Cognitive Behavioral Therapy on Speaking Skill

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ABSTRACT
This experimental research was conducted at the speaking class English Study Program Pahlawan University. This research is aimed to find out the effect of Cognitive Behavioral Therapy toward the students' speaking skill. The sample of this research is speaking class as the experiment group. Experimental class consists of 23 students. Total sampling is used in this research. The instruments in collecting the data are speaking test and documentation. The data were analyzed by using SPSS 24 program. Based on the result finding, the average score in experimental class was 67,5. Based on the data Analysis of Varianceit can be seen that the class factor shows that t is 5,366 with significant (2-tailed) of 0.000 which is smaller than 0.05. It can be concluded that there is the effect of Cognitive Behavioral Therapy toward the students' speaking skill at the speaking class English Study Program Pahlawan University.
Keywords: *cognitive behavioural therapy, speaking skill*

INTRODUCTION

Speaking is not a matter of delivering an intention from an individual to another. It includes the process of interpreting ideas. It relates to the way of receiver receives and understands about the information given by the speaker. The speaker plays the encoding message process during the communication. The sender and receiver must on the same interpretation while doing the communication. It has to be clear in order to avoid misunderstanding.

Speaking plays an important role in human interaction. Similarly in educational setting, speaking is really needed by human in education. Teacher and student need to speak to get what the education purposes. In education, students are usually become a receiver. In communication, it will help them to get the knowledge from the teacher. The sender of communication is the teacher. It will give the knowledge as a massage to the student.

Those situation can be drawn in the classroom context, due to we know that communication plays the main role in student activities. In several countries around the world, problem about students' anxiety is also found. The students' fear in communication is the problem that we can find in the classroom activities. For instance, the critic from classmate, teachers' perception, and the situation, these kinds of perception lends the students fear in speaking.

It will be more complicated when the communication use the foreign language. Foreign language has different pressure when the students want to use it. It was because the different in pronouncing, writing, and also the meaning. When they use foreign language on oral communication, the students' apprehension will increase

because they feel the pronounce they used will be wrong. It will change the meaning or perception. In speaking class we can find students that choose to keep silence because of afraid to say the language. They think pronounce is wrong and the choosing of words is not correct.

One of the students difficult in speak on foreign language is they use their mother tongue in daily activities. The rarely use of foreign language makes them difficult to express it. Specially, it will be happen when they are talking in front of many audience or public speaking. The felling anxiety will increase and makes them keep silence.

There is therapy that can reduce students' anxiety when they speak. It is known as Cognitive Behavioral Therapy. In Indonesia this therapy is take place in six stages (Konseling et al., 2017). Which is all the stages to reduce or help the students' apprehension problem. (Zadeh & Lateef, 2012) said CBT is effective to reduce students' anxiety. This therapy has some positive effect toward students' oral communication apprehension or on speaking. It makes the student become comfortable when speak. In psychological side, it will be change students negative perception into positive.

In English as Foreign Language class, the phenomenon of anxiety is mostly happen. The press of using the other language is different in the classroom. Usually, It is happen on the public speech or when the students talk in front of others. This problem found in the speaking class Pahlawan University. At speaking class, the student learn to speak, this ability is important to them that become a teacher. In the speaking class, when the teacher asked them to speak in front of the class, nobody want to speak. On the preliminary study the writer found that the students said they were afraid to making mistakes. They were afraid about mistakes on pronounce and grammar. Then, they were rarely to do preparation before the class. It makes them to keep silence when the teacher asked to speak in front of the class. The writer also did a preliminary test to see the students' problem on apprehension. The writer used FLCAS to see that. Base on the FLCAS the writer found, almost all of the students were on the problem of apprehension.

Cognitive Behavioral Therapy is one of the way that may help the student to change their negative thinking when they speak. Zadeh & Lateef, (2012) said using of this therapy is effective to reduce the apprehension students in the western world. In Indonesia, this therapy is also use to increase the student positive emotional or confidence. This therapy will find the students problem and will help the students to solve their problem.

METHOD

The design of this research was pre-experimental research with one group pretest-posttest design. (Sugiono,2014:109) said that pre-experimental deign research is the research without control group. The research had one group pretest before the treatment and posttest after the treatment. The data of pretest-posttest used to compare before and after the treatment (Iii & Penelitian, 2001). In this research the group was all

the students in speaking class. The speaking skill of the respondents was categorized base on speaking criteria. In this research, the group took the treatment by using CBT.

