

THE USE OF SKIT TECHNIQUE TO INCREASE STUDENTS' SELF-CONFIDENCE IN SPEAKING

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Abstrak

Penelitian ini bertujuan untuk mengetahui penggunaan Teknik Skit untuk meningkatkan percaya diri siswa dalam berbicara Bahasa Inggris. Berbicara merupakan salah satu keahlian yang penting dalam bahasa Inggris. Untuk berbicara dalam bahasa Inggris sangat diperlukan rasa percaya diri. Seseorang memerlukan rasa percaya diri untuk mengungkapkan sesuatu yang ada dalam pikirannya dengan menggunakan bahasa asing khususnya bahasa Inggris. Tidak semua orang memiliki rasa percaya diri dalam menggunakan bahasa Inggris ketika mengeluarkan ide atau pendapat mereka. Tujuan penelitian ini adalah untuk mengetahui apakah Teknik Skit dapat meningkatkan rasa percaya diri dalam berbicara dengan menggunakan bahasa Inggris jika dibandingkan dengan yang tidak menggunakan Teknik Skit. Dengan kata lain Teknik Skit dapat membantu meningkatkan rasa percaya diri dalam berbicara menggunakan bahasa Inggris. Rancangan penelitian ini adalah eksperimen dengan populasi 46 siswa pada kelas VIII MTs Darul Ihsan Duri. Teknik pengambilan sampel menggunakan Teknik Random. Berdasarkan data yang diperoleh, dapat dilihat $T_{table} < T_{value}$ ($2.101 < 12.466$). Hasil ini menunjukkan H_a diterima, dalam artian Teknik Skit berhasil di kelas eksperimen.

The study aimed to know the use of Skit Technique to increase students' self-confidence in speaking English. Speaking is one of important skills in English. Self-Confidence is really need to speak in English. Someone needs self-confidence to express their idea and their feelings in a foreign language especially in English. Not all of the people have good self-confidence in using English to express or to share their idea and their opinion. The aim of this study is to know whether the Skit Technique can increase self-confidence in speaking English. In other words Skit Technique can help to increase self-confidence in speaking English. The design of this research is experiment. The population of the research is 46 students at the eight grade students of MTs Darul Ihsan Duri. The sample technique is random sampling. From the data, it can be seen that $T_{table} < T_{value}$ ($2.101 < 12.466$). It means H_a is accepted and Skit Technique done in experiment class.

Key words: Skit Technique, Self-Confidence, Speaking

INTRODUCTION

Speaking has strong correlation with selfconfidence. Students need self-confidence to say something in their mind in other languages especially in English. Some students feel nervous when they begin to speak because most of them worry to make a mistake in using English and worry to be mocked by their friends. It causes the students afraid to speak in English and it will influence their confidence to speak in English. There are some factors that make students are worry and afraid to speak in English for example from their environment such as friends and teachers. When the students make a mistake in using their English, sometimes their friends will mock them and it really influences the student's mental and it causes the students afraid to deliver their idea in English.

In practicing English, most of students worry to practice one by one, sometimes when the teacher asks them one by one they just keep silent but when the teacher asks without pointing one by one, most of the students will answer loudly. It means, based on this fact the students are more confident to speak in English together than one by one. In order to solve this problem, the writer chose Skit Technique to increase students' confidence in speaking. Skit as explained in dictionary is a short piece of humorous writing, short play, mimicking and making fun of something or somebody and Skit is a (single) dramatized joke (or "bit").

Speaking Skill

Luoma (2004:1) stated that speaking skill is an important part of the curriculum in language teaching and it makes them as an important object of assessment as well. Why must the students be able to speak in English? Baker (2003:5) stated that more and more indicators, government, Ministries of Education and Employees need people who are able to speak English well. Companies and organization want their staff can speak English in order to communicate within international market place. Students who can speak English well will have more chance to get good job and gaining promotion.

Speaking is so much part of daily life that people take it for granted. The average person produces ten thousands of words a day, although some people like auctioneers or politicians may produce even more than that. So, natural and integral in speaking that people forget how they once struggled to achieve this skill until they have to learn how to do it all over again in a foreign language based on Thornbury (2005:1).

According to Baker (2000:34) speaking is a productive skill, because students have to actively produce language in order to speak. Learners have to practice most of the time because they cannot be active well without a process of eliminating errors in inconsistencies. Douglass (2007:16) stated that speaking is the uniquely human act or process of sharing and exchanging information, ideas,

and emotions using oral language. Whether in daily information interactors or in formal settings, communicators are required to organize coherent messages, deliver them clearly and adopt them to the listeners. Based on these explanations above, it can be seen that speaking is very important because language is primarily speech. It needs great effort in order to master the skill.

