MIRROR TALKING STRATEGY TO ENHANCE SPEAKING SKILL OF ENGLISH DEPARTMENT STUDENTS OF TIMOR UNIVERSITY

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ABSTRACT, The hesitation of the students of the English Department of Timor University to deliver speeches triggered the researchers to figure out a suitable method to cope with the issue. This study was conducted to discover whether mirror talk could bring a positive impact on improving the students' speaking skills particularly in delivering the speech. The method utilized for conducting this study was the qualitative method. The performances of the students before and after the implementation of mirror talking were recorded to discover the comparison of both. After delivering the speech, the students were interviewed to reveal the reasons for their inability to perform well. There were 18 students said that lack of time preparation was the main cause of their failure to perform well, 40 students were having a problem with their confidence to cause them had bad performances and 32 students mentioned that they were not interested in delivering speech. Data analysis indicated that the students' ability in delivering the speech particularly in pronunciation and confidence got improved after the practice of mirror talking. It is recommended then that the practice of mirror talking could be executed for other audiences.

Keywords: mirror talking, speaking, English language

A. INTRODUCTION

Learning English means learning it to be able to communicate ideas, opinions, and feeling to others. It is a way of transferring ideas from one person to another via language coming out from the mouth (Leong & Ahmadi, 2017). The language should be learned by practicing it, speaking it, not merely learning it theoretically. Learning the language theoretically could not guarantee that learners would be able to use it for communicative purpose. Some people learn English for a couple of years but still could not speak the language. That condition might be caused by their method of learning the language. Focusing on the rules of the language without real use would be one factor that contributes to the failure of speaking the language in real communication. Therefore, Stryker and Leaver in Al-Jamal & Al-Jamal (2013) assert that communication skill is supposed to be learned by practicing not by studying or finishing a written task.

People who learn English frequently have a problem using the language in real communication (Namaziandost et al., 2019). One problem could be lack of interaction with native speakers of English which contributes to the failure of learners to communicate in the language (Ahmed, 2018). Students at educational institutions also usually encounter problems in expressing their ideas in the language. Lack of vocabulary and lack of exposure to the target language as well as motivation and confidence are some obstacles which hinder the students to communicate successfully in English. Moreover, for the students of the English department, speaking English should be a must since that is the major of their study. Having gone through several subjects related to English, the students are expected to be able to use the language orally. In the first semester of learning, the exposure of vocabulary, basic English grammar, pronunciation practice, and speaking for everyday communication had been conducted. By learning those subjects, it is due to support the students' ability to use the language appropriately. On the contrary, the students of the English department in Timor University still have poor efficacy in speaking skills. Kamlasi (2019)stated that many students in the university face difficulties in expressing their ideas in English orally and even just said nothing during speaking class. Furthermore, the students also could not apply suitable grammar, appropriate vocabulary and correct pronunciation to be uttered in English speaking (Erfiani, 2017). Referred to prior observation in the classroom it is found out that the participation of the students in speaking class is very minimal. The students only speak when there is a demand from their lecturers. The lecturers have tried to give motivation to the learners; however, they still find it hard to speak in English, even with a simple topic such as self-introducing.

The difficulties of the students in speaking English are caused by several factors. Lack of vocabulary, little exposure to the language, classroom atmosphere, learners' personality, motivation, confidence, and self-anxiety are believed to hinder the learners from communicating successfully in the target language. Without adequate amount of vocabulary in the target language, a learner is not able to perform oral communication in the language. Vocabulary can be defined as certain words which are utilized for the sake of committing communication process. Furthermore, the learning of vocabulary should be conducted frequently in order to make the learners get used to the words they have learned. Otherwise, the learning words could not be stored in their memory for a long period of time (Khan et al., 2018). The other problem of the difficulties of the students in speaking English is lack of exposure to the target language. Learners who learn English once a week or once in three or four days would not be able to practice speaking in the language. The language is supposed to be learned and practiced daily to make them get used to it. Classroom atmosphere is also one

aspect that has a role in assisting the learners to speak in English. A comfortable room could motivate and encourage the learners to learn something, included learning the language. Moreover, it is suggested that learners be exposed to different types of activities to encourage them to speak in English (Daddi & Ul Haq, 2014).