The population of this research was at speaking class of English Language Education Study Program students of Pahlawan University. The number of the students was 23 students.

The instrument of the research is speaking test. Speaking test gave before and after the writer applied CBT to the students. At the first speaking test was to see the students speaking skill, at the end the speaking test was the instruction to the students to speech in front of their classmate. This test was to see the effect after the method apply to the students.

Technique of collecting data of this research is pretest and posttest. The type of pretest uses in this research is in the form of questions. The question is based on certain topic that should be answer by the students. Unlike pretest, posttest is used after the students have some treatment by using cognitive behavioral therapy. In posttest, the students will have some activities to do oral communication in front of the class.

In this research, the data are analyzed by using statistical method. First, the data is analyzed from the classroom' observation. Second, the researcher used students' posttest score. The researcher analyzed the data by using T-test to know whether the result of the research. In this research, the researcher used quantitative data analysis technique to know the students achievement before and after being taught by Cognitive Behavioral Therapy as a technique and the data is analyzed by using statistical method.

FINDINGS AND DISCUSSION

1. The Students' Speaking Skill

This research analyzed the effect of Vloggingtowards the students speaking skill. The analysis was on the following explanation:
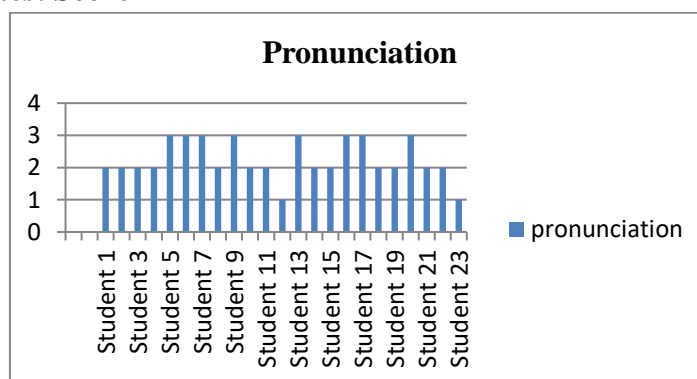
a. Pretest Score

Figure 1. Pre test score of pronunciation

Based on the figure above, from total of 23 students there are no students get the highest score in pronunciation. 8 students was get 3 score, it mean the average level in pronunciation. It can be concluded that the other students was in the low level of pronunciation.
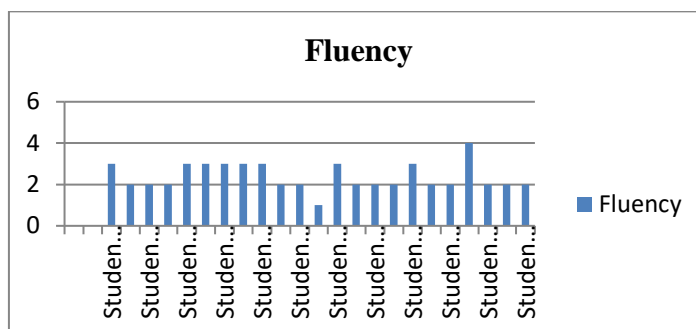
Figure 2. Pre test score of fluency

Base on the figure above, from total 23 students, only 1 student that get the highest score in fluency. Then 8 students get 3 score that mean in average score. The other student was still on the low score in fluency.
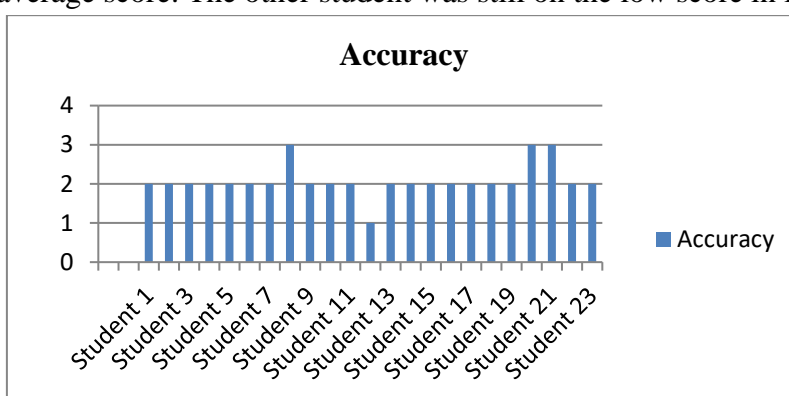

