Developing Speaking Skill of Grade X Students of Senior Hight School in Palu Through Monologue Technique

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Abstract

This research investigates the effectiveness of the monologue technique in enhancing the speaking skills of tenth-grade students at Senior High School. The study employs a quasi-experimental design, involving pre-test and post-test assessments administered to two groups of students. The experimental group was taught using the monologue technique, while the control group continued with the traditional instructional methods. By comparing the results of both groups, the research aims to identify whether the monologue technique can significantly improve students' speaking abilities. The data were analyzed using a series of statistical tests, most notably the T-test. The results indicated that the experimental group demonstrated a statistically significant improvement in their speaking performance, in contrast to the control group. Specifically, students in the experimental group showed noticeable progress in terms of fluency and accuracy when speaking in English. This improvement was accompanied by increased levels of confidence and engagement during oral communication activities. The findings of this study suggest that the monologue technique is an effective instructional strategy for improving speaking skills in English. It helps students become more articulate and confident in their language use, making it a valuable addition to English language teaching practices in secondary schools.

Keyword: Speaking Skills, Monologue Technique, Students of Senior High School

Introduction

Speaking is a crucial skill in language acquisition, particularly in an English as a Foreign Language (EFL) context. Many students, especially at Senior High School, struggle with developing proficiency in speaking due to limited vocabulary, fear of making mistakes, and a lack of confidence. Traditional teaching methods often fail

to address these challenges adequately. The use of innovative techniques, such as monologues, offers a promising solution for developing speaking skills in students. This study aims to investigate the impact of the monologue technique on the speaking ability of tenth-grade students. The technique allows for extended, focused practice and offers opportunities for students to organize and express their thoughts coherently.

The development of speaking skills is one of the key components of learning a language, especially in an English as a Foreign Language (EFL) context, where students often lack sufficient opportunities to practice the language outside the classroom. In Indonesia, English is taught as a mandatory subject from elementary school through to high school. However, despite years of exposure to English instruction, many students struggle to achieve a proficient level of spoken communication. This challenge is evident in classrooms like those at Senior High School, where students frequently exhibit difficulty in expressing themselves fluently and accurately in English.

Challenges in Learning to Speak English

In the Indonesian educational system, traditional methods of teaching English often prioritize grammar and written skills over practical oral communication. As a result, students are generally more comfortable with reading and writing than speaking English. This discrepancy stems from several factors:

1. Limited Vocabulary: Many students at Senior High School and similar institutions lack an extensive English vocabulary, which limits their ability to express ideas clearly. This constraint leads to hesitation and frequent pauses during speech, which affect fluency and overall communication.
2. Fear of Making Mistakes: A significant number of students are afraid to speak in English due to the fear of making errors, especially in grammar and pronunciation. This fear is often compounded by a classroom environment that prioritizes correct answers over active participation. As a result, students become reluctant to take risks and engage in speaking activities.
3. Pronunciation Difficulties: English phonetics pose a particular challenge for Indonesian students, as the language contains sounds that are absent in Bahasa Indonesia. Students often struggle with pronunciation, which affects the clarity of their speech and contributes to a lack of confidence when speaking in English.
4. Lack of Confidence: Students' lack of exposure to English outside the classroom, combined with an overemphasis on accuracy, leads to a lack of self-confidence. They are often unwilling to speak unless they are certain their speech will be perfect, which limits opportunities for practice and improvement.

These issues are further exacerbated by an education system that tends to rely on teacher-centered instruction and rote memorization. While students may excel

in written grammar tests, they rarely have opportunities to engage in authentic communicative practice, such as speaking in front of an audience or holding conversations in English. According to Anh Tram (2020), students' fear of making mistakes and a lack of real-life speaking opportunities significantly hinder their development of speaking skills. This has led to calls for more student-centered approaches that prioritize oral communication and active use of the language.

