation, event, and reorientation". Its characteristics can be seen through its language features, which include verb, adverb of place and time, and temporal sequence. It is generally written in simple past tense. The teacher just had used textbook in teaching speaking skills of recount text before, it was

failed because it could not make the students speaking up in the classroom. They also got blank when they speak in telling experience.

In teaching speaking, the teacher has to help students for better result. Here, the teacher chose a strategy by using the behavioristic theory. Behavioristic theory or behaviorism learning theory is a theory of learning that emphasizes human behavior as a result of the interaction between stimulus and response. Behaviorism theory is a theory proposed by Budiman (2017:103). That is why behavioristic theory can make students active to speak by stimulus. After stimulus that teacher gives to the students, they are asked to give a response. It will make the students active to in the class. According to the theory, the important thing in learning process is entry that is stimulus and output that is response. From the explanation above, it can be understood that stimulus is all of teacher gives to the students for the students in learning process, and response is a reacted that students give toward the stimulus.

The important principle in this behavioristic theory is behavior changing based on direct consequence. There are two consequence that uses in this theory, they are happy consequence (reward) and unhappy consequence (punishment). According to Shoimin (2014:157), in education concept, reward is one of ways to improve students' motivation. In generally, Dahar (2011:20) defines "happy consequence is called reinforcement (e.g. giving praise, grade or star and score), and unhappy consequence is called punishment (e.g. giving assesment)." Happy consequence and unhappy consequence will give the effect toward the students' response. It is because every students hope for happy consequence and try to avoid unhappy consequence. So, by giving reinforcement and punishment, the students will be more active in learning process.

Based on the explanation of behavioristic theory above, the researcher interest to apply behavioristic theory in teaching speaking. By carrying out this research, the researcher expected that the implementation of behavioristic theory in teaching speaking recount text probably helps students to overcome their difficulties in speaking and to achieve the improvement of their speaking skill. Based on the explanation above, the purpose of this research is to find out if there is any significant effect of using behavioristic theory towards the students' speaking ability of recount text at grade VIII SMP N 3 Sungai Lala.

B. Method

This research is quantitative research through experimental research design in which pretest/post-test were administered. The data were analyzed used T-test (independent samples tests). The participants of this study was the eighth grade of SMP N 3 Sungai Lala in academic year 2019/2020 that consisted of three classes. The population were 76 students. The researcher used simple random sampling to take a sample. According the Mundir (2013:17), "with simple random sampling, the researcher no more make interval class. The researcher just determines the total of population and the sample that they want." From three classes, the researcher took one random class as sample. The sample was VIII B (25 students). The following table was the details:

Table I Population and Sample

No	Students	Population	Sample
1.	VIII A	24	VIII B (25 students)
2.	VIII B	25	

3.	VIII C	27	
Total		76	

C. Results and Discussion

The data in this study were analyzed by using a descriptive statistics of finding frequency, percentages, and total scores; while the data were analyzed by using the statistical method. In this research, the researcher used independent sample test in SPSS 16 program.

Students' Speaking Skill before taught by using Behavioristic Theory. There were five items of speaking ability test that was given to the respondents in this research. From pre-test of control class, the highest score was 58 and the lowest score was 20. The data was obtained from the research by using SPSS 16 software. The data descriptions of pre-test of speaking ability in control class as follow:

Tabel I The Frequency Distribution of Speaking Ability Test (Pre-Test)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 20	1	4.0	4.0	4.0
26	1	4.0	4.0	8.0
28	1	4.0	4.0	12.0
30	2	8.0	8.0	20.0
35	1	4.0	4.0	24.0
38	1	4.0	4.0	28.0
39	2	8.0	8.0	36.0
40	1	4.0	4.0	40.0
42	1	4.0	4.0	44.0
45	1	4.0	4.0	48.0
46	1	4.0	4.0	52.0
47	2	8.0	8.0	60.0
50	4	16.0	16.0	76.0
51	2	8.0	8.0	84.0
52	1	4.0	4.0	88.0
55	2	8.0	8.0	96.0
58	1	4.0	4.0	100.0
Total	25	100.0	100.0	