Figure 3. Pre test score of accuracy

Base on the figure above, from total 23 students, there are no students that get the highest score in accuracy. Then 3 students get 3 score that mean in average score. Then, the other student was still on the low score in accuracy.
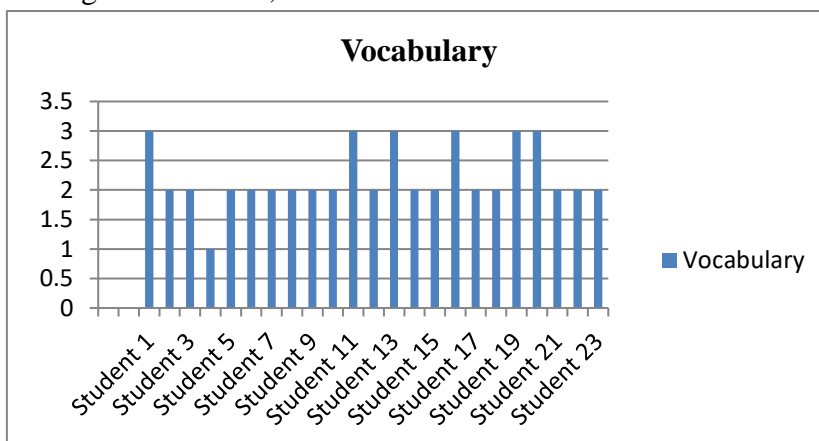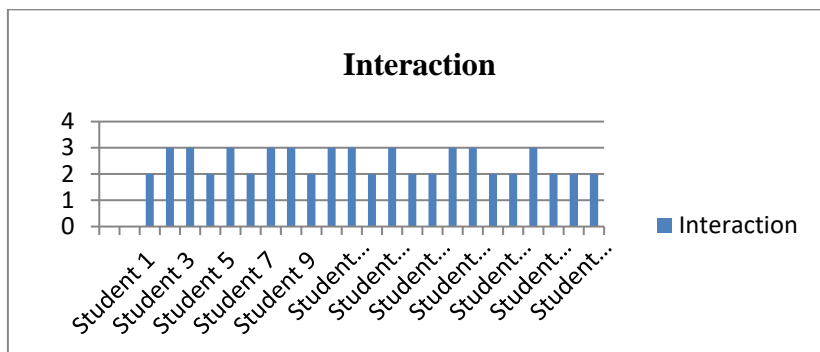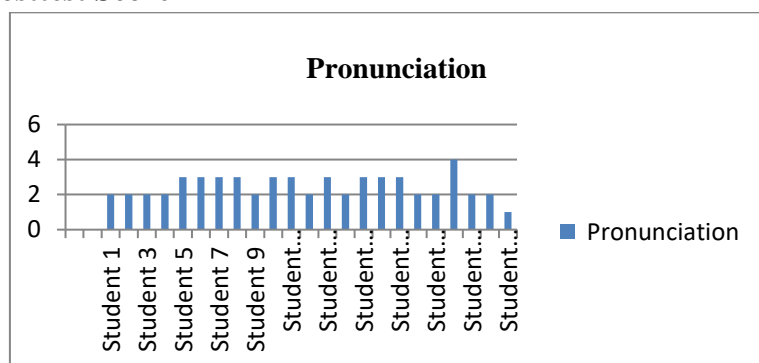

