THE EFFECT OF SOLILOQUIZING STRATEGY ON NON-ENGLISH MAJOR STUDENTS' ENGLISH SPEAKING SKILL AT A PRIVATE ISLAMIC HIGHER EDUCATION INSTITUTE

THESIS

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THESIS
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ABSTRACT

Toha, M. 2024. The Effect of Soliloquizing Strategy on Non-English Major Students' English-Speaking Skill at a Private Islamic Higher Education Institute. Thesis, English Language Education Study Program, Postgraduate Program, University of Islam Malang. Advisors: (I) Dr. Imam Wahyudi Karimullah, S.S., M.A., (II) Dr. Muhammad Yunus, M.Pd.

Keyword: speaking skill, learning strategy, non-English major, soliloquizing

In the current era, the education system in Indonesia, particularly the applicable curriculum, has undergone numerous changes over time, from the elementary school level to higher education. The Ministry of Education's current system is the "Merdeka Curriculum," which emphasizes flexibility and freedom in learning activities, tailored to the needs of students. This curriculum also places more responsibility on students in the learning process rather than the teachers. This approach facilitates students' mastery of subjects, particularly English language learning. For students whose major is not English, mastering specific English skills, particularly speaking, becomes more accessible due to the curriculum's flexibility.

Given this flexibility, the researcher conducted a study on the learning strategy known as Soliloquizing, where students are given the freedom to practice speaking English independently. The purpose of this research is to determine the effect or impact of using the Soliloquizing strategy on the speaking skills of non-English major students.

The study was conducted with a sample of 72 students (2 classes) out of a total population of 92 students, divided into 3 classes. The sample classes were designated into two groups: a control group and an experimental group. The researcher determined which class would be the control group and which would be the experimental group. The control group was taught English speaking using the public speaking method, while the experimental group was taught using the Soliloquizing strategy.

Data collection in this research involved tests. The tests were divided into two parts: a pre-test conducted before the treatment in both subject groups to determine the initial ability or covariate in the data analysis process. After the treatment was completed, a post-test was conducted to determine the achievement scores and as a requirement for data analysis.

Once the data was collected, the researcher conducted an ANCOVA analysis using SPSS 26 to facilitate the evaluation of the impact of the Soliloquizing strategy on speaking skills. The statistical analysis results revealed a significance value (Sig) of 0.002 and a Partial Eta Squared value of 0.132. The significance value was less than 0.05, and the interpretation of the Partial Eta Squared value into Cohen's d effect size indicated a small effect size. This showed that there was

a significant impact of the Soliloquizing strategy on the speaking skills of non-English students.

Based on the research findings, the following suggestions are made: Firstly, for English educators, the Soliloquizing strategy can be utilized to enhance students' speaking skills. Secondly, for future researchers, further studies on the Soliloquizing method could explore its impact on students' motivation, which could not be covered in this current research.

ABSTRACT

Pada era saat ini, sistem pendidikan di Indonesia, terutama kurikulum yang berlaku, telah mengalami banyak perubahan dari tingkat sekolah dasar hingga pendidikan tinggi. Sistem yang diterapkan oleh Kementerian Pendidikan saat ini adalah "Kurikulum Merdeka," yang menekankan fleksibilitas dan kebebasan dalam kegiatan belajar, disesuaikan dengan kebutuhan siswa. Kurikulum ini juga menempatkan lebih banyak perannya pada siswa dalam proses pembelajaran daripada pada guru. Pendekatan ini memfasilitasi penguasaan mata pelajaran oleh siswa, terutama pembelajaran bahasa Inggris. Bagi siswa non Bahasa Inggris penguasaan keterampilan bahasa Inggris tertentu, terutama berbicara, menjadi lebih mudah karena fleksibilitas kurikulum ini.

Dengan adanya fleksibilitas ini, peneliti melakukan sebuah studi tentang strategi pembelajaran yang dikenal sebagai Soliloquizing, di mana siswa diberikan kebebasan untuk berlatih berbicara bahasa Inggris secara mandiri. Tujuan dari penelitian ini adalah untuk menentukan pengaruh atau dampak penggunaan strategi pembelajaran Soliloquizing terhadap keterampilan berbicara siswa non-jurusan bahasa Inggris.