According to Harris (1969:81) there are five components of language that influence speaking skill, they are:

a. Pronunciation

All words are made up of sounds and speakers of language need to know these sounds. They understand what they said to someone and to be understood in their turn.

b. Vocabulary

Students need to learn lexis of the language. They need to learn what words mean and they use. It means that the students need to have plenty of vocabularies.

c. Grammar

Grammar or structure is important in speaking. If we do not know the appropriate grammar in the sentences, the listener will be doubtful for what we have said.

d. Fluency

Speaking is an activity of reproducing words orally. It indicates that there is a process exchanging ideas between speaker and listener. Therefore, it is important to have fluency as having the capability of other components of speaking. Fluency of the speaker can make the listener understand what they mean.

Self Confidence

As explained in one of articles about *Enhanced Human Performance*, Self-confidence is considered one of the most influential motivators and regulators of behavior in people's everyday lives (Bandura, 1986). A growing body of evidence suggests that one's perception of skill or self-confidence is the central mediating construct of achievement strivings (e.g., Bandura, 1977; Ericsson et al., 1993; Harter, 1978; Kuhl, 1992; Nicholls, 1984). Ericsson and his colleagues have taken the position that the major influence in the acquisition of expert performance is the confidence and motivation to persist in deliberate practice for a minimum of 10 years.

Self-confidence is not a motivational perspective by itself. It is a judgment about capabilities for accomplishment of some goals, and, therefore, it must be considered within a broader conceptualization of motivation that provides the goal context. Kanfer (1990) provided an example of one cognitively based framework

of motivation for such a discussion. She suggested that motivation is composed of two components: goal choice and self-regulation. Self-regulation, in turn, consists of three related sets of activities: self-monitoring, self-evaluation, and self-reactions. Self-monitoring provides information about current performance, which is then evaluated by comparing that performance with one's goal. The comparison between performance and goal results in two distinct types of self-reactions: self-satisfaction or self-dissatisfaction and self-confidence expectations. Satisfaction or dissatisfaction is an affective response to past actions; self-confidence expectations are judgments about one's future capabilities to attain one's goal. This framework allows a discussion of self-confidence as it relates to a number of motivational processes, including setting goals and causal attributions.

From the explanation above, it can be seen that self-confidence will influence the performance of someone in order to get what she/he wants in his/her life. The individual who has good self-confidence will do something better than the one who lacks of self-confidence.

What is Self-Confidence?

In other article, *Building Self-Confidence: The How, When and Why's* 27 Dec 2016, it is explained that self-confidence:

This is likely the most used term for these related concepts outside of psychology research, but there is still some confusion about what exactly self-confidence is. One of the most cited sources about self-confidence refers to it as simply believing in oneself (Bénabou & Tirole, 2002). Another popular article defines self-confidence as an individual's expectations of performance and self-evaluations of abilities and prior performance (Lenney, 1977).

Finally, Psychology Dictionary Online defines self-confidence as an individual's trust in his or her own abilities, capacities, and judgments, or belief that he or she can successfully face day to day challenges and demands (Psychology Dictionary Online). Self-confidence also brings about more happiness. Typically, when you are confident in your abilities you are happier due to your success. Also, when you are feeling better about your capabilities, the more energized and motivated you are to take action and **achieve your goals**. Self-confidence, then, is similar to self-efficacy in that it tends to focus on the individual's future performance; however, it seems to be based on prior performance, so in a sense, it also focuses on the past.

Kelly (1989:3) stated that one main reason we feel confident in some situations is what we know the skill to perform the behaviors that are important in the situations. If you know what to do and also know that you are capable of doing it, you are likely to feel confident. If you are sure about how to prepare and

deliver a speech, for example, you will feel confident about public speaking. It means that, before we show something, we measure the skill of ourselves first and if we feel capable of doing it, then we will feel confident.

Chiari (2004:14) stated that increase self-confidence can be measured through observation and intuition. Self-confidence may increase gradually. The students may begin to speak loudly and clearly may develop positive relationship with peers, and may begin to use appropriate movement, begin to look up at the audience rather than looking elsewhere due to nervous.

