



The Study of Spoken Word's Effect as a Technique to Increase Student's Confidence in Public Speaking of SMK Nurul Huda Sukaraja

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Abstract

This study aims to show a new technique that has been discovered and implemented by the author to increase confidence in public speaking for students at Nurul Huda Vocational High School. The technique is Spoken Word Learning. In the implementation process which aims to get the best results, this study uses quantitative methods. The design involves quasi-experimental research. There are 124 populations consisting of students of class XI SMK Nurul Huda, and the sample is 55 students who are divided into two groups, namely experimental organization and control organization. The results of this study are divided into two, namely the results for the experimental organization and the control organization.

Keywords: Spoken Word, Confidence, Public Speaking

INTRODUCTION

Khoo and Abidin (Khoo and Abidin, 2014) assumed that English should become a global language as a link between people from various backgrounds in the world. Based on that assumption, the writer can understand the objectives of humanity who live in this world and need other people to make a good relationships with others. English has four skills: listening, writing, reading, and speaking. It is based on the goal of teaching English. To be able to use English well, speaking is one of the important skills to practice.

Bygate (Bygate, 1998) Speaking consists of a type of tracking at some stage in and following speech manufacturing and the coping with of conversation underneath a number outside pressures. Speaking can be described as the ability to speak which in learning requires more practice than theory. Public speaking takes an important role in the educational process, good ability to speak in front of people is one of the most important soft skills that the student must have.

According to Raja (Farhan Raja, 2017), the majority of children are not born as public speakers, they are guided to be able to speak in public. When they think of themselves in a situation where they are the focus of attention having to speak to an audience, their emotions spiral toward nausea and nausea-inducing anxiety and sweat. To get rid of this incident, children need to master the right and suitable ways and methods for them in speaking in front of an audience.

Moreover, the writer took an observation and interviewed the English teacher of eleventh graders of SMK Nurul Huda, Mrs. Lia Amelia Ayatillah, S.Pd. she said that “public speaking contest always held in SMK Nurul Huda twice a year. But unfortunately, the student always cannot perform optimally causing many problems such as nervousness, and lack of appreciation in what they perform, and most of them only memorize the text without knowing what they said.” In addition, the discussion about public speaking is also the lesson that they must learn in the eleventh grade of SMK Nurul Huda according to the syllabus of the English lesson. Facing the problem above, the writer tries to analyze the main problem that causes anxiety in public speaking for students, and the writer found that the problem also relates to the way how they learn public speaking and how to perform in front of people efficiently. The students need some new way to learn public speaking, which is more fun, easy to understand, and more relates to their life. In this case, the writer brought “Spoken Word” as a new technic to learn public speaking.

Marsel-Wilson (William Marslen-Wilson, n.d.) proposed that spoken words are recognized in the context of other similar-sounding words that are activated in memory. In addition, the writer concludes that spoken word is poetry that is written to be performed. There aren't specific rules or a certain format to follow, it can contain the inspirational story of your life or something that can motivate others. The writer believes that the spoken word

can solve the student's anxiety in speaking in front of people. By using the spoken word technique, the student can explore more about what will they deliver in front of people in the public speaking task.

The purpose of this study was to determine the impact of the spoken word as a technique to increase the student's confidence in public speaking. Based on the argument in spoken word that has been written above, the writers believe that spoken word has an effect on students' public speaking, and spoken word will be one of the techniques to increase the student's confidence in public speaking. Therefore, the writer is interested to do the study entitled "Spoken Word: The Study of Spoken Word's Effect as a Technique to Increase Student's Confidence in Public Speaking at the Eleventh Graders of SMK Nurul Huda Sukaraja."