Penelitian ini dilakukan dengan sampel sebanyak 72 siswa (2 kelas) dari total populasi 92 siswa, yang terbagi menjadi 3 kelas. Kelas sampel tersebut dibagi menjadi dua kelompok: kelompok kontrol dan kelompok eksperimen. Peneliti menentukan kelas mana yang akan menjadi kelompok kontrol dan mana yang akan menjadi kelompok eksperimen. Kelompok kontrol diajarkan berbicara bahasa Inggris menggunakan metode public speaking, sedangkan kelompok eksperimen diajarkan menggunakan metode Soliloquizing.

Pengumpulan data dalam penelitian ini melibatkan tes. Tes dibagi menjadi dua bagian: pre-test yang dilakukan sebelum perlakuan pada kedua kelompok subjek untuk menentukan kemampuan awal atau kovariat dalam proses analisis data. Setelah perlakuan selesai, dilakukan post-test untuk menentukan nilai pencapaian dan sebagai syarat analisis data.

Setelah data terkumpul, peneliti melakukan analisis ANCOVA menggunakan SPSS 26 untuk memfasilitasi evaluasi dampak metode Soliloquizing terhadap keterampilan berbicara. Hasil analisis statistik menunjukkan nilai signifikansi (Sig) sebesar 0,002 dan nilai Partial Eta Squared sebesar 0,132. Nilai signifikansi kurang dari 0,05, dan interpretasi nilai Partial Eta

Squared ke dalam ukuran efek Cohen's d menunjukkan ukuran efek kecil. Ini menunjukkan bahwa terdapat dampak signifikan dari metode Soliloquizing terhadap keterampilan berbicara siswa non Bahasa Inggris.

Berdasarkan temuan penelitian, saran yang diberikan adalah sebagai berikut: Pertama, bagi pendidik bahasa Inggris, metode Soliloquizing dapat digunakan untuk meningkatkan keterampilan berbicara siswa. Kedua, bagi peneliti selanjutnya, studi lebih lanjut tentang metode Soliloquizing dapat mengeksplorasi dampaknya terhadap motivasi siswa, yang tidak dapat dicakup dalam penelitian ini.

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, statements of the problem, objective of the study, hypothesis of the study, assumption, scope and limitation of the study, significance of the study, and definition of the study.

1.1. Background of the Study

In the contemporary era, the education system in Indonesia, from elementary to higher levels, has started implementing the Merdeka Curriculum, which has several differences from the previous curriculum. One of the differences between the Merdeka Curriculum and the previous curriculum is its focus on flexibility, creative thinking (Rahayu et al., 2022), and shorter duration of the teaching and learning process. With greater flexibility, it means that educators are given the freedom to tailor learning according to students' needs, allowing them to achieve learning objectives based on students' interests. However, limited time is allocated to the independent curriculum, particularly at the university level for subjects like English in non-English major. This can certainly pose a challenge for instructors of English, who require more time in the teaching process, especially for skill development such as English speaking.

In higher education, especially for non-English major, English-speaking lessons are usually taught to enhance English-speaking skills and are generally included in the general curriculum. As a productive skill in English (Khamkhien, 2010) that is interconnected with other skills, speaking is taught to enable students

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to compete at the international level, where English is known as the international language. Besides competing internationally, the purpose of teaching English Speaking is to expand further the students' foreign language proficiency in non-English major, where students in this major is minim to use English. This explanation demonstrates the importance of teaching and implementing English Speaking for the non-English major.