Based on the explanations above, it can be seen that when considering an individual's beliefs about his/her ability concerning a specific task or set of tasks, while self-confidence is more often referred to as a broader and more stable trait concerning an individual's perceptions of overall capability. By having self-confidence, it will help the individual and the students to increase and implement their abilities.

The Need of Students' Self-Confidence

Every student really needs to have self-confidence because it will influence his/her performance and skill in every subject that she/he learns and in every activities that she/he does in school. It can be seen from the explanation below from Wikipedia (2017) about the need of self-confidence in academic.

Many studies focus on students in school. In general, students who perform well have increased confidence which likely in turn to encourage students to take greater responsibility to successfully complete tasks. Students who perform better receive more positive evaluations report and greater self-confidence. Low achieving students report less confidence and high performing students report higher self-confidence. Teachers can greatly affect the self-confidence of their students depending on how they treat them. In particular, Steele and Aronson established that black students perform more poorly on exams (relative to white students), if they must reveal their racial identities before the exam, a phenomenon known as "stereotype threat." Keller and Dauenheimer found similar phenomena in relation to female student's performance (relative to male student's) on math test.

Sociologists of education, Zhou and Lee, have observed the reverse phenomena occurring among Asian-Americans, whose confidence becomes tied up in expectations that they will succeed by parents and teachers. With greater anxiety, shyness and depression, emotionally vulnerable students feel more lonely due to a lack of general self-confidence. Another study of first year college students found men to be much more self-confident than women in athletic and academic activities. In regards to inter-ethnic interaction and language learning, studies show that those who engage more with people of a different ethnicity and language become more self-confident in interacting with them.

The explanation above shows that self-confidence is really needed in the academic environment where they can get something better in their task and good relationship with their teacher and their friends to support the students' confidence in applying their knowledge and their abilities.

The Measures of Self-Confidence

How to measure the self-confidence that owned by someone or a student? The way to measure can be seen in the explanation below from Wikipedia (2017).

One of the earliest measures of self-confidence used a 12-point scale centered on zero, ranging from a minimum score characterizing someone who is “timid and self-distrustful, shy, never makes decisions, self effacing” to an upper extreme score representing someone who is “able to make decisions, absolutely confident and sure of his own decisions and opinions.” Some have measured self-confidence as a simple construct divided into affective and cognitive components: anxiety as an affective aspect and self-evaluations of proficiency as a cognitive component. Shrauger (1995) measured specific self-esteem and self-confidence in different aspects (speaking in public spaces, academic performance, physical appearance, romantic relationships, social interactions, athletic skill, and general self-confidence score. Other surveys have also measured self-confidence in a similar way by evoking examples of more concrete activities (e.g. making new friends, keeping up with course demands, managing time wisely, etc.).

According to Wikipedia (2017), The Competitive State Anxiety Inventory-2 (CSAI-2) measures on a scale of 1 to 4 how confident athletes feel about winning an upcoming match. Likewise, the Trait Robustness of Sports-Confidence Inventory (TROSCI) requires respondents to provide numerical answers on a nine-point scale answering such questions about how much one's self-confidence goes up and down, and how sensitive one's self-confidence is to performance and negative feedback. Others, skeptical about the skill of such self-report indices, have measured self-confidence by having examiners assess non-verbal cues of subjects, measuring on a scale of 1 to 5 whether the individual

1. maintains frequent eye contact or almost completely avoids eye contact,
2. engages in little or no fidgeting or a lot of fidgeting,
3. seldom or frequently uses self-comforting gestures (e.g. stroking hair or chin, arms around self),
4. sits up straight facing the experimenter, or, sits hunched over or rigidly without facing the experimenter,
5. has a natural facial expression, or, grimaces,
6. does not twiddle hands, or, frequently twiddles something in their hand, or,

7. uses body and hand gestures to emphasize a point, or, never uses hand or body gestures to emphasize a point or makes inappropriate gestures.

Based on some points above, there are some criterias and performances that perform by someone who has self-confidence. When she/he has good self-confidence, she/he will perform better in every activity that they do.

Characteristics of High Self Confidence

There are some characteristics of high self-confidence that having by every individual, it can be seen from the explanation by Judy H. Wright that described the characteristics of high self-confidence has certain characteristics of those who have high self esteem and confidence in their skill to affect the journey of their life. These factors are universal and can be learned if they are not present in you life right now.