METHOD

According to sugiyono (Sugiyono, 2010), the study method is the way that is used by the writer in collecting data with a specific purpose in the research. In this study, the writer used quantitative research. The design involves quasi-experimental research. It involved two groups of students with pre-check and post-check designs. Quasi-experimental designs that involved the creation of a comparison group are most often used when it is not possible to randomize individuals to treatment. In this research, the researcher used two classes the experimental class and the control class. In the experimental class, a pre-test will be conducted to measure the student's ability in public speaking earlier than treatment, and a post-test will be conducted to know the progress of the student's achievement in public speaking after treatment. Whereas in the control class, the researcher will give pre-check and post-check without giving a treatment. The quasi-experimental design can be represented as :

The design of nonequivalent experimental design is as follows:

Experimental	O1	X	O2
Control	O3		O4

Where:

- O1: Pre-check for the experimental organization.
- O2: post-check for the experimental organization
- O3: Pre-check for the control organization
- O4: post-check for the control organization
- X: remedy by the use of spoken word approach

Research method includes the type of method used in research, data collection techniques, and data analysis.

Variables of Study

Arikunto (Arikunto, 2010) states that the variable is the object of research or what is attention main research. There are two kinds of variables. They are the dependent variables and independent variables. Creswell (Creswell, 2012) said that a dependent variable is an characteristic or feature that is dependent on or motivated by an independent variable.

The title of this study is "Spoken Word: The Study of Spoken Word's Effect as a Technique to Increase Student's Confidence in Public Speaking". Therefore, in this study Spoken Word Techniques were an independent variable, and students' confidence in public speaking was a dependent variable.

Population and Sample

Population

The population is the generalization that consists of a subject/object which has characteristics and qualities that decides by the writer and then gets the conclusion (Sugiyono, 2010) The population of this study is the eleventh graders of SMK Nurul Huda Sukaraja Academic year 2021/2022.

Sample

This study used two classes as a sample the experimental organization and the control organization. XI AKL is an experimental organization that several students are 24 students. XI OTKP is a control organization the number of students is 28 students. The study sample uses purposive sampling. The reason for using purposive sampling: often many restrictions prevent the writer from taking sampling randomly. By using purposive sampling, it is expected that the sample criteria obtained fit with the study that will be done. The researcher used XI AKL and XI OTKP as a sample cause both of the two class is taught by the same teacher and both of the two class have anxiety in public speaking including confidence issue, many pauses, delivery of the material is still around the bus, etc. Therefore, the researcher decides on XI AKL and XI OTKP as experimental and control classes.

Techniques for Collecting the Data

In this research, the writer used the test to collect the data by using the performance or oral. The researcher gives one item, but there are three choice titles and the students tell in front of the class orally, it should take about 80 minutes. There are two various of tests in this research: pre-check and post-check. The pre-check gives earlier than the experiment and the post-check gives after the treatment. The difference for both organizations: in the experimental organization the writer gives treatment by using the Spoken Word technique, but in the control organization, the writer gives the treatment usually the teacher gives in this class. Before the test is given to the sample students, the test must be tried out for its validity and reliability. And then, the test gives to the students will do an oral test. The test used because they are considered the most reliable way of obtaining some information.

Pre-check

The writer gives an oral test to the students about several hot issues or something daily to tell. The pre-check takes the control organization and experimental organization at the first meeting of the study before giving a treatment by oral test. The time allocation is 40 minutes.

Treatment

Treatment is given to the experimental organization. Using the Spoken Word technique And treatment will be given six times from the second meeting after the pre-test until the sixth meeting in the experimental group.

Post-check

Post-check takes from both the control organization and experimental organization. But, in the point post-check of the experimental organization will be taken after treatment and the post-check of the control organization.

Validity of the Test

According to Fraenkel (Fraenkel, J. R., Wallen, N. E., & Hyun, 2012), validity is the most critical idea to don't forget whilst preparing or choosing an device to be used. It approach that validity refers to the appropriateness, meaningfulness, correctness, and value of the inferences a writer makes in this examine, the author will use one form of validity that is content material validity. Content material validity is the volume to which a check measures a consultant pattern of the difficulty count number content material. content material validity is a situation with what is going into the test. consequently, the degree of content material validity in a study room check relates to how nicely the check measures the difficulty be counted content look at and the behaviors which the check duties require. To make the instrument have content validity, the writer sets a test specification item.