In teaching English speaking specifically for non-English major, speakers or students must be able to use the sound of pronunciation, speed, stress, rhythm, speech, accent, and intonation (Bich & Vu, 2023) correctly to avoid misunderstandings and misinterpretations in communication. One of the significant problems non-English major students face in achieving good English speaking skills is the fear of making mistakes (Tsai, 2018). This fear can be paralyzing, leading students to avoid speaking opportunities to prevent embarrassment from grammatical or pronunciation errors. Coupled with this is a deep sense of self-consciousness. Many students feel highly self-aware about their accents and limited vocabulary, which can make them hesitant to engage in conversations, further limiting their practice. Additionally, the academic environment often offers limited speaking activities. In many educational systems, the curriculum focuses more on reading and writing skills rather than on speaking and listening (Mega & Sugiarto, 2020). This imbalance means students rarely get structured opportunities to practice speaking in English. Moreover, there is a tendency towards passive learning, where students engage more in activities such as reading and listening rather than actively speaking and writing. This passive approach significantly hampers the development

of speaking proficiency, as active use of language is crucial for improvement. These combined factors create a challenging environment for non-English major students to master English speaking skills. To overcome these challenges in teaching English speaking, an appropriate teaching strategy or model is needed. One of the appropriate teaching English speaking strategies is Soliloquizing.

Soliloquizing is a learning strategy that provides students with the opportunity to enhance their speaking skills through self-directed practice or self-talk practice. In this strategy, students have ample and unrestricted time for learning and improving their English-speaking proficiency within their environment. This has been evidenced by a study conducted by Huang & Liu (2023), which implemented Soliloquizing with English as a Foreign Language (EFL) learners in Taiwan and they found that the strategy effectively enhanced students' speaking fluency and their attitudes. However, the research still has some gaps, one of which is that previous researchers have not yet investigated the effectiveness of soliloquizing for students in non-English major, which is significantly different from students in English major.

Based on the aforementioned above, the researcher acknowledges the significance of investigating the instructional strategy of utilizing Soliloquizing in teaching speaking skills to students majoring in non-English fields entitled "The Effect of Soliloquizing Strategy on Non-English Major Students' English-Speaking Skill at a Private Islamic Higher Education Institute"

1.2. Statements of the Problem

Based on the elucidation provided in the background of the study, the problem statements are as follows:

a. Is there any significant difference on speaking skills among non-English major students with Soliloquizing **strategy**?

1.3. Objective of the Study

The objective of the study was to find out the effectiveness on speaking skill among non-English major undergraduate students with a Soliloquizing strategy at one of the private Islamic institutes in Indonesia.

1.4. Hypothesis of the Study

The hypotheses are formulated to answer the research problems. These can be stated that:

H0: There are no significant differences on speaking skill among non-English major undergraduate students with the Soliloquizing strategy.

1.5. Assumption

The assumption of this research can be formulated as follows: the researcher posits that the utilization of instructional strategies plays a significant role in students' learning achievements.

1.6. Scope and Limitation of the Study

This study was conducted to investigate the effects of using the Soliloquizing strategy on students' achievement in English speaking skills among non-English major undergraduate students. The focus of this study is solely on

speaking skills, specifically within the context of describing something, which refers to the act of saying what something is like in a clear and organized manner. The topic of the study revolves around the people, food, fruits, and things. The limitations of this research include the inability to randomly select research subjects and the constraints on the time available for conducting the study.

The other limitation is the lack of standardized testing used and administered to the research subjects. The researcher encountered challenges and difficulties in validating the tests, particularly in obtaining expert assessment validation. This may have resulted in varying levels of difficulty experienced by the research subjects. However, the researcher made every effort to standardize the tests by seeking validation from lecturers or instructors with more than six years of experience teaching English at the university level.

1.7.   Significance of the Study

Learning strategy is one of the crucial components in the learning process. Therefore, this study makes a significant contribution to research on the effect of learning strategies by demonstrating the use of Soliloquizing among non-English major students. This research will also be highly beneficial for English teachers when instructing non-English-speaking students to achieve optimal language learning outcomes, particularly in speaking skills. Furthermore, this research plays a significant role in assisting non-English students in developing their skills in a new strategy.