The Importance of Speaking in EFL

Speaking is a crucial skill for effective communication in any language, and its importance in the EFL curriculum cannot be overstated. The ability to speak fluently and coherently in English is vital for both academic success and real-world communication. Fluency in speaking allows students to engage in discussions, express their opinions, and participate in global communication. In an increasingly interconnected world, English has become the dominant language of international communication, science, technology, and business. Therefore, equipping students with strong speaking skills is essential not only for their academic growth but also for their future professional opportunities.

The major goal of teaching speaking skills is to achieve communicative efficiency the ability to convey thoughts, ideas, and information effectively in real-life situations. As noted by Bahrani (2012), this involves not only mastering grammar and vocabulary but also being able to use these linguistic elements spontaneously in conversations. A key aspect of achieving fluency is giving students opportunities to engage in meaningful communication, where they can practice language use in authentic contexts. The traditional focus on rote learning and grammar instruction often fails to prepare students for real-world communication, which requires fluidity, adaptability, and confidence in speaking.

Monologue Technique as a Solution

One method that has shown promise in developing speaking skills is the monologue technique. This approach involves students delivering extended speech on a particular topic without interaction or interruption from others. Unlike dialogues, which require continuous back-and-forth exchanges, monologues allow students to focus on organizing their thoughts and speaking coherently for an extended period. This can be particularly beneficial in the EFL context, where students often need structured opportunities to practice speaking without the pressure of immediate interaction or correction from peers or teachers.

The monologue technique is grounded in communicative language teaching (CLT), which emphasizes the importance of using language in real, meaningful communication rather than merely learning grammatical rules and structures. In a monologue, students are required to prepare and deliver a speech, which encourages them to actively engage with the language and improve their fluency.

As Harmer (2007) suggests, students benefit from extended speaking tasks that push them to use language creatively and spontaneously, fostering both fluency and accuracy.

Moreover, monologues help address several of the common challenges faced by Indonesian students in learning to speak English:

1. Vocabulary Development: As students prepare for a monologue, they are encouraged to expand their vocabulary by exploring different ways to express their ideas. This provides them with a wider range of words and phrases that they can use in future speaking tasks.
2. Confidence Building: Delivering a monologue in front of the class allows students to build confidence in their speaking abilities. The structured nature of the task, combined with teacher and peer feedback, helps students become more comfortable with speaking in English.
3. Focus on Fluency: Since monologues are typically delivered without interruption, students are encouraged to speak fluently and without unnecessary pauses. This practice is particularly beneficial in improving the flow and coherence of their speech.

Objective of the Research

Given the challenges faced by students at Senior High Schooland the potential benefits of the monologue technique, this research seeks to determine whether the monologue technique can effectively develop the speaking skills of tenth-grade students. Specifically, the study aims to measure improvements in fluency and accuracy two critical components of speaking proficiency. The findings from this research are expected to contribute valuable insights to the field of language education in Indonesia, offering a practical solution to the long-standing issue of underdeveloped speaking skills among EFL learners. Moreover, by focusing on a specific pedagogical technique, this study seeks to provide educators with evidence-based strategies that can be implemented in the classroom to enhance students' speaking abilities and overall language proficiency.

Methods

This research employed a quasi-experimental design, involving two groups of students from Senior High School: the experimental group, which used the monologue technique, and the control group, which did not. The sample was selected using purposive sampling, with Class X Merdeka 1 assigned as the control group and Class X Merdeka 2 as the experimental group. Data collection involved pre-test and post-test assessments of students' speaking abilities using a rubric that measured fluency, grammar, and pronunciation. The data were analyzed using SPSS, with paired samples T-tests conducted to compare the pre-test and post-test scores between the two groups.

This study employed a quasi-experimental research design to investigate the effectiveness of the monologue technique in improving the speaking skills of tenth-

grade students at Senior High School. The quasi-experimental design was chosen because it allows for the comparison of two groups—an experimental group and a control group-while ensuring practical feasibility in a natural classroom setting. Although random assignment to groups was not possible, this design provides a robust framework for evaluating the intervention by using pre-test and post-test assessments to measure changes in speaking skills.