From the table, it can be seen that there were 3 students who got score below 30 and 2 students got score 30 (4.0%), 4 students who got score below 40 and 1 student got score 40 (4.0%), 5 students got score below 50 (8.0) and 4 students got score 50 (16.0%), 2 students got 51 (8.0%), 1 student got 52 (4.0%), 2 students got 55 (8.0%), 1 student got 58 (4.0%). The highest frequency was 4 at the score of 50.00. The lowest frequency was 1 at the score of 20.00. It can be concluded that at this phase most of the students got average score in speaking skill before taught through behavioristic theory.

Students' Speaking Skill after taught by using Behavioristic Theory. The result students' speaking skill after taught by using Behavioristic Theory can be seen from their post-test score, there were also five items of speaking skill of recount text. From

the post-test, the highest score of control class was 61 and the lowest score 20. The data were obtained by using SPSS 16 software. The data descriptions of post-test of speaking ability in control class as the follows:

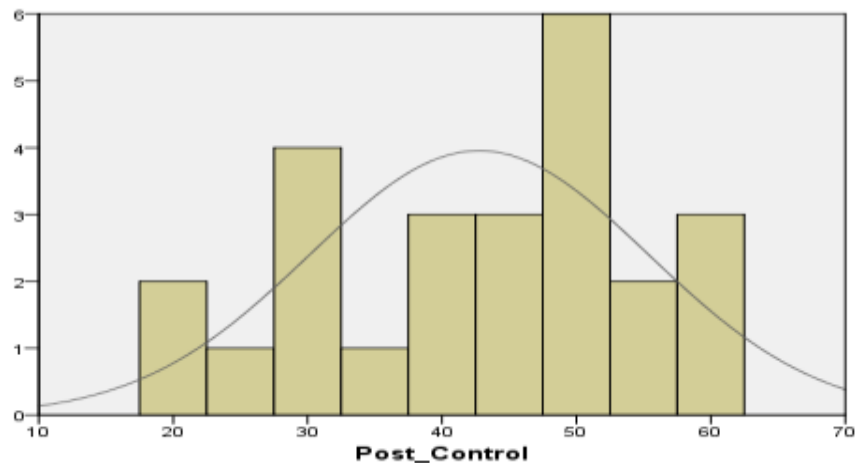
Table III The Frequency Distribution of Speaking Ability Test (Post-test)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 20	2	8.0	8.0	8.0
26	1	4.0	4.0	12.0
28	2	8.0	8.0	20.0
30	2	8.0	8.0	28.0
34	1	4.0	4.0	32.0
39	2	8.0	8.0	40.0
40	1	4.0	4.0	44.0
45	1	4.0	4.0	48.0
46	1	4.0	4.0	52.0
47	1	4.0	4.0	56.0
50	1	4.0	4.0	60.0
51	2	8.0	8.0	68.0
52	3	12.0	12.0	80.0
55	1	4.0	4.0	84.0
57	1	4.0	4.0	88.0
58	2	8.0	8.0	96.0
61	1	4.0	4.0	100.0
Total	25	100.0	100.0	

From the table, it can be concluded that there were 2 students who got score 20 (8.0%), 1 students got 26 (4.0%), 2 students got 28 (8.0%), 2 students got 30 (8.0%), 1 student got 38 (4.0%), 2 students got 39 (8.0%), %, 1 student got 40 (4.0%), %, 1 student got 45 (4.0%), %, 1 student got 46 (4.0%), %, 1 student got 47 (4.0%), %, 1 student got 51 (4.0%), %, 1 student got 57 (4.0%), 2 students got 58 (8.0%), and 1 student got 61 (4.0). The highest frequency was 1 at the score of 61.00. The lowest frequency was 1 at the score of 20.00. It can be concluded that the students got average score in speaking skill after taught through behavioristic theory.