The results of this research are expected to contribute positively to the field of education, especially foreign language learning. In addition to its positive

contributions, the findings of this research can also serve as a reference for using effective teaching strategies, enabling teachers to assist, facilitate, and motivate students in developing their English language skills.

1.8.   Definition of Key Terms

To avoid misinterpretation, it is necessary to give some explanation of several terms that will be used in this study. The definitions are:

a. *Soliloquizing*

It refers to a learning strategy for learning speaking. In practice, it involves speaking to oneself to practice language skills or students are given the freedom to practice speaking skill independently. It also provides a safe, low-pressure environment to build confidence and reduce anxiety. This flexible method can be done anytime, helping to reinforce learning and enhance cognitive skills. Soliloquizing also prepares learners for real-life conversations and allows for self-assessment and continuous improvement.

b. *The Effect*

It refers to result of Soliloquizing strategy given by the researcher on students' speaking skills.

c. *Self-talk Practice*

It encompasses the purposeful and conscious act of initiating an internal dialogue with oneself. It involves employing both internal thoughts and verbal expressions to cultivate favorable attitudes, beliefs, and behaviors.

d. *Speaking Skill*

It pertains to an individual's aptitude for proficiently articulating their thoughts, ideas, and information through the medium of spoken language. This particular skill set encompasses a multifaceted range of elements, which include but are not limited to, accurate pronunciation, an extensive vocabulary, grammatical accuracy, fluent expression, appropriate intonation, and the capability to convey messages in a lucid and logically structured manner.
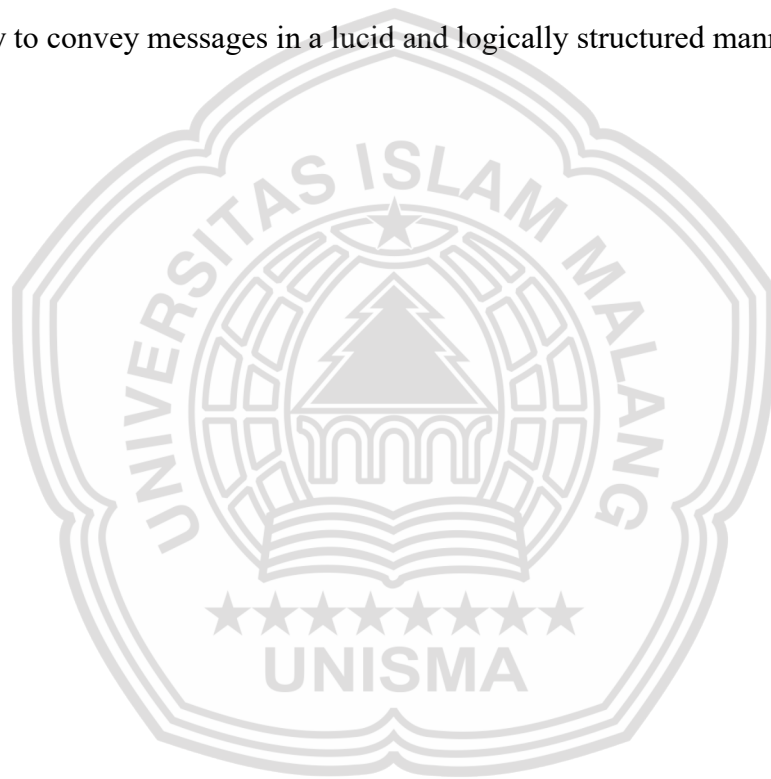
CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter appertains to the conclusion of this study and some suggestions that are advantageous for students, teachers and future researchers.

6.1.   Conclusion

After carrying out experimental and according to the result students' post-test students in the second semester of the one of private Islamic institute in Esat Java, the researcher found that students were taught speaking skills, specifically describing something using the Soliloquizing strategy, achieved higher scores compared to those taught using the public speaking strategy. This can be demonstrated by the average post-test scores presented in the descriptive statistics table.