Those activities can be introduced by teachers or lecturers or the students are given opportunity to speak up for their ideas that can support them to be active in communication process. By the implementation of various types of activities, it is expected that the students can be motivated and encouraged to express their ideas in the language. The influence from the learners' peers could also be applied to boost learners' motivation to speak in the target language (Asnawi, 2015; Musfirah, 2019).

The study of Al-Jamal & Al-Jamal (2013) revealed that the main factor that hinders learners to communicate in English is due to low confidence level. Their finding also described that the learners were not satisfied with the way the language was exposed to them, that is focusing more on linguistic competence rather than communicative competence. In addition, Tuan & May in Leong and Ahmadi (2017) considered inhibition, less participation, interference from the mother tongue, positive feedback from teachers or lecturers, and little knowledge as factors that could prevent someone to speak in the target language.

Out of the aforementioned factors, a habit of speaking English could be one factor to determine the success of the learners to speak in the target language. As put forward by Mega & Sugiarto (2020), the habit of speaking English and English speaking skill are related to each other. They suggest learners and teachers to start having good habit of speaking English and high self-confidence in order to improve the speaking skill of English. On the contrary, if the learners only communicate orally in the classroom when the demands of lecturers exist, i.e. the presence of a topic should be executed in English, speech that should be delivered in English, etc., it would be difficult to boost the learners' speaking skill. Such condition would limit the learners' speaking skill since the duration of those subjects are only about 100 to 150 minutes. Such a short amount of time could not guarantee that the students' speaking skills will be increased. Therefore, the learners should be provided with as much speaking time as possible and that could not be accomplished in such a short time. Consequently, the habit of speaking English is supposed to be executed not only in the classroom but also outside the classroom.

To be practiced outside the classroom, the students need a lot of motivation, whether from their lecturers or their peers. As stated by Alam, Alam, and Farzana (2018), motivation from teachers or lecturers could facilitate the learners to increase their performances as well as determining their success in the future. On the other hand, this is not an easy task to do as the

learners feel more comfortable speaking in their native language outside the classroom. Based on prior observation, the researchers found out that the students mostly use their native language to come into contact with their peers outside the classroom. Being familiar with their native language causes the students to prefer the language to communicate freely out of the classroom context. In addition, this condition could worsen the learners' ability to interact in the target language.

Looking at the weaknesses of the students in case of enhancing their skill of speaking, the researchers implemented a method of improving the students' speaking skills, mentioned as mirror talking in English routinely. Therefore, the study was carried out to answer the following two questions: Does mirror talking improve the students' speaking ability? and How does mirror talking improve the speaking ability of the students? The learners were asked to talk in front of their mirror at home routinely to build their habit of speaking English.

B. REVIEW OF LITERATURE

Several pieces of researches had been conducted to provide solutions toward improving the learners speaking ability in English. Namaziandost et al (2019) carried out a study to improve students' speaking ability by the implementation of cooperative learning. Their study utilized a pretest and posttest control group design to compare the impact of cooperative learning with the traditional method, that is teacher-centered learning. The result of their study indicates a worth mentioning improvement in the students' speaking skills after implementing cooperative learning.

A classroom action research model was carried out to improve students' speaking ability through the use of storytelling (Erfiani, 2017). This study provides evidence that storytelling could enhance students' oral communication in English from the view of vocabulary, grammatical and pronunciation.

Kaniadewi, Sundayana, and Purnawarman (2017) organized a study to scrutinize the effectiveness of video to increase students' ability in reporting procedural text. Their study revealed that video could assist students to improve their skill of speaking, especially in the case of reporting procedural text.