1. They are ambitious. They want more from life than existence or survival. They can envisage themselves in better circumstances and surroundings.
2. They are goal oriented. They seek a challenge of completing and setting new goals for themselves. They are not especially competitive, except against themselves. They enjoy breaking their own records.
3. They have learned to communicate. They know how to ask for what they want and to hear advice and counsel. It is less important for them to be right than to be effective. They listen more than they speak.
4. They are loving and kind. Those people who have a good inner self image form nourishing relationships instead of toxic ones. They have learned to detach from relationships which do not allow them to be authentic.
5. They are attractive and open to others. Self-confident people are usually drawn to one another. They vibrate their confidence in a way that attracts good things and good people to them. Being attractive does not necessarily mean physically attractive in the usual sense of the word, but rather spiritually beautiful.

There are also universal characteristics of those who have low self-esteem and lack the confidence to attract abundance in all areas of life to them. These factors often influence the joy that a person may experience.

1. They are fearful of change. Many people with low confidence in the future come from a basis of lack and live their life in fear.
2. They are pessimistic and tend to see the glass as half empty.

3. They have difficulty communicating what they really want from life. They have no clear idea of what they value and are muddy about goals and desires.
4. They want to please others more than be true to themselves. The desire to have peace at any price is more important than discovering their own potential. Almost as chameleons, lizards that change colors to fit the environment they are in, those who lack self-confidence
5. They are insecure and are drawn to others who also see themselves as victims. They often form destructive and toxic relationships that reflect and increase their lack of self-worth.

Confidence, self-esteem or sure knowledge of who you are, comes from knowledge of self-inspection. It is an intimate experience and resides in the core of your being. Internal work is the hardest labor you will ever do in your life. There is no greater barrier to strong, healthy and mutually respectfully relationships than lack of confidence.

Based on the explanation above, the differences characteristics between the individual who has high and low self-confidence can be seen. There are so many positive effects that can be obtained by every people who have good selfconfidence. The individual with high and good self- confidence will get success in everything they do.

From all of theories and explanation above, it can be seen that self-confidence is really needed in every part of our live, starting from home until outside of home. Especially in school environment, the students really need self-confidence to show their skill in their subject. When the students have good self-confidence, they will have good relationship and communication with their environment and they will motivate to increase their skill in their academic life especially to face English subject where the students must have some abilities and skills in English. One of the abilities in English that need self-confidence is speaking.

Speaking is one of the abilities that have to be mastered by students. In speaking English, students must have good self-confidence in order to deliver their idea and their opinion so that they can build good communication by using English without worrying to make a mistake and to be mocked by their friends.

Skit Technique

There are so many kinds of techniques that can be used to teach English especially to increase student's skill in speaking. William Glasser (2017) in his

article explained that one of the techniques is Skit Techniques. In order to convey the message, a suggested way to teach the theory concept is by teaching through the use of skits or role-playing. William and Carleen Glasser had created a series of skits to assist teachers (although written for use basically in secondary schools) in teaching the theory. The skits help in teaching students about such concepts as building trust, making connections and responsible choices, making decisions, talking together, acquiring knowledge to using knowledge, authentic assessment, competency, getting along, caring and respecting, moving from external control to internal control, teaching Choice Theory to others and every student can succeed. In addition, Glasser shares what he believes are the Seven Caring Habits which includes: Supporting, Encouraging, Listening, Accepting, Trusting, Respecting, and Negotiating Differences and he shares his belief of the Seven Deadly Habits – Criticizing, Blaming, Complaining, Nagging, Threatening, Punishing, and Bribing or Rewarding to control.

There are some benefits in using Skit Technique in the classroom and perhaps the most important is that the students will be motivated to be active in their learning process. Skit Technique will help the students to use language as a form of communication and conversation. Through Skit Technique the students will listen to and repeat the same words and phrases and repetition. As explained in *Wikipedia* Skit is a (single) dramatized joke (or "bit"). From this explanation it can be seen that Skit Technique is a fun technique that can motivate students in learning English especially to increase their confidence to speak English.

Shermon (2004:201) stated that there are five steps to plan the Skit:

- a. Analyze the lesson objective you want the assessors to achieve. This will keep you on track and insure that your skit is not just fun and games.
- b. List the point you want assessors to see and hear (know) as your skit outline
- c. Determine how you want the assessors to feel (dramatic effect). It will suggest the setting and the tone of the script.
- d. Write the Skit
- e. Practice or rehearse the Skit.