Research Design

The quasi-experimental design used in this research involved a pre-test and post-test control group approach. The pre-test was administered to both groups to assess their baseline speaking abilities, followed by the intervention for the experimental group. After the intervention, a post-test was administered to both groups to measure improvements in their speaking skills. The results of the pre-test and post-test were then compared to determine the effectiveness of the monologue technique.

1. Experimental Group: The experimental group received instruction using the monologue technique as a central part of their English language curriculum. Students in this group were given regular opportunities to prepare and deliver monologues, which were designed to improve their fluency, grammar, and pronunciation.
2. Control Group: The control group received standard English instruction without any specific focus on monologues. Their curriculum consisted of traditional speaking exercises such as question-and-answer sessions and pair or group discussions.

Population and Sampling

The population for this research consisted of all tenth-grade students enrolled at Senior High School. The tenth-grade cohort was selected because they were at an appropriate developmental stage to benefit from interventions aimed at improving speaking skills, having already received foundational English instruction in previous grades. The sample for the study was drawn using purposive sampling, a non-random technique in which participants are selected based on specific characteristics relevant to the research question. Two classes were chosen: Class X Merdeka 2 as the experimental group, consisting of 31 students, and Class X Merdeka 1 as the control group, with 33 students. Purposive sampling was used because these classes had similar levels of English proficiency based on previous academic records and teacher evaluations, making them ideal for comparison. Additionally, the chosen classes had schedules that aligned with the research timeline, ensuring the feasibility of data collection.

Instrumentation

The primary research instrument was a speaking test, administered during

both the pre-test and post-test phases. The test was designed to measure three core aspects of speaking ability: fluency grammar, and pronunciation. These aspects were evaluated using a rubric adapted from Douglas Brown's (2004) framework for assessing speaking proficiency. The rubric provided a consistent and reliable means of scoring students' speaking performances, with each aspect being scored on a scale from 1 to 5. Fluency: The ability to speak smoothly and naturally, without excessive hesitation or pauses. Grammar: The use of correct grammatical structures, including tense, subject-verb agreement, and sentence construction. Pronunciation: The clarity of speech and the correct articulation of English sounds, especially those that are challenging for non-native speakers.

Procedures of Data Collection

Data were collected in three stages: pre-test, treatment, and post-test.

a. Pre-test

The pre-test was conducted before any intervention took place. Both the experimental and control groups were asked to perform a speaking task, which was evaluated using the aforementioned rubric. The pre-test involved students delivering a short monologue on a familiar topic, such as their daily routine or favorite hobbies, to assess their baseline fluency, grammar, and pronunciation. The goal of the pre-test was to establish the initial speaking abilities of both groups, ensuring that any subsequent improvements could be attributed to the intervention.

b. Treatment

The treatment phase spanned several weeks, during which the experimental group was exposed to the monologue technique as part of their regular English lessons. The monologue activities were designed to provide students with structured speaking practice in a low-pressure environment. The process followed a series of steps aimed at gradually building the students' confidence and proficiency in speaking. Introduction of Monologue Technique,the teacher first introduced the concept of a monologue to the students, explaining its purpose and the benefits it could provide in improving their speaking abilities.

The teacher modeled a sample monologue, demonstrating how to organize thoughts coherently and use appropriate vocabulary and grammar. Topic Selection: Students were guided to choose topics that were both engaging and relevant to their personal experiences, such as describing a memorable event, recounting a holiday, or discussing their aspirations. These topics allowed the students to draw on familiar content, making the speaking task more meaningful and less intimidating.

Planning and Preparation; students were given time to plan and organize their monologues. The teacher provided tools such as brainstorming sheets and graphic organizers to help students structure their thoughts logically. This step was crucial in helping students gain control over the content of their speech, ensuring they were able to deliver their monologues with greater fluency and accuracy.