Reliability of the Test

In this study, the researcher used the spearman rho correlation coefficient to find out the reliability of the test using the SPSS 21 application. There are steps to conduct a test of reliability, they are as follows:

1. Prepare the data in the worksheet of SPSS 21
2. Click variable view
3. Put R1 (Rater 1) and R2 (Rater 2), after that click data view
4. Put the score from R1 and R2
5. Click Analyze, Correlation, and Bivariate Correlation put variables R1 and R2
6. In correlation coefficient, unchecklist in Pearson, checklist on Spearman Rho
7. And for the test of significance column choose two-tailed and a checklist to flag significant correlations
8. Click "OK".

Technique for Analyzing the Data.

Scoring of test

The scoring in the public speaking test was applied to find out the student's scores. The data analyzed by performance testing with the criteria that describe five aspects of speaking ability, there are pronunciation, grammar, vocabulary, fluency, and comprehension.

Descriptive Statistic

In descriptive statistics, the student's pre-test and post-test scores are analyzed through a histogram chart and the table of frequency. Then, the analysis of the descriptive statistics is displayed in table 4. It is done to know the spreading scores of the students' pre-check and post-check result in the experimental and control organization including mean, median, modus, variance, standard derivation, range, minimum and maximum scores. In this study, the writer will use SPSS 21.

Test of Normality

Normality of distribution of the data into an assumption which is required to determine the types of statistics that were used in further analysis. Normality test to determine whether the samples come from populations with normal distribution or not.

The normality test is based on students' post-check result in the experimental organization, the writer used the Kolmogorov-Smirnov test in SPSS 21 to know whether the research data is normally distributed or not. There is a step to conduct a test of normality, they are as follow:

1. Prepare the data in the worksheet of SPSS 21
2. On the name column, insert variables "Pretest and Posttest Score experimental Class" in the first and second rows.
3. Insert the students' scores in the Data View.
4. Click Analyze > Descriptive Statistics > Explore
5. On the Explore dialogue box, transfer the variables "Pretest and Posttest Score Experimental Class" into the "Dependent List" box.
6. Click on "Plots" on the right. within the plots field, take a look at "None" for the boxplot, uncheck the entirety for descriptive and make sure the container "Normality plots with assessments" is checked.
7. Click "Continue and OK".

1) We can interpret the result in the "Output" window click "Continue and OK"

2) We can interpret the result in the "Output" window

Test of Homogeneity

After analyzing the normality of the distribution of the data. The next step is analyzing the homogeneity of variances of experimental and control organization by employing Levene's test in SPSS 21. Furthermore, Santoso (2015:191), the sample is considered homogenous whenever the p-value is higher than 0.05 level. There is a step to conduct a test of normality, they are as follow:

1. Prepare the data in the worksheet of SPSS 21 Data Editor, and click the menu of Variable View in the left bottom corner.
2. On the name column, insert variables "Media and Scores" in the first and second rows.
3. Click the value column which parallels with the variable "Media"
4. On the Value Label dialogue box, insert "1" into the Value box, and insert "Peer Editing" into the Label box, then click "Add"
5. Insert again "2" into the Value box, and insert "score" into the Label box, then click "Add" and "OK".
6. Click the Data View menu, insert the "1" code for the 32 first data, and insert the "2" code for the 32-second data.
7. Then, insert students' scores 1-64 for 1 code and 2 codes in order.
8. Click Analyze > Compare Means > One-Way ANOVA
9. Transfer the dependent variables (Scores) into the Dependent List: box and the independent variable (Media) into the Factor: box
10. Click the options menu, and check "Homogeneity of variance test" in the Statistics area.
11. Click "Continue and OK".

Analyzing of Independent T-test

The writer will analyze the data after getting the score of the post-test in the experimental group and control organization by using an independent sample t-check. It is to determine how effective the Four Square oral Technique is in teaching speaking with the aid of evaluating the success of the experimental organization and control organization.

The writer will use SPSS 25. Furthermore, the steps in conducting the independent pattern t-check same as the Homogeneity test, as follow:

1. Click Analyze > Compare Means > Independent samples t-test
2. On the Independent Samples t-test dialogue box, transfer the variables (Scores) into the Test Variable: box and the variable (Game) into the Grouping Variable: box
3. Click "media" in the Grouping Variable box, and then click "Define Group". On the Define Group box, insert "1" into Group 1, and insert "2" into Group 2.
4. Click "Continue and OK".