The post-test results for both the experimental and control groups were conducted after the treatment was completed. Based on the presented data, it can be observed that there is a significant difference between the class was taught using Soliloquizing and the class was taught using the Public Speaking method. This significant difference is evidenced by the sig value in the SPSS ANCOVA analysis table, which is 0.002, or less than 0.050, indicating that the use of Soliloquizing effectively assists students in developing their English-speaking skills, albeit with a small impact value.

In conclusion, this study has shown that students who learn English speaking using the Soliloquizing strategy achieve better outcomes than those taught

using the public speaking strategy, particularly for non-English major specifically second-semester students at the one of private Islamic institute in Indonesia.

6.2. Suggestion

The development of effective teaching methods is essential for enhancing students' language skills, particularly in the context of English speaking. Traditional approaches, such as public speaking exercises, have been widely used in classrooms. However, the search for innovative methods that can better engage students and improve their speaking proficiency has led to the exploration of alternative strategies. One such method is Soliloquizing, which involves students speaking at length on a topic without interruption, thereby promoting fluency, confidence, and language competence. Based on the findings of this study, the following recommendations are made for teachers, future researcher, and curriculum competence:

a. *Suggestion for Teachers and Curriculum Designer*

The results of this study suggest that incorporating the Soliloquizing strategy into English speaking curricula could be beneficial. This strategy appears to foster greater improvements in speaking skills compared to traditional public speaking approaches. Teachers and curriculum designer should consider integrating more innovative and interactive teaching strategies that allow students to engage deeply with the language, reducing anxiety and increasing practice opportunities. In addition, educators and curriculum

designers should consider the potential benefits of incorporating varied and engaging teaching methods such as Soliloquizing strategy.

b. *Suggestion for Future Researcher*

While the study provides strong evidence for the effectiveness of the Soliloquizing method, future research could further explore its impact across different contexts and student populations. Longitudinal studies could examine the long-term benefits of this method, and comparative studies could evaluate its effectiveness relative to other innovative teaching strategies. Additionally, qualitative research could provide deeper insights into how students perceive and engage with the Soliloquizing method, offering more comprehensive guidance for its implementation in diverse educational settings.
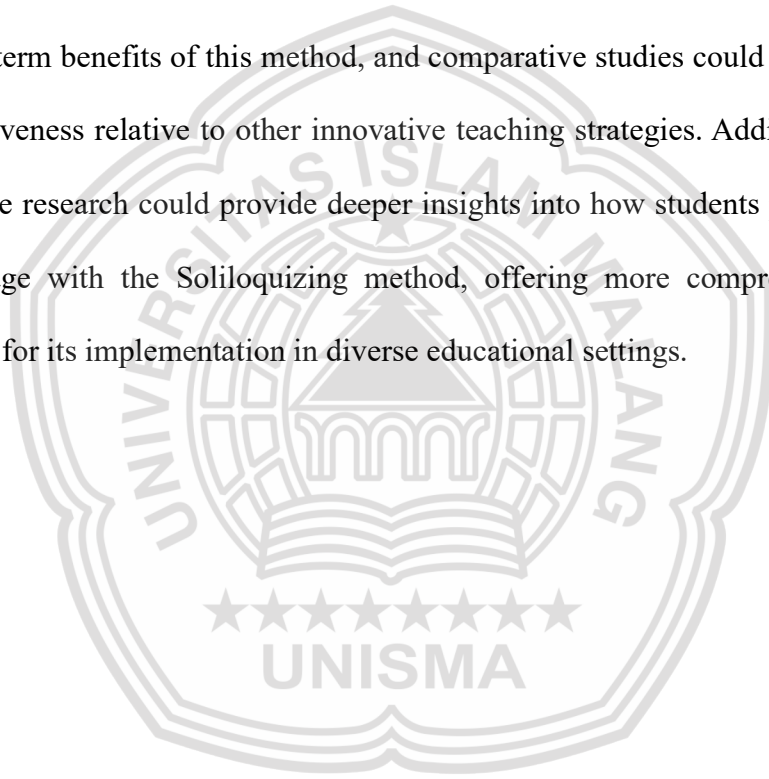
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