Monologue Delivery: Once students had prepared their monologues, they were invited to present them in front of the class.

This step was carried out in a supportive environment, with the teacher encouraging participation and reducing anxiety by emphasizing that mistakes were a natural part of learning. Feedback and Reflection, after each student delivered their monologue, feedback was provided by both the teacher and peers. The feedback focused on areas of strength (e.g., good use of vocabulary or fluent delivery) as well as areas for improvement (e.g., incorrect grammar or unclear pronunciation). Students were also encouraged to reflect on their own performance, identifying what they felt went well and where they could improve. This cyclical process of practice, feedback, and reflection was repeated over several lessons, allowing students to progressively enhance their speaking skills.

c. Post-test

At the end of the treatment period, both the experimental and control groups were given a post-test, which was identical in format to the pre-test. Students were once again asked to deliver a monologue, and their performance was evaluated using the same rubric. The post-test results were used to measure improvements in fluency, grammar, and pronunciation, and to assess the overall impact of the monologue technique on the experimental group.

Data Analysis

The data collected from the pre-test and post-test were analyzed using SPSS version 23. Several statistical techniques were employed to ensure the robustness of the findings:

a. Descriptive Statistics

Descriptive statistics were used to summarize the data, providing an overview of the mean scores, standard deviations, and score ranges for both the experimental and control groups. This helped to identify any immediate differences in speaking performance between the two groups before and after the intervention.

b. Tests of Normality and Homogeneity

Before conducting inferential statistical tests, the data were checked for normality and homogeneity. The Shapiro-Wilk test was used to assess whether the data were normally distributed. Both the pre-test and post-test scores for the experimental and control groups were found to be normally distributed, with p-values greater than 0.05. The Levene's test was used to assess homogeneity of variance, confirming that the variance between the two groups was equal, thus justifying the use of parametric tests.

c. Paired Samples T-Test

A paired samples T-test was conducted to compare the pre-test and post-test scores within the experimental group. This test allowed the researcher to determine whether the monologue technique led to significant improvements in speaking skills over time. The same test was conducted for the control group to see if any

improvement occurred as a result of the traditional instruction.

    d. Independent Samples T-Test

An independent samples T-test was used to compare the post-test scores of the experimental group and the control group. This test helped to evaluate whether the differences in speaking ability between the two groups were statistically significant, confirming the effectiveness of the monologue technique.

The significance level for all statistical tests was set at $\alpha = 0.05$. Results with ap-value less than 0.05 were considered statistically significant, indicating that the improvement in the experimental group's speaking skills was not due to chance.

Ethical Considerations

The research adhered to ethical guidelines to ensure the well-being and privacy of all participants. Informed consent was obtained from the students and their guardians prior to the study. Participants were assured that their data would remain confidential and would only be used for research purposes. Additionally, the research was conducted in compliance with the ethical standards set by the educational institution and the relevant authorities at Senior High School.

Results

This research focused on the use of the monologue technique to improve the speaking skills of tenth-grade students at Senior High School. Data were collected from two groups of students: an experimental group that received the monologue technique treatment and a control group that followed the standard instructional methods. Both groups were assessed using a pre-test and post-test to measure improvements in key speaking skill components, including fluency, grammar, and pronunciation. The results were analyzed using descriptive and inferential statistical tests, including the T-test, to evaluate the effectiveness of the intervention.

Pre-test and Post-test Comparisons

The pre-test was administered to both the experimental and control groups before the intervention to establish baseline speaking abilities. In the pre-test, the experimental group had a mean score of 46.46, indicating a moderate level of speaking ability. The scores ranged from a minimum of 26.67 to a maximum of 66.67, reflecting a wide disparity in the students' abilities within the group. The control group, on the other hand, exhibited a slightly higher pre-test mean score of 48.17, with a range between 33.33 and 73.33. This suggests that both groups started with a relatively similar level of speaking proficiency, although there were some students in the control group who demonstrated a higher baseline ability.