RESULTS AND DISCUSSION

Earlier than the author performed this study within the control organization, the author gave a pre-check to the students to recognize the students' self belief in public speaking. After the author gave remedy and did no longer use the spoken word approach, the author gave a submit-check to recognize how some distance students' mastery

in speaking potential. inside the pre-check and submit-test of the manipulate group, a pattern of the scholars became 28 students. The information at the frequency of the scholar's rankings for the pre-check and submit-check of the control institution can be visible in Tables 1 and 3.

Table 1

Frequency of The Pre-check Result in the Control Organization

	Frequency	Percent	Valid Percent	Cumulative Percent
36	3	10,7	10,7	10,7
38	3	10,7	10,7	21,4
42	1	3,6	3,6	25,0
44	3	10,7	10,7	35,7
Valid 46	11	39,3	39,3	75,0
48	2	7,1	7,1	82,1
50	2	7,1	7,1	89,3
52	3	10,7	10,7	100,0
Total	28	100,0	100,0	

From table 1, the mode of the pre-check result in the control organization was 46. the median was 45, the bad result was 36. and the best result was 52. Meanwhile, in chart 1 mean of the result was 44,79 with a standard deviation of 4.818.

The distribution score can be seen in chart 1

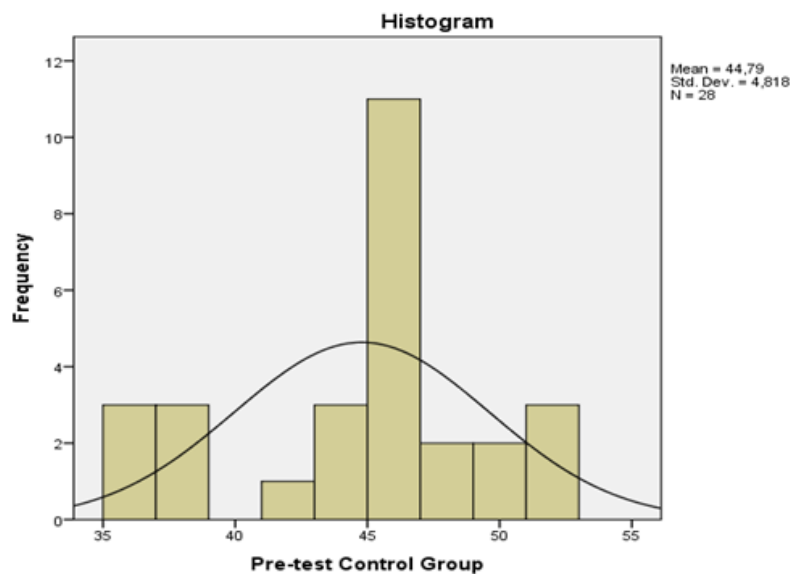


Chart 1. Histogram of Pre-test Control Group

Then the writer interpreted the students' scores into a distribution table as presented in table 2.

Table 2**The Distribution Result of the Pre-check in the Control Organization**

	Category	Frequency	Percent
Valid	0-40	6	21,4%
	41-55	22	78,6%
	56-70	0	0%
	71-85	0	0%
	86-100	0	0%
	Total		28

Based on the result of the descriptive statistic above, it was found that the criteria of pre-check the control organization there were 6 students (21,4%) who got very poor category, 22 students (78,6%) who got poor category, there were no students (0%) who got enough category, 0 students (0%) who got good category, and 0 students (0%) who got excellent category.

Furthermore, the following table is the frequency of the student's scores for the post-test of the control group. It is shown in table 3.

Table 3**Frequency of Post-check Result in the Control Organization**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	36	2	7,1	7,1
	38	2	7,1	14,3
	42	5	17,9	32,1
	46	4	14,3	46,4
	50	5	17,9	64,3
	52	1	3,6	67,9
	60	4	14,3	82,1
	62	3	10,7	92,9
	64	1	3,6	96,4
	74	1	3,6	100,0
	Total	28	100,0	100,0

From table 3, mode the post-check result in the control organization was 42 & 50, the median was 51.00, the minimum result was 36, and the maximum result was 74. Meanwhile, in chart 2 mean of the score is 50.29, with a standard deviation of 9,944.