To determine more about the post-test in control class which is consisted of 25 respondents at SMP N 3 Sungai Lala, the researcher describes in the following histogram:

Histogram. I The Result of Control Class Post-test



The researcher also classified the post-test result of control class of the respondents at SMP N 3 Sungai Lala to know the category of the students' speaking ability score. The classification of control class of students speaking ability can be seen from the following table:

Table IV The Classification of Speaking Ability Score

No.	Score	Categories	Frequency	Percentage
1.	80-100	Very good	-	-
2.	50-79	Good	11	44%
3.	40-49	Enough	4	16%
4.	30-39	Less	5	20%
5.	20-29	Fail	5	20%
TOTAL			25	100%

From the table, it can be seen that there were five categories for students' reading comprehension of control class. There is no students who is categorized in very good category. The frequency of good category is 11 students (44%), the frequency of enough is 4 students (16%), the frequency of less is 5 students (20%), the frequency of fail is 5 students (20%). The table shows that the highest percentage of student's classification of speaking ability is 44%. Thus the majority of the students are classified as good category. It can concluded that there was no an improvement of students' level in speaking skill after Behavioristic theory was implemented.

Significant effect of applying Behavioristic Theory toward the students' Speaking Skill

To determine the data analysis of differences of the students' speaking ability in recount text between the students that are taught and those taught by using behavioristic theory, the researcher used test-t. The data t-test can be seen from the table as follows :

Table VIII The Result of t-test

Kelompok	N	Mean	Std. Deviation	Std. Error Mean
Control Class	25	42.76	12.614	2.523
Experimental Class	24	49.96	13.265	2.708

The output of group statistics shows that the mean of the post test of the experimental class is 49.96 although the mean of the post test of control class is 42.76. Number of the case(N) is for experimental class 24 and 37 for control class. The standard deviation for experimental class is 13.265 and 12.614 for control class. The Standard error mean of experimental class 2.708 and 2.523 for control class.

From the table above, the output of independent sample test shows that t-test result is -1.947, its df is 47, significant is .058, mean differences is -7.198, standard error difference is 3.697, the lower interval of difference -14.636 and the upper interval of difference is 239. There are two ways that can be done in interpreting. They are as follows: 1) By comparing to(t-obtained) to t-table. From df= 47, it is found that the level of significance of 5% is 2.02 and the level of significant 1% is 2.64. It can be seen that $2.02 > -1.947 < 2.64$. It means that null hypothesis (H_0) is accepted and alternative hypothesis (H_a) is rejected; dan 2) By orienting the number of significance. If probably is > 0.05 , null hypothesis (H_0) is accepted and If probably is > 0.05 , alternative hypothesis (H_a) is accepted.

Based on the score of t-obtained and gathered from SPSS 16, it shows t-table is higher than t-obtained. The finding of t-0 is -1.947 , while the level of significance of 5% is 2.02 and the level of significant 1% is 2.64. It can read that $2.02 > -1.947 < 2.64$. Thus, the reseacher concluded that H_a is rejected and H_0 is accepted, In the other word, there is no significant effect of using behavioristic theory towards the students' speaking skill in recount text of eighth grade at SMP N 3 Sungai Lala.

D. Conclusion

After finishing and conducting this research with the title “The Effect of Behavioristic Theory on Students’ Speaking Skill of Recount Text at Grade VIII SMP N 3 Sungai Lala”, the researcher finally got the result of this research. This model is not effective to be implemented because the final score of experimental class is 49.95 and control class is 43.16. Based on the score of t-obtained and gathered from SPSS 16, it shows t-table is higher than t-obtained. The finding of t-0 is -1.947 , while the level of significance of 5% is 2.02 and the level of significant 1% is 2.64. It can read that $2.02 > -1.947 < 2.64$. Thus, the reseacher concluded that H_a is rejected and H_0 is accepted, In the other word, there is no significant effect of using behavioristic theory towards the students’ speaking skill in recount text of eighth grade at SMP N 3 Sungai Lala. Therefore, this strategy cannot be implemented for teaching speaking to the students. However, teachers should find an appropriate strategy in teaching speaking. Teacher also has to facilitate the students to make the class enjoyable and comfortable by using suitable strategy in the classroom. At last, it can be concluded that the research findings cannot be implemented to other junior high schools.

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