After the intervention, the post-test was administered to assess any improvements in speaking skills. The experimental group showed a significant improvement in their post-test results, with the mean score increasing to 66.06. This represents an increase of nearly 20 points compared to the pre-test. The range

of scores in the experimental group post-test was from 46.67 to 86.67, demonstrating that students with initially lower speaking abilities also made considerable progress. In contrast, the control group showed only a modest improvement, with the mean post-test score rising to 50.97, an increase of just 2.80 points. The range of scores in the control group remained relatively unchanged, with a minimum of 33.33 and a maximum of 73.33, indicating that the standard instructional method had little effect on overall speaking improvement.

The substantial increase in the experimental group's post-test scores compared to the control group highlights the effectiveness of the monologue technique in enhancing students' speaking skills, particularly in areas such as fluency, vocabulary usage, and grammatical accuracy.

Fluency Development

One of the key aspects of the research was the improvement of fluency, which refers to the ability to speak smoothly, with minimal hesitation and pauses. The pre-test results showed that students in both groups struggled with fluency, often pausing to search for words or hesitating due to a lack of confidence. In the pre-test, students from the experimental group had an average fluency score of 2.5 out of 5, indicating frequent hesitation and difficulty maintaining a natural speaking flow. However, after the monologue technique was implemented, the fluency scores in the experimental group improved significantly.

The post-test results showed an average fluency score of 4 out of 5, with many students demonstrating the ability to speak with fewer pauses and a more natural rhythm. This improvement can be attributed to the extended practice provided by the monologue activities, which required students to speak continuously for an extended period without interruption. This focused practice helped students gain confidence, which in turn reduced their reliance on pauses and hesitations during speech.

By contrast, the control group showed little improvement in fluency. The post-test results indicated a modest increase in the average fluency score, rising from 2.7 to 3 out of 5, but many students in this group continued to struggle with frequent pauses and a lack of fluidity in their speech. This suggests that the standard instructional methods used in the control group were less effective in promoting fluency compared to the monologue technique.

Accuracy in Grammar and Pronunciation

Another significant area of improvement in the experimental group was in accuracy, specifically in grammar and pronunciation. The pre-test results indicated that many students in both groups had difficulty constructing grammatically correct sentences and often mispronounced key vocabulary. In the experimental group, the average grammar score was 2.8 out of 5, with students frequently making errors in verb tenses, subject-verb agreement, and sentence structure.

Pronunciation issues were also common, with many students struggling to produce accurate English sounds, especially those that do not exist in Bahasa Indonesia.

Following the monologue technique intervention, the experimental group displayed notable improvement in both grammar and pronunciation. The post-test results showed that the average grammar score had risen to 4 out of 5, with students making fewer errors and demonstrating better control over English syntax. Pronunciation scores also improved, rising to an average of 3.9 out of 5, as students became more familiar with the correct articulation of English sounds. This improvement can be attributed to the structured nature of the monologue activities, which allowed students to rehearse and focus on the accuracy of their language use without the pressure of immediate interaction.

The control group, in contrast, showed only minimal gains in accuracy. The post-test results indicated that the average grammar score increased slightly from 3 to 3.2 out of 5, while pronunciation scores rose marginally from 2.9 to 3.1 out of 5. These modest gains suggest that the standard instructional methods used in the control group did not provide students with the focused practice needed to significantly improve their grammatical accuracy or pronunciation.

Statistical Analysis and Hypothesis Testing

To determine whether the observed improvements in the experimental group were statistically significant, an independent samples T-test was conducted. The results of the T-test indicated a statistically significant difference between the post-test scores of the experimental and control groups, with a t-value of 5.861 and ap-value of 0.000. Since the p-value was less than the significance level of 0.05, the null hypothesis (H_0), which stated that the monologue technique would not have a significant effect on students' speaking skills, was rejected. The alternative hypothesis (H_1), which posited that the monologue technique would effectively improve students' speaking abilities, was accepted.