The distribution score can be seen in chart 2

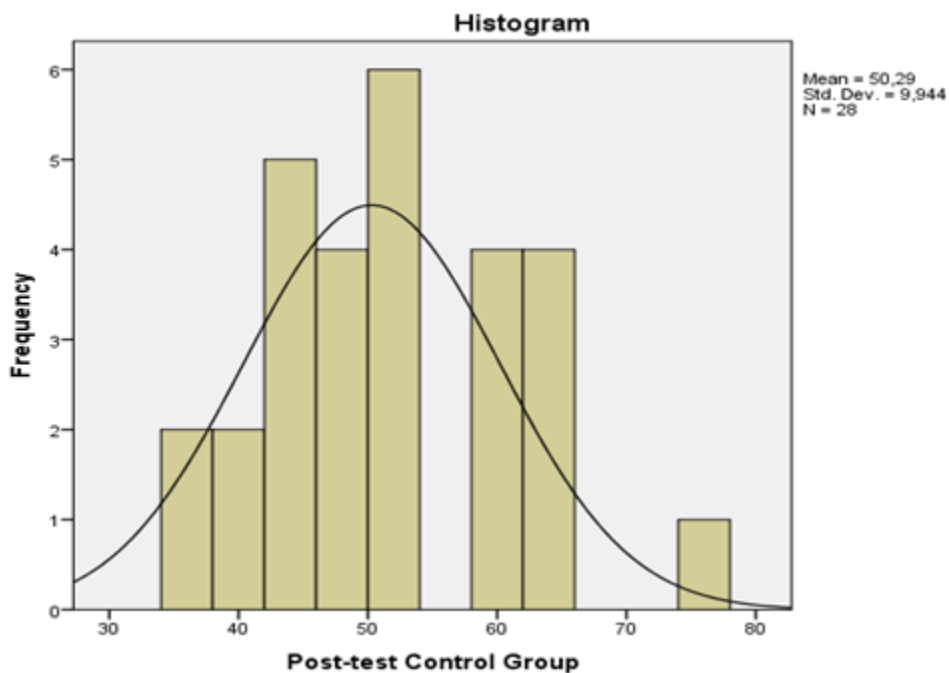


Chart 2. Histogram Post-check Control Organization

Then the writer interpreted the students' scores into a distribution table presented in table 4.

Table 4

The Distribution Result or Post-check in the Control Organization

	Category	Frequency	Percent
Valid	0-40	4	14,3%
	41-55	15	53,6%
	56-70	8	28,6%
	71-85	1	3,6%
	86-100	0	0%
Total		28	100%

Based on the result of the descriptive statistic above, it was found that the criteria of post-check the control organization there were 4 students (14,3%) who got very poor category, there were 15 students (53,6%) who got poor category, 8 students (28,6%) who got enough class, 1 student (3,6%) who got good class, 0 students (0%) who got excellent class.

Table 5

Descriptive Statistics of Pre-check and Post-check in the Control Organization

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Pre-test Control Group	28	16	36	52	1254	44,79	,910	4,818	23,212	-,535	,441	-,433	,858
Post-test Control Group	28	38	36	74	1408	50,29	1,879	9,944	98,878	,475	,441	-,537	,858
Valid (listwise)	N 28												

From table 5, data descriptive statistics of the pre-check and post-check control group showed the total number (N) is 28, the range score was 16 & 38, the minimum score was 36, the maximum score was 52 & 74, the sum score was 1254 & 1408, the mean score was 44.79 & 50.29, the standard deviation is 4.818 & 9.944, the variance was 23.212 & 98.878, skewness score was -0.535 & 0.475 and the last kurtosis score was 0.858 & 0.858.

The result of the Pre-check and Post-check Scores in the Experimental Organization

The author gave students a pre-test for the experimental organization earlier than accomplishing the treatment, then calculated the students' scores. After the author gave four instances for remedy to the students in speaking capability, the author gave the scholars a publish-test which turned into meant to understand how far the student's progress in their self belief in public speaking. within the pre-check and publish-check, the pattern of students became 27 students. The statistics on the frequency of the pupil's scores for the pre-check and put up-check of the experimental institution can be seen in Tables 6 and 8.