Furthermore, the study of Ubaedillah (2019) which aimed at revealing the effectiveness of implementing jigsaw to improve students' speaking skill. Thus, the finding indicated that the use of jigsaw in small group discussions could enhance the students' motivation to be braver to speak in the target language.

Those previous researches focus on approaches to improve the students' speaking ability. The current study is applying a different method with the same purpose as the previous studies known as mirror talking strategy. Mirror talking deals with a person's action of speaking to themselves in front of a mirror. Mirror talking is considered to improve self-compassion of someone. This is evidenced by a study which aims to find out the effect of mirror talking to enhance students' self -compassion. The product of the study reveals that the training of mirror talking works well since it upgrades the students self-compassion (Rasyid et al., 2019). The current study, however, employed the strategy of mirror talking to improve speaking ability of the participants of the study.

C. METHOD

The current study implemented mixed method, quantitative as well as qualitative in order to analyze the data. The quantitative method applied *the before-and-after design (also known as the pre-test/post-test design) as it can measure change in a situation, phenomenon, issue, problem or attitude. It is the most appropriate design for measuring the impact or effectiveness of a program* (Kumar, 2011). Furthermore, the present study also administered qualitative method, interview along with questionnaire. The qualitative interview was carried out as a way to gain detailed knowledge from participants dealing with their onerous task, that is to perform their English speech in front of the classroom. Furthermore, the researchers also employed questionnaire to procure data. "Researchers use questionnaires to obtain information about the thoughts, feelings, attitudes, beliefs, values, perceptions, personality, and behavioral intentions of research participants."(Johnson & Christensen, 2014). Besides, there were four points to be presented in this section. Each of the points was described further in the following part.

Respondents

There were fifty students included in this research. They were the third semester students of English department students of Timor university. For the ease of obtaining the data, the students then were divided into two groups, where each group consisted of 25 students.

Instruments

The instruments utilized in this research were pre-test, interview, post-test, and questionnaire. The pre-test was conducted as the first instrument to measure the students' speaking ability prior to the implementation of mirror talking method. After went through the pre-test, the students were interviewed to find out their difficulties in pursuing their task, which was delivering speech in English. After completing the interview, the students were introduced to the procedures of mirror talking. The duration of conducting the mirror talking was for 1

month. The next step was carrying out the last test, that is post-test. The purpose of this post-test was to compare the students' achievement before and after the utilization of mirror talking strategy. The last step to be executed was the distribution of questionnaire to the students. They were requested to respond to some questions related to their process of performing the mirror talking strategy.

Procedures

In the first meeting, the students were introduced to several steps to deliver speech in English. After that, they were given chance to prepare their own speech for 30 minutes on the spot. After preparing their own speech, they had to perform in front of the classroom. The result demonstrated that the students had obstacles in performing their task. Some students even just came to the front and said nothing.

The later procedure to be carried out was interviewing the students to find out the reasons behind their failure to deliver speech in English. Based on the result of the interview, the researchers thus applied the mirror talking strategy.

The process of mirror talking strategy was executed for one month. The students were requested to record their own mirror talking routinely, Monday to Friday. At first, they were demanded to carry it out for a minimum of fifteen minutes. However, they complained that the duration was too long. To deal with this matter, the researchers offered the students to complete it in five minutes.

After recording their own mirror talking, the students then handed over the recording to the researchers in order to be examined. After being examined, the researchers then put the results in form of table and figure. The last step to be implemented was the distribution of questionnaire to the students. The questionnaire consisted of two questions: What do you think about mirror talking? Do you think that mirror talking is one good way to improve your speaking skill? Later, referred to the students' responses to the questionnaire, conclusion was to be drawn.

Data analysis

Dealing with data analysis, the first stage to do was to examine the result of the students' pre-test. From a total of fifty students from two groups, it was found out that only seven students could perform well. The others were having obstacles in case of preparing their speeches as well as performing in front of the classroom. To make it easy to understand, the rubric for assessing the students' work was readjusted from the oral presentation holistic scoring rubric of Missouri state university.