Figure 4. Pre test score of vocabulary

Base on the figure above, from total 23 students, there are no students that get the highest score in vocabulary. Then 6 students get 3 score that mean in average score. The other student was still on the low score in vocabulary.
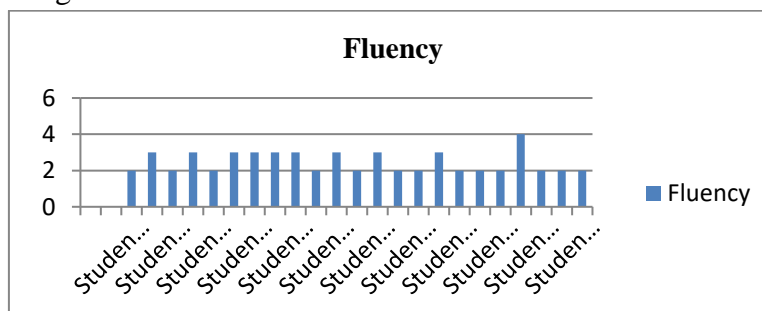
Figure 5. Pre test score of interaction

Base on the figure above, from total 23 students, there are no students that get the highest score in interaction. Then 11 students get 3 score that mean in average score. The other student was still on the low score in interaction.
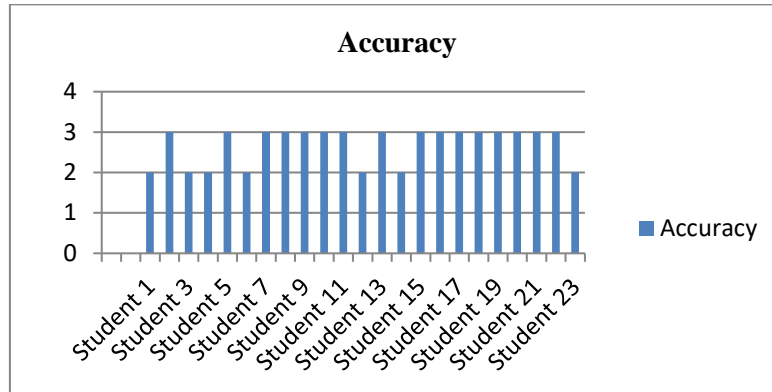
b. Posttest Score

Figure 6. Post test score of pronunciation

Base on the figure above, from total 23 students, 1 student get the highest score in pronunciation. Then 10 students get three score that mean in average score. The other student was still on the low score in pronunciation.
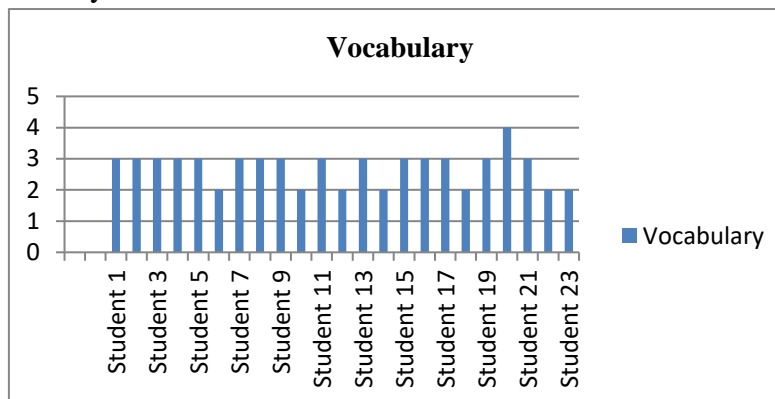

Figure 7. Post test score of fluency

Base on the figure above, from total 23 students, there was 1 student that get the highest score in fluency. Then 9 students get three score that mean in average score. The other student was still on the low score in fluency.
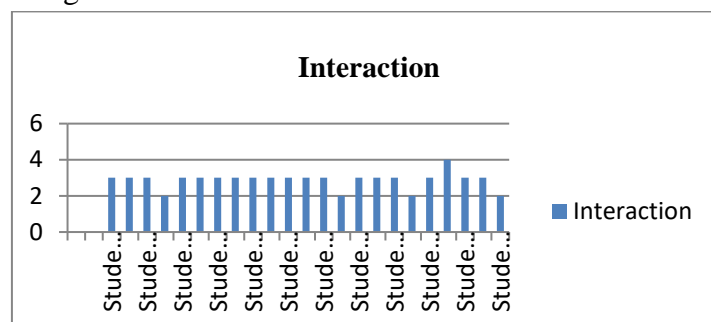
Figure 8. Post test score of Accuracy

Base on the figure above, from total 23 students, there are no students that get the highest score in accuracy. Then 16 students get three score that mean in average score. The other student was still on the low score in accuracy.