The Skit Procedures are perform as belows :

- a. The teacher reads the anecdote story repeated.
- b. The teacher writes the script about the story.
- c. The teacher asks the students to perform the script in front of the class.
- d. The teacher asks the students to retell the story with funny style.

From the explanation and the procedures above, it can be seen that the skip technique is easy to be implemented in class in order to make students have confident and active in the class and they have good skill in English especially in

speaking skill. In Skit Technique, students perform their English in a small group. By performing in small group, the students will have more confidence than performing individually.

METHOD

The kind of research that had been done was an experiment research that used quantitative data. While experiment research was a research that had been manipulation to be variable research (free variable) then observe the effect to research object (tie variable) was observed.

a. The Sampling Procedure

There are 46 students at the eighth grade of MTs. Darul Ihsan Duri. The sample technique that used is randomization.

b. The Research Instrument

In order to get the data, the writer gave questionnaire to the students to know about the characteristics of students' confidence.

c. The Data Collection and Analysis

In this research, the data would be analyzed by statistical method. Student's score at the experimental and control class would be used as the data of the resaearch.

d. The Data Presentation

The researcher presented the data in order to know the students' confidence in speaking at the eighth grade of MTs Darul Ihsan Duri. In the data presentation, the writer attached the data of the students' confidence that differentiated on control class and experiment class. The data was taken twice; they are pretest before carrying out Skit Technique and posttest after carrying out Skit Technique. There are two variables which will be evaluated to see the significant influence of Skit Technique in increasing students' confidence in speaking.

Tabel 1 Level of Confidence

No.	Level Category	The Score of Confident Level
1.	HighConfidence	52-70
2.	FairConfidence	33-51
3.	Low Confidence	14-32

e. The Data Analysis

In analyzing the students' confidence the writer applied descriptive statistics as stated by Khotari (2004:9) concerned the development of certain indicators from the raw data.

Based on the data analysis of students' confidence in speaking the writer got mean of pretest control was 31.80, median of pretest control was 33.00, mode of pre-test control was 22 and standard deviation of pretest control was 6.106. While the mean of pretest experiment was 31.80, median of pretest experiment was 33.00, mode of pretest experiment is 36 and standard deviation of pretest experiment was 6.563.

For posttest control the mean is 31.90, median is 32.50, mode was 30 and standard deviation was 2.283. The range of posttest control was 7. While mean of posttest experiment was 52.3, the median was 52.50, mode was 50 and standard deviation was 4.644.

The data based on inferential statistics was $T_{table} (2.101) < T_{value} (12.466)$ it could be concluded that H_a is accepted.

Table 2 The Students' Confidence Score at Mts. Darul Ihsan Duri

No.	Name	Experiment		Name	Control	
		Pre	Post		Pre	Post
1.	Student 1	36	58	Student 1	23	30
2.	Student 2	28	54	Student 2	41	35
3.	Student 3	30	50	Student 3	22	28
4.	Student 4	29	45	Student 4	28	34
5.	Student 5	40	55	Student 5	34	34
6.	Student 6	37	58	Student 6	36	33
7.	Student 7	38	56	Student 7	32	30
8.	Student 8	21	46	Student 8	37	30
9.	Student 9	36	50	Student 9	30	32
10.	Student 10	23	51	Student 10	35	33

	Σx	318	523	Σx	318	319
	Σxi	31.8	52.3	Σxi	31.8	31.9

FINDING AND DISCUSSION

Based on the data, the mean of posttest control was 31.9, it means that the level category of posttest control is low confidence and the mean of posttest experiment was 52.3, it means that the level category of posttest experiment was high confidence. From the data, it can be seen that $T_{table} < T_{value}$ ($2.101 < 12.466$) it means H_a Accepted and it means that Skit Technique was done in experiment class.

CONCLUSION

Speaking skill is one of important skills that must be mastered by the students but some of the students are still worry and afraid to speak in English aloud because they worry to make a mistake and worry to mock by their friends. In speaking English, every students must have self-confidence to share their ideas and their opinions without worry to make a mistakes. That is the reason why self-confidence is really need and important in speaking English. By having self-confidence, the students have more positive effect in their learning process, in communication and in their relationship.

One of techniques that can be used to increase students' self-confidence in speaking is Skit Techniques. This technique is simple and easy to be implemented at school in order to motivate the students speak aloud in English. It can be seen from the research result at The Eight Grade of MTs. Darul Ihsan Duri that the students' self-confidence in speaking increased after teaching by using this technique. It means this technique can be implemented in order to increase students' self-confidence in speaking English.

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