The next stage to be executed was to interview the students to uncover argumentation behind their deficiency to perform well. The work of interview pinpointed that most of the students were not confident with their action of performing the speech. Later, the strategy of mirror talking was actualized. It is expected that by the execution of the approach, the students' trouble to deliver speech could be minimized. Furthermore, the last two movements which were post-test and questionnaire were to be carried out. In the post-test, the students were directed to deliver the speech that they had practiced in their mirror talking activity. The last exercise to be operated after the post-test was analyzing the data obtained from the questionnaire. Refer to the students' responses from the questionnaire, the researchers put similar answer in the appropriate theme.

D. FINDINGS AND DISCUSSION

Does mirror talking improve the students' speaking ability?

The explanation for this research question could be spotted from the comparison between the result of pre-test and post-test. Based on the outcome of those tests, it was found out that there was improvement in the students' performance after the actualization of mirror talking practice. As uttered before that there were 2 groups of students, each group comprises 25 students. Firstly, the researchers conducted a pre-test for the students to deliver a speech on their topic. They were given 30 minutes to prepare their speech before performing. After 30 minutes of preparation, each student started to perform in front of the classroom. In the first group, from a total of 25 students, only 5 students could perform well. The others had trouble in delivering their speech due to a lack of preparation. The same problem was encountered by the second group. Only a small amount of students could perform well while others were still found difficulties. The result of the students' pre-test was displayed in the table to follow.

Table 1. The result of the students' pre-test

No	Criteria of assessment	Frequency of the students' achievement	Percentage
1.	Competent (4)	7	14 %
2.	Non-mastery (3)	10	20 %
3.	Undeveloped (2)	18	36 %
4.	Incomprehensible (1)	15	30 %

The next step carried out by the researchers was to interview the students about their failure to perform well. Thirty-six percent of the students provided reasons that they had a short time to prepare, 80% said that they were not confident with their speech and 64% said that they were

not interested in delivering the speech. The percentage of the students' responses toward their failure in delivering speech was illustrated in the following table.

Table 2. Factors Affecting the Students' Failure in Speaking

No	Factors	Total students	Percentage (%)
1	Lack of time preparation	18	36 %
2	Being not confidence	40	80 %
3	Not interested in delivering the speech	32	64%

Referring to the students' difficulties in performing their oral task, that is delivering a speech, the researcher implemented the method of mirror talking. In the beginning, the length of 15 minutes was given to the students to practice. However, the students just could perform in the range of 2 to 5 minutes. The researcher then asked the students to practice the 5-minute mirror talking at home. They should record their own 5 –minute mirror talking for 6 days and be sent to the researchers.

Based on the videos of 5 –minute mirror talking, the researchers found out that there was an improvement in the students' speaking skills day by day. Four aspects were considered to bring a positive impact on the students' performance after practicing mirror talking mentioned as confidence, pronunciation, vocabulary, and mastery of the speech.

The product of the mirror talking method could be portrayed in the table below.

Table 3. The result of the students' post-test

No	Criteria of assessment	Frequency of the students' achievement	Percentage
1.	Competent (4)	18	36%
2.	Non-mastery (3)	12	24%
3.	Undeveloped (2)	14	28%
4.	Incomprehensible (1)	6	12%