Figure 9. Post test score of Vocabulary

Base on the figure above, from total 23 students, there was 1 students get the highest score in vocabulary. Then 15 students get three score that mean in average score. The other student was still on the low score in vocabulary.

Figure 10. Post test score of Interaction

Base on the figure above, from total 23 students, there was 1 students that get the highest score in interaction. Then 18 students get three score that mean in average score. The other student was still on the low score in fluency.

1. **Inferential Analysis**

    a. **The Significant Difference of Students' on Before and After the Treatment**

    In order to know whether there is or no the significant difference of students' speaking skill in using cognitive behavioral therapy on speaking skill, the writer used Independent sample T-Test as the formula to analyze the data. In this research, the researcher analyzed the data by using SPSS (Statistical Product and Service Solutions) 24 version program. Before analyzing the data, firstly the researcher analyzed the normality of the test for both classes by using Kolmogorov Smirnov formula. The result is below:

Table 1

Test of Normality

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		23
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	3.30580500
Most Extreme Differences	Absolute	.140
	Positive	.130
	Negative	-.140
Test Statistic		.140
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Hypothesis:

Ho: Data is normally distributed

Ha: Data is abnormally distributed

Testing criteria:

If probability (sig) > 0.05, Ho is accepted

If probability (sig) < 0.05, Ho is rejected

Based on the table above, it shows that the significant level in Kolmogorov-

Smirnov test of post test data of experimental was 0.200; it means that 0.200 > 0.05. In conclusion, the data were in normal distribution. Finally, it can be concluded that Ho was accepted and Ha was rejected. In other words, the data were normally distributed.

Furthermore, in order to know whether the objects researched had the same variance or not, the researcher previously described the homogeneity analysis as follows:

Table 2

Test of Homogeneity of Variances

Test of Homogeneity of Variances

POSTEST

Levene Statistic	df1	df2	Sig.
7.254	5	12	.002

The table above explains the probability (sig) was 0.002. It was lower than 0.05 (0.002<0.05). It can be concluded that the data was not homogenate.

After calculating the normality and homogeneity of the test, the data would be analyzed by using SPSS to find out Independent sample T-Test.

Table 3

The Analysis of Variance

One-Sample Test

Test Value = 0

	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
PRETEST	4.215	22	.000	203.26087	103.2547	303.2671
POSTEST	5.366	22	.000	354.13043	217.2611	490.9997

The table shows that the class factor shows that the significant (2-tailed) was 0.000 smaller than 0.05. It can be concluded that the Post-test score in experimental class have an effect toward the students' speaking skill.

Based on the output SPSS above, it answered the hypothesis of the research that Ha is accepted because 0.000<0.05 and Ho is rejected. It means that there is

an effect toward the students' speaking skill by using cognitive behavioral therapy on speaking class at Pahlawan University.

DISCUSSION

Based on the research finding above, the researcher found that the total score of post-test in experimental class was 1552, the total number of the students was 23 students. The highest score was 92,5 and the lowest score was 52,5. The highest categories score was good category were 13 students. The mean of post-test in experimental class was 67.5. It means that the students' speaking skill after learning by cognitive behavioral therapy was categorized into good level.

There is significant different on students' speaking skill in pre-test and post-test by using cognitive behavioral therapy on speaking class at Pahlawan University. The researcher used Independent sample T-Test as the formula to analyze the data. Before analyzing the data, firstly the researcher analyzed the normality of the test for both classes by using Kolmogorov Smirnov formula. Then, the researcher analyzed the homogeneity of the test in order to know whether the objects researched had same variance or not. The researcher found out there is significant effect on students' speaking skill by using cognitive behavioral therapy of the speaking class at Pahlawan University.

CONCLUSION

Based on the results of data analysis and discussion, it can be concluded that there is an effect on the students' speaking skill after the application of cognitive behavioral therapy at speaking class. The students' speaking skill in experimental class is better than before the application of cognitive behavioral therapy. The control class not get the treatment was on the poor level of speaking skill.

It can be seen in the data analysis that there are many students who get a good score in the class after the application of cognitive behavioral therapy. On the data we also found that the number of students that not get the treatment was on the poor level of speaking skill. The data also present about the score improvement for all the students in the experiment class.

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