Table 6

Frequency of the pre-check Result in the Experimental Organization

	Frequency	Percent	Valid Percent	Cumulative Percent
42	4	14,8	14,8	14,8
44	4	14,8	14,8	29,6
46	7	25,9	25,9	55,6
50	3	11,1	11,1	66,7
Valid 52	3	11,1	11,1	77,8
70	2	7,4	7,4	85,2
72	3	11,1	11,1	96,3
74	1	3,7	3,7	100,0
Total	27	100,0	100,0	

Based on table 6, the mode of pre-check result in the experimental organization was 46. The bad result was 42. The best result was 74, and in chart 3 mean of the score was 51.93 with a standard deviation of 11.184.

The distribution score can be seen in chart 3

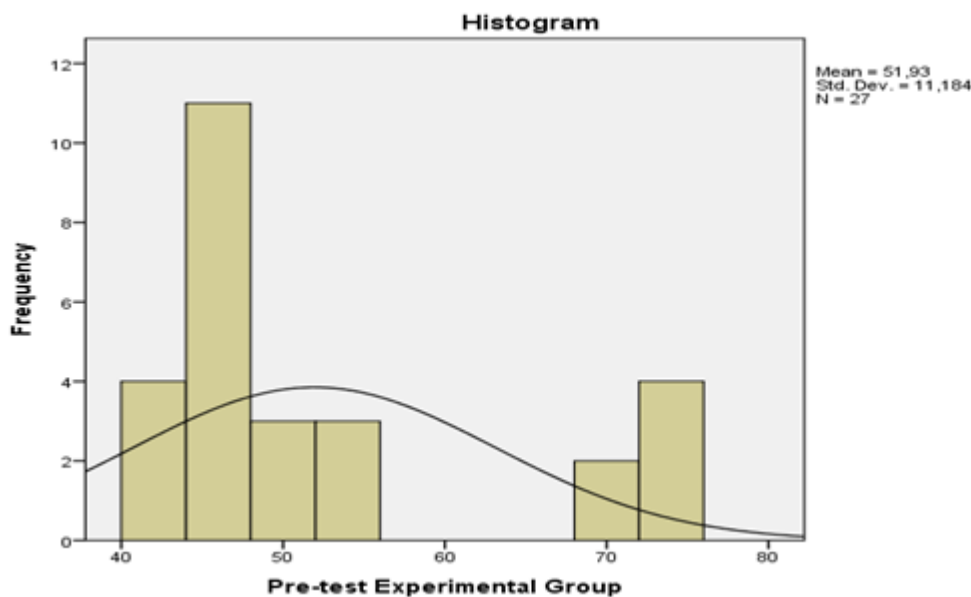


Chart 3. Histogram Pre-test Experimental Group

Next, the writer interpreted the students' scores into a distribution table as presented in table 7.

Table 7

The Distribution Result of the Pre-check in the Experimental Organization

	Category	Frequency	Percent
Valid	0-40	0	0%
	41-55	21	77,8%
	56-70	2	7,4%
	71-85	4	14,8%
	86-100	0	0%
	Total	27	100%

Primarily based on the end result of the descriptive statistic above, it turned into determined that the standards of pre-check the experimental organization there was 0 students (0%) who got very bad class, there were 21 students (77,8%) who were given bad class, 2 students (7,4%) who got sufficient class, 4 college students (14,eight%) who were given properly category, and 0 college students (0%) who got first rate class.

Similarly, the subsequent desk is the frequency of the scholar's scores for the post-check of the experimental organization. it is proven in table 8.

Table 8

Frequency of the post-check Result in the Experimental Organization

	Frequency	Percent	Valid Percent	Cumulative Percent
44	1	3,7	3,7	3,7
46	1	3,7	3,7	7,4
50	1	3,7	3,7	11,1
60	4	14,8	14,8	25,9
62	5	18,5	18,5	44,4
64	1	3,7	3,7	48,1
Valid 70	2	7,4	7,4	55,6
72	2	7,4	7,4	63,0
74	3	11,1	11,1	74,1
76	2	7,4	7,4	81,5
78	1	3,7	3,7	85,2
80	4	14,8	14,8	100,0
Total	27	100,0	100,0	

Based on table 8 mode of the post-check result in the experimental organization was 62, the bad result was 44, the best result was 80 and in chart 4 the mean was 67.04 with a standard deviation of 10.309.