The result of the questionnaire also reveals that the students experienced an improvement in their performance to deliver a speech. Almost all the students stated that their confidence and pronunciation improve as they practiced more in front of the mirror. One student said that when speaking English in front of the classroom, his vocabulary increases because he was challenged to elaborate more on his speaking. The other student claimed that mirror talking could prepare someone to defeat themselves first before facing the real audience; it is like a rehearsal time before the real performance. Besides, mirror talking can also lessen anxiety before performing. From a total of 50 students, all students believed that their confidence and pronunciation improve routinely by practicing mirror talk. The following chart demonstrated more on the result of the data analysis from the questionnaire.
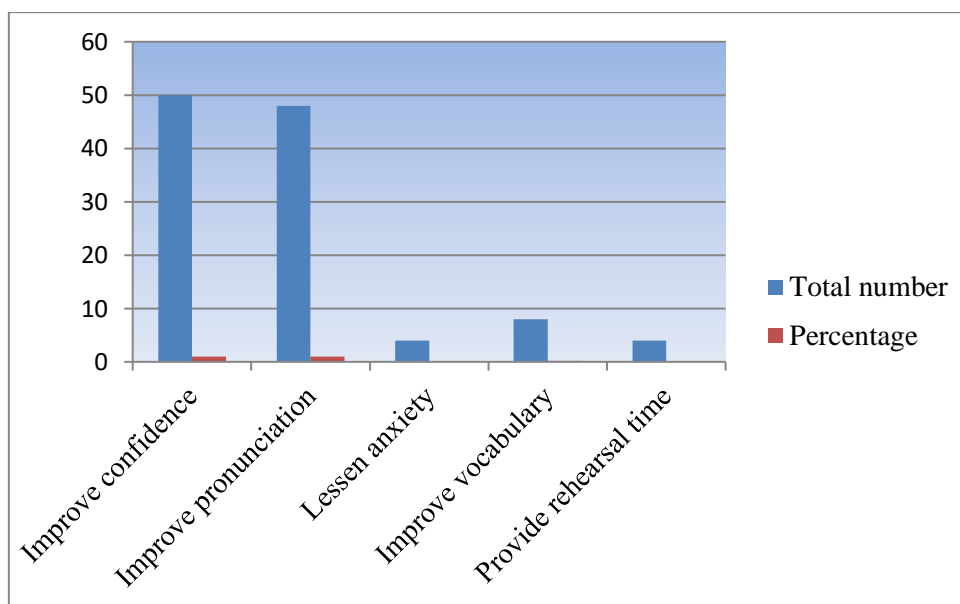
Figure 1. The improvement factors of mirror talking practice

How does mirror talking improve the students' speaking ability of the students?

The answer for this research question could be examined from the outcome of post-test, interview, and the students' responses from the questionnaire which were utilized for procuring the data. Clearly demonstrated from the output of the post-test that there was an improvement in the students' work of delivering the speech. The pre-test indicated that dealing with ability to deliver speech, only 14 percent of the students was categorized as competent, 20 percent as non-mastery, 36 % as undeveloped and the last 30 % was dominated by incomprehensible. In the meantime, the grouping of competent in the post-test do improved to 36 %. This is obviously demonstrated that the method of mirror talking imports positive impact on the students' performances. Further, the data obtained from the questionnaire also support the outcome of the post-test. Large amount of the students mentioned that mirror talking practice enhance their confidence and pronunciation at the same time. Others also provide answers that the method lessen their anxiety, improve their vocabulary and prepare themselves before real performances.

The product of the present study is in line with preceding researches, that is upgrading the students' speaking ability. Albeit employing different techniques, all the studies demonstrate advancement towards the students' achievement. On the other hand, the study of Erfiany (2017)shows improvement in aspect of grammar, while the current study does not indicate any

improvement in case of grammar. Furthermore, the present study concurs with previous finding of Kaniadewi, Sundayana and Purnawarman (2017). Both studies obtain positive feedback from the participants of the study in which the applied approach assist them to upgrade their speaking skill, set up an alive and enjoyable class.

E. CONCLUSIONS

Looking back at the findings and result of data analysis, it could be claimed that the students' performances to deliver the speech in English do upgraded after the implementation of 5- minute mirror talking. The evidence was shown by the disparity between pre-test and post-test as well as the students' answer from the questionnaire. The students gain benefit from their confidence and pronunciation after being exposed to mirror talking approach. Additionally, minimizing disquiet, boosting vocabulary as well as rehearsal time were also advantages gained after working with mirror talking strategy. For next researchers, it is expected to carry out a study whether the students' performance in English speaking especially mirror talking also bring positive impact in performing the same task in front of a variety of audiences.

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