The mean difference between the post-test scores of the experimental and control groups was 15.09 points, with the experimental group showing a substantial improvement over the control group. The 95% confidence interval for the difference in means ranged from 9.94 to 20.23 points, confirming that the true difference in speaking skill improvement between the two groups was statistically significant. This further supports the conclusion that the monologue technique had a positive and measurable impact on students' speaking skills.

Impact on Different Levels of Speaking Ability

An interesting finding from the data was the differential impact of the monologue technique on students with varying levels of initial speaking ability. In the experimental group, students who started with lower pre-test scores (e.g., those scoring below 40) demonstrated the greatest gains in the post-test, with some students improving their scores by as much as 30 points. This suggests that the monologue technique is particularly effective for students who initially struggle

with speaking, as it provides them with the structured practice and support needed to build confidence and improve their skills.

Students with higher initial speaking abilities (e.g., those scoring above 60 in the pre-test) also showed improvement, but their gains were less pronounced. These students tended to refine their fluency and accuracy rather than making dramatic leaps in performance. This indicates that while the monologue technique benefits all students, it is especially impactful for those at lower proficiency levels, as it addresses many of the foundational issues (e.g., fluency, vocabulary, confidence) that impede their progress in speaking English.

Discussion

The significant improvement observed in the experimental group suggests that the monologue technique provides a beneficial structure for enhancing students' speaking skills. Monologue tasks enable students to engage in extended speech, allowing them to practice fluency, accuracy, and vocabulary use. The process of delivering monologues requires students to focus on a range of language aspects simultaneously, including pronunciation, sentence structure, and word choice. This aligns with the notion that sustained speaking tasks foster deeper linguistic competence, particularly in environments where opportunities for extended oral practice are limited.

The results of this study also reinforce the idea that monologue techniques offer a platform for learners to practice more autonomous language production, moving beyond basic conversational exchanges. By organizing and expressing thoughts independently, students gain a sense of ownership over their language learning, which can lead to greater motivation and confidence in speaking. This self-directed learning component is essential for fostering long-term language development and echoes the findings of Krisdiana (2020) and Karpovich et al. (2021), who noted improvements in speaking proficiency through structured monologue exercises.

However, the study also uncovered challenges in implementing the monologue technique, such as motivating consistent participation and delivering personalized feedback. These issues can be partly attributed to students' anxiety about speaking in front of peers and the difficulty teachers face in addressing individual students' errors in a timely manner. To overcome these obstacles, it is essential to foster a classroom environment that minimizes anxiety by encouraging collaborative activities, peer support, and constructive feedback mechanisms. Moreover, incorporating technology, such as recording tools or AI-based feedback systems, may provide a solution for offering more individualized, timely feedback without interrupting the flow of the learning process.

Additionally, future studies could explore variations of the monologue technique, such as integrating peer-assessment or using thematic prompts that align more

closely with students' interests, to further enhance engagement and learning outcomes. In conclusion, while the monologue technique proves to be an effective approach in developing EFL students' speaking skills, addressing the challenges of participation and feedback remains key to optimizing its benefits in classroom settings.

Conclusions

The conclusion of this research article is that the monologue technique is proven effective in improving the speaking skills of grade X students at Senior High School. The study, which used a quasi-experimental design, showed that the experimental group taught with the monologue technique experienced significant improvements in terms of fluency, grammatical accuracy and pronunciation compared to the control group using traditional teaching methods. This improvement was also accompanied by an increase in students' confidence when speaking in English.

Thus, the monologue technique can be implemented as an effective teaching strategy in English language learning in secondary schools. This research makes an important contribution to language teaching in Indonesia, especially in addressing the common problems that students often face in the development of speaking skills.

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