The distribution result can be seen in the chart

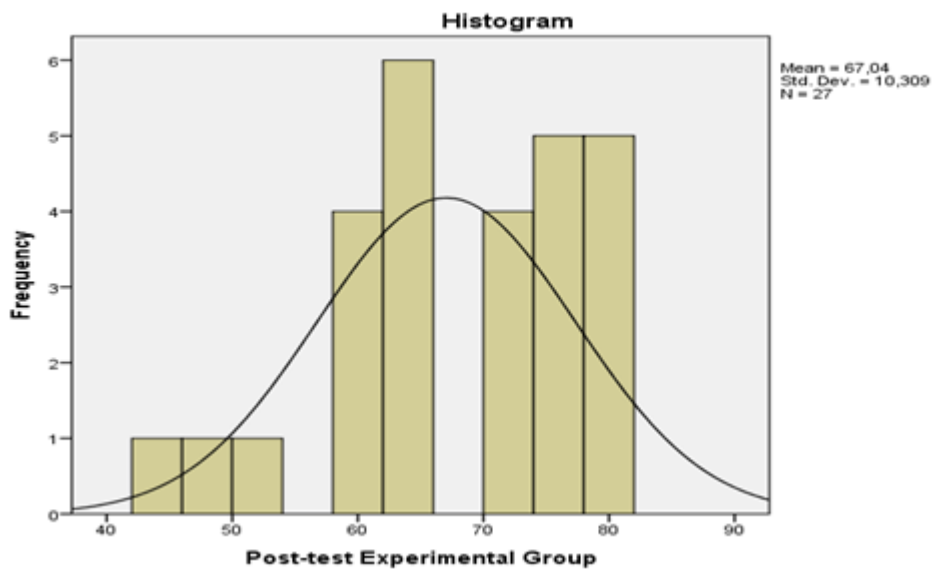


Chart 4. Histogram Post-check Experimental Organization

Next, the interpreted students' scores into the distribution table as presented in table 9.

Table 9**The Distribution Result of the Post-check in the Experimental Organization**

	Category	Frequency	Percent
Valid	0-40	0	0%
	41-55	3	11,1%
	56-70	12	44,4%
	71-85	12	44,4%
	86-100	0	0%
	Total		27

From table 9 above, it was gotten that the criteria of post-heck the experimental organization there was no student (0%) who got very poor category, there were 3 scholars (11,1%) who got poor category, 12 students (44'4%) who got enough category, 12 students (44,4%) who got good category, and 0 students (0%) who got excellent category.

Table 10**Descriptive Statistic of Pre-check and Post-check in the Experimental Organization**

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance	Skewness	Kurtosis			
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Std. Error	Statistic	Std. Error	
Pre-test Experimental Group	27	32	42	74	1402	51,93	2,152	11,184	125,071	1,172	,448	-,278	,872
Post-test Experimental Group	27	36	44	80	1810	67,04	1,984	10,309	106,268	-,598	,448	-,275	,872
Valid N (listwise)	27												

From table 10, the data descriptive statistic of the pre-check and post-check experimental organization showed the total number (N) is 27, the range result was 32 & 36, the lowest result was 42 & 44, the highest result was 74 & 80, the sum result was 1402 & 1810, the mean result was 51.93 & 67.04, the standard deviation is 11.184 & 10.309, the variance was 125.071 & 106.268, skewness score was 1.172 & -0.598 and the last kurtosis score was -0.278 & -0.275.

Statistical Analysis**Test of Normality and Homogeneity**

Earlier than studying the facts, the check of normality and homogeneity records ought to be measured. In figuring out the data, Kolmogorov-Smirnov became used. The consequences of the normality test of the put up-check rating within the experimental and manipulate organization had been defined in the following table 11.

Table 11
Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Using Spoken Word Technique	,136	27	,200*	,915	27	,029
Using Conventional Technique	,161	28	,069	,934	27	,085

a) Lilliefors Significance Correction

Based on the calculation of statistics above, the result of the normality test showed the significant value of public speaking using spoken word technique was higher than 0.05 level, which has 0.2, which meant that the distribution of the data in public speaking using spoken word technique was normal. Meanwhile, public speaking using the conventional technique has a significant value of 0.06, which was also higher than 0.05. It meant that the distribution of the data public speaking using the conventional technique was also normal.

In addition, to know whether the sample was homogenous or not, the writer used the test of homogeneity of variances. The writer calculated by SPSS 21. It could be seen in table 12.

Table 12
Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
,180	1	53	,673

In line with table 12 above, the calculation of Levene Statistic used SPSS 21, it changed into found that the price of sig. turned into 0.673, which was higher than the fee of sig. (0.05). So, it supposed that the sample taken from the experimental and control institution was homogeneous.

The Independent T-test

The independent t-check is the maximum usually used technique to assess the differences inside the suggest between the 2 organizations. To discover whether or not there have been any widespread differences in confidence in public talking, the writer in comparison the result of the put up-check in the manipulate institution and experimental institution the usage of an impartial sample t-check. The end result Of the SPSS 21 calculation became described as follows:

Table 13
Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	,180	,673	6,134	53	,000	16,751	2,731	11,274	22,229
Post-test Equal variances not assumed			6,130	52,719	,000	16,751	2,733	11,270	22,233

According to Sudjiono (Sudijono, 2008) to test the hypothesis will be tested through the table of criteria of the value of the t-table. if t-obtain(t-obt) is more than the critical value of t- table, so the alternative hypothesis is accepted and the null hypothesis is rejected. If t-obtain (t-obt) is lower than the critical value of the t-table, so the alternative hypothesis is rejected and the null hypothesis is accepted.

Based on table 13 above, the value of t-obtained = 6,134 is higher than t-table =2.021. The price of sig. (2-tailed) = 0.00 much less than the price importance stage (0.05). Subsequently, the author concluded that the Alternatif speculation (Ha) of this study become standard and the Null speculation (H0) of this examine became rejected. Which means that there is a significant effect between students who are taught by using spoken word techniques towards students' public speaking at the eleventh graders of SMK Nurul Huda Sukaraja.

Interpretations

Primarily based on the findings above, it is able to be interpreted that public speaking using the spoken word method enabled them to get a higher score. It intended that the spoken word approach changed into powerful to growth students' public speaking. it could be visible from the common score within the post-test of the experimental organization became sixty seven, four and the common rating inside the submit-take a look at of the manipulate organization turned into 50,29. the t-obtained turned into 6,134 and the important cost in the t-table changed into 2.021.

However, the end result of t-achieve changed into better than the t-desk ($6,134 > 2.021$), and the value of sig. (2-tailed)=zero.00 much less than the fee significance level (zero,05). it may be interpreted that H0 turned into rejected and Ha became customary. It method that there were any great differences between students who have been taught by means of using spoken phrase strategies and students who were taught by the usage of conventional techniques in the direction of students' self belief in public speaking at the 11th Graders of SMK Nurul Huda Sukaraja.

CONCLUSION

Based at the findings within the preceding bankruptcy, the independent pattern t-check of the post-check rating inside the Experimental and control organization gave the cost of t-achieve became 6,134 and the price of Sig (2-tailed) changed into 0.00, which supposed that the cost of t-obt became 6,134 better than t-desk = 2.021 with df became $(n-2) = (55-2) =$ fifty three, and value of Sig (2-tailed) changed into much less than the value of importance level ($\alpha =$ zero.05). The Null speculation become rejected and opportunity speculation (Ha) was ordinary. it could be concluded there has been any full-size difference among a scholar who became taught via the use of spoken phrase approach and college students who had been taught with the aid of the usage of conventional method in the direction of students' self belief in public speaking at the eleventh Graders of SMK Nurul Huda Sukaraja.

Based on that result, it turned into additionally determined that the scholars can reduce the difficulty in public speaking during spoken word technique running in their classroom. The spoken word technique is one of strategy to solve students' difficulty in public speaking and the technique good strategy to increase confidence in public speaking.

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